



# 2022-23 Reading Plan

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

### Contact Information - Part A

#### District Contact Information

##### Reading Contacts

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

Contact	Name, Title, Email, Phone
Main District Reading Contact	Reaves, Jeff Director of Teaching and Learning reavesj@flaglerschools.com 386-437-7526 x1110
Elementary English Language Arts (ELA)	Frank, Kristin Teaching & Learning Specialist frankk@flaglerschools.com 386-437-7526 x1115
Secondary ELA	Ackerman, Celeste Teaching and Learning Specialist ackermanc@flaglerschools.com 386-437-7526 x1315
Assessment	Stefancik, Christopher Coordinator of Assessment and Accountability stefancikc@flaglerschools.com 386-437-7526 x1114
Reading Endorsement	Reaves, Jeff Director of Teaching and Learning reavesj@flaglerschools.com 386-437-7526 x1110
Reading Curriculum	Reaves, Jeff Director of Teaching and Learning reavesj@flaglerschools.com 386-437-7526 x1110
Professional Development	Reaves, Jeff Director of Teaching and Learning reavesj@flaglerschools.com 386-437-7526 x1110
Summer Reading Camp	Frank, Kristin Teaching and Learning Specialist frankk@flaglerschools.com 386-437-7526 x1115
Third Grade Promotion	Frank, Kristin Teaching and Learning Specialist frankk@flaglerschools.com 386-437-7526 x1115
Data Element	Stefancik, Christopher Coordinator of Assessment & Accountability stefancikc@flaglerschools.com 386-437-7526 x1114
Multi-Tiered System of Supports (MTSS)	Robinson, Kimberly Teaching and Learning Specialist robinsonk03@flaglerschools.com 386-437-7526 x1277

**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.**

Once approved, this Comprehensive Evidence-Based Reading Plan will be shared with all district and school-based administrators and literacy coaches. School Literacy Leadership teams will work

collaboratively to ensure all components of the district reading plan are communicated at the school level and to all stakeholders.

Components of this plan will be reviewed throughout the year during professional learning opportunities, monthly coach and principal meetings, Literacy Leadership Team meetings, faculty meetings, and grade-level meetings.

The plan will also be posted on our district website.

## Student Achievement Goals - Part B

### Measurable Student Achievement Goals

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

***Previous School Year***

***Kindergarten - % of Students "Ready" on FLKRS 45%***

***Previous School Year***

***Kindergarten - % of Students "Ready" on FLKRS 48%***

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

Utilizing our VPK curriculum FrogStreet DIG, which is based on FELDS, our VPK Facilitators and teachers are given strategies to differentiate and enrich each lesson to meet student needs. In addition to the state-required professional learning, the teachers are being trained in backwards planning, previewing, and vertical alignment to Kindergarten expectations and standards. All VPK Facilitators and teachers are now required to have completed 3 reading courses through DCF or the Comp 1 class from the reading endorsement. Every 5 years the facilitators are required by the state, to complete another reading course.

Instruction and learning is hands-on with thematic integration. Explicit oral language development is prioritized and the expectation is that all VPK students will surpass the standards by knowing all of their letters and letter sounds. The students are also exposed to high-frequency words to preview what they will encounter in kindergarten text. Small group instruction is planned according to progress monitoring data. Teachers participate in data chats with program leaders to build the instructional groups and discuss each child's progress. The progress monitoring test, STAR, will provide data for each student that will be collected three times a year and used to help drive instruction based on the FELDS standards.

***Statewide English Language Arts Standardized Assessment:***

Grade	Previous School Year % of Students Scoring					Goal for Plan Year % of Students Scoring				
	Lvl 1	Lvl 2	Lvl 3	Lvl 4	Lvl 5	Lvl 1	Lvl 2	Lvl 3	Lvl 4	Lvl 5
3	16	26	29	23	6	14	24	31	24	7
4	18	20	30	22	10	16	18	32	23	11
5	19	23	27	21	10	17	21	29	22	11
6	21	20	23	25	10	19	18	25	26	11
7	27	23	21	19	10	25	21	23	20	11
8	28	23	23	15	11	26	21	25	16	12
9	25	23	21	21	10	23	21	23	22	11
10	24	27	20	19	9	22	25	22	20	10

**Include additional literacy goals based on screening, progress monitoring, and/or district summative assessments. At a minimum, include specific goals for K-2 students.**

*Example: For each grade, K-2, increase the percentage of students currently scoring at or above grade level on (the approved district progress monitoring assessment) by 5% this year, from (60%) to (65%).*

In grade K, we will increase the percentage of students scoring on or above grade level on the last iReady diagnostic by 5% from 89% to 94%.

In grade 1, we will increase the percentage of students scoring on or above grade level on the last iReady diagnostic by 5% from 73% to 78%.

In grade 2, we will increase the percentage of students scoring on or above grade level on the last iReady diagnostic by 5% from 66% to 71%.

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

#### Budget

1	Estimated proportional share distributed to district charter		\$51,853.00
		FTE	2022-23
			\$51,853.00
2	Reading coaches assigned to elementary schools		\$457,594.00
		FTE	2022-23
		4726.0	\$457,594.00
3	Reading coaches assigned to secondary schools		\$300,755.00
		FTE	2022-23
		7257.0	\$300,755.00
4	Intervention teachers assigned to elementary schools		\$0.00
5	Intervention teachers assigned to secondary schools		\$0.00
6	Supplemental materials or interventions for elementary schools		\$0.00

7	Supplemental materials or interventions for secondary schools	\$0.00
8	Intensive interventions for elementary students reading below grade level	\$0.00
9	Intensive interventions for secondary students reading below grade level	\$0.00
10	Professional development	\$0.00
11	Helping teachers earn the reading endorsement	\$0.00
12	Summer reading camps	\$0.00
13	Additional hour for 300 lowest-performing elementary schools	\$0.00
14	Early literacy instruction/intervention for VPK completers pursuant to s. 1008.25(8)(c), F.S.	\$0.00
<b>Total:</b>		<b>\$810,202.00</b>

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

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

In order to support K-3 students identified with a substantial deficiency in reading, we have allocated the majority of these funds to employ Literacy Coaches assigned to each elementary school. The Literacy Coaches provide training and professional development in implementing an explicit, systematic, and sequential approach to reading instruction, including multisensory intervention strategies. They also analyze data to identify instructional gaps, prioritize instructional needs and provide daily support to teachers.

## School Literacy Leadership Teams

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

The requirement will be initially presented at a principal's meeting over the summer. During regularly scheduled administrator meetings with the Director of Teaching and Learning, school leaders will discuss topics and needs to be presented to the School Literacy Leadership Teams.

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

Director of Teaching and Learning

Teaching & Learning Specialists

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

Director of Teaching and Learning

Teaching & Learning Specialists



## 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.

Differentiated professional development provided by the district and schools will include:

Effective instructional design to integrate language comprehension and word recognition skills (Will be a primary focus in grades K-2)

Backward Planning Instructional Design

Implementation of the B.E.S.T standards and standard stacking

Using data to drive instruction

FCRR Reading Endorsement Pathway

Effective Implementation of Core Curriculums: Benchmark Advanced, Wilson's Foundations, HMH Into Literature

Partnership with University of Florida Literacy Institute

Mentor teachers and model classrooms will be established for professional learning through learning walks and instructional rounds.

Master schedules allow for teachers to participate in weekly PLC meetings that provide opportunities for professional development

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

The district communicates professional development requirements through weekly principal meetings. The district supports principals by providing training to ensure professional development compliance. Information is shared via emails, meeting agendas, and a weekly online newsletter to administrators.

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

Director of Teaching and Learning

Teaching & Learning Specialists

### **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.

Based on reading summative, diagnostic, and progress monitoring data, there is a need for a Literacy Coach to be provided in all elementary, middle, and high schools. All coaches support literacy across content areas with the goal of increasing overall student achievement and closing gaps between identified sub-groups.

#### 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?**

Literacy Coach requirements will be reviewed at the beginning of the school year with the principals.

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

Monthly Coaches Meetings

District's Coaching Cohort Professional Learning

District and School Data chats

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

ELA Teaching and Learning Specialists

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

Coaches maintain a daily calendar of their tasks that is shared with the district and school leadership teams. They are reviewed regularly and feedback is given, as needed.

Diagnostic and common summative data is reviewed after each assessment window with school leadership teams.

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

Principals and district teams review district and school data in order to identify where additional support and professional learning is needed. Coaches engage in the documentation of duties to reflect upon and refine their supports.

## District-Level Monitoring of Plan Implementation

### District-Level Monitoring - Part A

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

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

### Assessments

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

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

Name of the Assessment	To whom is the assessment administered?	Assessment type	What component of the reading/strand of standard is being assessed?	How often is the data being collected?
FAST - STAR	K-2	Screener, Progress Monitoring, Summative	Oral Language, Phonological Awareness, Phonics, Fluency, Vocabulary, Comprehension	3 x A Year
i-Ready	K-5	Diagnostic	Phonological Awareness, Phonics, Vocabulary, Comprehension	3 x A Year
HMH Into Literature Growth Measure	6-12	Diagnostic	Vocabulary, Comprehension	3 x A Year
Core Phonics Survey	All K-3, Grades 4 and above for students with phonics deficits	Screener	Phonics	3 x A Year
Oral Reading Fluency (ORF)	all K-3 and students with reading deficiencies in grades 4-12	Screener	Fluency	Quarterly
FAST - Cambium	Grades 3-10	Screener, Progress Monitoring, Summative	Vocabulary, Comprehension	3 x A Year
ACCESS for ELLs	Active ELL students in grades K-12	Summative	Oral Language, Vocabulary, Comprehension	Annually
Benchmark Advanced Weekly Assessments	K-5 students	Formative Assessment	Vocabulary, Comprehension	2 x A Month
Benchmark Advanced Common Unit Assessments	All K-5 students	Summative	Vocabulary, Comprehension	Monthly
Rewards/WORD ID Progress Monitoring Assessment	Grades 6-12 Intensive Reading students	Screener	Phonological Awareness, Phonics, Fluency, Vocabulary	3 x A Year
HMH Common Unit Assessments	Grades 6-12	Summative	Vocabulary, Comprehension	Quarterly
HMH Selection Tests	Grades 6-12	Formative Assessment	Vocabulary, Comprehension	Monthly

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

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

Director of Teaching & Learning

Teaching & Learning Specialists

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

Professional Learning is provided throughout the year by Literacy Coaches, Teaching and Learning Specialists, NEFEC and Regional Literacy Directors.

Administrators will receive professional learning to ensure a common understanding of systematic, explicit, and evidence-based instruction.

Curriculum resources are reviewed and vetted by district and school leaders to ensure they are evidence-based.

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

Regular data chats with school leaders

Bimonthly PLCs to backwards plan from Common Assessments and determine standards and skills for remediation and content preview

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

Curriculum mapping with ELA and Science and Social Studies

Adoption of materials that incorporate content area text

Content area teachers attend Science of Reading professional learning opportunities

Content Area and ELA teachers partner for professional learning on comprehension strategies

Writing in all content areas

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

District leaders and Principals can discuss concerns at principal meetings and district literacy leadership team meetings.

Literacy Coaches can discuss concerns at coaches meetings

School-based teams can discuss concerns at PLCs, data chats, literacy leadership team meetings, and department/faculty meetings



**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.**

Upon reflection of the 2021-2022 CREP, the team marked the following indicators as “minimally in place.”

1. School Literacy Leadership Teams are established and meet regularly to disaggregate data and make informed decisions about how to maximize student growth in reading.
2. Capacity is being built through identifying teachers, coaches and/or district personnel who can serve as trainers in the use of evidence-based curriculum, instruction and intervention aligned to the B.E.S.T. ELA Standards.
3. School-based administrators are provided regular professional learning sessions on the science of reading and evidence-based literacy instruction, materials and assessment.
4. Principals provide training to help teachers integrate phonological 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.

We have developed and established LLTs and next year we would like to provide more guidance on what data to review, when to review it, and support the schools in creating an action plan. We would also like to work on providing more professional learning to secondary administrators on evidence-based literacy instruction and systematic approaches. Our strategy is to identify the above areas as needs and develop a plan and timeline around them.

We will continue to closely monitor student data and develop next steps when action is needed through instructional support and/or professional learning.

## 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?

Oversight through regular interactions between the school-based administrators and Teaching & Learning Specialist

Support by the Teaching & Learning Specialist and the Literacy Coaches

Follow-up by the Director of Teaching & Learning and the principals.

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

Director of Teaching and Learning

Teaching & Learning Specialists

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

The Literacy Leadership Team meets after each diagnostic to determine what changes need to occur in the implementation of the Reading Plan. Each team looks at data trends compared at the classroom, grade level, and district level. The data is looked at by reading domains to determine what additional screeners are needed to target student needs, what adjustments need to be made in the core tier 1 instructional block, and what PL is needed for teachers to implement effective instruction in the classroom to yield the desired results.

### Weekly reading walkthroughs by administrators - Part B

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

Director of Teaching & Learning meets with principals to ensure that weekly walkthroughs are occurring

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

Director of Teaching and Learning

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

During the weekly meetings between principals and the Director of Teaching and Learning, each leader shares any concerns, questions or comments they have regarding the core reading instruction they are seeing in the classrooms or the data they are reviewing at the school level. Each team member will contribute suggestions on opportunities for PL, how they facilitated the effective implementation in their building, or any shift they made to maximize student learning results.

Common walkthrough checklists can be used to ensure administrators know what to look for during their classroom walkthroughs.

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

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

Teaching and Learning Specialists meet with literacy coaches and school administrative teams to ensure data is being used to determine interventions and supports.

School MTSS meetings occur after each diagnostic and as needed.

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

Director of Teaching and Learning

Teaching and Learning Specialists

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

Tier 1 data review is conducted after each diagnostic at the district and school level to determine areas of focus that will drive student interventions and instructional support. We will look at data trends in multiple ways for both proficiency scores as well as student growth: school, grade level, teacher and reading domain. From here, we will determine if additional tier 1 support is needed in the areas of instructional practices professional learning, standards training, or effective instructional materials program implementation.

Tier 2 and tier 3 data will be compared to like subgroups as well as how their growth is compared to their tier 1 peers. This data, along with their progress monitoring data, will be used to determine the next steps for their interventions and intervention needs.

## Summer Reading Camp

### Reading Camp - Part A

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

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

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

Yes

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

Third graders scoring level 1 on the ELA FSA will be served by highly effective reading endorsed/certified teachers in the Summer Reading Camp. The instructional plan will include evidence-based explicit, systematic, and multisensory reading instruction in phonemic awareness, phonics, fluency, vocabulary and comprehension. We will be using the following materials with whole group and small group instruction: S.P.I.R.E, Accessing Complex Text, Wilson Foundations, and/or Rewards. Additionally, the Teacher Toolbox and iReady Online Instruction will be implemented. Summer Reading Camp curriculum maps will be provided for teachers with specific standards targeted. Students will attend the program from June 8-July 14, M-Th from 8-2, totaling 100 instructional hours.

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

**Will the district implement this option?**

No

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

N/A

### Attendance - Part B

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

#### Number of Students Attending Summer Reading Camp

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

101

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

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

**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.)**  
87%

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

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

## 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.**

In accordance with Section 1008.25(5)(c), F.S., parents of students identified with a substantial deficiency in reading are provided with written notification of a reading deficiency along with our District Read-At-Home Plan and the I-Ready Diagnostic for Families Report. Our Read-At-Home Plan is available at <https://bit.ly/3vJuD1E>.

District website resources for parents include the UFLI Parent Hub, Just Read Florida Parent Resources, and the New Worlds Reading Initiative.

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

Director of Teaching & Learning

Teaching & Learning Specialists

## 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?

Specialists meet with literacy coaches weekly to discuss school-level needs and develop support plans. They attend grade level or department planning meetings, review data quarterly with school teams, and participate in MTSS meetings. They also provide professional learning opportunities to teachers and coaches.

Schools submit their master schedules to the Director of Teaching and Learning for review. As part of the curriculum mapping process, the district collaborates with teachers from each school to create a common 90-minute reading block with all required components to teach the standards using our adopted instructional materials. District Specialists are available to support principals in completing walkthroughs and lesson plan review to ensure all components of the reading block are being met.

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

Director of Teaching & Learning

Teaching & Learning Specialists

**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?

The district has adopted new ELA instructional materials with content area connected texts at all grade levels. The new instructional materials meet the 50/50 informational/literary texts requirement and meet the 1/3 of the sample book list requirement. Classrooms and school libraries have texts from the new B.E.S.T. Standards literature and civics lists. Teachers are collaboratively planning to integrate the EEs in all content areas.

Each school's master schedule is shared with the Director of Teaching and Learning to ensure that all content areas are given instructional time each day. In addition, the district's Science and Social Studies specialists will help support the content knowledge as it presents itself in the themes of the ELA curriculum resources. They will help gather materials and texts that can be used to teach the ELA standards but also support the content knowledge and vocabulary for their areas of study. Effective integration techniques will be presented to teachers at PLCs and lesson plan reviews and walkthroughs are always available at the administrator's request to monitor implementation.

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

Director of Teaching & Learning

Teaching & Learning Specialists

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

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

Teachers are provided ongoing, job-embedded training on small group instruction from both school and district level PD opportunities.

Specialists meet with literacy coaches weekly to discuss school-level needs and develop support plans.

Specialists attend grade level or common planning meetings, review data quarterly with school teams, and participate in MTSS meetings.

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

Director of Teaching & Learning

Teaching & Learning Specialists



### 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.

The district adopted a core reading curriculum that is evidence-based and follows the Science of Reading which includes the six components of reading. Students in grades K-3 are given a phonics screener at the beginning of the school year and as deemed necessary throughout the school year. K-12 students are administered a reading diagnostic two times a year. Progress monitoring occurs at the classroom, school, and district level throughout the school year. Summative assessments are given appropriately throughout the school year. The data collected from all assessments is used to drive instructional decisions; including the necessity of Tier 2 and Tier 3 interventions. Tier 2 and Tier 3 interventions are standards aligned, targeted to students' deficits, and evidence-based. Tiered instruction provides multiple opportunities to practice the targeted skill(s) and receive corrective feedback. Tiered instruction occurs in addition to core instruction and is adjusted to meet the needs of individual students through frequent progress monitoring. Tier 3 interventions are provided by reading endorsed or reading certified teachers.

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

The T & L Specialists pull student data on a regular basis and meet with the schools' MTSS teams to ensure that all requirements are met. The district and school MTSS teams employ the four step problem solving process to ensure that instruction is modified as needed in order for students to make progress toward instructional goals.

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

Director of Teaching & Learning

Teaching & Learning Specialists

**Assessment/Curriculum Decision Trees - Part C**

## Requirements

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

The Decision Trees must contain the following information:

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

### Tier 1

*Core Instruction:*

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

**Grade Levels: K-5**

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

*(Enter assessment criteria that will be used)*

Student meets the following criteria at beginning of school year:

Grades K-3

Score above the 15th percentile rank on the i-Ready Diagnostic 1 or CSPM

Score Benchmark or Strategic (one or two areas) performance level on the Core Phonics Survey

Grades 4-5

Score level 3 or above on the FSA

Score above the 15th percentile rank on the i-Ready Diagnostic or CSPM

Score Benchmark or Strategic (one or two areas) performance level on the Core Phonics Survey

Student meets the following criteria after second diagnostic or Progress Monitoring:

Grades K-5

Score above the 25th percentile rank on the second i-Ready Diagnostic or CSPM

Score Benchmark performance level on the Core Phonics Survey

**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.

Benchmark Advance (MODERATE EVIDENCE)

Wilson Foundations (STRONG EVIDENCE)

**Progress Monitoring**

**Assessment & Frequency**

Core Phonics Survey – Beginning of year and as needed

CSPM – Three times per year

i-Ready Diagnostic – Two times per year

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

PM1: Students scoring greater than the 15th percentile on the i-Ready Diagnostic/CSPM

Score Benchmark or Strategic (one or two areas) performance level on the Core Phonics Survey

PM2: Students scoring greater than the 25th percentile on the i-Ready Diagnostic/CSPM

Score Benchmark performance level on the Core Phonics Survey

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

PM1: Students scoring between the 15th and 10th percentile on the i-Ready Diagnostic/CSPM

Score Strategic performance level on the Core Phonics Survey in more than 2 areas

PM2: Students scoring between the 25th and 15th percentile on the i-Ready Diagnostic/CSPM

Score Strategic performance level on the Core Phonics Survey

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

## **Grade Levels: K-5**

School administration walkthroughs  
Literacy Coach learning walks  
Formative & Summative assessment data  
Data and Fidelity chats

### **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?**

In order to identify and solve problems to improve the effectiveness of Tier 1 instruction, coaches and teachers attend biweekly common planning meetings or PLCs. Literacy Teams and MTSS Teams meet regularly to problem solve. Coaches implement coaching cycles to identify and solve problems. Schools implement the Decision-Making Rubric to identify and solve problems related to Tier 1 instruction throughout the school year.

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

School administration walkthroughs  
Literacy Coach learning walks  
Weekly PLC and grade level meetings  
Data chats  
Common Summative Assessments

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

In order to identify and solve problems to improve the effectiveness of the Tier 1 curriculum implementation, coaches and teachers attend biweekly common planning meetings or PLCs. At these PLCs, all attendees are working collaboratively to backward plan from the standards-based assessments. This helps us ensure that our instruction is aligned to the benchmarks being assessed and the core curriculum pieces are being used with fidelity to meet the demands of those benchmarks.

Literacy Leadership Teams and MTSS teams meet regularly to implement the Decision-Making Rubric to identify and solve problems related to Tier 1 instruction throughout the school year. Coaches implement coaching cycles to identify and solve instructional needs.

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

Students who prefer distance learning can apply for a remote instructional option through our NEFEC-supported FLVS franchise. We do not currently have a tier one distance learning option in grades K-5.

**Grade Levels: 6-8**

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

*(Enter assessment criteria that will be used)*

Student meets the following criteria at beginning of school year:

FSA - Student scores a Level 3 or above on prior ELA FSA

CSPM 1 and/or I-Ready Diagnostic 1-Student scores above the 15th percentile

Student meets the following criteria after second diagnostic or Progress Monitoring:

CSPM 2 and/or I-Ready Diagnostic 2-Student scores above the 25th percentile

**THEN TIER 1 Only**

**Core Curriculum**

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

Core 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.

**Progress Monitoring**

**Assessment & Frequency**

Foundational Skills Screener – Beginning of year and as needed

CSPM – Three times per year

I-Ready Diagnostic – Two times per year

(HMH)Common Summatives-Quarterly

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

PM1: Students scoring greater than the 15th percentile on identified measure

PM2: Students scoring greater than the 25th percentile on identified on identified measure

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

PM1: Students scoring between the 15th and 10th percentile on identified measure

PM2: Students scoring between the 25th and 15th percentile on identified measure

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

The effectiveness of Tier 1 instruction is monitored through ongoing data collection in the form of:

School administration

walkthroughs

Literacy Coach learning walks

Data chats

Formative & Summative

Assessments

## **Grade Levels: 6-8**

### **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?**

In order to identify and solve problems to improve effectiveness of Tier 1 instruction, coaches and teachers attend weekly common planning meetings or PLCs. The Literacy Leadership Team and MTSS Team meet regularly to problem-solve. Coaches implement coaching cycles to identify and solve problems. Schools implement the Decision-Making Rubric to identify and solve problems related to Tier 1 instruction throughout the school year.

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

The effectiveness of Tier 1 instruction is monitored through ongoing data collection in the form of:

- School administration walkthroughs
- Literacy Coach learning walks
- Weekly PLC/grade level meetings
- Data chats
- Formative & Summative Assessments

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

In order to identify and solve problems to improve the effectiveness of the Tier 1 curriculum implementation, coaches and teachers attend weekly common planning meetings or PLCs. At these PLCs, all attendees are working collaboratively to backward plan from the standards-based assessments. This helps us ensure that our instruction is aligned to the benchmarks being assessed and the core curriculum pieces are being used with fidelity to meet the demands of those benchmarks.

Literacy Leadership Teams and MTSS teams meet regularly to implement the Decision-Making Rubric to identify and solve problems related to Tier 1 instruction throughout the school year. Coaches implement coaching cycles to identify and solve instructional needs.

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

Students who prefer distance learning can apply for a remote instructional option through i-Flagler (our FLVS franchise).



**Grade Levels: 9-12**

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

*(Enter assessment criteria that will be used)*

Student meets the following criteria at beginning of school year:

FSA - Level 3 or above on prior ELA FSA

CSPM 1 (grade 9 and 10)- Student scores above the 15th percentile

HMH Growth Measure 1 (grade 11 and 12) – student scores above a scale score of 50

Student meets the following criteria after second diagnostic or Progress Monitoring:

CSPM 2 (grade 9 and 10)-Student score above the 25th percentile

HMH Growth Measure 2 (grade 11 and 12)-student scores above a scale score of 60

**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.

HMH Into Literature Florida

DEMONSTRATES A RATIONALE - EVIDENCE

**Progress Monitoring**

**Assessment & Frequency**

Foundational Skills Screener – Beginning of year and as needed

CSPM (grade 9 and 10) – three times a year

(HMH) Common Summative Assessment-Quarterly

HMH Growth Measure – two times a year (grade 11 and 12)

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

PM1: Students scoring greater than the 15th percentile on identified measure

PM2: Students scoring greater than the 25th percentile on identified measure

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

PM1: Students scoring between the 15th and 10th percentile on identified measure

PM2: Students scoring between the 25th and 15th percentile on identified measure

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

In order to identify and solve problems to improve effectiveness of Tier 1 instruction, coaches and teachers attend weekly common planning meetings or PLCs. The Literacy Leadership Team and MTSS Team meet regularly to problem-solve. Coaches implement coaching cycles to identify and solve problems. Schools implement the Decision-Making Rubric to identify and solve problems related to Tier 1 instruction throughout the school year. All procedures provided to both in-person students and distance learning students.

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

**Grade Levels: 9-12**

In order to identify and solve problems to improve the effectiveness of the Tier 1 curriculum implementation, coaches and teachers attend weekly common planning meetings or PLCs. At these PLCs, all attendees are working collaboratively to backward plan from the standards-based assessments. This helps us ensure that our instruction is aligned to the benchmarks being assessed and the core curriculum pieces are being used with fidelity to meet the demands of those benchmarks.

Literacy Leadership Teams and MTSS teams meet regularly to implement the Decision-Making Rubric to identify and solve problems related to Tier 1 instruction throughout the school year. Coaches implement coaching cycles to identify and solve instructional needs.

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

The effectiveness of Tier 1 instruction is monitored through ongoing data collection in the form of:

School administration  
walkthroughs  
Literacy Coach learning walks  
Data chats  
Formative & Summative  
Assessments

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

The effectiveness of Tier 1 instruction is monitored through ongoing data collection in the form of:

School administration walkthroughs  
Literacy Coach learning walks  
Weekly PLC/grade level meetings  
Data chats  
Formative & Summative Assessments

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

Students who prefer distance learning can apply for a remote instructional option through i-Flagler (our FLVS franchise).

**Tier 2*****Supplemental Instruction/Intervention:***

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

**Grade Levels: K-5**

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

*(Enter assessment criteria that will be used)*

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

Grades K-3

Score between the 15th and 10th percentile on the i-Ready Diagnostic or CSPM  
 Score Strategic performance level on 3 or more areas on the Core Phonics Survey

Grades 4-5

Score level 2 on the FSA  
 Students scoring between the 15th and 10th percentile on the i-Ready Diagnostic or CSPM

Student meets the following criteria after the second diagnostic or Progress Monitoring:

Grades K-5

Score between the 25th and 15th percentile on the i-Ready Diagnostic or CSPM  
 Score Strategic performance level on 3 or more areas on the Core Phonics Survey

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

**Progress Monitoring**

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

Small-Group instruction on targeted skill

**Assessment & Frequency**

bi-weekly progress monitoring of skill being taught

**Performance Criteria to discontinue Tier 2 interventions**

Positive Rtl, proof of mastery on summative assessments and/or Performance level of Benchmark on CORE screener

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

Questionable or Negative Rtl, inconsistent evidence of mastery on summative assessments and/or Performance Level of Strategic on CORE screener

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

Negative Rtl, lack of mastery on summative assessments and/or score Performance Level of Intensive on CORE screener

**Progress Monitoring**

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

Learning-Focused Strategies: Previewing, Distributive Summarizing

**Assessment & Frequency**

bi-weekly progress monitoring of skill being taught

**Performance Criteria to discontinue Tier 2 interventions**

Positive Rtl, proof of mastery on summative assessments

**Grade Levels: K-5**

**Progress Monitoring**

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

Questionable or Negative Rtl, inconsistent evidence of mastery on summative assessments

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

Negative Rtl, lack of mastery on summative assessments

**Progress Monitoring**

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

SIPPS

**Assessment & Frequency**

bi-weekly SIPPS program assessments

**Performance Criteria to discontinue Tier 2 interventions**

Positive Rtl, proof of mastery on summative assessments and/or performance level of Benchmark on CORE screener

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

Questionable or Negative Rtl, inconsistent evidence of mastery on summative assessments and/or performance level of Strategic on CORE screener

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

Negative Rtl, lack of mastery on summative assessments and/or score below the 15th percentile on CSPM or i-Ready and/or performance level of Intensive on CORE screener

**Progress Monitoring**

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

Rewards (Grades 3-5)

**Assessment & Frequency**

bi-weekly Rewards progress monitoring assessments

**Performance Criteria to discontinue Tier 2 interventions**

Positive Rtl and performance level of Benchmark on CORE screener

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

Questionable or Negative Rtl and performance level of Strategic on CORE screener

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

Negative Rtl and score performance level of Intensive on CORE screener

**Progress Monitoring**

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

Wilson Foundations (K-3)

**Assessment & Frequency**

bi-weekly program assessments & formative check-ins

**Grade Levels: K-5**

**Progress Monitoring**

**Performance Criteria to discontinue Tier 2 interventions**

Positive Rtl, proof of mastery on summative assessments and performance level of Benchmark on CORE screener

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

Questionable or Negative Rtl, inconsistent evidence of mastery on summative assessments and/or performance level of Strategic on CORE screener

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

Negative Rtl, lack of mastery on summative assessments and/or score performance level of Intensive on CORE screener

**Progress Monitoring**

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

Read Naturally

**Assessment & Frequency**

bi-weekly Read Naturally program assessments

**Performance Criteria to discontinue Tier 2 interventions**

Positive Rtl, proof of mastery on summative assessments, fluency rate between 50-75 percentile

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

Questionable or Negative Rtl, inconsistent evidence of mastery on summative assessments, fluency rate maintaining below 50 percentile

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

Negative Rtl, lack of mastery on summative assessments, fluency rate maintains below 25 percentile

**Progress Monitoring**

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

i-Ready Tools for Instruction

**Assessment & Frequency**

bi-weekly progress monitoring assessments on targeted skills

**Performance Criteria to discontinue Tier 2 interventions**

Positive Rtl and proof of mastery on summative assessments

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

Questionable or Negative Rtl and inconsistent evidence of mastery on summative assessments

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

Negative Rtl and lack of mastery on summative assessments

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**Number of times per week intervention provided**

2-5

**Grade Levels: K-5**

**Number of minutes per intervention session**

15-45

**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?**

School administration conducts walk-throughs to ensure the Tier 2 plan is being implemented with fidelity. The Literacy Leadership Team and/or MTSS Team conduct data chats at least quarterly. MTSS/ESE teams meet monthly. Literacy Coaches provide coaching cycles as needed. Teachers regularly utilize formative and summative assessments to graph data and compare student progress to the intervention group. A review of growth monitoring data, i-Ready Diagnostic data, and the response to intervention are also conducted to 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.**

Small group instruction (STRONG EVIDENCE) IES – WWC

Learning-Focused Strategies: (STRONG EVIDENCE) Previewing (Effect size of .73,) Distributed Summarizing (Effect size of 1.00)

Collaborative Classroom SIPPS (MODERATE EVIDENCE) used within a small group setting which has an effect size of .47

Rewards (STRONG EVIDENCE)

Wilson Foundations (STRONG EVIDENCE)

Read Naturally (PROMISING EVIDENCE) used within a small group setting which has an effect size of .47

i-Ready Tools for Instruction (PROMISING EVIDENCE)

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

Students enrolled in district-supported distance learning who need Tier 2 interventions will receive small group instruction via video conferencing based on their individualized needs.

**Grade Levels: 6-8**

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

*(Enter assessment criteria that will be used)*

Student meets the following criteria at beginning of school year:

FSA - Level 2 on prior ELA FSA or

CSPM 1 and/or I-Ready Diagnostic 1-Student scores between the 10th and 15th percentile

Student meets the following criteria after second diagnostic or Progress Monitoring:

CSPM 2 and/or I-Ready Diagnostic 2-Student scores between the 25th and 15th percentile

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

**Progress Monitoring**

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

Small Group Instruction on targeted skills

**Assessment & Frequency**

Bi-Weekly Progress Monitoring of skill being taught

**Performance Criteria to discontinue Tier 2 interventions**

Positive Rtl, proof of mastery on summative assessments and/or scored above 25th percentile on identified measure

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

Questionable or Negative Rtl, inconsistent evidence of mastery on summative assessments and/or scored between 15th and 25th percentile on identified measure

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

Negative Rtl, lack of mastery of summative assessments, and/or score below the 15th percentile on identified measure

**Progress Monitoring**

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

Learning Focused Strategies

Previewing, Distributed Summarizing

**Assessment & Frequency**

Bi-weekly progress monitoring

**Performance Criteria to discontinue Tier 2 interventions**

Positive Rtl, proof of mastery on summative assessments, and/or scored above 25th percentile on identified measure

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

Questionable or Negative Rtl, inconsistent evidence of mastery on summative assessments, and/or scored between 15th and 25th percentile on identified measure

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

Negative Rtl, lack of mastery on summative assessments, and/or score below the 15th percentile on identified measure

**Grade Levels: 6-8**

**Progress Monitoring**

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

Rewards

**Assessment & Frequency**

Bi-Weekly Progress Monitoring

**Performance Criteria to discontinue Tier 2 interventions**

Positive Rtl, performance level increases on Foundational skills assessment, and/or scored above 25th percentile on identified measure

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

Questionable or Negative Rtl, minimal performance on foundational skills assessments and/or scored between 15th and 25th percentile on identified measure

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

Negative Rtl and/or score below the 15th percentile on CSPM, i-Ready and/or any other identified measure.

**Progress Monitoring**

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

I-Ready Tools for Instruction

**Assessment & Frequency**

bi-weekly progress monitoring assessments on targeted skills

**Performance Criteria to discontinue Tier 2 interventions**

Positive Rtl, proof of mastery on summative assessment and/or scored above 25th percentile on identified measure

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

Questionable or Negative Rtl, inconsistent evidence of mastery on summative assessments and/or scored between 15th and 25th percentile on identified measure

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

Negative Rtl, lack of mastery on summative assessments and/or score below the 15th percentile on identified measure

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**Number of times per week intervention provided**

2-5

**Number of minutes per intervention session**

20-45

**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?**



**Grade Levels: 6-8**

School administration conducts walk-throughs to ensure the Tier 2 plan is being implemented with fidelity. The Literacy Leadership Team and/or MTSS Team conducts data chats at least quarterly. MTSS/ESE teams meet weekly to problem-solve. Literacy Coaches provide coaching cycles as needed. Teachers utilize formative and summative assessments regularly to analyze data and to compare student data to the progress of the intervention group. A review of I-Ready data, and the response to intervention is conducted to 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.**

I-Ready Tools for Instruction (PROMISING EVIDENCE)  
Small group instruction (STRONG EVIDENCE) IES – WWC  
Learning Focused Strategies (STRONG EVIDENCE) ERIC  
Previewing (Effect size of .73)  
Distributed Summarizing (Effect size of 1.00)  
Collaborative Pairs (Effect size of .92)  
Rewards (STRONG EVIDENCE)  
Ready FL (PROMISING EVIDENCE)

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

Students enrolled in distance learning and in need of Tier 2 interventions will receive small group instruction via video conferencing based on their individualized needs.

**Grade Levels: 9-12**

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

*(Enter assessment criteria that will be used)*

Student meets the following criteria at beginning of school year:

FSA - Level 2 on prior ELA FSA or

CSPM 1 and/or I-Ready Diagnostic 1-Student scores between the 10th and 15th percentile

Student meets the following criteria after second diagnostic or Progress Monitoring:

CSPM 2 and/or I-Ready Diagnostic 2-Student scores between the 25th and 15th percentile

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

**Progress Monitoring**

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

Small Group Instruction on targeted skills

**Assessment & Frequency**

bi-weekly progress monitoring of skill being taught

**Performance Criteria to discontinue Tier 2 interventions**

Positive Rtl, proof of mastery on summative assessments and/or scored above 25th percentile on on identified measure.

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

Questionable or Negative Rtl, inconsistent evidence of mastery on summative assessments and/or scored between 15th and 25th percentile on identified measure

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

Negative Rtl, lack of mastery on summative assessments and/or score below the 15th percentile on identified measure

**Progress Monitoring**

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

Learning Focused Strategies

Previewing, Distributed Summarizing

**Assessment & Frequency**

Bi-Weekly Progress monitoring

**Performance Criteria to discontinue Tier 2 interventions**

Positive Rtl, proof of mastery on summative assessments and/or scored above 25th percentile on identified measure

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

Questionable or Negative Rtl, inconsistent evidence of mastery on summative assessments and/or scored between 15th and 25th percentile on identified measure

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

Negative Rtl, lack of mastery on summative assessments and/or score below the 15th percentile on identified measure

**Grade Levels: 9-12****Progress Monitoring****Tier 2 Programs/Materials/Strategies & Duration**

Rewards

**Assessment & Frequency**

Bi-Weekly Rewards assessment

**Performance Criteria to discontinue Tier 2 interventions**

Positive Rtl, proof of mastery on summative assessments and/or scored above 25th percentile on identified measure

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

Questionable or Negative Rtl, inconsistent evidence of mastery on summative assessments and/or scored between 15th and 25th percentile on identified measure

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

Negative Rtl, lack of mastery on summative assessments and/or score below the 15th percentile on identified measure

**Number of times per week intervention provided**

2-5

**Number of minutes per intervention session**

20-45

**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?**

School administration conducts walk-throughs to ensure the Tier 2 plan is being implemented with fidelity. The Literacy Leadership Team and/or MTSS Team conduct data chats at least quarterly. MTSS/ESE teams meet weekly. Literacy Coaches provide coaching cycles as needed. Teachers utilize formative and summative assessments regularly and graph data to compare student progress to the intervention group. A review of growth monitoring data, i-Ready Diagnostic data, and the response to intervention is conducted to 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.**

Small group instruction (STRONG EVIDENCE)  
 Learning Focused Strategies (STRONG EVIDENCE)  
 Previewing (Effect size of .73)  
 Distributed Summarizing (Effect size of 1.00)  
 Collaborative Pairs (Effect size of .92)  
 Rewards (STRONG EVIDENCE)

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

**Grade Levels: 9-12**

Students enrolled in distance learning and in need of Tier 2 interventions will receive small group instruction via video conferencing based on their individualized needs.

**Tier 3**

*Intensive, Individualized Instruction/Intervention:*

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

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

**Grade Levels: K-5**

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

*(Enter assessment criteria that will be used)*

Student meets the following criteria at beginning of school year:

Grades K-3

Score below the 10th percentile rank on the i-Ready Diagnostic 1 or CSPM

Score Intensive performance level on the Core Phonics Survey

Grades 4-5

Score level 1 on the FSA

Score below the 10th percentile rank on the i-Ready Diagnostic or CSPM

Student meets the following criteria after second diagnostic or Progress Monitoring:

Grades K-5

Score below the 15th percentile rank on the second i-Ready Diagnostic or CSPM and/or Intensive performance level on the CORE

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

**Progress Monitoring**

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

Small-Group Targeted Instruction

**Assessment & Frequency**

Weekly progress monitoring assessments on targeted skills

**Performance Criteria to discontinue Tier 3 interventions**

Positive Rtl and performance level increases on CORE or score above the threshold on the diagnostic or CSPM

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

Questionable or Negative Rtl and minimal performance level increases on CORE

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

Negative Rtl and/or score below the 15th percentile on CSPM or i-Ready and a performance level of Intensive on CORE after 4-6 weeks of targeted intervention

**Progress Monitoring**

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

SIPPS

**Assessment & Frequency**

weekly SIPPS program assessments or PM assessments on targeted skills

**Performance Criteria to discontinue Tier 3 interventions**

Positive Rtl and performance level increases on CORE or score above the threshold on the diagnostic or CSPM

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

Questionable or Negative Rtl and minimal performance level increases on CORE

**Grade Levels: K-5**

**Progress Monitoring**

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

Negative Rtl and/or score below the 15th percentile on CSPM or i-Ready and a performance level of Intensive on CORE after 4-6 weeks of targeted intervention

**Progress Monitoring**

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

Read Naturally

**Assessment & Frequency**

weekly Read Naturally assessments

**Performance Criteria to discontinue Tier 3 interventions**

Positive Rtl and performance level increases on ORF screeners or score above the threshold on the diagnostic or CSPM

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

Questionable or Negative Rtl and minimal performance level increases on ORF screeners

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

Negative Rtl and/or score below the 15th percentile on CSPM or i-Ready and a minimal to no performance level increases on ORF after 4-6 weeks of targeted intervention

**Progress Monitoring**

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

Rewards (Grades 3-5)

**Assessment & Frequency**

weekly Rewards assessments or PM assessments on targeted skills

**Performance Criteria to discontinue Tier 3 interventions**

Positive Rtl and performance level increases on CORE or score above the threshold on the diagnostic or CSPM

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

Questionable or Negative Rtl and minimal performance level increases on CORE

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

Negative Rtl and/or score below the 15th percentile on CSPM or i-Ready and a performance level of Intensive on CORE after 4-6 weeks of targeted intervention

**Progress Monitoring**

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

Wilson Foundations (Grades K-2)

**Assessment & Frequency**

weekly Foundations assessments or PM assessments on targeted skills

**Performance Criteria to discontinue Tier 3 interventions**

Positive Rtl and performance level increases on CORE or score above the threshold on the diagnostic or CSPM

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

Questionable or Negative Rtl and minimal performance level increases on CORE

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

Negative Rtl and/or score below the 15th percentile on CSPM or i-Ready and a performance level of Intensive on CORE after 4-6 weeks of targeted intervention

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**Number of times per week intervention provided**

2-5

**Number of minutes per intervention session**

20-45

**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?**

School administration conducts walk-throughs to ensure the Tier 3 plan is being implemented with fidelity. This includes ensuring that Tier 2 and Tier 1 are also being implemented with fidelity.

The Literacy Leadership Team and/or MTSS Team conduct data chats at least quarterly. MTSS/ESE teams meet monthly. Literacy Coaches provide coaching cycles as needed. Teachers regularly utilize formative and summative assessments to graph data and compare student progress to the intervention group. A review of growth monitoring data, i-Ready Diagnostic data, and the response to intervention are also conducted to determine the effectiveness of Tier 1, 2 and 3 interventions.

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

Small group instruction (STRONG EVIDENCE) IES – WWC

Collaborative Classroom SIPPS (MODERATE EVIDENCE)

Read Naturally (PROMISING EVIDENCE)

Rewards (STRONG EVIDENCE)

Wilson Foundations (STRONG EVIDENCE)

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

Students enrolled in district-supported distance learning who need Tier 3 interventions will receive small group instruction via video conferencing based on their individualized needs.

**Grade Levels: 6-8**

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

*(Enter assessment criteria that will be used)*

Student meets the following criteria at beginning of school year:

FSA - Level 1 on prior ELA FSA

CSPM 1 and/or I-Ready Diagnostic- Student scores below the 10th percentile

Student meets the following criteria after second diagnostic or Progress Monitoring:

CSPM 2 and/or I-Ready Diagnostic 2- Student scores below the 15th percentile

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

**Progress Monitoring**

**Tier 3 Programs/Materials/Strategies & Duration**  
I-Ready Tools for Instruction

**Assessment & Frequency**  
bi-weekly progress monitoring assessments on targeted skills

**Performance Criteria to discontinue Tier 3 interventions**  
Positive Rtl, proof of mastery on summative assessments and/or score above the 15th percentile on identified measure

**Performance Criteria indicating continuation of Tier 3 interventions**  
Questionable or Negative Rtl, inconsistent evidence of mastery on summative assessments and/or score below the 15th percentile on identified measure

**Performance Criteria that prompts intensified Tier 3 interventions**  
Negative Rtl, lack of mastery on summative assessments and/or score below the 15th percentile on identified measure after 4-6 weeks of targeted intervention

**Progress Monitoring**

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

**Assessment & Frequency**  
Rewards progress monitoring assessments bi-weekly

**Performance Criteria to discontinue Tier 3 interventions**  
Positive Rtl , performance level increases on foundational skills assessment and/or score above the 15th percentile on identified measure

**Performance Criteria indicating continuation of Tier 3 interventions**  
Questionable or Negative Rtl, minimal performance level increases on foundational skills assessment and/or score below the 15th percentile on identified measure

**Performance Criteria that prompts intensified Tier 3 interventions**  
Negative Rtl and/or score below the 15th percentile on CSPM or i-Ready and below level performance on foundational skills assessment after 4-6 weeks of targeted intervention.



**Grade Levels: 6-8**

**Progress Monitoring**

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

Small Group Instruction on targeted skills

**Assessment & Frequency**

bi-weekly progress monitoring of skill being taught

**Performance Criteria to discontinue Tier 3 interventions**

Positive Rtl, proof of mastery on summative assessments, and/or score above the 15th percentile on identified measure

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

Questionable or Negative Rtl, inconsistent evidence of mastery on summative assessments and/or score below the 15th percentile on identified measure

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

Negative Rtl, lack of mastery on summative assessments and/or score below the 15th percentile on identified measure after 4-6 weeks of targeted intervention

**Progress Monitoring**

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

Learning Focused Strategies  
Previewing, Distributed Summarizing

**Assessment & Frequency**

Bi-Weekly progress monitoring

**Performance Criteria to discontinue Tier 3 interventions**

Positive Rtl, proof of mastery on summative assessments and/or score above the 15th percentile on identified measure

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

Questionable or Negative Rtl, inconsistent evidence of mastery on summative assessments and/or score below the 15th percentile on identified measure

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

Negative Rtl, lack of mastery on summative assessments and/or score below the 15th percentile on identified measure after 4-6 weeks of targeted intervention

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**Number of times per week intervention provided**

2-5

**Number of minutes per intervention session**

20-45

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

**Grade Levels: 6-8**

School administration conducts walk-throughs to ensure the Tier 3 plan is being implemented with fidelity. The Literacy Leadership Team and/or MTSS Team conduct data chats at least quarterly. MTSS/ESE teams meet weekly. Literacy Coaches provide coaching cycles as needed. Teachers utilize formative and summative assessments regularly and graph data to compare student progress to the intervention group. A review of I-Ready data, and the response to intervention is conducted to determine the effectiveness of Tier 3 interventions.

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

I-Ready Tools for Instruction (PROMISING EVIDENCE)  
Small group instruction (STRONG EVIDENCE) IES – WWC  
Learning Focused Strategies (STRONG EVIDENCE) ERIC  
Previewing (Effect size of .73)  
Distributed Summarizing (Effect size of 1.00)  
Collaborative Pairs (Effect size of .92)  
Rewards (STRONG EVIDENCE)  
Ready FL (PROMISING EVIDENCE)

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

Students enrolled in distance learning and are in need of Tier 3 interventions will receive small group instruction via video conferencing based on their individualized needs with a teacher who is reading endorsed/certified.

**Grade Levels: 9-12**

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

*(Enter assessment criteria that will be used)*

Student meets the following criteria at beginning of school year:

FSA - Level 1 on prior ELA FSA

CSPM 1 (grade 9 and 10)-student scores below the 10th percentile

HMH Growth Measure 1 – Student scores a scale score below 40

Student meets the following criteria after second diagnostic or Progress Monitoring:

CSPM 2 (grade 9 and 10)- Student scores below the 15th percentile

HMH Growth Measure( grade 11 and 12)- Student scores a scale score below 50

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

**Progress Monitoring**

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

Small Group Instruction of targeted skills

**Assessment & Frequency**  
Weekly progress monitoring

**Performance Criteria to discontinue Tier 3 interventions**

Positive Rtl, proof of mastery on summative assessments, and/or score above the 15th percentile on identified measure

**Performance Criteria indicating continuation of Tier 3 interventions**  
Questionable or Negative Rtl, inconsistent evidence of mastery on summative assessments and/or score below the 15th percentile on identified measure

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

Negative Rtl, lack of evidence of mastery on summative assessments and/or score below the 15th percentile on identified measure after 4-6 weeks of targeted intervention

**Progress Monitoring**

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

Learning Focused Strategies  
Previewing, Distributed Summarizing

**Assessment & Frequency**  
Intervention assessment/ weekly

**Performance Criteria to discontinue Tier 3 interventions**

Positive Rtl, proof of mastery on summative assessments and/or score above the 15th percentile on identified measure

**Performance Criteria indicating continuation of Tier 3 interventions**  
Questionable or Negative Rtl, inconsistent evidence of mastery on summative assessments and/or score below the 15th percentile on identified measure

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

Negative Rtl, lack of evidence of mastery on summative assessments, and/or score below the 15th percentile on identified measure after 4-6 weeks of targeted intervention

**Grade Levels: 9-12**

**Progress Monitoring**

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

Rewards

**Assessment & Frequency**

Rewards Assessments/ Weekly

**Performance Criteria to discontinue Tier 3 interventions**

Positive RtI, proof of mastery on summative assessments, and/or score above the 15th percentile on identified measure

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

Questionable or Negative RtI, inconsistent evidence of mastery on summative assessments, and/or score below the 15th percentile on identified measure

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

Negative RtI, lack of evidence of mastery on summative assessments and/or score below the 15th percentile on identified measure after 4-6 weeks of targeted intervention

**Number of times per week intervention provided**

2-5

**Number of minutes per intervention session**

20-45

**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?**

School administration conducts walk-throughs to ensure the Tier 3 plan is being implemented with fidelity. The Literacy Leadership Team and/or MTSS Team conduct data chats at least quarterly. MTSS/ESE teams meet weekly. Literacy Coaches provide coaching cycles as needed. Teachers utilize formative and summative assessments regularly and graph data to compare student progress to the intervention group. A review of HMM growth monitoring data, i-Ready Diagnostic data, and the response to intervention is conducted to determine the effectiveness of Tier 3 interventions.

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

- Small group instruction (STRONG EVIDENCE)
- Learning Focused Strategies (STRONG EVIDENCE)
- Previewing (Effect size of .73)
- Distributed Summarizing (Effect size of 1.00)
- Collaborative Pairs (Effect size of .92)
- Rewards (STRONG EVIDENCE)

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

**Grade Levels: 9-12**

Students enrolled in distance learning and are in need of Tier 3 interventions will receive small group instruction via video conferencing based on their individualized needs with a teacher who is reading endorsed/certified.

## 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.**

Students will take the CSPM 3 times a year and the i-Ready Diagnostic twice a year. Students who score at or below the 10th percentile rank on the first diagnostic administration will receive Tier 3 interventions. Students receiving Tier 3 interventions will receive progress monitoring using consecutive formative assessments. Students who score between the 11th and 25th percentile rank on the first diagnostic will receive Tier 2 interventions and will be monitored for progress using consecutive formative assessments.

A student who scores at or below the 15th percentile on the second diagnostic administration will receive Tier 3 interventions. Any student who scores between the 16th and 25th percentile rank on the second diagnostic administration will receive Tier 2 interventions.

Additional assessment data may be used to confirm a student's need for tiered interventions.

If at any time, a student receiving Tier 2 interventions has a negative trend line they will be administered a screener in the deficit area, and if the student scores in the intensive performance level they will receive Tier 3 interventions in addition to Tier 2.