

The School District of Desoto



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	Joens, Kristie Associate Director of Instructional Services kristie.joens@desotoschools.com 863-494-4222 x 1306
Elementary English Language Arts (ELA)	Joens, Kristie Associate Director of Instructional Services kristie.joens@desotoschools.com 863-494-4222 x 1306
Secondary ELA	Joens, Kristie Associate Director of Instructional Services kristie.joens@desotoschools.com 863-494-4222 x 1306
Reading Endorsement	Joens, Kristie Associate Director of Instructional Services kristie.joens@desotoschools.com 863-494-4222 x 1306
Reading Curriculum	Joens, Kristie Associate Director of Instructional Services kristie.joens@desotoschools.com 863-494-422 x 1306
Professional Development	Joens, Kristie Associate Director of Instructional Services kristie.joens@desotoschools.com 863-494-4222 x 1306
Assessment	Anderson, Francesca Assistant Director of Instructional Services francesca.anderson@desotoschools.com 863-494-4222 x 1314
Data Element	Anderson, Francesca Assistant Director of Instructional Services francesca.anderson@desotoschools.com 863-494-4222 x 1314
Summer Reading Camp	Joens, Kristie Associate Director of Instructional Services kristie.joens@desotoschools.com 863-494-4222 x 1306
Third Grade Promotion	Joens, Kristie Associate Director of Instructional Services kristie.joens@desotoschools.com 863-494-4222 x 1306
300 Lowest-Performing Elementary Schools	Joens, Kristie Associate Director of Instructional Services kristie.joens@desotoschools.com 863-494-4222 x 1306
Multi-Tiered System of Supports (MTSS)	Stafford, Gina Director of Student Services gina.stafford@desotoschools.com 863-993-1333

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.

This district will communicate the Comprehensive Evidence-Based Reading Plan in the following ways:

- Having the approved plan submitted and approved by our district school board
- Posting it to our Instructional Services website that is under the School district website
- Sharing approved document with school administration at district level meetings.

During these meetings, Instructional Services will provide copies of the plan to administration. We will discuss what the plan says and what impact that has on each school, teacher, and student.

Throughout the year's meetings, the coaches may bring up areas of improvement. Those will be noted and the plan will be revised the next year.

- Sharing approved document with each school's Parent SAC Committee

During these meetings, the administration and literacy coaches will provide copies of the plan to parents. They will discuss what the plan says and what impact that has on each grade level and student. At subsequent meetings, portions will be discussed as it pertains to the topics discussed.

- Sharing approved document with literacy coaches at biweekly Instructional Services meetings

During these meetings, Instructional Services will provide copies of the plan to literacy coaches. We will discuss what the plan says and what impact that has on each school, teacher, and student. At subsequent meetings, portions will be discussed as it pertains to the task or topic at hand.

Throughout the year's meetings, the coaches may bring up areas of improvement. Those will be noted and the plan will be revised the next year.

- Principals will share plan with the Literacy Leadership team at each school.
- Principals will share plan with teachers at their school site during grade level/subject area meetings

During these meetings, the administration and literacy coaches will provide copies of the plan to teachers and support staff. They will discuss what the plan says and what impact that has on each person's job. At subsequent meetings, portions will be discussed as it pertains to the task or lesson at hand.

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 32%

Previous School Year

Kindergarten - % of Students "Ready" on FLKRS 40%

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

The district plans to hold a summer VPK program in June and July to better prepare our incoming kindergarteners for the upcoming school year. We will also purchase additional curriculum, increase parent communication, and increase staff meetings and PD with our VPK teachers.

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	40	23	25	10	2	33	22	30	12	3
4	43	22	18	15	2	35	22	23	17	3
5	42	28	20	9	1	35	25	25	12	3
6	42	24	17	10	4	35	24	22	13	6
7	49	26	13	10	2	39	27	18	13	3
8	47	25	17	10	2	38	24	22	13	3
9	48	22	13	12	5	38	22	18	15	7
10	47	22	16	11	3	38	22	21	14	15

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

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

For each grade listed below, the district would like to increase the percentage of students currently scoring proficient on the Renaissance STAR by 5%. For grades K-2, we are using Renaissance Early STAR and/or Renaissance STAR. Below is the goal for the end of the year.

Students in K-1 scoring proficient (50th percentile) on Renaissance Early STAR Goal 50%

Students in 1 scoring proficient (50th percentile) on Renaissance Early STAR Goal 45%

Students in 1-2 scoring proficient (50th Percentile) on Renaissance STAR Goal 42%

Students in 3-5 scoring proficient on Renaissance STAR- 33% Goal- 37%

Students in 6-8 scoring proficient on Renaissance STAR- 19% Goal- 25%

Students in 9-12 scoring proficient on Renaissance STAR- 13% Goal 20%

District Budget for Evidence-Based Reading Instruction Allocation

Budget

1	Estimated proportional share distributed to district charter		\$0.00
2	Reading coaches assigned to elementary schools		\$61,259.60
		FTE	2022-23
		0.7	\$61,259.60
3	Reading coaches assigned to secondary schools		\$36,162.42
		FTE	2022-23
		0.4	\$36,162.42
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		\$35,000.00
		FTE	2022-23

		\$35,000.00
7	Supplemental materials or interventions for secondary schools	\$28,000.00
	FTE	2022-23
		\$28,000.00
8	Intensive interventions for elementary students reading below grade level	\$25,000.00
	FTE	2022-23
		\$25,000.00
9	Intensive interventions for secondary students reading below grade level	\$15,000.00
	FTE	2022-23
		\$15,000.00
10	Professional development	\$65,000.00
	FTE	2022-23
		\$65,000.00
11	Helping teachers earn the reading endorsement	\$10,000.00
	FTE	2022-23
		\$10,000.00
12	Summer reading camps	\$20,846.98
	FTE	2022-23
		\$20,846.98
13	Additional hour for 300 lowest-performing elementary schools	\$15,000.00
	FTE	2022-23
		\$15,000.00
14	Early literacy instruction/intervention for VPK completers pursuant to s. 1008.25(8)(c), F.S.	\$35,000.00
	FTE	2022-23
		\$35,000.00
Total:		\$346,269.00

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

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

The district is focusing on our K-3 students and curriculum. We have purchased ELA curriculum from HMH and they have a strong foundational curriculum for our K-3 Students. We will be continuing our use of HMH for the upcoming year. Additionally, specific trainings are being held for Orton Gillingham and UFLI Foundational Skills for our K-2 teachers. These trainings are ongoing throughout the summer and fall to increase our K-2 teacher knowledge in the area of foundational skills. Teachers and paraprofessionals are being trained and used the Barton Reading and Spelling program in their classrooms, for all students at

their level. We have 2 literacy coaches dedicated to our elementary schools. They will work daily with the teachers and students to ensure all students are receiving research-based, effective instruction.

School Literacy Leadership Teams

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

Each school principal was notified via email and again at the monthly principal meeting with the superintendent. The Associate Director of Instructional Services discussed the purpose and activities of the team. The team consists of representatives from multiple setting including homes, school, and community. Staff member represented will include administration, dean, teachers and instructional coaches. Data is shared during the meeting. This includes classroom and grade level/ subject trends. The Grade Level Chair/ Department Head shares this information with their team before the faculty meeting takes place. It is reviewed after each diagnostic period by administration.

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

Kristie Joens

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

Kristie Joens

Additionally, school reading coaches would be involved with their school's literacy team and liaisons between the school and the district.

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.

a. Reading Endorsement courses- both face to face and virtual courses available

These will be the 5 reading courses.

b. Barton Reading and Spelling

This program is a great tutoring system for students who struggle with reading, spelling, and writing due to dyslexia or a learning disability. It focuses on phonics, phonemic awareness, and wordy study. This training is 3 hours. After receiving the training, the teachers will be able to provide the lessons to students daily.

c. Orton Gillingham

The Orton-Gillingham Approach is a direct, explicit, multisensory, structured, sequential, diagnostic, and prescriptive way to teach literacy when reading, writing, and spelling do not come easily to individuals, such as those with dyslexia. It is most properly understood and practiced as an approach, not a method, program, or system. This training is 30 hours. After receiving the training, the teachers will be able to provide the lessons to students daily during small groups and interventions.

d. UFLI Foundational Skills

These are 2 hour trainings that cover: Introduction to the Science of Reading, Fundamentals of Reading Assessment, Instruction, and Intervention, Teaching Letters and Sounds, Decoding & Encoding Strategies 1 & 2,

Bridges from Word to Comprehension 1. The purpose of these trainings to help our teachers become familiar with how students learn to read.

e. Exploring Structured Literacy

This 40 hour training is offered by our local FDLRS office. This training explores the use of explicit, systematic, and sequential approaches to reading instruction, developing phonemic awareness, and implementing multisensory intervention strategies. This training satisfies the new reading requirement for teacher certification renewal.

f. Flamingo Literacy Matrix

These will be the 5 reading courses offered by FLDOE portal.

2. Training in multisensory reading intervention

a. Orton Gillingham Training

b. UFLI Foundational Skills

3. Differentiated professional development with intensity increased for those teachers whose progress monitoring data is not showing adequate growth

a. Orton Gillingham Connect to Comprehension Course

b. Exploring Structured Literacy

4. Identification of mentor teachers

- a. Quarterly trainings with mentor coach on areas of need for new teachers.
- b. Flamingo Literacy Matrix & Reading Endorsement courses- when choosing mentors the LEA prefers teachers to have their Reading Endorsement, especially if they are in elementary or an ELA or Intensive Reading course.
5. Establishing of model classrooms within the school
 - a. PBIS- provides support and interventions for good classroom management. Classroom management is necessary to be able to provide a model classroom.
 - b. CHAMPS Training- provides support and interventions for good classroom management. Classroom management is necessary to be able to provide a model classroom.
 - c. Collaborative Teaching- Teachers that are proficient in collaborative teaching techniques will be able to work with other teachers when establishing their model classrooms. They will be able to provide, support, and model for teachers that come visit their classroom.
6. Providing teachers with time weekly to meet together for professional development including lesson study and PLCs
 - a. This is provided twice a week for our teachers, Tuesdays and Thursdays.

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.

Depending on the training, it will be communicated in a different way.

- An email is sent directly to principals explaining the training. They are often asked which teachers would benefit from certain trainings, so those teachers can be given first priority for trainings. It is also discussed in biweekly principal's meetings with the superintendent.
- During quarterly data chats, Instructional Services and the principals discuss the teachers' data and determine what their needs are. In some cases, a Teacher improvement Plan is developed including professional development needs. This will be used by the principal when they meet with the teacher. In other cases, a TIP is not necessary. In these cases, a literacy coach will be assigned to the teacher to help them with their areas of need. They will meet with them daily or weekly to assist them in their classroom.
- At the beginning of each year, a discussion is had with each principal to identify strong teachers that would be good mentor teachers in each grade level or subject area. Together with Instructional Services, mentor teachers are identified. Our district also has a Mentor coach that assists our new teachers. All three work together to ensure our new teachers have a productive first through the third year.
- At the beginning of each year, a discussion is had with each principal to identify strong teachers that would be good model classrooms in each grade level or subject area. Together with Instructional Services, model classrooms are identified. Our Mentor coach and Academic coaches assist our new and struggling teachers daily. They will work with the principal to arrange times that these teachers can visit the model classrooms.
- Administrative staff have been assigned a grade level or subject area to facilitate these meetings. We worked the student schedule so that all grade levels and subject areas across the district have the same planning time.

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

Kristie Joens

Charter Schools

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

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

NA

Literacy Coaches

Literacy Coaches - Part A

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

Coaches must possess the following:

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

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

The district looked at each schools' data (state testing, benchmark testing, and other local tests) to determine the schools with the most need. The schools are ranked and the coaches' time is divided so that the school or grade level with the most need receive the most attention. The coach's role has been communicated to all staff members through various communication methods. Emails are sent to each group outlining the role and assignment duties for our reading coaches. Principals and district staff have monthly meetings and school data is discussed and roles at the school are reevaluated, as needed.

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?

This has been communicated to all staff members through various communication methods. Emails are sent to each group outlining the role and assignment duties for our academic coaches. Principals and district staff have monthly meetings and this topic is discussed as needed. During the year this topic might need to be addressed at various school sites. These are taken care of on a case-by-case basis and then reiterated in group meetings as well.

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?

The district supports coaches by allowing them to be assigned to certain schools and grade levels. This allows them time and consistency with the teachers at their school site. They do not have a set schedule each day, so that they may work with those teachers that have the greatest need. After each diagnostic assessment, the coaches will desegregate the data and work with teachers, both individually and as a grade level group to analyze and set goals for the upcoming weeks/months of work. They make plans for their classroom instruction as well as their students to allow for maximum student achievement. Additionally, PD is developed as the need arises with either the school or district as a whole. Coaches will work together to develop meaningful PD that effectively meets the needs of the staff. This PD will be given during the school day, on the weekends, and during the summer. Each week the coaches meet with district leadership to review their work and gain support for areas of need at their specific school.

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

Kristie Joens monitor this Google Sheet to ensure coaches are working with all grade levels. We can also sort the document to see which teachers are frequently provided assistance. This information is provided to administration when necessary.

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

This data is reviewed biweekly by district personnel and quarterly by school level administration, as needed.

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

Data is analyzed to determine teaching practices and individual student needs. Then, instructional decisions are made based on student growth. Data is used to determine school-wide professional development (PD), PD needed for individual teachers and to analyze resources being used in the classroom.

The problem-solving steps include: problem identification, problem analysis, plan implementation, and plan evaluation. Collaboration team reviews and implements plans.

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 - Cambium	Grade 3-10 students	Screener, Progress Monitoring, Summative	Vocabulary, Comprehension	3 x A Year
FAST - STAR	Grade K-2	Screener, Progress Monitoring, Diagnostic	Oral Language, Phonological Awareness, Phonics, Fluency, Vocabulary, Comprehension	3 x A Year
DRA	Grade K-5 Students	Progress Monitoring	Fluency	Monthly
Achieve 3000	Grade 9-12 Reading Intervention Students	Progress Monitoring, Formative Assessment	Vocabulary, Comprehension	Quarterly
ACCESS (ESOL)	Grades K-12 ELL Students	Progress Monitoring	Oral Language, Phonological Awareness, Vocabulary, Comprehension	Annually
District Developed Assessment	Students in grades K-12	Formative Assessment	Vocabulary, Comprehension	Weekly

District-Level Monitoring - Part B

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

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

Kristie Joens, Instructional Coaches and Administration

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

In all of our classrooms, our district provides evidence and research based curriculum. Teachers will provide direct, systematic and explicit instruction to all students. Administration performs weekly walkthroughs to ensure that this happens continuously. Additionally, district leadership does monthly walkthroughs to ensure proper curriculum use and instruction are occurring. Literacy coaches are also in the classrooms daily working with teachers and students to provide proper instruction. If administration, district leadership, or coaches find that this is not happening intervention will begin immediately for the classroom. That might be PD for the teacher in the area of need, proper curriculum will be gathered for use, and modeling will occur. Continuous work will happen until the teacher is able to provide the instruction.

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

Our district utilized both formative and summative assessments to gather data. Formatives are used in each classroom to drive the reading instruction. Each grade level and school use the same formatives to ensure consistency. Grade levels work together and with their coaches to use the data to drive instruction. That could be reteaching, enrichment, or moving to the next standard. Administration is also involved in the work to support teachers.

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

The district has taken several steps to incorporate literacy instruction into the content area. First, we have provided an array of books for classroom libraries, including purchasing Civics literacy books off the FLDOE book list to be used in the Civics classrooms. Additionally, our teachers use passages from Common Lit to create text sets that can be used in all subject areas. Common Lit offers passages in several languages on a variety of topics in science, history, math, and more. Teachers are continuously trained to provide vocabulary opportunities to students. This skill is needed in all content areas to broaden students' background and content knowledge. Writing is also a component of every subject taught. Exit tickets, summary (GIST) statements, essays, and short response are noted in lesson plans and seen during classroom walkthroughs. Socratic Seminars and Philosophical Chairs are other strategies teachers have been trained in to discuss and deepen their understanding of the content taught in all classes.

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

It is addressed to the administration. Administration takes the information and creates a plan of action that will serve to monitor the data and to ensure that the plan is being met. If lesson plans or observations show lack of implementation meetings will be scheduled to determine and discuss barriers to implement a solution to correct the concern.

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.

Each year, a team meets to discuss the upcoming school year. This team consists of district administration, school administration, reading coaches, teachers, and parents. During this meeting, numerous topics are discussed. We discuss federal programs, reading plans, assessments (both diagnostic and formative), curriculum, professional development, classroom needs (both instructional and for intervention), and family and community engagement. We take the data from the previous year both quantitative and qualitative and see where improvements need to be made. Quantitative data includes benchmark data, grades, FSA scores, and MTSS data. Qualitative data include parent and teacher surveys, professional development surveys, and notes taken throughout the year in walkthroughs and classroom visits. Once this data has been reviewed we take areas in need of improvements and rank them by priority level. We will then use those items in developing or goals for the next school year. Those goals are then written into the K-12 Reading plan as well as other federal programs the district is awarded.

School-Level Monitoring of Plan Implementation

School-level Reading Plan implementation - Part A

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

What process is in place to ensure effective implementation?

The plan is communicated through monthly School meetings (grade level/ subject level meetings, literacy leadership meetings) and weekly/ daily emails. Administration also conducts weekly walkthroughs to ensure appropriate reading strategies are being used.

Who at the district level supports effective implementation?

Kristie Joens. Reading Coaches also play an important part in implementation.

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

It is addressed by school based administration. Administration takes the information and the needs and creates a plan of action that will serve to monitor reading instruction and plan in the classrooms. District administration and school based coaches will be available to be a part of the plan, as needed by the plan of action.

Weekly reading walkthroughs by administrators - Part B

What process is in place to ensure effective implementation?

The purpose of reading walkthroughs are communicated on a weekly basis during planning time and monthly during faculty/staff meeting. Each month is dedicated to a specific academic look-for (i.e., questioning, student collaboration, formative assessments, etc.).

Who at the district level supports effective implementation?

Kristie Joens. Reading Coaches also review data collected from walkthroughs with administration and discuss classroom needs.

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

It is addressed by administration. Administration takes the information and creates a plan of action that will serve to monitor reading instruction in the classroom. Coaches are also used to help teachers in need.

If lesson plans or observations show a lack of implementation meetings will be scheduled to determine and discuss barriers to implementing a solution to correct the concern.

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

What process is in place to ensure effective implementation?

The purpose of data chats is communicated to staff before each assessment is given. Faculty are provided a template to help monitor student data.

Who at the district level supports effective implementation?

Kristie Joens. Reading Coaches also review data collected with administration and discuss specific classroom needs.

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

It is addressed by the school administration. Administration takes the information and creates a plan of action that will serve to monitor the data and to ensure that student needs are being met. Administrators are in the weekly planning meets so that they can address needs immediately. Coaches work with teachers and grade levels to develop interventions based on the data gathered from both formative and summative assessments.

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.

Students will be instructed using the BEST ELA standards. To accomplish this teachers will use Renaissance FLOW, Common Lit, Barton Phonics, and other classroom activities throughout summer school. Teachers will plan together and submit lesson plans daily all aligned to the BEST ELA standards. At the end of the camp, third grade students will take the Renaissance STAR test, to ensure achievement in the necessary third grade standards. The district will use the scale score determined by Just Read FL to determine proficiency.

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.

None at this time.

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.)

78

Students who demonstrate a reading deficiency in grades K-2

0

Students who score Level 1 in grades 4-5

0

Percentage of Students Attending Summer Reading Camp

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

94%

Students who demonstrate a reading deficiency in grades K-2

0%

Students who score Level 1 in grades 4-5

0%

Family Engagement through a Read-At-Home Plan

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

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

The school district has various programs in place that provides at home reading support to both students and parents. During the summer months, the school district partners with the Patterson Foundation out of Sarasota to put on the following programs: Dive into Reading, This Book is Cool, and the Campaign for Grade Level Literacy.

Dive into Reading partners students in grades 2-3 with a mentor that will read books with them each week. The books come with activities that the student can do while at home with their parents and families. This Book is Cool promotes a love of reading by providing students high- quality children's books in their home. Students grade Pre-k through 5 can register to have 20 books sent to their home throughout the summer. Activities are sent with the books, so that parents and family members can participate in reading these books.

New World Reading Initiative is a program offered through FLDOE that offers free books and lessons to families in our district. Books are delivered monthly to students identified with a reading deficiency. It helps students build a personalized library in their homes. These books are available in English, Spanish and Haitian Creole.

Campaign for Grade Level Reading is a program that is run at the schools during that summer and through our District's Book Mobile, during the school year. The Book Mobile has a route on Tuesday, Thursday, and Saturday that goes throughout the community and allows books to be checked out. Certified teachers ride the bus each day and provide reading strategies to students, and parents. Once students have read the book, they can take Accelerated Reading tests to earn fun prizes, such as pencils, stickers, and bracelets. The Patterson Foundation is also holding Stronger Me Stronger We workshops to increase knowledge and personal development in the area of reading. These are open to all parents and are available virtually.

In addition to the partnership with the Patterson Foundation, the district also utilizes the Barton Reading and Spelling program. We have paraprofessionals specially trained to work with our parents on how to tutor their students at home with this program. They work afternoons, evenings, and weekends to make sure all parents that want to be trained can be trained. The district has purchased the licensing for the program, so our target students can benefit from this reading intervention at home.

Who at the district is responsible for monitoring this requirement?

Kristie Joens

Assessment, Curriculum, and Instruction

Requirements - Part A

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

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

How does the district support and monitor implementation?

The LEA supports whole group instruction in evidence-based reading by providing a high-quality, research-based curriculum. HMH Into Reading is the adopted reading curriculum for K-5. It is monitored by reviewing weekly lesson plans and during classroom walkthroughs. Principals also attend weekly planning sessions where it is discussed. Progress is reported weekly by academic coaches in our department meetings. Principals will report progress in their biweekly meetings with the superintendent. Specifics are also reported in the quarterly data chats.

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

Kristie Joens

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 LEA supports the school with texts to increase background knowledge by providing print and digital materials in social studies, science, and the arts. We have purchased selected texts for classroom libraries off civics, science, and other book lists to provide reading selections in the classroom. We also have MyOn, Common Lit, and Nearpod which provide a wide variety of reading selections in different areas for teachers and students to utilize. It is monitored by reviewing weekly lesson plans and during classroom walkthroughs. Principals also attend weekly planning sessions where the use of these materials is discussed.

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

Kristie Joens

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

How does the district support and monitor implementation?

It is monitored by reviewing weekly lesson plans and during classroom walkthroughs. Principals also attend weekly planning sessions where it is discussed. During the summer and throughout the year, discussions are had with administration on what each grade level should be utilizing for small group instruction. Trainings are held for both teachers and administration on what evidence-based materials should be used and how it looks in the classrooms.

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

Kristie Joens

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.

In all of our classrooms, our district provides evidence and a research-based curriculum. Teachers will provide direct, systematic, and explicit instruction to all students in the six components of reading. The district gives various assessments; FAST, Renaissance STAR, Common Lit, formative assessments, and the FSA.

Data is analyzed to determine teaching practices and individual student needs. Then, instructional decisions are made based on student growth. Data is used to determine school-wide professional development (PD), PD needed for individual teachers, and to analyze resources being used in the classroom. Tier 1 instruction is standards-aligned. The district adopted HMH curriculum last school year. It was on the state adopted list and has been through a rigorous vetting process both at the state level and at the district level. Time was spent in collaborative planning to align instruction with the standards taught in the HMH curriculum. Our core instruction allows for accommodation for students with disabilities and English language learners. We provide specific PD for all teachers in working with students with disabilities and our English language learners. We also provide reading endorsement courses for all teachers. To date, 105 teachers have been reading endorsed or have take 2 or more courses to be reading endorsed. In addition, our Tier 2 and 3 instruction is specific and explicit to fit the needs of our students. We have an additional hour of reading instruction at our 3 elementary schools as well as reading intervention classes at our middle and high schools. These classes provide small group instruction in the area of need for the students. These areas of need are determined by our diagnostic

and formative assessments. Students scoring below the 25th percentile on the Renaissance STAR require Tier 2 intervention. They are provided intervention at least 3 times a week for 30 minutes in a small group. Students who continue to show a reading deficiency can move to Tier 3 where they will receive individual intervention at least 3 times a week for 30 minutes.

How does the district support and monitor implementation?

It is monitored in a variety of ways. The use of curriculum is monitored by reviewing weekly lesson plans and during classroom walkthroughs. Principals and coaches also attend weekly planning sessions where lessons are discussed. Data is analyzed to determine teaching practices and individual student needs. Then, instructional decisions are made based on student growth. Data is used to determine school-wide professional development (PD), PD needed for individual teachers and to analyze resources being used in the classroom. After each assessment period, the coaches and teachers analyses student scores and place students into Tier 2 and Tier 3 interventions as the data allows. MTSS meetings are held as needed to review progress and student needs. School based administration, guidance counselors, coaches, teachers, and parents are involved in these meetings.

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

Kristie Joens

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: Grades 1-2**IF Student meets the following criteria at the beginning of the school year:**

(Enter assessment criteria that will be used)

Star Early Literacy FAST assessment scaled score is 497-529 or Renaissance STAR FAST combined score is at or above grade level.

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.

DeSoto's Core reading program HMH: Into Reading program. HMH: Into Reading does not have a rating as of yet, however, the following IES practice Guide recommendations support this program. Foundational Skills to Support Reading for Understanding in Kindergarten Through 3rd Grade

- Teach students academic language skills, including the use of inferential and narrative language, and vocabulary knowledge. This is evidenced in the core reading that is done each week with the paired stories and small group work with the students.
- Develop awareness of the segments of sounds in speech and how they link to letters. This is taught in the intervention program that accompanies the core reading program.
- Teach students to decode words, analyze word parts, and write and recognize words. This is taught in the intervention program that accompanies the core reading program.
- Ensure that each student reads connected text every day to support reading accuracy, fluency, and comprehension. This is evidenced in the core reading that is done each week with the paired stories and small group work with the students.

The district will support and monitor the work done in the 90-minute reading block through weekly walkthrough and modeling by school leadership teams which include the principal, asst principal, and literacy coach. Additionally, professional development will be given throughout the year in Orton Gillingham, Exploring Structured Literacy, and UFLI Foundational Skills

Progress Monitoring**Assessment & Frequency**

STAR Early Literacy or Renaissance STAR FAST
3 times a year (Aug, Nov/Dec, May)

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

Star Early Literacy FAST assessment scaled score is 497-529.
Or
Renaissance STAR FAST combined score is at or above grade level.

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

Star Early Literacy FAST assessment scaled score is 438-496.
Or
Renaissance STAR FAST scores in any one or more of the five reading skill areas fall below the cut score at the appropriate grade level. Below 25 percentile requires Tier 2 intervention

How is the effectiveness of Tier 1 instruction being monitored?

Grade Levels: Grades 1-2

Classroom Walkthroughs by various members of school staff (district admin, school based admin, academic caches, and district mentor coach). Additionally, school-based admin and academic coaches attend weekly planning sessions where Tier 1 instruction is developed and discussed.

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?

Reading instruction and/or materials will be modified based on student data for students who have not responded to a specific reading instruction delivered with fidelity. Academic coaches and administration will work directly with classrooms that need to modify their instructional delivery.

How is the effectiveness of Tier 1 curriculum being monitored?

Classroom Walkthroughs by various members of school staff (district admin, school based admin, academic caches, and district mentor coach) are done to ensure the curriculum is being used effectively. Additionally, school-based admin and academic coaches attend weekly planning sessions where curriculum use and delivery is developed and discussed.

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

During weekly walkthroughs and/or planning sessions changes might be made to curriculum use if the results are not effective. Student data is reviewed several times a quarter and adjustments might need to be made if data does not support the current use of curriculum. The district has several supplemental options for curriculum and depending on the area of need a curriculum change or addition will be selected.

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

The LEA has a district virtual program that provides instruction to students who prefer distance learning. Instruction is modified to a complete virtual platform. Students are instructed by certified teachers. They will be instructed in handwriting, language skills, literature and comprehension, phonics, and spelling.

Grade Levels: Grades 3-5**IF Student meets the following criteria at the beginning of the school year:***(Enter assessment criteria that will be used)*

Renaissance STAR combined score is at or above grade level.

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.

DeSoto's Core reading program HMH: Into Reading program. HMH: Into reading does not have a rating as of yet, however, the following IES practice Guide recommendations support this program. Providing Reading Interventions for Students in Grades 4–9

--Build students' decoding skills so they can read complex multisyllabic words

--Provide purposeful fluency-building activities to help students read effortlessly. This is taught in the intervention program that accompanies the core reading program.

--Routinely use a set of comprehension-building practices to help students make sense of the text

Part 3A. Build students' world and word knowledge so they can make sense of the text

Part 3B. Consistently provide students with opportunities to ask and answer questions to better understand the text they read

Part 3C. Teach students a routine for determining the gist of a short section of text

Part 3D. Teach students to monitor their comprehension as they read

This is taught throughout the core reading program. There is paired reading in each lesson/unit for the standards outlined.

--Provide students with opportunities to practice making sense of stretch text (i.e., challenging text) that will expose them to complex ideas and information This is evidenced in the core reading that is done each week with the paired stories and small group work with the students. The stories are on the student grade band Lexile level and are both fiction and nonfiction.

The district will support and monitor the work done in the 90-minute reading block through weekly walkthrough and modeling by school leadership teams which include the principal, asst principal, and literacy coach. Additionally, professional development will be given throughout the year in Orton Gillingham, Exploring Structured Literacy, and UFLI Foundational Skills

Progress Monitoring**Assessment & Frequency**

Renaissance STAR

3 times a year (Aug, Nov/Dec, May)

FAST ELA

Spring each year

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

Renaissance STAR combined score is at or above grade level.

Previous year FAST ELA achievement level is a 3 or higher

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

Renaissance STAR scores in any one or more of the five reading skill areas fall below the cut score

Grade Levels: Grades 3-5**Progress Monitoring**

at the appropriate grade level. Below 25 percentile requires Tier 2 intervention

Previous year FAST ELA achievement level is a 1 or 2

How is the effectiveness of Tier 1 instruction being monitored?

Classroom Walkthroughs by various members of school staff (district admin, school-based admin, academic caches, and district mentor coach). Additionally, school-based admin and academic coaches attend weekly planning sessions where Tier 1 instruction is developed and discussed.

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?

Reading instruction and/or materials will be modified based on student data for students who have not responded to a specific reading instruction delivered with fidelity. Academic coaches and administration will work directly with classrooms that need to modify their instructional delivery.

How is the effectiveness of Tier 1 curriculum being monitored?

Classroom Walkthroughs by various members of school staff (district admin, school-based admin, academic caches, and district mentor coach) are done to ensure the curriculum is being used effectively. Additionally, school-based admin and academic coaches attend weekly planning sessions where curriculum use and delivery is developed and discussed.

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

During weekly walkthroughs and/or planning sessions changes might be made to curriculum use if the results are not effective. Student data is reviewed several times a quarter and adjustments might need to be made if data does not support the current use of curriculum. The district has several supplemental options for curriculum and depending on the area of need a curriculum change or addition will be selected.

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

The LEA has a district virtual program that provides instruction to students who prefer distance learning. Instruction is modified to a complete virtual platform. Students are instructed by certified teachers. They will be instructed in handwriting, language skills, literature and comprehension, phonics, and spelling.

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

K-Readiness Star Early Literacy FAST assessment scaled score is 497-529.

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.

DeSoto's Core reading program HMH: Into Reading program. HMH: Into Reading does not have a rating as of yet, however, the following IES practice Guide recommendations support this program. Foundational Skills to Support Reading for Understanding in Kindergarten Through 3rd Grade

- Teach students academic language skills, including the use of inferential and narrative language, and vocabulary knowledge. This is evidenced in the core reading that is done each week with the paired stories and small group work with the students.
- Develop awareness of the segments of sounds in speech and how they link to letters. This is taught in the intervention program that accompanies the core reading program.
- Teach students to decode words, analyze word parts, and write and recognize words. This is taught in the intervention program that accompanies the core reading program.
- Ensure that each student reads connected text every day to support reading accuracy, fluency, and comprehension. This is evidenced in the core reading that is done each week with the paired stories and small group work with the students.

The district will support and monitor the work done in the 90-minute reading block through weekly walkthrough and modeling by school leadership teams which include the principal, asst principal, and literacy coach. Additionally, professional development will be given throughout the year in Orton Gillingham, Exploring Structured Literacy, and UFLI Foundational Skills

Progress Monitoring**Assessment & Frequency**

STAR Early Literacy FAST
3 times a year (Aug, Nov/Dec, May)

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

K-Readiness Star Early Literacy FAST assessment scaled score is 497-529.

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

K-Readiness Star Early Literacy FAST assessment scaled score is 438-496.

How is the effectiveness of Tier 1 instruction being monitored?

Classroom Walkthroughs by various members of school staff (district admin, school-based admin, academic caches, and district mentor coach). Additionally, school-based admin and academic coaches attend weekly planning sessions where Tier 1 instruction is developed and discussed.

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: Kindergarten

Reading instruction and/or materials will be modified based on student data for students who have not responded to a specific reading instruction delivered with fidelity. Academic coaches and administration will work directly with classrooms that need to modify their instructional delivery.

How is the effectiveness of Tier 1 curriculum being monitored?

Classroom Walkthroughs by various members of school staff (district admin, school-based admin, academic coaches, and district mentor coach) are done to ensure the curriculum is being used effectively. Additionally, school-based admin and academic coaches attend weekly planning sessions where curriculum use and delivery is developed and discussed.

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

During weekly walkthroughs and/or planning sessions changes might be made to curriculum use if the results are not effective. Student data is reviewed several times a quarter and adjustments might need to be made if data does not support the current use of curriculum. The district has several supplemental options for curriculum and depending on the area of need a curriculum change or addition will be selected.

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

The LEA has a district virtual program that provides instruction to students who prefer distance learning. Instruction is modified to a complete virtual platform. Students are instructed by certified teachers. They will be instructed in handwriting, language skills, literature and comprehension, phonics, and spelling.

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

Renaissance STAR combined score is at or above grade level.

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.

DeSoto's Core reading program HMH: Into Literature program. HMH: Into Literature does not have a rating as of yet, however, the following IES practice Guide recommendations support this program.

Providing Reading Interventions for Students in Grades 4–9

--Build students' decoding skills so they can read complex multisyllabic words

--Provide purposeful fluency-building activities to help students read effortlessly. This is taught in the intervention program that accompanies the core reading program.

--Routinely use a set of comprehension-building practices to help students make sense of the text

Part 3A. Build students' world and word knowledge so they can make sense of the text

Part 3B. Consistently provide students with opportunities to ask and answer questions to better understand the text they read

Part 3C. Teach students a routine for determining the gist of a short section of text

Part 3D. Teach students to monitor their comprehension as they read

This is taught throughout the core reading program. There is paired reading in each lesson/unit for the standards outlined.

--Provide students with opportunities to practice making sense of stretch text (i.e., challenging text) that will expose them to complex ideas and information This is evidenced in the core reading that is done each week with the paired stories and small group work with the students. The stories are on the student grade band Lexile level and are both fiction and nonfiction.

The district will support and monitor the work done in the reading course through weekly walkthroughs and modeling by school leadership teams which include the principal, asst principal, and literacy coach. Additionally, professional development will be given throughout the year in Flamingo Literacy Matrix, Exploring Structured Literacy, and UFLI Foundational Skills trainings.

Progress Monitoring**Assessment & Frequency**

Renaissance STAR-

3 times a year (Aug, Nov/Dec, May)

FAST ELA

Spring each year

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

Renaissance STAR combined score is at or above grade level.

Previous year FAST ELA achievement level is a 3 or higher

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

Renaissance STAR scores in any one or more of the five reading skill areas fall below the cut score

Grade Levels: Grades 6-8**Progress Monitoring**

at the appropriate grade level. Below 25 percentile requires Tier 2 intervention

Previous year FAST ELA achievement level is a 1 or 2

How is the effectiveness of Tier 1 instruction being monitored?

Classroom Walkthroughs by various members of school staff (district admin, school based admin, academic caches, and district mentor coach). Additionally, school-based admin and academic coaches attend weekly planning sessions where Tier 1 instruction is developed and discussed.

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?

Reading instruction and/or materials will be modified based on student data for students who have not responded to a specific reading instruction delivered with fidelity. Academic coaches and administration will work directly with classrooms that need to modify their instructional delivery.

How is the effectiveness of Tier 1 curriculum being monitored?

Classroom Walkthroughs by various members of school staff (district admin, school based admin, academic caches, and district mentor coach) are done to ensure the curriculum is being used effectively. Additionally, school-based admin and academic coaches attend weekly planning sessions where curriculum use and delivery is developed and discussed.

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

During weekly walkthroughs and/or planning sessions changes might be made to curriculum use if the results are not effective. Student data is reviewed several times a quarter and adjustments might need to be made if data does not support the current use of curriculum. The district has several supplemental options for curriculum and depending on the area of need a curriculum change or addition will be selected.

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

The LEA has a district virtual program that provides instruction to students who prefer distance learning. Instruction is modified to a complete virtual platform. Students are instructed by certified teachers. They will be instructed in handwriting, language skills, literature and comprehension, phonics, and spelling.

Grade Levels: Grades 9-12**IF Student meets the following criteria at the beginning of the school year:***(Enter assessment criteria that will be used)*

Renaissance STAR combined score is at or above grade level.

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.

DeSoto's Core reading program Savvas MyPerspective. Savvas MyPerspective does not have a rating as of yet, however, the following IES practice Guide recommendations support this program.

Providing Reading Interventions for Students in Grades 4–9

--Build students' decoding skills so they can read complex multisyllabic words

--Provide purposeful fluency-building activities to help students read effortlessly. This is taught in the intervention program that accompanies the core reading program.

--Routinely use a set of comprehension-building practices to help students make sense of the text

Part 3A. Build students' world and word knowledge so they can make sense of the text

Part 3B. Consistently provide students with opportunities to ask and answer questions to better understand the text they read

Part 3C. Teach students a routine for determining the gist of a short section of text

Part 3D. Teach students to monitor their comprehension as they read

This is taught throughout the core reading program. There is paired reading in each lesson/unit for the standards outlined.

--Provide students with opportunities to practice making sense of stretch text (i.e., challenging text) that will expose them to complex ideas and information This is evidenced in the core reading that is done each week with the paired stories and small group work with the students. The stories are on the student grade band Lexile level and are both fiction and nonfiction.

The district will support and monitor the work done in the reading course through weekly walkthrough and modeling by school leadership teams which include the principal, asst principal, and literacy coach. Additionally, professional development will be given throughout the year in Flamingo Literacy Matrix, Exploring Structured Literacy, and UFLI Foundational Skills training.

Progress Monitoring**Assessment & Frequency**

Renaissance STAR-

3 times a year (Aug, Nov/Dec, May)

FAST ELA

Spring each year

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

Renaissance STAR combined score is at or above grade level.

Previous year FAST ELA achievement level is a 3 or higher

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

Renaissance STAR scores in any one or more of the five reading skill areas fall below the cut score

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

at the appropriate grade level. Below 20 percentile requires Tier 2 intervention

Previous year FAST ELA achievement level is a 1 or 2

How is the effectiveness of Tier 1 instruction being monitored?

Classroom Walkthroughs by various members of school staff (district admin, school-based admin, academic caches, and district mentor coach). Additionally, school-based admin and academic coaches attend weekly planning sessions where Tier 1 instruction is developed and discussed.

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?

Reading instruction and/or materials will be modified based on student data for students who have not responded to a specific reading instruction delivered with fidelity. Academic coaches and administration will work directly with classrooms that need to modify their instructional delivery.

How is the effectiveness of Tier 1 curriculum being monitored?

Classroom Walkthroughs by various members of school staff (district admin, school-based admin, academic caches, and district mentor coach) are done to ensure the curriculum is being used effectively. Additionally, school-based admin and academic coaches attend weekly planning sessions where curriculum use and delivery is developed and discussed.

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

During weekly walkthroughs and/or planning sessions changes might be made to curriculum use if the results are not effective. Student data is reviewed several times a quarter and adjustments might need to be made if data does not support the current use of curriculum. The district has several supplemental options for curriculum and depending on the area of need a curriculum change or addition will be selected.

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

The LEA has a district virtual program that provides instruction to students who prefer distance learning. Instruction is modified to a complete virtual platform. Students are instructed by certified teachers. They will be instructed in handwriting, language skills, literature and comprehension, phonics, and spelling.

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: Kindergarten**IF Student meets the following criteria at the beginning of the school year:***(Enter assessment criteria that will be used)*

K-Readiness Star Early Literacy FAST assessment scaled score is 438-496

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

Renaissance Flow is used in kindergarten classes. There are no levels of evidence for this program, however the following IES practice guide recommendations support the programs.

Assisting Students Struggling with Reading: Response to Interventions (RtI) and Multi-Tier Intervention in the Primary Grades

- o Screen all students for potential reading problems at the beginning of the year and again in the middle of the year. Renaissance provides CMS assessments to use with students.
 - o Provide time for differentiated reading instruction for all students based on assessment of student's current reading level. These are used weekly as students complete Renaissance Flow lessons during small group time.
 - o Provide intensive, systematic instruction on up to three foundational reading skills in small groups to students who score below the benchmark score on universal screening. These are done during teacher led small group times 3 times a week for 30 minutes.
 - o Monitor the progress of tier 2 students at least once a month. The students are monitored weekly to determine effectiveness of work.
 - o Provide intensive instruction on a daily basis that promotes the development of the various components of reading proficiency to students who show minimal progress after reasonable time in tier 2 small group instruction (tier 3).
 - Amira Learning Practice lessons- weekly
 - o ESSA Level- Strong <https://www.evidenceforessa.org/programs/reading/amira>
- The district will support and monitor the work done in the intervention block through weekly walkthroughs and modeling by school leadership teams which include the principal, asst principal, and literacy coach. Additionally, professional development will be given throughout the year in Orton Gillingham, Exploring Structured Literacy, and UFLI Foundational Skills trainings.

Assessment & Frequency

Star Early Literacy FAST
3 times a year (Aug, Nov/Dec, May)

Performance Criteria to discontinue Tier 2 interventions

K-Readiness Star Early Literacy FAST assessment scaled score is 497-529.

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

K-Readiness Star Early Literacy FAST assessment scaled score is 438-496.

Performance Criteria that prompts the addition of Tier 3 interventions

K-Readiness Star Early Literacy FAST assessment scaled score is 437 and below.

Number of times per week intervention provided

3 times per week

Number of minutes per intervention session

Grade Levels: Kindergarten

30 minutes per session

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

The procedures in place are: every student takes the STAR progress monitoring test and those students that fall below the 25th percentile and below are placed into Tier 2. Teachers are provided a list of their students who fall below the 25th percentile and below by the District Coaches. District Coaches assist and support development of the planning piece for Tier 2 students. District Coaches monitor 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.

Each program, material, or strategy is research- based. Before any new product is brought into the district, the LEA researches it on several websites, such as what Works Clearinghouse, ESSR evidence, and Ed Reports. Additionally, teachers are trained continuously on each new product to ensure the program is delivered with fidelity. District level and school level admin also conduct walkthroughs in each classroom to ensure the research-based program and strategies are being used with fidelity.

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

The LEA has a district virtual program that provides instruction to students who prefer distance learning. Instruction is modified to a complete virtual platform. Students are instructed by certified teachers. They will be instructed in handwriting, language skills, literature and comprehension, phonics, and spelling.

Students receiving Tier 2 interventions will have opportunities for teacher led small group virtual meetings to address specific deficient based on benchmark reading data. These students will also have additional opportunities to reinforce skills via computer based assignments. The students will be participating in weekly Reading Progress Monitoring assessments from Easy CBM and/or AMIRA LEARNING.

Grade Levels: Grades 1-2**IF Student meets the following criteria at the beginning of the school year:**

(Enter assessment criteria that will be used)

Star Early Literacy FAST assessment scaled score is 438-496 or Renaissance STAR FAST scores in any one or more of the five reading skill areas fall below the cut score at the appropriate grade level. Below 25 percentile requires Tier 2 intervention

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

Renaissance Flow is used in grade 1-2 classes. There are no levels of evidence for this program, however, the following IES practice guide recommendations support the programs.

Assisting Students Struggling with Reading: Response to Interventions (RtI) and Multi-Tier Intervention in the Primary Grades

- o Screen all students for potential reading problems at the beginning of the year and again in the middle of the year. Renaissance provides CMS assessments to use with students.
- o Provide time for differentiated reading instruction for all students based on assessment of student's current reading level. These are used weekly as students complete Renaissance Flow lessons during small group time.
- o Provide intensive, systematic instruction on up to three foundational reading skills in small groups to students who score below the benchmark score on universal screening. These are done during teacher led small group times 3 times a week for 30 minutes.
- o Monitor the progress of tier 2 students at least once a month. The students are monitored weekly to determine effectiveness of work.
- o Provide intensive instruction on a daily basis that promotes the development of the various components of reading proficiency to students who show minimal progress after reasonable time in tier 2 small group instruction (tier 3).
 - Amira Learning Practice lessons- weekly
- o ESSA Level- Strong <https://www.evidenceforessa.org/programs/reading/amira>
- Barton Reading and Spelling and Orton Gillingham is used in grade 1-2 classes. There are no levels of evidence for this program, however, the following IES practice guide recommendations support the program.
 - IES Practice Guide- Foundational Skills to Support Reading for Understanding in Kindergarten through 2nd grade- weekly
- o 1- Teacher students academic language skills, including the use of inferential and narrative language, and vocabulary knowledge.- minimal evidence. This is done three times a week one-on-one with the teacher. The teacher first assesses the student and places them at the proper level. Then the teacher continues through the lessons at the appropriate level for the student.
- o Develop awareness of the segments of sounds in speech and how they link to letters.- strong evidence This is done through the appropriate lessons that the student works through with the teacher.
- o Teach students to decode words, analyze word parts, and write and recognize words.- strong evidence This is done through the appropriate lessons that the student works through with the teacher.

The district will support and monitor the work done in the intervention block through weekly walkthroughs and modeling by school leadership teams which include the principal, asst principal, and literacy coach. Additionally, professional development will be given throughout the year in Orton Gillingham, Exploring Structured Literacy, and UFLI Foundational Skills trainings.

Grade Levels: Grades 1-2**Progress Monitoring****Assessment & Frequency**

STAR Early Literacy FAST and Renaissance STAR FAST -
3 times a year (Aug, Nov/Dec, May)
Additionally, Tier 2 will be tested biweekly throughout the year

Performance Criteria to discontinue Tier 2 interventions

Star Early Literacy FAST assessment scaled score is 497-529.
Or
Renaissance STAR FAST combined score is at or above grade level.

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

Star Early Literacy FAST assessment scaled score is 438-496.
Or
Renaissance STAR FAST scores in any one or more of the five reading skill areas fall below the cut score at the appropriate grade level. Below 25 percentile requires continued Tier 2 intervention

Performance Criteria that prompts the addition of Tier 3 interventions

K-Readiness Star Early Literacy FAST assessment scaled score is 437 and below.
Or
Renaissance STAR FAST scores in any one or more of the five reading skill areas fall below the cut score at the appropriate grade level. Below 10 percentile requires Tier 3 intervention and these students will be identified as having a substantial reading deficiency.

Number of times per week intervention provided

3 times per week

Number of minutes per intervention session

30 minutes per session

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

The procedures in place are: every student takes the STAR progress monitoring test and those students that fall below the 25th percentile and below are placed into Tier 2. Teachers are provided a list of their students who fall below the 25th percentile and below by the District Coaches. District Coaches assist and support development of the planning piece for Tier 2 students. District Coaches monitor 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.

Each program, material, or strategy is research- based. Before any new product is brought into the district, the LEA researches it on several websites, such as what Works Clearinghouse and Ed Reports. Additionally, teachers are trained continuously on each new product to ensure the program is delivered with fidelity. District level and school level admin also conduct walkthroughs in each classroom to ensure the research-based program and strategies are being used with fidelity.

Grade Levels: Grades 1-2

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

The LEA has a district virtual program that provides instruction to students who prefer distance learning. Instruction is modified to a complete virtual platform. Students are instructed by certified teachers. They will be instructed in handwriting, literature and comprehension, vocabulary and spelling. Students receiving Tier 2 interventions will have opportunities for teacher led small group virtual meetings to address specific deficient based on benchmark reading data. These students will also have additional opportunities to reinforce skills via computer based assignments. The students will be participating in weekly Reading Progress Monitoring assessments from Easy CBM and/or AMIRA LEARNING.

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

(Enter assessment criteria that will be used)

Renaissance STAR scores in any one or more of the five reading skill areas fall below the cut score at the appropriate grade level. Below 20 percentile requires Tier 2 intervention

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

Renaissance Flow is used in grade 3-5 classes. There are no levels of evidence for this program, however, the following IES practice guide recommendations support the program.

Assisting Students Struggling with Reading: Response to Interventions (RtI) and Multi-Tier Intervention in the Primary Grades

- o Screen all students for potential reading problems at the beginning of the year and again in the middle of the year. Renaissance provides CMS assessments to use with students.
- o Provide time for differentiated reading instruction for all students based on assessment of student's current reading level. These are used weekly as students complete Renaissance Flow lessons during small group time.
- o Provide intensive, systematic instruction on up to three foundational reading skills in small groups to students who score below the benchmark score on universal screening. These are done during teacher led small group times 3 times a week for 30 minutes.
- o Monitor the progress of tier 2 students at least once a month. The students are monitored weekly to determine effectiveness of work.
- o Provide intensive instruction on a daily basis that promotes the development of the various components of reading proficiency to students who show minimal progress after reasonable time in tier 2 small group instruction (tier 3).

Common Lit is used in grade 3-5 classes. There are no levels of evidence for this program, however, the following Hattie's effect sizes support the programs.

- Hattie's strategy with effect size
- Deliberate practice of skills- 0.79
- Interventions for students with learning needs- 0.77
- Direct instruction- 0.60

Barton Reading and Spelling and Orton Gillingham is used in grade 3-5 classes. There are no levels of evidence for this program, however, the following IES practice guide recommendations support the program.

- IES Practice Guide- Foundational Skills to Support Reading for Understanding in Kindergarten through 2nd grade- weekly
 - o 1- Teacher students academic language skills, including the use of inferential and narrative language, and vocabulary knowledge.- minimal evidence. This is done three times a week one-on-one with the teacher. The teacher first assesses the student and places them at the proper level. Then the teacher continues through the lessons at the appropriate level for the student.
 - o Develop awareness of the segments of sounds in speech and how they link to letters.- strong evidence This is done through the appropriate lessons that the student works through with the teacher.
 - o Teach students to decode words, analyze word parts, and write and recognize words.- strong evidence This is done through the appropriate lessons that the student works through with the teacher.

The district will support and monitor the work done in the intervention block through weekly walkthroughs and modeling by school leadership teams which include the principal, asst principal,

Grade Levels: Grades 3-5**Progress Monitoring**

and literacy coach. Additionally, professional development will be given throughout the year in Orton Gillingham, Exploring Structured Literacy, and UFLI Foundational Skills trainings.

Assessment & Frequency

Renaissance STAR-

3 times a year (Aug, Nov/Dec, May)

Additionally, Tier 2 will be tested biweekly throughout the year

Performance Criteria to discontinue Tier 2 interventions

Renaissance STAR combined score is at or above grade level.

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

Renaissance STAR scores in any one or more of the five reading skill areas fall below the cut score at the appropriate grade level. Below 20 percentile requires continued Tier 2 intervention

Performance Criteria that prompts the addition of Tier 3 interventions

Renaissance STAR scores in any one or more of the five reading skill areas fall below the cut score at the appropriate grade level. Below 10 percentile requires Tier 3 intervention and these students will be identified as having a substantial reading deficiency.

Number of times per week intervention provided

3 times per week

Number of minutes per intervention session

30 minutes per session

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

The procedures in place are: every student takes the STAR progress monitoring test and those students that fall below the 20th percentile and below are placed into Tier 2. Teachers are provided a list of their students who fall below the 20th percentile and below by the District Coaches. District Coaches assist and support development of the planning piece for Tier 2 students. District Coaches monitor 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.

Each program, material, or strategy is research- based. Before any new product is brought into the district, the LEA researches it on several websites, such as what Works Clearinghouse and Ed Reports. Additionally, teachers are trained continuously on each new product to ensure the program is delivered with fidelity. District level and school level admin also conduct walkthroughs in each classroom to ensure the research-based program and strategies are being used with fidelity.

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

Grade Levels: Grades 3-5

The LEA has a district virtual program that provides instruction to students who prefer distance learning. Instruction is modified to a complete virtual platform. Students are instructed by certified teachers. They will be instructed in handwriting, literature and comprehension, vocabulary and spelling. Students receiving Tier 2 interventions will have opportunities for teacher led small group virtual meetings to address specific deficient based on benchmark reading data. These students will also have additional opportunities to reinforce skills via computer based assignments. The students will be participating in weekly STAR Reading Progress Monitoring assessments.

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

(Enter assessment criteria that will be used)

Renaissance STAR scores in any one or more of the five reading skill areas fall below the cut score at the appropriate grade level. Below 20 percentile requires Tier 2 intervention

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

Common Lit is used in grade 6-8 classes. There are no levels of evidence for this program, however, the following IES practice guide recommendations support the program.

Providing Reading Interventions for Students in Grades 4–9

--Routinely use a set of comprehension-building practices to help students make sense of the text.

----Part 3A. Build students' world and word knowledge so they can make sense of the text

----Part 3B. Consistently provide students with opportunities to ask and answer questions to better understand the text they read

----Part 3C. Teach students a routine for determining the gist of a short section of text

----Part 3D. Teach students to monitor their comprehension as they read

--Provide students with opportunities to practice making sense of stretch text (i.e., challenging text) that will expose them to complex ideas and information

Additionally, we used IEP Practice Guide- Teaching Secondary Students to Write Effectively

--Integrate writing and reading to emphasize key writing features.

--Use assessment of student writing to inform instruction and feedback.

APEX tutorials are used in grade 6-8 classes. There are no levels of evidence for this program, however, the following IES practice guide recommendations support the program.

Improving Adolescent Literacy: Effective Classroom and Intervention Practices

--Provide direct and explicit comprehension strategy instruction.

--Provide opportunities for an extended discussion of text meaning and interpretation.

--Increase student motivation and engagement in literacy learning.

Fast Forward- ELL intervention- strong as determined by What Works Clearing House

The district will support and monitor the work done in the intervention block through weekly walkthroughs and modeling by school leadership teams which include the principal, asst principal, and literacy coach. Additionally, professional development will be given throughout the year in Exploring Structured Literacy and Reading Competencies.

Assessment & Frequency

Renaissance STAR-

3 times a year (Aug, Nov/Dec, May)

Performance Criteria to discontinue Tier 2 interventions

Renaissance STAR combined score is at or above grade level.

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

Renaissance STAR scores in any one or more of the five reading skill areas fall below the cut score at the appropriate grade level. Below 20 percentile requires continued Tier 2 intervention

Performance Criteria that prompts the addition of Tier 3 interventions

Renaissance STAR scores in any one or more of the five reading skill areas fall below the cut score at the appropriate grade level. Below 10 percentile requires Tier 3 intervention and these students will be identified as having a substantial reading deficiency.

Grade Levels: Grades 6-8

Number of times per week intervention provided

3 times per week

Number of minutes per intervention session

30 minutes per session

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

The procedures in place are: every student takes the STAR progress monitoring test and those students that fall below the 20th percentile and below are placed into Tier 2. Teachers are provided a list of their students who fall below the 20th percentile and below by the District Coaches. District Coaches assist and support development of the planning piece for Tier 2 students. District Coaches monitor 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.

Each program, material, or strategy is research- based. Before any new product is brought into the district, the LEA researches it on several websites, such as what Works Clearinghouse and Ed Reports. Additionally, teachers are trained continuously on each new product to ensure the program is delivered with fidelity. District level and school level admin also conduct walkthroughs in each classroom to ensure the research-based program and strategies are being used with fidelity.

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

The LEA has a district virtual program that provides instruction to students who prefer distance learning. Instruction is modified to a complete virtual platform. Students are instructed by certified teachers. They will be instructed in literature and comprehension and vocabulary. Students receiving Tier 2 interventions will have opportunities for teacher led small group virtual meetings to address specific deficient based on benchmark reading data. These students will also have additional opportunities to reinforce skills via computer based assignments. The students will be participating in weekly STAR Reading Progress Monitoring assessments.

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

(Enter assessment criteria that will be used)

Renaissance STAR scores in any one or more of the five reading skill areas fall below the cut score at the appropriate grade level. Below 20 percentile requires Tier 2 intervention

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

Common Lit is used in grade 9-12 classes. There are no levels of evidence for this program, however, the following IES practice guide recommendations support the program.

Providing Reading Interventions for Students in Grades 4–9

--Routinely use a set of comprehension-building practices to help students make sense of the text.

----Part 3A. Build students' world and word knowledge so they can make sense of the text

----Part 3B. Consistently provide students with opportunities to ask and answer questions to better understand the text they read

----Part 3C. Teach students a routine for determining the gist of a short section of text

----Part 3D. Teach students to monitor their comprehension as they read

--Provide students with opportunities to practice making sense of stretch text (i.e., challenging text) that will expose them to complex ideas and information

Additionally, we used IEP Practice Guide- Teaching Secondary Students to Write Effectively

--Integrate writing and reading to emphasize key writing features.

--Use assessment of student writing to inform instruction and feedback.

APEX tutorials are used in grade 9-12 classes. There are no levels of evidence for this program, however, the following IES practice guide recommendations support the program.

Improving Adolescent Literacy: Effective Classroom and Intervention Practices

--Provide direct and explicit comprehension strategy instruction.

--Provide opportunities for an extended discussion of text meaning and interpretation.

--Increase student motivation and engagement in literacy learning.

Fast Forward- ELL intervention- strong as determined by What Works Clearing House

The district will support and monitor the work done in the intervention block through weekly walkthroughs and modeling by school leadership teams which include the principal, asst principal, and literacy coach. Additionally, professional development will be given throughout the year in Exploring Structured Literacy and Reading Competencies.

Assessment & Frequency

Renaissance STAR-

3 times a year (Aug, Nov/Dec, May)

Performance Criteria to discontinue Tier 2 interventions

Renaissance STAR combined score is at or above grade level.

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

Renaissance STAR scores in any one or more of the five reading skill areas fall below the cut score at the appropriate grade level. Below 20 percentile requires continued Tier 2 intervention

Performance Criteria that prompts the addition of Tier 3 interventions

Renaissance STAR scores in any one or more of the five reading skill areas fall below the cut score at the appropriate grade level. Below 10 percentile requires Tier 3 intervention and these students will be identified as having a substantial reading deficiency.

Grade Levels: Grades 9-12**Number of times per week intervention provided**

3 times per week

Number of minutes per intervention session

30 minutes per session

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

The procedures in place are: every student takes the STAR progress monitoring test and those students that fall below the 20th percentile and below are placed into Tier 2. Teachers are provided a list of their students who fall below the 20th percentile and below by the District Coaches. District Coaches assist and support development of the planning piece for Tier 2 students. District Coaches monitor 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.

Each program, material, or strategy is research- based. Before any new product is brought into the district, the LEA researches it on several websites, such as what Works Clearinghouse and Ed Reports. Additionally, teachers are trained continuously on each new product to ensure the program is delivered with fidelity. District level and school level admin also conduct walkthroughs in each classroom to ensure the research-based program and strategies are being used with fidelity.

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

The LEA has a district virtual program that provides instruction to students who prefer distance learning. Instruction is modified to a complete virtual platform. Students are instructed by certified teachers. They will be instructed in literature and comprehension and vocabulary. Students receiving Tier 2 interventions will have opportunities for teacher led small group virtual meetings to address specific deficient based on benchmark reading data. These students will also have additional opportunities to reinforce skills via computer based assignments. The students will be participating in weekly STAR Reading Progress Monitoring assessments.

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: Grades 1-2**IF Student meets the following criteria at the beginning of the school year:**

(Enter assessment criteria that will be used)

K-Readiness Star Early Literacy FAST assessment scaled score is 437 and below

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

Progress Monitoring

Tier 3 Programs/Materials/Strategies & Duration

Renaissance Flow is used in grade 1-2 classes. There are no levels of evidence for this program, however the following IES practice guide recommendations support the programs.

Assisting Students Struggling with Reading: Response to Interventions (RtI) and Multi-Tier Intervention in the Primary Grades

- o Screen all students for potential reading problems at the beginning of the year and again in the middle of the year. Renaissance provides CMS assessments to use with students.
- o Provide time for differentiated reading instruction for all students based on assessment of student's current reading level. These are used weekly as students complete Renaissance Flow lessons during small group time.
- o Provide intensive, systematic instruction on up to three foundational reading skills in small groups to students who score below the benchmark score on universal screening. These are done during teacher led small group times 5 times a week for 30 minutes.
- o Monitor the progress of tier 2 students at least once a month. The students are monitored weekly to determine effectiveness of work.
- o Provide intensive instruction on a daily basis that promotes the development of the various components of reading proficiency to students who show minimal progress after reasonable time in tier 2 small group instruction (tier 3).

- Amira Learning Practice lessons- daily

- o ESSA Level- Strong <https://www.evidenceforessa.org/programs/reading/amira>

The district will support and monitor the work done in the intervention block through weekly walkthroughs and modeling by school leadership teams which include the principal, asst principal, and literacy coach. Additionally, professional development will be given throughout the year in Orton Gillingham, Exploring Structured Literacy, and UFLI Foundational Skills trainings.

Assessment & Frequency

STAR Early Literacy FAST and Renaissance STAR FAST

3 times a year (Aug, Nov/Dec, May)

Additionally, Tier 3 will be tested weekly throughout the year

Performance Criteria to discontinue Tier 3 interventions

For movement to Tier 2- Star Early Literacy FAST assessment scaled score is 438-496.

Or

Renaissance STAR FAST scores in any one or more of the five reading skill areas fall below the cut score at the appropriate grade level. Below 25 percentile requires continued Tier 2 intervention

For movement back to Tier 1 Star Early Literacy assessment scaled score is 497-529.

Or

Renaissance STAR combined score is at or above grade level.

Performance Criteria indicating continuation of Tier 3 interventions

If students continue to perform below level SS 437 on the Star Early Literacy assessment or below the 10th percentile on the Renaissance STAR, the student would continue to be in Tier 3. Changes will be made to intensive interventions as needed based on STAR EL or Renaissance STAR scores mentioned above.

Grade Levels: Grades 1-2**Progress Monitoring****Performance Criteria that prompts intensified Tier 3 interventions**

Changes will be made to intensive interventions as needed based on STAR EL or Renaissance STAR scores mentioned above.

Number of times per week intervention provided

5 times per week

Number of minutes per intervention session

30 minutes per session

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

The procedures in place are: every student takes the STAR progress monitoring test and those students that fall below the 10th percentile and below are placed into Tier 3. Teachers are provided a list of their students who fall below the 10th percentile and below by the District Coaches. District Coaches assist and support development of the planning piece for Tier 3 students. District Coaches monitor the effectiveness of Tier 3 interventions. Those students who do not show adequate growth will be presented to the Problem Solving Team to analyze the data to see if possibly the student warrants a referral for ESE.

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

Each program, material, or strategy is research- based. Before any new product is brought into the district, the LEA researches it on several websites, such as what Works Clearinghouse and Ed Reports. Additionally, teachers are trained continuously on each new product to ensure the program is delivered with fidelity. District level and school level admin also conduct walkthroughs in each classroom to ensure the research-based program and strategies are being used with fidelity.

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

The LEA has a district virtual program that provides instruction to students who prefer distance learning. Instruction is modified to a complete virtual platform. Students are instructed by certified teachers. They will be instructed in handwriting, literature and comprehension, vocabulary and spelling. Students receiving Tier 3 interventions will have opportunities for small group or private teacher led virtual meetings to address specific deficient based on benchmark reading data. These students will also have additional opportunities to reinforce skills via computer based assignments. The students will be participating in weekly individualized targeted assessments based on their identified deficient.

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

K-Readiness Star Early Literacy FAST assessment scaled score is 437 and below

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

Renaissance Flow is used in kindergarten classes. There are no levels of evidence for this program, however the following IES practice guide recommendations support the programs.

Assisting Students Struggling with Reading: Response to Interventions (RtI) and Multi-Tier Intervention in the Primary Grades

- o Screen all students for potential reading problems at the beginning of the year and again in the middle of the year. Renaissance provides CMS assessments to use with students.
 - o Provide time for differentiated reading instruction for all students based on assessment of student's current reading level. These are used weekly as students complete Renaissance Flow lessons during small group time.
 - o Provide intensive, systematic instruction on up to three foundational reading skills in small groups to students who score below the benchmark score on universal screening. These are done during teacher led small group times 5 times a week for 30 minutes.
 - o Monitor the progress of tier 2 students at least once a month. The students are monitored weekly to determine effectiveness of work.
 - o Provide intensive instruction on a daily basis that promotes the development of the various components of reading proficiency to students who show minimal progress after reasonable time in tier 2 small group instruction (tier 3).
 - Amira Learning Practice lessons- daily
 - o ESSA Level- Strong <https://www.evidenceforessa.org/programs/reading/amira>
- The district will support and monitor the work done in the intervention block through weekly walkthroughs and modeling by school leadership teams which include the principal, asst principal, and literacy coach. Additionally, professional development will be given throughout the year in Orton Gillingham, Exploring Structured Literacy, and UFLI Foundational Skills trainings.

Assessment & Frequency

STAR Early Learning FAST
3 times a year (Aug, Nov/Dec, May)

Performance Criteria to discontinue Tier 3 interventions

For movement to Tier 2- K-Readiness Star Early Literacy FAST assessment scaled score is 438-496.
For movement back to Tier 1- K-Readiness Star Early Literacy FAST assessment scaled score is 497-529.

Performance Criteria indicating continuation of Tier 3 interventions

If students continue to perform below level SS 437, the student would continue to be in Tier 3.

Performance Criteria that prompts intensified Tier 3 interventions

Changes will be made to intensive interventions as needed based on STAR EL scores mentioned above.

Number of times per week intervention provided

5 times per week

Grade Levels: Kindergarten**Number of minutes per intervention session**

30 minutes per session

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

The procedures in place are: every student takes the STAR progress monitoring test and those students that fall below the 10th percentile and below are placed into Tier 3. Teachers are provided a list of their students who fall below the 10th percentile and below by the District Coaches. District Coaches assist and support development of the planning piece for Tier 3 students. District Coaches monitor the effectiveness of Tier 3 interventions. Those students who do not show adequate growth will be presented to the Problem Solving Team to analyze the data to see if possibly the student warrants a referral for ESE.

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

Each program, material, or strategy is research- based. Before any new product is brought into the district, the LEA researches it on several websites, such as what Works Clearinghouse and Ed Reports. Additionally, teachers are trained continuously on each new product to ensure the program is delivered with fidelity. District level and school level admin also conduct walkthroughs in each classroom to ensure the research-based program and strategies are being used with fidelity.

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

The LEA has a district virtual program that provides instruction to students who prefer distance learning. Instruction is modified to a complete virtual platform. Students are instructed by certified teachers. They will be instructed in handwriting, language skills, literature and comprehension, phonics, and spelling.

Students receiving Tier 3 interventions will have opportunities for small group or private teacher led virtual meetings to address specific deficient based on benchmark reading data. These students will also have additional opportunities to reinforce skills via computer based assignments. The students will be participating in weekly individualized targeted assessments based on their identified deficient.

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

(Enter assessment criteria that will be used)

Renaissance STAR scores in any one or more of the five reading skill areas fall below the cut score at the appropriate grade level. Below 20 percentile requires Tier 2 intervention

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

Progress Monitoring

Tier 3 Programs/Materials/Strategies & Duration

Renaissance Flow is used in grade 1-2 classes. There are no levels of evidence for this program, however the following IES practice guide recommendations support the programs.

Assisting Students Struggling with Reading: Response to Interventions (RtI) and Multi-Tier Intervention in the Primary Grades

- o Screen all students for potential reading problems at the beginning of the year and again in the middle of the year. Renaissance provides CMS assessments to use with students.
 - o Provide time for differentiated reading instruction for all students based on assessment of student's current reading level. These are used weekly as students complete Renaissance Flow lessons during small group time.
 - o Provide intensive, systematic instruction on up to three foundational reading skills in small groups to students who score below the benchmark score on universal screening. These are done during teacher led small group times 5 times a week for 30 minutes.
 - o Monitor the progress of tier 2 students at least once a month. The students are monitored weekly to determine effectiveness of work.
 - o Provide intensive instruction on a daily basis that promotes the development of the various components of reading proficiency to students who show minimal progress after reasonable time in tier 2 small group instruction (tier 3).
 - Amira Learning Practice lessons- daily
 - o ESSA Level- Strong <https://www.evidenceforessa.org/programs/reading/amira>
- The district will support and monitor the work done in the intervention block through weekly walkthroughs and modeling by school leadership teams which include the principal, asst principal, and literacy coach. Additionally, professional development will be given throughout the year in Orton Gillingham, Exploring Structured Literacy, and UFLI Foundational Skills trainings.

Assessment & Frequency

Renaissance STAR-

3 times a year (Aug, Nov/Dec, May)

Additionally, Tier 3 will be tested weekly throughout the year

Performance Criteria to discontinue Tier 3 interventions

Renaissance STAR scores in any one or more of the five reading skill areas fall below the cut score at the appropriate grade level. Below 20 percentile requires continued Tier 2 intervention
For movement back to Tier 1, Renaissance STAR combined score is at or above grade level.

Performance Criteria indicating continuation of Tier 3 interventions

If students continue to perform below the 10th percentile on the Renaissance STAR, the student would continue to be in Tier 3.

Performance Criteria that prompts intensified Tier 3 interventions

Changes will be made to intensive interventions as needed based on Renaissance STAR scores mentioned above.

Grade Levels: Grades 3-5

Number of times per week intervention provided

5 times per week

Number of minutes per intervention session

30 minutes per session

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

The procedures in place are: every student takes the STAR progress monitoring test and those students that fall below the 10th percentile and below are placed into Tier 3. Teachers are provided a list of their students who fall below the 10th percentile and below by the District Coaches. District Coaches assist and support development of the planning piece for Tier 3 students. District Coaches monitor the effectiveness of Tier 3 interventions. Those students who do not show adequate growth will be presented to the Problem Solving Team to analyze the data to see if possibly the student warrants a referral for ESE.

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

Each program, material, or strategy is research- based. Before any new product is brought into the district, the LEA researches it on several websites, such as what Works Clearinghouse and Ed Reports. Additionally, teachers are trained continuously on each new product to ensure the program is delivered with fidelity. District level and school level admin also conduct walkthroughs in each classroom to ensure the research-based program and strategies are being used with fidelity.

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

The LEA has a district virtual program that provides instruction to students who prefer distance learning. Instruction is modified to a complete virtual platform. Students are instructed by certified teachers. They will be instructed in handwriting, literature and comprehension, vocabulary and spelling. Students receiving Tier 3 interventions will have opportunities for small group or private teacher led virtual meetings to address specific deficient based on benchmark reading data. These students will also have additional opportunities to reinforce skills via computer based assignments. The students will be participating in weekly individualized targeted assessments based on their identified deficient.

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

(Enter assessment criteria that will be used)

Renaissance STAR scores in any one or more of the five reading skill areas fall below the cut score at the appropriate grade level. Below 20 percentile requires Tier 2 intervention

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

Progress Monitoring

Tier 3 Programs/Materials/Strategies & Duration

Common Lit is used in grade 6-8 classes. There are no levels of evidence for this program, however, the following IES practice guide recommendations support the program.

Providing Reading Interventions for Students in Grades 4–9

--Routinely use a set of comprehension-building practices to help students make sense of the text.

----Part 3A. Build students' world and word knowledge so they can make sense of the text

----Part 3B. Consistently provide students with opportunities to ask and answer questions to better understand the text they read

----Part 3C. Teach students a routine for determining the gist of a short section of text

----Part 3D. Teach students to monitor their comprehension as they read

--Provide students with opportunities to practice making sense of stretch text (i.e., challenging text) that will expose them to complex ideas and information

Additionally, we used IEP Practice Guide- Teaching Secondary Students to Write Effectively

--Integrate writing and reading to emphasize key writing features.

--Use assessment of student writing to inform instruction and feedback.

APEX tutorials are used in grade 6-8 classes. There are no levels of evidence for this program, however, the following IES practice guide recommendations support the program.

Improving Adolescent Literacy: Effective Classroom and Intervention Practices

--Provide direct and explicit comprehension strategy instruction.

--Provide opportunities for an extended discussion of text meaning and interpretation.

--Increase student motivation and engagement in literacy learning.

Fast Forward- ELL intervention- strong as determined by What Works Clearing House

The district will support and monitor the work done in the intervention block through weekly walkthroughs and modeling by school leadership teams which include the principal, asst principal, and literacy coach. Additionally, professional development will be given throughout the year in Exploring Structured Literacy and Reading Competencies.

Assessment & Frequency

Renaissance STAR-

3 times a year (Aug, Nov/Dec, May)

Performance Criteria to discontinue Tier 3 interventions

Renaissance STAR scores in any one or more of the five reading skill areas fall below the cut score at the appropriate grade level. Below 20 percentile requires continued Tier 2 intervention

For movement back to Tier 1, Renaissance STAR combined score is at or above grade level.

Performance Criteria indicating continuation of Tier 3 interventions

If students continue to perform below the 10th percentile on the Renaissance STAR, the student would continue to be in Tier 3.

Performance Criteria that prompts intensified Tier 3 interventions

Changes will be made to intensive interventions as needed based on Renaissance STAR scores mentioned above.

Grade Levels: Grades 6-8

Number of times per week intervention provided

5 times per week

Number of minutes per intervention session

30 minutes per session

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

The procedures in place are: every student takes the STAR progress monitoring test and those students that fall below the 10th percentile and below are placed into Tier 3. Teachers are provided a list of their students who fall below the 10th percentile and below by the District Coaches. District Coaches assist and support development of the planning piece for Tier 3 students. District Coaches monitor the effectiveness of Tier 3 interventions. Those students who do not show adequate growth will be presented to the Problem Solving Team to analyze the data to see if possibly the student warrants a referral for ESE.

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

Each program, material, or strategy is research- based. Before any new product is brought into the district, the LEA researches it on several websites, such as what Works Clearinghouse and Ed Reports. Additionally, teachers are trained continuously on each new product to ensure the program is delivered with fidelity. District level and school level admin also conduct walkthroughs in each classroom to ensure the research-based program and strategies are being used with fidelity.

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

The LEA has a district virtual program that provides instruction to students who prefer distance learning. Instruction is modified to a complete virtual platform. Students are instructed by certified teachers. They will be instructed in literature and comprehension and vocabulary. Students receiving Tier 3 interventions will have opportunities for small group or private teacher led virtual meetings to address specific deficient based on benchmark reading data. These students will also have additional opportunities to reinforce skills via computer based assignments. The students will be participating in weekly individualized targeted assessments based on their identified deficient.

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

(Enter assessment criteria that will be used)

Renaissance STAR scores in any one or more of the five reading skill areas fall below the cut score at the appropriate grade level. Below 20 percentile requires Tier 2 intervention

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

Progress Monitoring

Tier 3 Programs/Materials/Strategies & Duration

Common Lit is used in grade 9-12 classes. There are no levels of evidence for this program, however, the following IES practice guide recommendations support the program.

Providing Reading Interventions for Students in Grades 4–9

--Routinely use a set of comprehension-building practices to help students make sense of the text.

----Part 3A. Build students' world and word knowledge so they can make sense of the text

----Part 3B. Consistently provide students with opportunities to ask and answer questions to better understand the text they read

----Part 3C. Teach students a routine for determining the gist of a short section of text

----Part 3D. Teach students to monitor their comprehension as they read

--Provide students with opportunities to practice making sense of stretch text (i.e., challenging text) that will expose them to complex ideas and information

Additionally, we used IEP Practice Guide- Teaching Secondary Students to Write Effectively

--Integrate writing and reading to emphasize key writing features.

--Use assessment of student writing to inform instruction and feedback.

APEX tutorials are used in grade 9-12 classes. There are no levels of evidence for this program, however, the following IES practice guide recommendations support the program.

Improving Adolescent Literacy: Effective Classroom and Intervention Practices

--Provide direct and explicit comprehension strategy instruction.

--Provide opportunities for an extended discussion of text meaning and interpretation.

--Increase student motivation and engagement in literacy learning.

Fast Forward- ELL intervention- strong as determined by What Works Clearing House

The district will support and monitor the work done in the intervention block through weekly walkthroughs and modeling by school leadership teams which include the principal, asst principal, and literacy coach. Additionally, professional development will be given throughout the year in Exploring Structured Literacy and Reading Competencies.

Assessment & Frequency

Renaissance STAR-

3 times a year (Aug, Nov/Dec, May)

Performance Criteria to discontinue Tier 3 interventions

Renaissance STAR scores in any one or more of the five reading skill areas fall below the cut score at the appropriate grade level. Below 20 percentile requires continued Tier 2 intervention

For movement back to Tier 1, Renaissance STAR combined score is at or above grade level.

Performance Criteria indicating continuation of Tier 3 interventions

If students continue to perform below the 10th percentile on the Renaissance STAR, the student would continue to be in Tier 3.

Performance Criteria that prompts intensified Tier 3 interventions

Changes will be made to intensive interventions as needed based on Renaissance STAR scores mentioned above.

Grade Levels: Grades 9-12

Number of times per week intervention provided

5 times per week

Number of minutes per intervention session

30 minutes per session

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

The procedures in place are: every student takes the STAR progress monitoring test and those students that fall below the 10th percentile and below are placed into Tier 3. Teachers are provided a list of their students who fall below the 10th percentile and below by the District Coaches. District Coaches assist and support development of the planning piece for Tier 3 students. District Coaches monitor the effectiveness of Tier 3 interventions. Those students who do not show adequate growth will be presented to the Problem Solving Team to analyze the data to see if possibly the student warrants a referral for ESE.

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

Each program, material, or strategy is research- based. Before any new product is brought into the district, the LEA researches it on several websites, such as what Works Clearinghouse and Ed Reports. Additionally, teachers are trained continuously on each new product to ensure the program is delivered with fidelity. District level and school level admin also conduct walkthroughs in each classroom to ensure the research-based program and strategies are being used with fidelity.

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

The LEA has a district virtual program that provides instruction to students who prefer distance learning. Instruction is modified to a complete virtual platform. Students are instructed by certified teachers. They will be instructed in literature and comprehension and vocabulary. Students receiving Tier 3 interventions will have opportunities for small group or private teacher led virtual meetings to address specific deficient based on benchmark reading data. These students will also have additional opportunities to reinforce skills via computer based assignments. The students will be participating in weekly individualized targeted assessments based on their identified deficient.

Identification of Students with a Substantial Reading Deficiency

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

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

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

The process and procedures in place are: every student takes the Florida Assessment of Student Thinking (FAST) progress monitoring test and those students that fall below the 25th percentile and below are placed into Tier 2 and those students that fall below the 10th percentile and below are placed into Tier 3. Teachers are provided a list of their students who fall below the 25th percentile and below by the District Literacy Coaches. Teachers are also able to pull this data from the Renaissance program, but coaches do it to streamline the process. Teachers also have the autonomy to place students into Tier 2 and 3 from classroom formatives and observations. District Literacy Coaches assist and support the development of the planning piece for Tier 2 and 3 students. District Literacy Coaches monitor the effectiveness of Tier 2 and 3 interventions. Each program, material, or strategy used for students with a substantial reading deficiency is research-based. Before any new product is brought into the district, the LEA researches it on several websites, such as What Works Clearinghouse and Ed Reports. Additionally, teachers are trained continuously on each product to ensure the program is delivered with fidelity. District level and school level administration also conduct walkthroughs in each classroom to ensure the research-based program and strategies are being used with fidelity.