

St. Johns County School District



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	Stephan, Christine Director for Elementary Instructional Services christine.stephan@stjohns.k12.fl.us 904-547-7644
Elementary English Language Arts (ELA)	Bergamasco, Amanda K-12 Literacy Coordinator amanda.bergamasco@stjohns.k12.fl.us 904-547-7529
Elementary English Language Arts (ELA)	England, Becca Elementary ELA Specialist rebecca.england@stjohns.k12.fl.us 904-547-7548
Reading Endorsement	Bogart, Melinda Director for PD and Evaluations melinda.bogart@stjohns.k12.fl.us 904-547-7529
Reading Curriculum	Bergamasco, Amanda K-12 Literacy Coordinator amanda.bergamasco@stjohns.k12.fl.us 904-547-7529
Professional Development	Bogart, Melinda Director for PD and Evaluations melinda.bogart@stjohns.k12.fl.us 904-547-7614
Assessment	Hurley, Andrew Coordinator for Accountability andrew.hurley@stjohns.k12.fl.us 904-547-8917
Data Element	Hurley, Andrew Coordinator for Accountability andrew.hurley@stjohns.k12.fl.us 904-547-8917
Summer Reading Camp	Sparks, Jennifer Elementary ELA Specialist jennifer.sparks@stjohns.k12.fl.us 904-547-7732
Third Grade Promotion	Stephan, Christine Director for Elementary Instructional Services christine.stephan@stjohns.k12.fl.us 904-547-7644
Multi-Tiered System of Supports (MTSS)	Balla, Jessica Program Specialist Student Success and Accountability jessica.balla@stjohns.k12.fl.us 904-547-8902

Communication of Plan Information

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

The content of the Comprehensive Evidence-Based Reading Plan is communicated in the following ways:

Meetings with principals, assistant principals, and instructional literacy coaches, who share information with teachers

Monthly cross-department meetings that include Intervention Services, ESE, and Curriculum departments

The plan is shared with the School Board

The plan is posted on the district website

Student Achievement Goals - Part B

Measurable Student Achievement Goals

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

Previous School Year

Kindergarten - % of Students "Ready" on FLKRS 66%

Previous School Year

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

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

The Early Childhood Services Department will implement Wilson Foundations for PreK to build pre-reading foundational skills.

ECS will ensure all pre-k teachers receive information about FAST PM 1.

Kindergarten teachers will be trained in the proper administration of FAST PM 1.

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	7	17	34	30	11	5	17	31	33	14
4	9	14	28	31	18	7	14	23	34	22
5	8	17	29	30	17	6	17	24	33	20
6	12	18	23	31	16	9	18	20	34	19
7	13	19	24	26	19	10	19	20	29	22
8	13	19	27	24	17	10	19	24	27	20
9	9	15	22	32	23	7	15	17	35	26
10	11	18	22	30	19	8	18	19	33	22

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

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

For kindergarten, increase the percentage of students scoring at or above grade level on the FAST PM by 2% this year from 94% to 96%.

For first grade, increase the percentage of students scoring at or above grade level on the FAST PM by 2% this year from 81% to 83%.

For second grade, increase the percentage of students scoring at or above grade level on the FAST PM by 2% this year from 84% to 86%.

*Percentages based upon i-Ready scores at the end of the school year, spring 2022.

District Budget for Evidence-Based Reading Instruction Allocation

Budget		
1	Estimated proportional share distributed to district charter	\$16,000.00
	FTE	2022-23
		\$16,000.00
2	Reading coaches assigned to elementary schools	\$1,471,006.00
	FTE	2022-23
	25.0	\$1,471,006.00
3	Reading coaches assigned to secondary schools	\$268,297.00
	FTE	2022-23
	5.0	\$268,297.00
4	Intervention teachers assigned to elementary schools	\$0.00
	FTE	2022-23
	0.0	\$0.00
5	Intervention teachers assigned to secondary schools	\$0.00
	FTE	2022-23
	0.0	\$0.00
6	Supplemental materials or interventions for elementary schools	\$518,366.00
	FTE	2022-23
	0.0	\$518,366.00
7	Supplemental materials or interventions for secondary schools	\$151,500.00
	FTE	2022-23
		\$151,500.00
8	Intensive interventions for elementary students reading below grade level	\$0.00
	FTE	2022-23

		\$0.00
9	Intensive interventions for secondary students reading below grade level	\$0.00
	FTE	2022-23
		\$0.00
10	Professional development	\$90,075.00
	FTE	2022-23
		\$90,075.00
11	Helping teachers earn the reading endorsement	\$0.00
	FTE	2022-23
		\$0.00
12	Summer reading camps	\$350,000.00
	FTE	2022-23
		\$350,000.00
13	Additional hour for 300 lowest-performing elementary schools	\$0.00
	FTE	2022-23
		\$0.00
14	Early literacy instruction/intervention for VPK completers pursuant to s. 1008.25(8)(c), F.S.	\$0.00
	FTE	2022-23
		\$0.00
Total:		\$2,865,244.00

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.

Summer Reading Program for grades K-3 \$350,000
 25 Instructional Literacy Coaches for elementary and K-8 schools will be focused on teachers of grade K-3 students with substantial reading deficiencies. \$1,471,006
 Evidence-based supplemental reading materials for K-5 (Lexia Core5) \$320,000
 Wilson Foundations materials for K-2 \$198,366
 Wilson Reading System Level I Certification \$3275
 Professional Development in Wilson Foundations for K-2 teachers \$86,800

School Literacy Leadership Teams

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

Principals will be provided with a recorded session about the Literacy Leadership Team requirement in July, 2022. Information will be shared on the Leadership Days on June 9 and 10, 2022. The Weekly Literacy Walkthrough requirement will be included. Ongoing conversations about the LLT will occur throughout the school year in the following ways:

Principal Curriculum Workshops-monthly from September through February
Principal Meetings-monthly from August through May
Annual Fidelity Check-school visit and walkthrough for each school in the first semester
Individual Conversations-periodically, as needed

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

Directors for Instructional Services through the annual fidelity check form

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

Directors for Instructional Services
K-12 Literacy Coordinator

Professional Development

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

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

Differentiated Professional Development Opportunities

- FDLRS-Exploring Structured Literacy (meets 40-hour certification renewal requirement)-all teacher with specific areas of certification
 - SJCS Reading Endorsement Competencies- available to all teachers; targeted to all teachers providing intensive reading interventions to students who are coded B
 - UFLI Literacy Matrix-available to all teachers; targeted to all teachers providing intensive reading interventions to students who are coded B
 - Partnership with Early Literacy Center Reading/FCRR-Reading endorsement pathway; any grade level
 - Wilson Reading System training-targeted to teachers providing intensive reading interventions to students who are coded B
 - SIPPS training-available to all ELA K-12 teachers
 - Wilson Foundations-Pre-K-2 ESE teachers and all K-2 classroom teachers
 - Partnership with UFLI-Intensive Reading teachers
 - Rewards training-4th and 5th grade teachers, ESE teachers, and Intensive Reading teachers
 - Mentor Teachers-mentor teachers will be identified and model classrooms will be established within each school. Mentor teachers must have the state-updated CET training.
 - Just Words-middle school Intensive Reading Teachers
 - Science of Reading training for building administrators
- Time for Professional Development
- Early-release Wednesdays
 - Weekly Professional Learning Community (PLC) meetings

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.

Recorded sessions on identified professional development requirements and topics available in July 2022

Principal meetings-monthly from August through May

Daily principal e-mail communication from the district-information regarding professional development requirements included in daily district email communication at key times throughout the year

Literacy walkthroughs-staff from the curriculum department including district Literacy Coordinator, specialists, and directors will participate in school literacy walkthroughs during the annual fidelity check and additionally as needed

District Professional Development website-all items posted for reference

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

Director for Professional Development and Evaluations
K-12 Literacy Coordinator
Secondary ELA Program Specialist
Elementary ELA Program Specialist

Charter Schools

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

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

Yes

Literacy Coaches

Literacy Coaches - Part A

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

Coaches must possess the following:

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

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

- Literacy Coaches must be reading endorsed or certified in reading
- Grant-funded schools, including but not limited to Title I
- Schools in TSI and CSI status
- Elementary, middle, and high schools serving students with substantial reading deficiencies; Decision Tree data is reviewed by district to determine greatest need based upon student levels

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?

ILC job description reflects reading endorsement or certification in reading requirement; the Human Resources Department screens applicants for the requirement

Principal meetings-monthly from August through May; the requirements will be reviewed periodically

Principal curriculum workshops-monthly from September through February; the topic will be reviewed at the first meeting and revisited as needed

Annual fidelity check-the fidelity check form requires principals to document how literacy coaches support teachers; the topic will be reviewed during the visit and support provided, as needed

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

Monthly ILC PLC-the K-12 Literacy Coordinator and ELA specialists meet monthly from September through March with the literacy coaches, providing professional development, data analysis, and sharing of information.

Geo-pattern data meetings- each spring ILCs from geo-pattern schools meet together to share student data and discuss transition from elementary to middle school and middle school to high school, especially related to struggling readers.

Regular communication with K-12 Literacy Coordinator-the Literacy Coordinator communicates regularly with the ILCs to provide support and information.

The K-12 Literacy Coordinator monitors ILC calendars monthly to ensure the majority of their time is spent coaching and supporting teachers, especially teachers of struggling readers.

New ILCs are provided a mentor to help them establish goals, create action plans, and prioritize teacher support and coaching.

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

K-12 Literacy Coordinator

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

Monthly

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

Define the problem or goal

Analyze the problem and relevant data

Implement an intervention plan

Evaluate the intervention for effectiveness

District-Level Monitoring of Plan Implementation

District-Level Monitoring - Part A

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

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

Assessments

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

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

Name of the Assessment	To whom is the assessment administered?	Assessment type	What component of the reading/ strand of standard is being assessed?	How often is the data being collected?
FAST - STAR	K-2	Screener, Progress Monitoring, Summative	Oral Language, Phonological Awareness, Phonics, Fluency, Vocabulary, Comprehension	3 x A Year
FAST - Cambium	3-10	Screener, Progress Monitoring, Summative	Vocabulary, Comprehension	3 x A Year
	K-12 ELL Students	Screener	Fluency, Vocabulary	Annually
	Grade 9-12 level 1 and 2	Screener, Progress Monitoring	Vocabulary, Comprehension	3 x A Year
	Students in K-12 with a reading deficiency	Diagnostic	Phonological Awareness, Phonics	Annually
	K-8	Diagnostic	Phonological Awareness, Phonics, Fluency, Comprehension	3 x A Year
	K-8	Diagnostic	Phonological Awareness, Phonics	3 x A Year
	K-12 with a reading deficiency	Diagnostic	Phonological Awareness, Phonics	3 x A Year
	K-12	Diagnostic	Phonological Awareness, Phonics, Fluency	3 x A Year

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?

- Directors for Elementary and Secondary Curriculum/Instruction
- Curriculum Specialists
- K-12 Literacy Coordinator

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

- Wilson Foundations-tier I instruction in K-2
 - Wilson Foundations added to the Pre-K program
- Detailed ELA curriculum maps are closely aligned to the B.E.S.T. standards
- School-based ILCs and administrators trained in the Science of Reading
 - Monthly district-PLCs for Intensive Reading teachers
 - Continued ELA B.E.S.T. training for K-12 teachers

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

- School-based grade-level PLCs develop common formative assessments and use data to guide instruction.

- Grade-level teams provide reteach opportunities for students based upon formative assessment results.

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

Literacy coaches support content area teachers in planning and utilizing resources to incorporate literacy instruction into the content area. PLCs plan together, establishing goals and monitoring student data.

Detailed curriculum maps foster and support the integration of content into ELA.

- Integration of social studies and ELA
- Integration of science and ELA
- Civics literacy list
- Morphology instruction in content areas

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

- Annual Fidelity Check visits take place in the first semester. Written feedback from the Elementary or Secondary Instructional Services Director is provided to the school. Concerns are addressed and support provided.
- Literacy walkthrough data is monitored regularly. Concerns are addressed with support from the Literacy Coordinator and specialists.
- Professional Learning Communities meet weekly to monitor and respond to student data.
- School-based Literacy Leadership Teams meet monthly to review walkthrough data and create plans to address instructional needs.

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.

- Elementary and Secondary Directors for Instructional Services will visit each school annually to complete a fidelity check for compliance with the elements in the K-12 Reading Plan.

The following items have been added or adjusted based on the 2021-22 CERP Reflection Tool:

- Ongoing training for building leaders in the Science of Reading.
- Review expectations with principals for coaches to prioritize coaching
- Prioritization of Literacy Leadership Teams and weekly walkthroughs through training and monitoring
- Prioritization in identifying mentor teachers and model classrooms at each school
- Teachers will be trained on the new ELA B.E.S.T. standards and new ELA instructional resource with

support from Instructional Literacy Coaches.

- Systematic, explicit reading instruction is an area of focus for K-2 teachers.
- Continue intervention support for grades 3-5 with targeted specific reading deficiencies with the support of literacy coaches.
- Continued training on the science of reading to include multisensory instruction and dyslexia.

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?

Principals are provided with an electronic Weekly Literacy Walkthrough data collection tool and are required to complete classroom walkthroughs weekly. The data collected from the Literacy Walkthroughs is reviewed at least monthly by the Literacy Leadership Team. The LLT identifies challenge areas and develops a plan of support, oftentimes provided by the literacy coach.

District literacy coaches are available to provide support to ILCs, PLCs, and individual teachers as a component of a plan of support.

Principals participate in grade level/department PLCs where student data is monitored by teachers and utilized to plan for instruction. Teams work together to provide instruction/intervention in flexible groups. The cycle is repeated throughout the year.

Who at the district level supports effective implementation?

Elementary and Secondary Directors for Curriculum and Instruction

K-12 Literacy Coordinator

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

Weekly Literacy Walkthrough data is monitored by the K-12 Literacy Coordinator monthly. The LC also participates periodically in school-based walkthroughs to model and support the process. The LC helps the LLT identify areas of need and create a plan for support.

District personnel visit each school to conduct the annual fidelity check, including classroom walkthroughs as part of the process.

Weekly reading walkthroughs by administrators - Part B

What process is in place to ensure effective implementation?

Principals are provided with an electronic walkthrough tool to utilize to collect data. The expectation is to visit at least one ELA or reading class per week and collect data. The data is reviewed by the Literacy Leadership Team at least monthly. Principals may include the assistant principal and ILC in conducting walkthroughs. Each school provides LLT member names and the plan for conducting walkthroughs and meeting to discuss data to the district.

Who at the district level supports effective implementation?

Elementary and Secondary Directors Instructional Services

K-12 Literacy Coordinator

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

Literacy Leadership Teams review data from walkthroughs at least monthly, identifying areas of need, planning for and providing support. Additionally, data is collected during walkthroughs and is monitored monthly by the K-12 Literacy Coordinator. The literacy coordinator provides support to principals and Literacy Leadership teams as they complete the process.

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

What process is in place to ensure effective implementation?

Monthly ILC PLCs, monthly principal meetings and principal curriculum workshops. The CERP is discussed and training on relevant topics is provided. ILCs deliver training to teachers in the schools.

Bi-weekly meetings with the intervention team which focus on specific evidence-based interventions to ensure they are being utilized correctly and the area of intervention relates to the appropriate resource.

Annual fidelity check visits are conducted at each school and are centered on the components of the CERP. Schools provide documentation for compliance.

Who at the district level supports effective implementation?

Directors for Instructional Services
K-12 Literacy Coordinator

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

Annual fidelity checks are conducted at each school in the first semester of the school year. District personnel visit each school and conduct classroom walkthroughs as part of the process. School-based literacy walkthrough data is reviewed during the visit.

The K-12 Literacy Coordinator reviews the CERP requirements with ILCs at monthly ILC PLC meetings. Principals also have reminders at monthly principal meetings, through district email communication, and in conversations.

Summer Reading Camp

Reading Camp - Part A

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

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

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

Yes

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

Third graders scoring level 1 on F.A.S.T. will be served by highly effective reading endorsed or reading certified teachers in the Summer Reading Camp. The instructional plan includes evidence-based explicit, systematic, multisensory reading in PA, phonics, fluency, vocabulary, and comprehension utilizing the following resources: Wilson Foundations, Wilson Reading System, SIPPS, and/or Rewards (see alignment to practice guide in decision tree). Summer Reading Camp curriculum maps will be provided for teachers with specific ELA B.E.S.T. standards targeted. Students in grade 3 will attend the program for five weeks in June/July.

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

Will the district implement this option?

Yes

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

Students in grades K, 1, 2 will be served by highly effective reading endorsed or reading certified teachers in the Summer Reading Camp. The instructional plan includes evidence-based explicit, systematic, multisensory reading in PA, phonics, fluency, vocabulary, and comprehension utilizing the following resources: Wilson Foundations, Wilson Reading System, SIPPS, and/or Rewards (see alignment to practice guide in decision tree). Summer Reading Camp curriculum maps will be provided for teachers with specific ELA B.E.S.T. standards targeted. Students in grade 3 will attend the program for five weeks in June/July.

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.)

152

Students who demonstrate a reading deficiency in grades K-2

446

Students who score Level 1 in grades 4-5

49

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.)

99%

Students who demonstrate a reading deficiency in grades K-2

100%

Students who score Level 1 in grades 4-5

44%

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 Read-at-Home plans provided by JRF will be given to parents of students with a substantial deficiency in reading. The plans will be shared with the initial required letter to parents of students with a substantial reading deficiency.

Qualifying families of students with a substantial reading deficiency will be provided with the opportunity to participate in the New Worlds Reading Initiative.

Who at the district is responsible for monitoring this requirement?

Director for Elementary Instructional Services
Director, Student Success and Accountability
Director for Instructional Resources and Media Services

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?

- Grade-level PLCs meet weekly to review student data and plan for instruction. Students are regrouped for targeted instruction based upon data and needs. The ILC participates in PLCs.
- Elementary Schedule Guidelines requires a daily uninterrupted 90 minute reading block. Principals monitor instruction.
- Savvas myView Literacy K-5 resource is aligned to the ELA B.E.S.T. standards. Common assessments are provided to teachers to help monitor student progress. Instruction is conducted in whole group and small group settings.
- Wilson Foundations K-2 phonics lessons provided daily for 30 minute to all K, 1, 2 students.
- Annual Fidelity Check conducted in the first semester.
- Administrative Weekly Literacy Walkthrough data reviewed by the Literacy Leadership Team and Literacy Coordinator monthly.
- PLC data review completed weekly.

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

Director for Elementary Instructional Services

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?

- ELA, social studies, and science curriculum map resources are provided to teachers through One Note. Teachers are trained during pre-planning week with follow up sessions available throughout the school year, as needed.
- Implementation is monitored through Weekly Literacy Walkthroughs and weekly PLC meetings.
- Civics Literacy List books provided to the schools. The social studies curriculum maps provide guidance in their use.

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

Elementary ELA Specialist

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

How does the district support and monitor implementation?

- Savvas myView Literacy K-5
- Wilson Foundations K-2
- Annual Fidelity Check
- Administrative Literacy
- Walkthrough data

- PLC data review
- Code A reading audits

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

K-12 Literacy Coordinator

Florida's Revised Formula For Success - Part B

K-12 reading instruction will align with Florida's Revised Formula for Success, 6 + 4 + T1 +T2 + T3, which includes the following:

- **Six components of reading:** oral language, phonological awareness, phonics, fluency, vocabulary, and comprehension;
- **Four types of classroom assessments:** screening, progress monitoring, diagnostic, and summative assessment;
- **Core Instruction (Tier 1):** is standards-aligned; includes accommodations for students with a disability, students with an Individual Educational Plan (IEP), and students who are English language learners; provides print-rich explicit and systematic, scaffolded, differentiated instruction, and corrective feedback; builds background and content knowledge; incorporates writing in response to reading; and incorporates the principles of Universal Design for Learning as defined in 34 C.F.R. 200.2(b)(2)(ii);
- **Supplemental Instruction/Intervention (Tier 2):** is standards-aligned; includes accommodations for students with a disability, students with an IEP, and students who are English language learners; provides explicit, systematic, small group teacher-led instruction matched to student need, targeting gaps in learning to reduce barriers to students' ability to meet Tier 1 expectations; provides multiple opportunities to practice the targeted skill(s) and receive corrective feedback; and occurs in addition to core instruction; and
- **Intensive, Individualized Instruction/Intervention (Tier 3):** is standards-aligned; includes accommodations for students with a disability, students with an IEP, and students who are English language learners; provides explicit, systematic, individualized instruction based on student need, one-on-one or very small group instruction with more guided practice, immediate corrective feedback, and frequent progress monitoring; and occurs in addition to core instruction and Tier 2 interventions. In accordance with Section 1011.62(8)(d), F.S., intensive reading interventions must be delivered by instructional personnel who are certified or endorsed in reading.

Describe how the district will align K-12 reading instruction with Florida's Revised Formula for Success.

The six components of reading are addressed through K-12 B.E.S.T. standards-based instruction. All four types of assessment are included as shown in the chart above. Core instruction is standards aligned, including accommodations for English language learners and students with an IEP. Students who are not successful with tier 1 instruction will have access to problem-solving and intervention support through a multi-tiered system of support.

How does the district support and monitor implementation?

Literacy Walkthroughs
 Literacy Leadership Teams
 IEPs
 English Language Learner committee meetings
 Multi-tiered System of Support team meeting
 Professional Learning Communities
 Progress monitoring
 Fidelity checks

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

K-12 Literacy Coordinator
ESE Program Specialists
ELL Program Specialist
Intervention Services Team
ELA Curriculum Specialists
Student Intervention and Accountability Team
Directors for Instructional Services

Assessment/Curriculum Decision Trees - Part C

Requirements

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

The Decision Trees must contain the following information:

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

Tier 1

Core Instruction:

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

Grade Levels: K-2

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

(Enter assessment criteria that will be used)

FAST on or above grade level

Kindergarten: iReady >361, DRA A or 1, BAS A

First: iReady >433, DRA 4, BAS E

Second: iReady >488, DRA 16, BAS J

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.

Savvas myView-Florida adopted program

Wilson Foundations-strong evidence

Progress Monitoring

Assessment & Frequency

FAST-3 times per year

Daily Formative Assessments

Weekly Progress Checks

Unit Standards-based foundational skills (Foundations) and comprehension assessments

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

On or above grade level

- Demonstrates mastery on daily and weekly checks
- Item analysis of standards-based comprehension assessments (70% or higher on each benchmark)

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

- Below grade level on daily and weekly checks
- Item analysis of standards-based comprehension assessments (69% average or lower on each benchmark)

How is the effectiveness of Tier 1 instruction being monitored?

PLC common formative and summative assessment data is reviewed at weekly PLCs

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

Grade-level PLC common assessments and data analysis

Teacher observation and feedback

Weekly Literacy Walkthroughs

Literacy Leadership Teams meet at least monthly to discuss data collected from weekly literacy walkthroughs

How is the effectiveness of Tier 1 curriculum being monitored?

Grade Levels: K-2

PLC common formative & summative assessments
Progress monitoring data

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

Grade-level PLC common assessments and data analysis
Weekly administrative literacy walkthrough data
Literacy Leadership Teams review data from weekly literacy walkthroughs and create plans to solve problems

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

not applicable

Grade Levels: 3-5

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

(Enter assessment criteria that will be used)

FAST on or above grade level

Third: iReady >510 DRA 28, BAS M/N

Fourth: iReady >556, DRA 38, BAS P/Q

Fifth: iReady >580, DRA 40, BAS S/T

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.

Savvas my View-Florida adopted resource

Progress Monitoring

Assessment & Frequency

FAST 3 times per year

Daily Formative Assessments

Weekly Progress Checks

Unit Standards-comprehension assessments

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

FAST on or above grade level

Demonstrates mastery on daily and weekly checks

Item analysis of standards-based comprehension assessments (70% or higher on each benchmark)

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

- Below grade level on daily and weekly checks
- Item analysis of standards-based comprehension assessments (69% average or lower on each benchmark)

How is the effectiveness of Tier 1 instruction being monitored?

PLC common formative and summative assessment data is reviewed at weekly PLCs

See K-2

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

Grade-level PLC common assessments and data analysis

Teacher observation and feedback

See K-2

How is the effectiveness of Tier 1 curriculum being monitored?

PLC common formative and summative assessment data is reviewed at weekly PLCs

See K-2

Grade Levels: 3-5

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

Grade-level PLC common assessments and data analysis

Weekly administrative reading walkthrough data

See K-2

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

Not applicable

Grade Levels: 6-8

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

(Enter assessment criteria that will be used)

TOOL Sixth Grade Seventh Grade Eighth Grade
FSA (21-22) Level 3 or above Level 3 or above Level 3 or above
iReady (spring 2022) >581 >598 >609

THEN TIER 1 Only

Core Curriculum

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

CORE CURRICULUM
INSTRUCTIONAL STRATEGIES (LINK to What Works Clearinghouse evidence)

- McGraw-Hill: Study Sync (Florida adopted resource)
CPalms
- Provide explicit vocabulary instruction (Strong Evidence according to What Works Clearing House, WWC)
 - Provide direct and explicit comprehension strategy instruction (Strong Evidence according to WWC)
 - Provide opportunities for extended discussion of text meaning and interpretation. (Moderate Evidence according to WWC)
 - Increase student motivation and engagement in literacy learning. (Moderate Evidence according to WWC)
 - Make available intensive and individualized interventions for struggling readers that can be provided by trained specialists. (Strong Evidence according to WWC)

Progress Monitoring

Assessment & Frequency

FAST 3 times per year
Quarterly Standards-based Assessments (two summative assessments; four formative assessments each quarter)

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

FAST on or above grade level
Following item analysis, 80% of students earn 70% or higher on each assessed benchmark

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

Following item analysis, students scoring lower than 70% on an assessed benchmark will be provided Tier 2 interventions

How is the effectiveness of Tier 1 instruction being monitored?

Weekly Literacy Walkthroughs
Coaching Cycles with the Instructional Literacy Coach
Literacy Leadership Teams meet at least monthly to review data from weekly literacy walkthroughs

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: 6-8

Teacher Evaluation at school level

Formative assessment and PLC data analysis

Literacy Leadership Teams meet at least monthly to review data from weekly literacy walkthroughs

How is the effectiveness of Tier 1 curriculum being monitored?

F.A.S.T. (three times/year)

PLC common formative and summative assessment data is reviewed at weekly PLCs

Report card grades

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

Targeted professional development (school and district level)

Monitoring PLC effectiveness

Literacy Leadership Teams meet at least monthly to review data from weekly literacy walkthroughs and create plans to solve problems

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

not applicable

Grade Levels: 9-12

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

(Enter assessment criteria that will be used)

FSA level 3 or above

FAST on or above grade level for grades 9-10

THEN TIER 1 Only

Core Curriculum

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

CORE CURRICULUM

INSTRUCTIONAL STRATEGIES (LINK to What Works Clearinghouse evidence)

McGraw-Hill: Study Sync

CPalms

- Provide explicit vocabulary instruction (Strong Evidence according to What Works Clearing House, WWC)
- Provide direct and explicit comprehension strategy instruction (Strong Evidence according to WWC)
- Provide opportunities for extended discussion of text meaning and interpretation. (Moderate Evidence according to WWC)
- Increase student motivation and engagement in literacy learning. (Moderate Evidence according to WWC)
- Make available intensive and individualized interventions for struggling readers that can be provided by trained specialists. (Strong Evidence according to WWC)

Progress Monitoring

Assessment & Frequency

Quarterly Standards-based Assessments (two summative assessments; four formative assessments each quarter)

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

Following item analysis, 80% of students earn 70% or higher on each assessed benchmark

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

Following item analysis, students scoring lower than 70% on an assessed benchmark will be provided Tier 2 interventions

How is the effectiveness of Tier 1 instruction being monitored?

Literacy Walk Throughs

Coaching Cycles with the Instructional Literacy Coach

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?

Teacher Evaluation at school level

Formative assessment and PLC data analysis

Grade Levels: 9-12

Weekly Literacy Walkthroughs

Literacy Leadership Teams meet at least monthly to review data from weekly literacy walkthroughs

How is the effectiveness of Tier 1 curriculum being monitored?

F.A.S.T. (three times/year)

PLC common formative and summative assessment data is reviewed at weekly PLCs

Report card grades

Weekly Literacy Walkthroughs

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

Targeted professional development (school and district level)

Monitoring PLC effectiveness

Literacy Leadership Teams

Literacy Leadership Teams meet at least monthly to review data from weekly literacy walkthroughs and create plans to solve problems

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

Not applicable

[enter grade levels]

[enter grade levels]

Tier 2

Supplemental Instruction/Intervention:

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

Grade Levels: K-2

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

(Enter assessment criteria that will be used)

FAST below grade level

Kindergarten: iReady 100-361, DRA <A or 1, BAS <A

First: iReady 347-433, DRA A or 1, BAS A

Second: iReady 419-488, DRA 14, BAS E

THEN TIER 1 Instruction and TIER 2 Interventions

Progress Monitoring

Tier 2 Programs/Materials/Strategies & Duration

BASIC READING SKILLS: PHONICS

Barton

- Three-part Student Screening (initial assessment)
- If student passes the screener, Placement assessment is administered
- For all 10 levels, there is an assessment administered at the end of the level
- For Levels 1-3, Barton uses the nonsense words portion of the lesson as an additional assessment

HearBuilders

- Emerging Literacy and Language Assessment (ELLA) is administered at the beginning of the program
- Story Retell subtest is administered after each story (H-SRT)

Heggerty

- Initial assessment to identify student needs
- Mid-year and end-of-year assessment

Just Words (4th/5th)

- Progress checks at the beginning of each unit (approximately every 1-2 weeks)
- Unit Tests after each unit (approximately every 2 weeks)
- Summative Assessments 4x per year

Lexia

- Placement Assessment (beginning of program)
- Adaptive assessments as children progress through the levels

Lindamood Phoneme Sequencing (LiPS)

- Grade-level Screening Tools/Tasks

Making Words

- Placement Assessment identifies initial phonics needs

Phonics for Reading

- Placement Assessment (may also be administered as a posttest)
- Formative subtests are administered every three lessons
- Subtests are given after groups of lessons (i.e., after lesson 13, lesson 30, etc.)

REWARDS

- San Diego Quick-Pre and Post Test (2 x per year)
- Multisyllabic Word Fluency Test-Pre and Post Test (2 x per year)

Systematic Instruction in Phonological Awareness, Phonics, and Sight Words (SIPPS)

- Screener for placement into appropriate flexible small group
- Mastery tests every 10 lessons

Wilson Reading Systems

- Wilson Assessment for Decoding and Encoding (WADE) administered as both a pre- and post-assessment
- Formative assessments built into every lesson; especially lesson part 4 and lesson part 8

Grade Levels: K-2

Progress Monitoring

- To determine step progression, students take an end-of-step assessment

Words Their Way

- Words Their Way Elementary Spelling Inventory (initial placement)
- Weekly assessments/spell checks in each level

FLUENCY

Great Leaps

- Placement test to identify reading level (not used more than once every six months)
- Daily fluency checks

Read Naturally

- Diagnostic assessment administered initially
- Benchmark assessment administered three times/year
- Reading Fluency progress monitoring given regularly throughout the year (frequency based on student)

Reading Excellence: Word Attack and Rate Development Strategies (REWARDS)

- San Diego Quick-Pre and Post Test (2 x per year)
- Multisyllabic Word Fluency Test-Pre and Post Test (2 x per year)

ORAL EXPRESSION

Language for Learning

Placement assessment

Language Lab

- Language Lab Screener (initial)
- Teacher-selected language skill assessments throughout program

Visualizing & Verbalizing (VV)

- Progress monitoring assessments administered as students work through the steps of the VV program

READING COMPREHENSION

Voyager Passport (4th/5th)

- Assessment administered after every 5th lesson

Leveled Literacy Intervention (LLI)

- Benchmark Assessment System (BAS) administered initially to determine student reading level

SRA Early Interventions in Reading

- Starting Level Guide (pretest)
- Formative assessment every five lessons

WRITTEN EXPRESSION

Language for Writing

Program assessments occur every 10 lessons

Assessment & Frequency

See above

Performance Criteria to discontinue Tier 2 interventions

- Consistent scores of 75% or above on progress monitoring assessments or standards-based assessments (school-based selection)
- Consider other student data as appropriate

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

- Consistent scores of 65-74% on progress monitoring assessments or standards-based assessments (school-based selection)
- Consider other student data as appropriate

Grade Levels: K-2

Progress Monitoring

Performance Criteria that prompts the addition of Tier 3 interventions

- Consistent scores of 69% or less on progress monitoring assessments or standards-based assessments (school-based selection)
 - Consider other student data as appropriate
-

Number of times per week intervention provided

2-3 sessions

Number of minutes per intervention session

15-20 minutes

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

- Literacy Leadership Team and Literacy Walkthrough Tool
- MTSS Core Team Meetings and/or MTSS student-specific meetings
- Coaching Cycle (i.e., coteaching, modeling, conferencing) with Instructional Literacy Coach
- PLC meetings using data to inform/modify curriculum and instruction
- Fidelity checks

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

Tier 1—Strong

Supported by one or more experimental studies.

Wilson Reading System: Strong

Leveled Literacy Intervention (LLI): Strong

Lindamood Phoneme Sequencing (LiPS): Strong

Lexia CORE 5 Reading: Strong

Voyager Passport: Strong

Tier 2—Moderate

Supported by one or more quasi-experimental studies.

SIPPS: Moderate

Tier 3—Promising

Supported by one or more correlational studies. NA

IES Practice Guide RECOMMENDATIONS

(see other document)

Great Leaps

Language for Learning

Visualizing and Verbalizing

Read Naturally

Phonics for Reading

SRA Early Interventions in Reading

Grade Levels: K-2

Hear Builders
Barton
Heggerty Phonemic Awareness
REWARDS
Making Words
Just Words
Words Their Way
Language Lab
Language for Writing

Category Instructional Program Recommendations

A detailed description of how the ISE recommendations are built into the instructional program.
How the district will support and monitor implementation of the evidence-based reading instruction utilizing the identified IES recommendations, including professional learning.

Basic Reading Skills:

- Phonics
- Barton
 - Hear Builders
 - Heggerty
 - Making Words
 - Phonics for Reading
 - Words their Way

Foundational Skills to Support Reading for Understanding in Kindergarten through 3rd grade

1. Develop awareness of the segments of sounds in speech and how they link to letters.
2. Teach students to decode words, analyze word parts, and write and recognize words.

The identified instructional tools focus on foundational skills of phonological awareness and phonics. Explicit and systematic instruction is used to help students develop an awareness of the sounds in words and how they connect to print. Students learn to read words using decoding strategies as well as word recognition, while also analyzing word parts.

The district will support and monitor implementation through the MTSS/RTI protocols that are in place. The MTSS team will provide information/training on the instructional programs and will conduct fidelity checks to monitor implementation and effectiveness of the program.

Just Words

Rewards

Providing Reading Interventions for Students in Grades 4-9

1. Build students' decoding skills so they can read complex multisyllabic words
2. Provide purposeful fluency-building activities to help students read effortlessly
3. Routinely use a set of comprehension-building practices to help students make sense of the text
4. Provide students with opportunities to practice making sense of stretch text (i.e., challenging text) that will expose them to complex ideas and information.

The focus of Just Words and Rewards is on decoding multisyllabic words, identifying and understanding prefixes and suffixes, increasing word and passage reading fluency, building academic vocabulary, and deepening comprehension ("making sense of text") along with building confidence.

See above

Fluency

Grade Levels: K-2

- Great Leaps
- Read Naturally

Foundational Skills to Support Reading for Understanding in Kindergarten through 3rd grade
Ensure that each student reads connected text every day to support reading accuracy, fluency, and comprehension.

Students engaged in Great Leaps and Read Naturally become confident readers as they develop fluency, phonics skills, and vocabulary while reading word lists, phrases, or nonfiction passages. The strategy of repeated reading is used to improve students accuracy, fluency, prosody of a text, resulting in improved comprehension.

See above

Rewards (4th & 5th)

Providing Reading Interventions for Students in Grades 4-9

Provide purposeful fluency-building activities to help students read effortlessly

Participation in Rewards improves students' ability to decode multi-syllabic words, resulting in improved fluency through explicit and systematic instruction.

See above

Oral Expression and Listening Comprehension

- Language for Learning
- Language Lab
- Visualizing & Verbalizing 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. Students receptive and expressive communication skills are enhanced through the visual components of these resources by teaching children words, concepts, and statements important to both oral and written language. This helps students extend this knowledge to other areas of their development. See above

Reading Comprehension

SRA Early Interventions in Reading

Foundational Skills to Support Reading for Understanding in Kindergarten through 3rd grade

Ensure that each student reads connected text every day to support reading accuracy, fluency, and comprehension.

Students engaged in learning through SRA gain critical content and clear instruction through daily explicit and systematic instruction. Lessons work to build student mastery of the five central content strands with the ultimate goal of improved comprehension.

See above

Written Comprehension

Language for Writing

Teaching Elementary School Students to Be Effective Writers

1. Teach students to use the writing process for a variety of purposes.
2. Teach students to become fluent with handwriting, spelling, sentence construction, typing, and word processing.

The instructional program, Language for Writing, teaches not only writing skills, but also the vocabulary, sentence, and organizational skills that underpin good writing. Ongoing exercises support the development of specific writing skills by showing students how to write narratives, use specific

Grade Levels: K-2

words, make precise comparisons, summarize and retell, and proofread for punctuation, grammar, and usage.

See above

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

not applicable

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

FAST below grade level

Third: iReady 474-510, DRA 16, BAS J

Fourth: iReady 494-556, DRA 28, BAS M/N

Fifth: iReady 542-580, DRA 30, BAS P/Q

THEN TIER 1 Instruction and TIER 2 Interventions**Progress Monitoring****Tier 2 Programs/Materials/Strategies & Duration****BASIC READING SKILLS: PHONICS****Barton**

- Three-part Student Screening (initial assessment)
 - If student passes the screener, Placement assessment is administered
 - For all 10 levels, there is an assessment administered at the end of the level
 - For Levels 1-3, Barton uses the nonsense words portion of the lesson as an additional assessment
- HearBuilders
- Emerging Literacy and Language Assessment (ELLA) is administered at the beginning of the program

Story Retell subtest is administered after each story (H-SRT)**Heggerty • Initial assessment to identify student needs**

- Mid-year and end-of-year assessment

Just Words (4th/5th)

- Progress checks at the beginning of each unit (approximately every 1-2 weeks)
- Unit Tests after each unit (approximately every 2 weeks)
- Summative Assessments 4x per year

Lexia

- Placement Assessment (beginning of program)
 - Adaptive assessments as children progress through the levels
- Lindamood Phoneme Sequencing (LiPS) • Grade-level Screening Tools/Tasks

Making Words • Placement Assessment identifies initial phonics needs**Phonics for Reading • Placement Assessment (may also be administered as a posttest)**

- Formative subtests are administered every three lessons
- Subtests are given after groups of lessons (i.e., after lesson 13, lesson 30, etc.)

REWARDS

- San Diego Quick-Pre and Post Test (2 x per year)
- Multisyllabic Word Fluency Test-Pre and Post Test (2 x per year)

Systematic Instruction in Phonological Awareness, Phonics, and Sight Words (SIPPS) • Screener for placement into appropriate flexible small group

- Mastery tests every 10 lessons

Wilson Reading Systems

- Wilson Assessment for Decoding and Encoding (WADE) administered as both a pre- and post-assessment

- Formative assessments built into every lesson; especially lesson part 4 and lesson part 8

- To determine step progression, students take an end-of-step assessment

Words Their Way • Words Their Way Elementary Spelling Inventory (initial placement)

- Weekly assessments/spell checks in each level

FLUENCY

Grade Levels: 3-5

Progress Monitoring

Great Leaps

- Placement test to identify reading level (not used more than once every six months)
- Daily fluency checks

Read Naturally

- Diagnostic assessment administered initially
- Benchmark assessment administered three times/year
- Reading Fluency progress monitoring given regularly throughout the year (frequency based on student)

Reading Excellence: Word Attack and Rate Development Strategies (REWARDS)

- San Diego Quick-Pre and Post Test (2 x per year)
- Multisyllabic Word Fluency Test-Pre and Post Test (2 x per year)

ORAL EXPRESSION

Language for Learning

Placement assessment

Language Lab

- Language Lab Screener (initial)
- Teacher-selected language skill assessments throughout program

Visualizing & Verbalizing (VV)

- Progress monitoring assessments administered as students work through the steps of the VV program

READING COMPREHENSION

Voyager Passport (4th/5th)

- Assessment administered after every 5th lesson

Leveled Literacy Intervention (LLI)

- Benchmark Assessment System (BAS) administered initially to determine student reading level

SRA Early Interventions in Reading

- Starting Level Guide (pretest)
- Formative assessment every five lessons

WRITTEN EXPRESSION

Language for Writing

Program assessments occur every 10 lessons

Assessment & Frequency

See above

Performance Criteria to discontinue Tier 2 interventions

- Consistent scores of 75% or above on progress monitoring assessments or standards-based assessments (school-based selection)
- Consider other student data as appropriate

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

- Consistent scores of 65-74% on progress monitoring assessments or standards-based assessments (school-based selection)
- Consider other student data as appropriate

Performance Criteria that prompts the addition of Tier 3 interventions

- Consistent scores of 69% or less on progress monitoring assessments or standards-based assessments (school-based selection)
- Consider other student data as appropriate

Grade Levels: 3-5

Number of times per week intervention provided

2-3

Number of minutes per intervention session

15-20

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?

- Literacy Leadership Team and Literacy Walkthrough Tool
- MTSS Core Team Meetings and/or MTSS student-specific meetings
- Coaching Cycle (i.e., coteaching, modeling, conferencing) with Instructional Literacy Coach
- PLC meetings using data to inform/modify curriculum and instruction
- Fidelity checks

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

Tier 1—Strong

Supported by one or more experimental studies.

Wilson Reading System: Strong

Leveled Literacy Intervention (LLI): Strong

Lindamood Phoneme Sequencing (LiPS): Strong

Lexia CORE 5 Reading: Strong

Voyager Passport: Strong

Tier 2—Moderate

Supported by one or more quasi-experimental studies. SIPPS: Moderate

Tier 3—Promising

Supported by one or more correlational studies. NA

IES Practice Guide RECOMMENDATIONS

(see other document)

Great Leaps

Language for Learning

Visualizing and Verbalizing

Read Naturally

Phonics for Reading

SRA Early Interventions in Reading

Hear Builders

Barton

Heggerty Phonemic Awareness

REWARDS

Making Words

Just Words

Words Their Way

Language Lab

Grade Levels: 3-5

Language for Writing

Category Instructional Program

Recommendations

A detailed description of how the ISE recommendations are built into the instructional program. How the district will support and monitor implementation of the evidence-based reading instruction utilizing the identified IES recommendations, including professional learning.

Basic Reading Skills:

Phonics

- Barton
- Hear Builders
- Heggerty
- Making Words
- Phonics for Reading
- Words their Way

Foundational Skills to Support Reading for Understanding in Kindergarten through 3rd grade

1. Develop awareness of the segments of sounds in speech and how they link to letters.
2. Teach students to decode words, analyze word parts, and write and recognize words.

The identified instructional tools focus on foundational skills of phonological awareness and phonics. Explicit and systematic instruction is used to help students develop an awareness of the sounds in words and how they connect to print. Students learn to read words using decoding strategies as well as word recognition, while also analyzing word parts.

The district will support and monitor implementation through the MTSS/RTI protocols that are in place. The MTSS team will provide information/training on the instructional programs and will conduct fidelity checks to monitor implementation and effectiveness of the program.

Just Words

Rewards

Providing Reading Interventions for Students in Grades 4-9

1. Build students' decoding skills so they can read complex multisyllabic words
2. Provide purposeful fluency-building activities to help students read effortlessly
3. Routinely use a set of comprehension-building practices to help students make sense of the text
4. Provide students with opportunities to practice making sense of stretch text (i.e., challenging text) that will expose them to complex ideas and information.

The focus of Just Words and Rewards is on decoding multisyllabic words, identifying and understanding prefixes and suffixes, increasing word and passage reading fluency, building academic vocabulary, and deepening comprehension ("making sense of text") along with building confidence. See above

Fluency

- Great Leaps
- Read Naturally

Foundational Skills to Support Reading for Understanding in Kindergarten through 3rd grade

Ensure that each student reads connected text every day to support reading accuracy, fluency, and comprehension.

Students engaged in Great Leaps and Read Naturally become confident readers as they develop fluency, phonics skills, and vocabulary while reading word lists, phrases, or nonfiction passages. The

Grade Levels: 3-5

strategy of repeated reading is used to improve students accuracy, fluency, prosody of a text, resulting in improved comprehension.

See above

Rewards (4th & 5th)

Providing Reading Interventions for Students in Grades 4-9

Provide purposeful fluency-building activities to help students read effortlessly

Participation in Rewards improves students' ability to decode multi-syllabic words, resulting in improved fluency through explicit and systematic instruction.

See above

Oral Expression and Listening Comprehension

- Language for Learning

- Language Lab

- Visualizing & Verbalizing 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. Students receptive and expressive communication skills are enhanced through the visual components of these resources by teaching children words, concepts, and statements important to both oral and written language. This helps students extend this knowledge to other areas of their development. See above

Reading Comprehension

SRA Early Interventions in Reading

Foundational Skills to Support Reading for Understanding in Kindergarten through 3rd grade

Ensure that each student reads connected text every day to support reading accuracy, fluency, and comprehension.

Students engaged in learning through SRA gain critical content and clear instruction through daily explicit and systematic instruction. Lessons work to build student mastery of the five central content strands with the ultimate goal of improved comprehension.

See above

Written Comprehension

Language for Writing

Teaching Elementary School Students to Be Effective Writers

1. Teach students to use the writing process for a variety of purposes.

2. Teach students to become fluent with handwriting, spelling, sentence construction, typing, and word processing.

The instructional program, Language for Writing, teaches not only writing skills, but also the vocabulary, sentence, and organizational skills that underpin good writing. Ongoing exercises support the development of specific writing skills by showing students how to write narratives, use specific words, make precise comparisons, summarize and retell, and proofread for punctuation, grammar, and usage.

See above

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

Not applicable

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

TOOL Sixth Grade Seventh Grade Eighth Grade

FSA (21-22) Level 2 Level 2 Level 2

iReady (spring 2022) 542-580 566-597 583-608

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

Rewards-IES practice guide supports the program:

*Builds students' decoding skills so they can read complex multisyllabic words

*Provides purposeful fluency-building activities to help students read effortlessly

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

BASIC READING SKILLS: PHONICS

Barton (repeated from elementary Tier 2)

- Three-part Student Screening (initial assessment)
- If student passes the screener, Placement assessment is administered
- For all 10 levels, there is an assessment administered at the end of the level
- For Levels 1-3, Barton uses the nonsense words portion of the lesson as an additional assessment

Just Words (repeated from elementary Tier 2)

- Progress checks at the beginning of each unit (approximately every 1-2 weeks)
- Unit Tests after each unit (approximately every 2 weeks)
- Summative Assessments 4x per year

Lexia: Power Up!

- Placement Assessment (beginning of program)
- Adaptive assessments as children progress through the levels

Lindamood Phoneme Sequencing (LiPS) (repeated from elementary Tier 2)

Grade-level Screening Tools/Tasks

Phonics for Reading (repeated from elementary Tier 2)

- Placement Assessment (may also be administered as a posttest)
- Formative subtests are administered every three lessons

Subtests are given after groups of lessons (i.e., after lesson 13, lesson 30, etc.)

Reading Excellence: Word Attack and Rate Development Strategies (REWARDS) (repeated from elementary Tier 2)

- San Diego Quick-Pre and Post Test (2 x per year)
- Multisyllabic Word Fluency Test-Pre and Post Test (2 x per year)

Systematic Instruction in Phonological Awareness, Phonics, and Sight Words (SIPPS) (repeated from elementary Tier 2)

- Screener for placement into appropriate flexible small group;
- Mastery tests every 10 lessons

Wilson Reading Systems (repeated from elementary Tier 2)

- Wilson Assessment for Decoding and Encoding (WADE) administered as both a pre- and post-assessment

• Formative assessments built into every lesson; especially lesson part 4 and lesson part 8

To determine step progression, students take an end-of-step assessment

Words Their Way (repeated from elementary Tier 2)

- Words Their Way Elementary Spelling Inventory (initial placement)
- Weekly assessments/spell checks in each level

Grade Levels: 6-8

Progress Monitoring

FLUENCY

Fast ForWord

- Placement assessment
- Computer-based program is adaptive with real-time corrective feedback (ongoing formatives)

Read Naturally (repeated from elementary Tier 2)

- Diagnostic assessment administered initially
- Benchmark assessment administered three times/year
- Reading Fluency progress monitoring given regularly throughout the year (frequency based on student)

REWARDS (repeated from elementary Tier 2)

- San Diego Quick-Pre and Post Test (2 x per year)
- Multisyllabic Word Fluency Test-Pre and Post Test (2 x per year)

ORAL EXPRESSION

Visualizing & Verbalizing (repeated from elementary Tier 2)

- Progress monitoring assessments administered as students work through the steps of the VV program

READING COMPREHENSION

Passport Reading Journeys

- Benchmark placement assessments (3x per year)
- Fluency Checks (5x per year)
- Comprehension and Vocabulary Assessments (after each lesson; approximately every 1-2 weeks)

Leveled Literacy Intervention (LLI) (repeated from elementary Tier 2)

- Benchmark Assessment System (BAS) administered initially to determine student reading level

Performance Coach

- Standards-based cold read assessments available

Read 180

- Placement assessment
- Computer-based program is adaptive with real-time corrective feedback (ongoing formatives)

Assessment & Frequency

see above

Performance Criteria to discontinue Tier 2 interventions

- Consistent scores of 75% or above on progress monitoring assessments or standards-based assessments (school-based selection)
- Consider other student data as appropriate

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

- Consistent scores of 75% or above on progress monitoring assessments or standards-based assessments (school-based selection)
- Consider other student data as appropriate

Performance Criteria that prompts the addition of Tier 3 interventions

- Consistent scores of 69% or less on progress monitoring assessments or standards-based assessments (school-based selection)
- Consider other student data as appropriate

Number of times per week intervention provided

Grade Levels: 6-8

2-3 sessions

Number of minutes per intervention session

15-20 minutes

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

- Literacy Leadership Team and Literacy Walkthrough Tool
- MTSS Core Team Meetings and/or MTSS student-specific meetings
- Coaching Cycle (i.e., coteaching, modeling, conferencing) with Instructional Literacy Coach
- PLC meetings using data to inform/modify curriculum and instruction
- Fidelity checks

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

Tier 1—Strong

Supported by one or more experimental studies.

Wilson Reading System: Strong

repeated Read 180: Strong

Leveled Literacy Intervention (LLI): Strong repeated

Lindamood Phoneme Sequencing (LiPS): Strong repeated

Lexia Power Up: Strong

Passport Reading Journeys: Strong repeated

Tier 2—Moderate

Supported by one or more quasi-experimental studies.

SIPPS: Moderate repeated

Tier 3—Promising

Supported by one or more correlational studies.

Fast ForWord: Promising

Other Levels of Support (What Works Clearinghouse; National Center on Intensive Intervention)

Visualizing and Verbalizing repeated

Read Naturally repeated

Phonics for Reading repeated

Words Their Way

Barton repeated

Just Words repeated

REWARDS repeated

*See elementary

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

Grade Levels: 6-8

not applicable

Grade Levels: 9-12

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

(Enter assessment criteria that will be used)

TOOL Ninth Grade Tenth Grade Eleventh/ Twelfth Grade

FSA (21-22) Level 1 or 2 Level 1 or 2 Level 1 or 2

iReady (spring 2022) 594-619

Achieve 3000 (fall 2022) < 775 <830 <950

THEN TIER 1 Instruction and TIER 2 Interventions

Progress Monitoring

Tier 2 Programs/Materials/Strategies & Duration

BASIC READING SKILLS: PHONICS

Barton (repeated from elementary Tier 2)

Lexia Power Up! (repeated from middle school Tier 2)

Lindamood Phoneme Sequencing (LiPS) (repeated from elementary Tier 2)

Phonics for Reading (repeated from elementary Tier 2)

Reading Excellence: Word Attack and Rate Development Strategies (REWARDS) (repeated from elementary Tier 2)

- San Diego Quick-Pre and Post Test (2 x per year)

- Multisyllabic Word Fluency Test-Pre and Post Test (2 x per year)

Systematic Instruction in Phonological Awareness, Phonics, and Sight Words (SIPPS) (repeated from elementary Tier 2)

- Screener for placement into appropriate flexible small group;

- Mastery tests every 10 lessons

Wilson Reading Systems (repeated from elementary Tier 2)

- Wilson Assessment for Decoding and Encoding (WADE) administered as both a pre- and post-assessment

- Formative assessments built into every lesson; especially lesson part 4 and lesson part 8

- To determine step progression, students take an end-of-step assessment

FLUENCY

Fast ForWord (repeated from middle school Tier 2)

READING COMPREHENSION

Achieve 3000

- LevelSet Assessment (3 times each year; adaptive based on Lexile measure)

Read 180 (repeated from middle school Tier 2)

LISTENING COMPREHENSION

Visualizing and Verbalizing (repeated from elementary Tier 2)

Assessment & Frequency
see above

Performance Criteria to discontinue Tier 2 interventions

- Consistent scores of 75% or above on progress monitoring assessments or standards-based assessments (school-based selection)
- Consider other student data as appropriate

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

- Consistent scores of 65-74% on progress monitoring assessments or standards-based assessments (school-based selection)
- Consider other student data as appropriate

Grade Levels: 9-12

Progress Monitoring

Performance Criteria that prompts the addition of Tier 3 interventions

- Consistent scores of 69% or less on progress monitoring assessments or standards-based assessments (school-based selection)
 - Consider other student data as appropriate
-

Number of times per week intervention provided

2-3 sessions

Number of minutes per intervention session

15-20 minutes

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

- Literacy Leadership Team and Literacy Walkthrough Tool
- MTSS Core Team Meetings and/or MTSS student-specific meetings
- Coaching Cycle (i.e., coteaching, modeling, conferencing) with Instructional Literacy Coach
- PLC meetings using data to inform/modify curriculum and instruction
- Fidelity checks

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

Tier 1—Strong

Supported by one or more experimental studies.

Wilson Reading System: Strong

Read 180: Strong

Achieve3000: Strong

Leveled Literacy Intervention (LLI): Strong

Lexia CORE 5 Reading: Strong

Passport Reading Journeys: Strong

Lindamood Phoneme Sequencing (LiPS): Strong

Tier 2—Moderate

Supported by one or more quasi-experimental studies.

SIPPS: Moderate

Tier 3—Promising

Supported by one or more correlational studies.

Fast ForWord: Promising

IES Recommendations

(see separate chart)

Barton

Visualizing and Verbalizing

Grade Levels: 9-12

Phonics for Reading
Just Word
REWARDS

*see elementary

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

Not applicable

[enter grade levels]

Tier 3

Intensive, Individualized Instruction/Intervention:

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

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

Grade Levels: K-2**IF Student meets the following criteria at the beginning of the school year:***(Enter assessment criteria that will be used)*

FAST below grade level

Kindergarten: iReady <100, DRA <A or 1, BAS <A

First: iReady <347, DRA <A or 1, BAS <A

Second: iReady <419, DRA A or 1, BAS A

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

Every instructional option for Tier 3 was included in the Tier 2 chart. Resources are not identified for implementation with a specific Tier. Instead, instruction will be targeted and intensified for students who have not responded to a specific reading intervention. Data will be analyzed to create a more intensified instructional plan using one or more of the adjustments listed below while continuing the targeted instruction:

- o Smaller group size
- o Increased frequency of intervention
- o Change in resource

Assessment & Frequency

See above

Performance Criteria to discontinue Tier 3 interventions

- Consistent scores of 75% or above on progress monitoring assessments or standards-based assessments (school-based selection)
- Consider other student data as appropriate

Performance Criteria indicating continuation of Tier 3 interventions

- Consistent scores of 65-74% on progress monitoring assessments or standards-based assessments (school-based selection)
- Consider other student data as appropriate

Performance Criteria that prompts intensified Tier 3 interventions

- Consistent scores of 69% or less on progress monitoring assessments or standards-based assessments (school-based selection)
- Consider other student data as appropriate

Number of times per week intervention provided

4-5 sessions

Number of minutes per intervention session

20-30 minutes

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

Grade Levels: K-2

- Fidelity checks to monitor how intervention is being provided and how student is responding to the intervention
- Multi-disciplinary team meetings to discuss individual students
- Multi-disciplinary team includes grade-level teachers who know the pacing of core curriculum and instruction and can work to maintain alignment between Tier I and II instruction

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

All repeated from Tier II

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

not applicable

Grade Levels: 3-5

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

(Enter assessment criteria that will be used)

FAST below grade level

Third: iReady <474, DRA 8, BAS E

Fourth: iReady <494, DRA 18, BAS J

Fifth: iReady <542, DRA 30, BAS M/N

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

Progress Monitoring

Tier 3 Programs/Materials/Strategies & Duration

See K-2

Assessment & Frequency

See K-2

Performance Criteria to discontinue Tier 3 interventions

See K-2

Performance Criteria indicating continuation of Tier 3 interventions

See K-2

Performance Criteria that prompts intensified Tier 3 interventions

See K-2

Number of times per week intervention provided

See K-2

Number of minutes per intervention session

See K-2

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?

See K-2

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

See K-2

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

See K-2

Grade Levels: 6-8

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

(Enter assessment criteria that will be used)

TOOL Sixth Grade Seventh Grade Eighth Grade

FSA (21-22) Level 1 Level 1 Level 1

iReady (spring 2022) <541 <565 <582

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

Progress Monitoring

Tier 3 Programs/Materials/Strategies & Duration

Every instructional option for Tier 3 was included in the Tier 2 chart. Resources are not identified for implementation with a specific Tier. Instead, instruction will be targeted and intensified for students who have not responded to a specific reading intervention. Data will be analyzed to create a more intensified instructional plan using one or more of the adjustments listed below while continuing the targeted instruction:

- o Smaller group size
- o Increased frequency of intervention
- o Change in resource

Assessment & Frequency
See above

Performance Criteria to discontinue Tier 3 interventions

- Consistent scores of 75% or above on progress monitoring assessments or standards-based assessments (school-based selection)
- Consider other student data as appropriate

Performance Criteria indicating continuation of Tier 3 interventions

- Consistent scores of 65-74% on progress monitoring assessments or standards-based assessments (school-based selection)
- Consider other student data as appropriate

Performance Criteria that prompts intensified Tier 3 interventions

- Consistent scores of 69% or less on progress monitoring assessments or standards-based assessments (school-based selection)
- Consider other student data as appropriate

Number of times per week intervention provided

4-5 sessions

Number of minutes per intervention session

20-30 minutes

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

- Fidelity checks to monitor how intervention is being provided and how student is responding to the intervention

Grade Levels: 6-8

- Multi-disciplinary team meetings to discuss individual students
- Multi-disciplinary team includes grade-level teachers who know the pacing of core curriculum and instruction and can work to maintain alignment between Tier I and II instruction

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

All repeated from Tier II

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

Not applicable

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

(Enter assessment criteria that will be used)

TOOL Ninth Grade Tenth Grade Eleventh/ Twelfth Grade

FSA (21-22) Level 1 or 2 Level 1 or 2 Level 1 or 2

iReady (spring 2022) <593

Achieve 3000 (fall 2022) < 775L <830L <950L

Below grade level on FAST

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

Progress Monitoring

Tier 3 Programs/Materials/Strategies & Duration

Every instructional option for Tier 3 was included in the Tier 2 chart. Resources are not identified for implementation with a specific Tier. Instead, instruction will be targeted and intensified for students who have not responded to a specific reading intervention. Data will be analyzed to create a more intensified instructional plan using one or more of the adjustments listed below while continuing the targeted instruction:

- o Smaller group size
- o Increased frequency of intervention
- o Change in resource

Assessment & Frequency

See above

Performance Criteria to discontinue Tier 3 interventions

- Consistent scores of 75% or above on progress monitoring assessments or standards-based assessments (school-based selection)
- Consider other student data as appropriate

Performance Criteria indicating continuation of Tier 3 interventions

- Consistent scores of 65-74% on progress monitoring assessments or standards-based assessments (school-based selection)
- Consider other student data as appropriate

Performance Criteria that prompts intensified Tier 3 interventions

- Consistent scores of 69% or less on progress monitoring assessments or standards-based assessments (school-based selection)
- Consider other student data as appropriate

Number of times per week intervention provided

4-5 sessions

Number of minutes per intervention session

20-30 minutes

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

Grade Levels: 9-12

- Fidelity checks to monitor how intervention is being provided and how student is responding to the intervention
- Multi-disciplinary team meetings to discuss individual students
- Multi-disciplinary team includes grade-level teachers who know the pacing of core curriculum and instruction and can work to maintain alignment between Tier I and II instruction

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

Repeat of Tier II

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

Not applicable

[enter grade levels]

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 district currently utilizes iReady (K-8) and Achieve 3000 (9-12) to progress monitor students. Next year, the new state progress monitoring, F.A.S.T., will be utilized to monitor student progress in reading (K-10). This data will assist schools in determining if a student has a substantial deficiency in reading. MTSS, reading goals on the IEP, and/or ELL scores help ensure that all students are placed in the appropriate intervention courses K-12. A reading audit is conducted regularly to remind schools to review students receiving Code A and/or Code B interventions.