Santa Rosa 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	Boling, Charlotte Literacy Coordinator bolingcj@santarosa.k12.fl.us (850) 983-5045 x1319
Professional Development	Short, Kelly Director of the Office of Professional Learning shortk@santarosa.k12.fl.us 8509835150x1057
Multi-Tiered System of Supports (MTSS)	Patrick, Sharon Director of Continuous Improvement patricks@santarosa.k12.fl.us 8509835150x1027
Assessment	Boling, Charlotte Literacy Coordinator bolingcj@santarosa.k12.fl.us (850) 983-5045 x1319
Data Element	King, Mandy Director of Continuous Improvement kingm@mail.santarosa.k12.fl.us 8509835150 x1318
Summer Reading Camp	Boling, Charlotte Literacy Coordinator bolingcj@santarosa.k12.fl.us (850) 983-5045 x1319
Elementary English Language Arts (ELA)	Boling, Charlotte Literacy Coordinator bolingcj@santarosa.k12.fl.us (850) 983-5045 x1319
Secondary ELA	Boling, Charlotte Literacy Coordinator bolingcj@santarosa.k12.fl.us (850) 983-5045 x1319
Reading Endorsement	Boling, Charlotte Literacy Coordinator bolingcj@santarosa.k12.fl.us (850) 983-5045 x1319
Reading Curriculum	Boling, Charlotte Literacy Coordinator bolingcj@santarosa.k12.fl.us (850) 983-5045 x1319
Third Grade Promotion	Boling, Charlotte Literacy Coordinator bolingcj@santarosa.k12.fl.us (850) 983-5045 x1319

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 Comprehensive Evidence-Based Reading Plan will be shared broadly across the district. The plan will be uploaded to the District Literacy Website and the administrative Canvas course, Literacy

Connections. Once approved by FLDOE, the plan will be shared at the subsequent monthly meetings for: Instructional Division Administrative Team, Principal and Assistant Principals, and Literacy Department meetings. Once uploaded to the District Literacy Web site, parents and community stakeholders will have access. Following dissemination, a virtual meeting will be arranged for a question/answer session. There will be ongoing discussions during Administrative meetings each month throughout the school year.

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 59%

Previous School Year
Kindergarten - % of Students "Ready" on FLKRS 64%

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

Santa Rosa's Kindergarten Readiness plan includes regular, collaborative meetings with Early Learning, Elementary, Literacy, and ESE departments to address VPK standards and student progress; Kindergarten Round Up initiatives include publicizing registration information on billboards, television and radio advertisements; newsletters encouraging families to register eligible students; School-based, Kindergarten Readiness Screeners are conducted during registration process.

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	15	20	32	24	9	12	18	34	26	10
4	16	19	28	27	10	15	19	28	27	11
5	16	22	29	23	10	15	21	29	24	11
6	17	22	27	27	8	15	24	25	27	9
7	21	24	25	20	10	20	23	25	21	11
8	22	21	27	20	10	20	20	28	21	11
9	20	23	23	23	10	19	22	24	24	11
10	19	24	23	23	10	17	22	25	25	11

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%).

K-2 Proficiency levels as indicated on the 2022 STAR Early Literacy Screener C are: K 63%, 1st 65%, and 2nd 64%. Our goal for K-2 is to increase each grade level by 5% by PM 3 which would be proficiency levels of K 68%, 1st 70%, and 2nd 69%. Our goal is for each grade level (3rd - 10th) to decrease the percentage of Level 1s and 2s and increase our Levels 3, 4, and 5. Recognizing that

the older the student becomes, the more challenging the growth becomes. Our goals are - 3rd grade 65% - 70%, 4th Grade 65% to 70%, 5th grade 62% to 67%, 6th grade 61% to 66%, 7th grade 55% to 60%, 8th grade 57% to 62%, 9th grade 57% to 62% and 10th grade 56% to 61%.

District Budget for Evidence-Based Reading Instruction Allocation

Budget			
1	**Estimated proportional share distributed to district charter**		**$82,321.00**
		FTE	2022-23
			$82,321.00
2	**Reading coaches assigned to elementary schools**		**$536,036.44**
		FTE	2022-23
		7.0	$536,036.44
3	**Reading coaches assigned to secondary schools**		**$224,545.35**
		FTE	2022-23
		3.0	$224,545.35
4	**Intervention teachers assigned to elementary schools**		**$255,695.88**
		FTE	2022-23
		3.0	$255,695.88
5	**Intervention teachers assigned to secondary schools**		**$0.00**
6	**Supplemental materials or interventions for elementary schools**		**$134,000.00**
		FTE	2022-23
			$134,000.00
7	**Supplemental materials or interventions for secondary schools**		**$60,000.00**
		FTE	2022-23
			$60,000.00
8	**Intensive interventions for elementary students reading below grade level**		**$50,000.00**
		FTE	2022-23
			$50,000.00
9	**Intensive interventions for secondary students reading below grade level**		**$50,000.00**
		FTE	2022-23
			$50,000.00
10	**Professional development**		**$75,000.00**
		FTE	2022-23
			$75,000.00
11	**Helping teachers earn the reading endorsement**		**$121,845.33**

		FTE	2022-23
			$121,845.33
12	**Summer reading camps**		**$100,000.00**
		FTE	2022-23
			$100,000.00
13	**Additional hour for 300 lowest-performing elementary schools**		**$0.00**
14	**Early literacy instruction/intervention for VPK completers pursuant to s. 1008.25(8)(c), F.S.**		**$50,000.00**
		FTE	2022-23
			$50,000.00
		Total:	**$1,739,444.00**

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.

K-3 students identified with a substantial deficiency in reading have reading allocation funds prioritized through the following items:

1. RAISE schools receive priority funding by assigning 2 Literacy Coaches to these Tier 3 schools. Additionally, one interventionist is funded through Federal Programs for each Tier 3 school. The Interventionists prioritize services for students with a substantial deficiency in reading.
2. Tier 2 elementary schools receive funding for a shared Literacy Coach (1 Literacy Coach for 2 schools). One interventionist is funded through Federal Programs for each Tier 2 school.
3. Tier 3 reading intervention program materials and professional development are provided for Interventionists, Coaches, and ESE teachers.
4. UFLI and FCRR professional development opportunity provided for teachers.
5. The Literacy Department supports the district with literacy-based professional development needs.

School Literacy Leadership Teams

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

Principals are advised of the School Literacy Leadership Team requirement at the August Principals' Meeting, emails throughout the year, and "Literacy Connections" (internal, web-based resource).

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

Rosters are submitted to the Literacy Coordinator who maintains a shared-file with Grade-level Directors, Literacy TSAs, and Literacy Leadership Team (LLT) Chairs. LLT Chairs submit 1st and 4th quarter activity reports which includes the roster and a synopsis of team activities.

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

Literacy Coordinator supports and monitors LLTs. The Literacy Coordinator advises Grade-level Directors of submissions and school-related activities. Grade-level Directors ensure compliance of school participation.

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.

Professional development required by Section 1012.98(4)(b)11 is provided through the following ongoing pathways: Literacy Department trainings, FLDRS, LETRS, Beacon, program-based training (LLI, 95% Phonics/ Comprehension, SIPPS, Phonics for Reading, Heggerty Phonemic Awareness), Literacy PLCs, and book studies. Professional development sessions include the 6 areas of reading include instructional strategies that are multisensory and taught using an explicit and systematic process.

Screening, formative, and summative data are used to intensify and differentiate professional development based on school and district need. School-based data chats and Continuous Improvement meetings provide avenues for professional development needs to be shared by principals with district staff. Mentor teachers and model classrooms are identified at schools throughout the district and serve as opportunities for new and growing teachers to learn literacy techniques and deepen content knowledge. Principals ensure time is provided for teachers to meet weekly for professional development at their schools.

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.

Professional development requirements and opportunities for teachers will be communicated at the District and school levels. Professional development will be provided using a "train-the-trainer" model for teachers and a separate training for administrators. Training will be prioritized for all elementary principals and secondary administrators who evaluate ELA teachers. Information is shared by the OPL Director and Literacy Coordinator. Support for professional development will be provided by OPL and Literacy Departments.

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

CI Assist Superintendent, OPL Director, and Literacy Coordinator are responsible for supporting and monitoring the professional development requirements.

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.

Placement of Literacy Coaches is a joint effort between the Literacy Coordinator, grade level directors and the Assistant Superintendent of Curriculum and Instruction. Elementary and secondary schools with grade levels performing at 50% or less on most recent progress monitoring or state-wide assessments are prioritized for Literacy Coach services and supports. Other information used to determine placement includes the number of new teachers at a school, the number of alternatively certified teachers, the extent of administrative experience. A wide range of data (screening, formative, and summative) are used to determine Reading Coach placement.

Upload rubric, if applicable

The following documents were submitted as evidence for this section:

No files were uploaded

Literacy Coaches - Part B

Requirements of the Just Read, Florida! Coaching Model

- Provide professional development on the following:
  - the major reading components, as needed, based on an analysis of student performance data;

  - administration and analysis of instructional assessments; and

  - providing differentiated instruction and intensive intervention.

- Model effective instructional strategies for teachers.

- Facilitate study groups.

- Train teachers to administer assessments, analyze data, and use data to differentiate instruction.

- Coach and mentor teachers daily.

- Provide daily support to classroom teachers.

- Work with teachers to ensure that evidence-based reading programs are implemented with fidelity.

- Help to increase instructional density to meet the needs of all students.

- Participate in reading leadership teams.

- Continue to increase their knowledge base in best practices in reading instruction, intervention, and instructional reading strategies.

- Prioritize time to those teachers, activities, and roles that will have the greatest impact on student achievement in reading, namely coaching and mentoring in classrooms.

- Work frequently with students in whole and small group instruction to model and coach in other teachers' classrooms.

- Work with school principals to plan and implement a consistent program of improving reading achievement using strategies that demonstrate a statistically significant effect on improving student outcomes.

Note: Coaches are prohibited from performing administrative functions that will detract from their role as a literacy coach, and must limit the time spent on administering or coordinating assessments.

Is the district using the Just Read, Florida! coaching model?

Yes

If no, please attach the evidence-based model the district is using.
The following documents were submitted as evidence for this section:

No files were uploaded

If yes, please complete the next section:

How are these requirements being communicated to principals?

Principals sign a Literacy Coach Agreement that delineates the role of reading coaches as defined by 6A-6.053 (6) F.A.C. Training is provided to Administrator/Coach teams on expectations and best use of a Reading Coach.

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

Monthly Literacy Coach meetings include professional development activities for high-impact coaching activities such as goal setting, instructional planning, data analysis, coaching cycle, study group facilitation ideas, professional development examples, and more. Additionally, coaches are encouraged to participate in the Literacy Coach Endorsement program, Summer Literacy Institute, and professional organization conferences to facilitate professional growth and development.

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

Literacy Coordinator

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

Literacy Coaches meet weekly with school-based administrators and monthly with the Literacy Coordinator to review coaching time and tasks. Additionally, quarterly and semester data reviews are conducted to monitor and adjust professional development as needed.

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

Data are reviewed monthly with Literacy Coordinator. Concerns are addressed with administrators and Coach. Action steps with accountability checks are established.

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	Prek-2	Screener, Progress Monitoring, Summative	Oral Language, Phonological Awareness, Phonics, Fluency, Vocabulary, Comprehension	3 x A Year
HMH Module Assessment	K-5	Formative Assessment	Oral Language, Phonological Awareness, Phonics, Fluency, Vocabulary, Comprehension	Quarterly
easy CBM	K-8	Progress Monitoring	Phonological Awareness, Phonics, Fluency, Vocabulary, Comprehension	Weekly, 2 x A Month
- Savvas Assessments for secondary students	6-12	Formative Assessment	Vocabulary, Comprehension	Quarterly
FAST - Cambium	3-10	Screener, Progress Monitoring, Summative	Vocabulary, Comprehension	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?

The Assistant Superintendent for Curriculum and Instruction, Literacy Coordinator, and Grade-level Directors, Director of Continuous Improvement, and Director of ESE are responsible for the implementation, oversight, support and follow-up of the K-12 Reading Plan.

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

Curriculum for Tiers 1, 2, and 3 reading instruction/intervention are evidence-based and developed using Science of Reading foundational skills. The curriculum is presented to students in a systematic and sequential format building on simple to complex skills. Teacher manuals are designed with explicit directions and terminology ensuring consistency across the district.

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

90-minute Literacy Block professional development, Tier 1 professional development, school-based data chats, and Continuous Improvement Progress Monitoring Plans include information on using formative assessment data to differentiate reading instruction.

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

The district deepens understanding of content areas by using Literary Period texts and Civics Texts in K-12 classrooms. Oral communication standards are taught, practiced, and assessed using the BEST Oral Communication rubrics in K-12 content area classroom. Additionally, the AVID Program is used to require literacy strategies are incorporated into core content area classes at the middle school level.

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

Grade Level Directors hold administrators accountable for the implementation and communicate through observations and evaluations. Site visits occur when expectations are not being met.

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.

Using the CERP Reflection Tool, the district Literacy Leadership Team conducted an analysis of the 2021-22 CERP implementation. Based on the results of the analysis, an emphasis will be placed on K-12 Tier 2 interventions and school-based implementation of the CERP especially RAISE schools.

School-Level Monitoring of Plan Implementation

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

What process is in place to ensure effective implementation?

The district ensures effective implementation of the K-12 Plan at the school-level through a series of supportive components.
1. Monthly administrative break-out sessions are held to share information and answer questions.
2. Literacy Connections, an online MyPD Course is continuously available for administrators. The course holds resources to include PPTs and recordings of PD sessions.
3. Grade level break-out sessions provides a Literacy Connections update and professional development on a literacy topic. The literacy topics relate directly to the K-12 Reading Plan to include elements such as developing your Literacy Leadership Team, the BEST ELA Standards, Reading Instruction. Each professional development training ends with "Literacy Look Fors" and guidance for weekly reading walkthroughs.

Who at the district level supports effective implementation?

Assistant Superintendent for Curriculum and Instruction, Literacy Coordinator, Director of Continuous Improvement, and Grade Level Directors

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

The monthly meetings serve as the impetus for the ELA instructional focus - the monthly principal meeting and the monthly Literacy Department meeting. Information is provided to support both the principal and Literacy Coach. Weekly meetings between the principal and the Literacy Coach provide a pathway for implementation of the ELA focus. ELA Walk-throughs, data chats, and PLCs continue to provide support at the district, school, grade, and classroom levels. Expectations are shared at faculty meetings, grade level meetings, and with individual teachers.

Weekly reading walkthroughs by administrators - Part B

What process is in place to ensure effective implementation?

Each month the Literacy Department provides professional development on a literacy topic stemming from the CERP. Each professional development training ends with "Literacy Look Fors" and guidance for weekly reading walkthroughs. Literacy Coaches at each school work with the site-based principal to implement the weekly reading/literacy walkthrough.

Who at the district level supports effective implementation?

Assistant Superintendent for Curriculum and Instruction, Literacy Coordinator, and Grade Level Directors

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

Grade Level Directors hold administrators accountable for the implementation and communicate through observations and evaluations. Site visits occur when expectations are not being met.

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

What process is in place to ensure effective implementation?

Student progress is monitored using classroom performance, common assessments, and progress monitoring screeners. School-level administrators monitor classroom progress through report card grades and class averages (Focus reports). Teachers provide scaffolded and differentiated instruction to remediate any drop in performance. If achievement gap is not closed, a Progress Monitoring Plan is submitted for the student. The
MTSS team develops a plan to close achievement gap using a progress monitoring tool designed for the learning need. The intervention instruction is closely monitored using biweekly or weekly data to determine the effectiveness of the instruction.

Who at the district level supports effective implementation?

Continuous Improvement Director, Literacy Coordinator, and Continuous Improvement Coordinator

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

The Continuous Improvement Department holds district-wide meetings at the beginning of each year to provide guidance on the Continuous Improvement (MTSS) process. School level administrators are responsible for implementing the MTSS process at their schools following the district guidelines. The CI Department holds progress monitoring meetings the 2nd and 4th quarters. At these meetings, administrators present the data for their schools and explain their Tier 2 and 3 process. Feedback is provided.

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.

Summer Reading Camps will use TimeWarp as the curriculum base for the Reading Camp curriculum. This curriculum is standards-based and builds reading foundation skills into the instruction. The teacher-led instruction includes word study (phonemic awareness and phonics), sight words, connected reading, and strategies for building vocabulary and comprehension. Evidence:

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

Will the district implement this option?

No

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

NA

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.)
130

Students who demonstrate a reading deficiency in grades K-2
0

Students who score Level 1 in grades 4-5
0

Percentage of Students Attending Summer Reading Camp

Third grade students who score Level 1 and at risk of retention (1008.25(7)(a)2., F.S.)
6%

Students who demonstrate a reading deficiency in grades K-2
0%

Students who score Level 1 in grades 4-5
0%

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

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

The district strives to provide multiple opportunities to support students who have substantial deficiencies in reading. Students identified with a substantial deficiency in reading receive Tier 3 interventions in addition to Tier 1 and Tier 2 instruction. The Tier 3 instructional program includes a school-to-home component that also embeds frequent contact with families. Families are provided with the FDOE Read-at-Home Plan and monthly, written communication concerning the student's intervention and progress. Additionally, the district participates in the New World Reading Initiative with 29% of eligible students enrolled in the program and numerous family engagement activities throughout the year (Family Literacy Night, etc.).

Who at the district is responsible for monitoring this requirement?

Literacy Coordinator and Continuous Improvement Director

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?

Tier 1 instruction is standards-aligned and presented to all students (including ESE and ELLs) using an evidence-based sequence of reading instruction. HMH "Into Reading" is the FDOE approved program used by the district. "Into Reading" is taught during the 90-minute literacy block designed to build literacy skills and background knowledge for a wide range of topics. Students needing additional support during Tier 1 instruction may receive support using UDL and multisensory strategies and differentiated small group instruction. Professional development is provided to administrators and teachers on effective Tier 1 instruction throughout the year. Evidence: https://www.fldoe.org/core/fileparse.php/5574/urlt/20-21ELAAdoptedMaterials.pdf

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

Literacy Coordinator and Elementary Director support and monitor 90-minute Literacy Block through professional development (for both administrators and teachers), school-based data chats based on screening and progress-monitoring assessments and Continuous Improvement meetings.

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?

A wide-range of texts are used to increase students' background knowledge and literacy skills. The texts include a variety of topics such as prose, poetry, music/art/movement (humanities) and informational texts as well as texts from the recommended civics booklist. The Literacy Department supports the use of texts to develop background knowledge and literacy skills through professional development and resources.

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

Literacy Coordinator, Elementary Director, Assistant Superintendent for Curriculum/Instruction

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

How does the district support and monitor implementation?

Small group instruction is used to target learning gaps and reduce barriers for students who may have difficulty achieving success in Tier 1 instruction. The Literacy Department and ESE Department provides training for teachers on topics such as UDL, structured literacy instruction, differentiated instruction, etc. Monitoring takes place at the schools level through grade level data chats and Literacy Look-fors. District monitoring occurs at monthly district leadership meetings and each semester at the Continuous Improvement meetings

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

Literacy Coordinator, Elementary Director, Continuous Improvement Director

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

- **Six components of reading:** oral language, phonological awareness, phonics, fluency, vocabulary, and comprehension;

- **Four types of classroom assessments:** screening, progress monitoring, diagnostic, and summative assessment;

- **Core Instruction (Tier 1):** is standards-aligned; includes accommodations for students with a disability, students with an Individual Educational Plan (IEP), and students who are English language learners; provides print-rich explicit and systematic, scaffolded, differentiated instruction, and corrective feedback; builds background and content knowledge; incorporates writing in response to reading; and incorporates the principles of Universal Design for Learning as defined in 34 C.F.R. 200.2(b)(2)(ii);

- **Supplemental Instruction/Intervention (Tier 2):** is standards-aligned; includes accommodations for students with a disability, students with an IEP, and students who are English language learners; provides explicit, systematic, small group teacher-led instruction matched to student need, targeting gaps in learning to reduce barriers to students' ability to meet Tier 1 expectations; provides multiple opportunities to practice the targeted skill(s) and receive corrective feedback; and occurs in addition to core instruction; and

- **Intensive, Individualized Instruction/Intervention (Tier 3):** is standards-aligned; includes accommodations for students with a disability, students with an IEP, and students who are English language learners; provides explicit, systematic, individualized instruction based on student need, one-on-one or very small group instruction with more guided practice, immediate corrective feedback, and frequent progress monitoring; and occurs in addition to core instruction and Tier 2 interventions. In accordance with Section 1011.62(8)(d), F.S., intensive reading interventions must be delivered by instructional personnel who are certified or endorsed in reading.

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

The district aligns K-12 instruction with Florida's Revised Formula through the careful organization of Tier 1 instruction and Tier 2, and Tier 3 interventions.
~ Six components of reading are the focus of instruction with the FDOE Approved Reading Curriculum (K-5 HMH, Into Reading and 6-12 Savvas, My Perspective). The six areas of reading are included in the curriculum.
~ Four types of classroom assessments are used regularly to guide and evaluate reading instruction. Specifically, screenings are used at the beginning of each year to provide additional information concerning placement and initial knowledge. STAR, STAR Early Literacy, and HMH Letter/Sound and phoneme segmentation screeners are used to screen students. Program monitoring assessments include STAR/ STAR Early Literacy, Common Assessments, and progress monitoring assessments for interventions. Diagnostic assessments are used for Tier 2 and 3 students to determine specific areas of need and intervention placements. Summative Assessments are FSA and ACT/SAT used to determine the performance of Santa Rosa students on grade level benchmarks and expectations.
~ Core instruction (Tier 1) is provided to all students (including ESE and ELL) in a print-rich environment with scaffolded and differentiated learning opportunities. The district uses HMH Into Reading (K-5) and Savvas My Perspective (6-12) as the Tier 1 curriculum.
~Immediate Intervention (Tier 2) instruction provides targeted instruction designed to support Tier 1 instruction and address learning gaps a student may experience when learning. Tier 2 interventions are

provided by classroom teachers and interventionist using small group instruction. Students are provided multiple opportunities to practice skills with corrective and/or confirming feedback and frequent progress monitoring.
~Immediate intensive intervention (Tier 3) is designed for students with a substantial deficiency in reading and is taught by a reading endorsed teacher in very small groups. Evidence-based programs are used for the curriculum.

How does the district support and monitor implementation?

The Assistant Superintendent of Curriculum and Instruction, Grade Level Directors, and Literacy Coordinator ensure district support through professional development opportunities and the schoolbased literacy culture. To monitor the implementation of the Reading Plan, a series of supports are in place such as the Literacy Leadership Team reports, Continuous Improvement Data Chats, schoolbased evaluations, and classroom walk-throughs.

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

The Literacy Coordinator and Grade level directors are responsible for supporting and monitoring the alignment of K-12 Reading Instruction with Florida's Revised Formula for Success.

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 accomodations (IEP, ESOL, or 504);*

- *incorporates the principles of Universal Design for Learning; and*

- *includes specially designed instruction for students with disabilities.*

Grade Levels: K

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

Student meets the following criteria at beginning of school year: If the student has not been retained, is not in the MTSS process, knows 18 upper case, 15 lower case letters and 8 letter sounds, and scores on STAR Early Literacy are above 40%.

<div style="background:green">

THEN TIER 1 Only

</div>

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

HMH Into Reading is the Tier 1 instruction. The instruction is provided in a non-interrupted 90-minute Literacy block with scaffolded and differentiated instructional activities.

Progress Monitoring

Assessment & Frequency
FAST 3 times a year

Performance Criteria that indicates Tier 1 is sufficient for at least 80% of students
Progress in core ELA instruction is satisfactory as indicated by E/S grades on the Kindergarten Assessment portfolio and performance that is at or above 70% on FAST.

Performance Criteria that prompts the addition of Tier 2 interventions for students not meeting the expectation/benchmark
Lack of progress toward grade level benchmarks, progress in core ELA instruction is minimal, decrease in FAST, STAR EL%, or STAR EL score

How is the effectiveness of Tier 1 instruction being monitored?

FAST/STAR Early Literacy, Common Assessment, and Reading/ELA Grades indicate 80% of students meet proficiency benchmark

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?

District monitoring of data, MTSS meetings, professional development, coaching address instructional effectiveness of in-person and distance learning student. Professional development opportunities such as coaching cycles, mentoring, PLCs, and specific coursework are provided as instructional improvement options.

How is the effectiveness of Tier 1 curriculum being monitored?

Tier 1 Curriculum is monitored using data from Common Assessments and FAST/STAR State Performance Reports which are aligned to BEST ELA Standards indicating performance changes in students.

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

Grade Levels: K

For in person and distance-learning students, data chats are held after each progress monitoring assessment activity at the school and district levels to identify curricular needs. Reading Walkthroughs, monthly literacy/administrative meetings, and semester "War Room" activities provide opportunities to examine curricular strengths and weaknesses. Professional development for curricular shortcomings are built into the district and school improvement plans.

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

Students receiving instruction through distance learning are members of the Santa Rosa Online School system. The curriculum is presented through the Florida Virtual School System. The instruction is delivered using a variety of online and 'live' lessons throughout the week.

Grade Levels: First - Second

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

If the student has not been retained, is not in the MTSS process, and scores on STAR Early Literacy are above 40%.

<div align="center">

THEN TIER 1 Only

</div>

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

HMH Into Reading is the Tier 1 instruction. The instruction is provided in a non-interrupted 90-minute Literacy block with scaffolded and differentiated instructional activities.

Progress Monitoring

Assessment & Frequency
FAST 3 times a year

Performance Criteria that indicates Tier 1 is sufficient for at least 80% of students
Progress in core ELA instruction is satisfactory as indicated by A-C grades and performance that is at or above 70% on FAST.

Performance Criteria that prompts the addition of Tier 2 interventions for students not meeting the expectation/benchmark
Lack of progress toward grade level benchmarks, progress in core ELA instruction is minimal, decrease in FAST, STAR EL%, or STAR EL score of 26-39%

How is the effectiveness of Tier 1 instruction being monitored?

Reading/ELA Grades/Common Assessments and FAST/STAR Early Literacy scores indicate 80% of students meet proficiency benchmark

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?

District monitoring of data, MTSS meetings, professional development, coaching address instructional effectiveness of in-person and distance learning student. Professional development opportunities such as coaching cycles, mentoring, PLCs, and specific coursework are provided as instructional improvement options.

How is the effectiveness of Tier 1 curriculum being monitored?

Tier 1 Curriculum is monitored using data from Common Assessments and FAST/STAR State Performance Reports which are aligned to BEST ELA Standards indicating performance changes in students.

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

Grade Levels: First - Second

For in person and distance-learning students, data chats are held after each progress monitoring assessment activity at the school and district levels to identify curricular needs. Reading Walkthroughs, monthly literacy/administrative meetings, and semester "War Room" activities provide opportunities to examine curricular strengths and weaknesses. Professional development for curricular shortcomings is built into the district and school improvement plans.

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

Students receiving instruction through distance learning are members of the Santa Rosa Online School system. The curriculum is presented through the Florida Virtual School System. The instruction is delivered using a variety of online and 'live' lessons throughout the week.

Grade Levels: Third - Fifth

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

If the student has not been retained, is not in the MTSS process, and earned a score of Level 3 or higher on FSA (grades 4-5 or retained 3rd graders).

THEN TIER 1 Only

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

HMH Into Reading is the Tier 1 instruction. The instruction is provided in a non-interrupted 90-minute Literacy block with scaffolded and differentiated instructional activities.

Progress Monitoring

Assessment & Frequency
FAST 3 times a year

Performance Criteria that indicates Tier 1 is sufficient for at least 80% of students
Progress in core ELA instruction is satisfactory as indicated by A-C grades and performance that is at or above 70% on FAST.

Performance Criteria that prompts the addition of Tier 2 interventions for students not meeting the expectation/benchmark
Lack of progress toward grade level benchmarks, progress in core ELA instruction is minimal, decrease in FAST%, or FAST score

How is the effectiveness of Tier 1 instruction being monitored?

Reading/ELA Grades/Common Assessments and FAST scores indicate 80% of students meet proficiency benchmark

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?

District monitoring of data, MTSS meetings, professional development, coaching address instructional effectiveness of in-person and distance learning student. Professional development opportunities such as coaching cycles, mentoring, PLCs, and specific coursework are provided as instructional improvement options.

How is the effectiveness of Tier 1 curriculum being monitored?

Tier 1 Curriculum is monitored using data from Common Assessments and FAST/STAR State Performance Reports which are aligned to BEST ELA Standards indicating performance changes in students.

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

Grade Levels: Third - Fifth

For in person and distance-learning students, data chats are held after each progress monitoring assessment activity at the school and district levels to identify curricular needs. Reading Walkthroughs, monthly literacy/administrative meetings, and semester "War Room" activities provide opportunities to examine curricular strengths and weaknesses. Professional development for curricular shortcomings is built into the district and school improvement plans.

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

Students receiving instruction through distance learning are members of the Santa Rosa Online School system. The curriculum is presented through the Florida Virtual School System. The instruction is delivered using a variety of online and 'live' lessons throughout the week.

Grade Levels: Sixth- Eighth

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

If the student is not in the MTSS process, earned a score of Level 3 or higher on FSA. If FSA scores are unavailable, current and/or previous benchmark/state assessments and/or prior year tier level is considered.

<div align="center">THEN TIER 1 Only</div>

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 Perspective is the Tier 1 ELA curriculum for secondary instruction. The instruction is provided in Tier 1 classrooms to all students with scaffolds and differentiation as needed.

Progress Monitoring

Assessment & Frequency
FAST 3 times a year

Performance Criteria that indicates Tier 1 is sufficient for at least 80% of students
Progress in core ELA instruction is satisfactory as indicated by A-C grades and performance that is at or above 70% on FAST.

Performance Criteria that prompts the addition of Tier 2 interventions for students not meeting the expectation/benchmark
Progress in core ELA instruction is minimal as indicated by a D/F grade, decrease in FAST % or FAST score

How is the effectiveness of Tier 1 instruction being monitored?

FAST score and Reading/ELA Grades indicate 80% of students meet proficiency benchmarks.

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?

District monitoring of data, MTSS meetings, professional development, coaching address instructional effectiveness of in-person and distance learning student. Professional development opportunities such as coaching cycles, mentoring, PLCs, and specific coursework are provided as instructional improvement options.

How is the effectiveness of Tier 1 curriculum being monitored?

Tier 1 Curriculum is monitored using data from Common Assessments and FAST/STAR State Performance Reports which are aligned to BEST ELA Standards indicating performance changes in students.

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

Grade Levels: Sixth- Eighth

For in person and distance-learning students, data chats are held after each progress monitoring assessment activity at the school and district levels to identify curricular needs. Reading Walkthroughs, monthly literacy/administrative meetings, and semester "War Room" activities provide opportunities to examine curricular strengths and weaknesses. Professional development for curricular shortcomings is built into the district and school improvement plans.

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

Students receiving instruction through distance learning are members of the Santa Rosa Online School system. The curriculum is presented through the Florida Virtual School System. The instruction is delivered using a variety of online and 'live' lessons throughout the week.

Grade Levels: Ninth - Twelfth

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

If the student is not in the MTSS process, earns a score of Level 3 or higher on FSA or concordant score. If FSA scores are unavailable, current and/or previous benchmark/state assessments and/or prior year tier level is considered.

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 Perspective is the Tier 1 ELA curriculum for secondary instruction. The instruction is provided in Tier 1 classrooms to all students with scaffolds and differentiation as needed.

Progress Monitoring

Assessment & Frequency
FAST 3 times a year for all students

Performance Criteria that indicates Tier 1 is sufficient for at least 80% of students
Progress in core ELA instruction is satisfactory as indicated by A-C grades and performance that is at or above 70% on FAST.

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

Progress in core ELA instruction is minimal as indicated by a D/F grade, decrease in FAST % or FAST score

How is the effectiveness of Tier 1 instruction being monitored?

Reading/ELA Grades and FAST ELA scores indicate 80% of students meet proficiency benchmarks.

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?

District monitoring of data, MTSS meetings, professional development, coaching address instructional effectiveness of in-person and distance learning student. Professional development opportunities such as coaching cycles, mentoring, PLCs, and specific coursework are provided as instructional improvement options.

How is the effectiveness of Tier 1 curriculum being monitored?

Tier 1 Curriculum is monitored using data from Common Assessments and FAST/STAR State Performance Reports which are aligned to BEST ELA Standards indicating performance changes in students.

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

Grade Levels: Ninth - Twelfth

For in person and distance-learning students, data chats are held after each progress monitoring assessment activity at the school and district levels to identify curricular needs. Reading Walkthroughs, monthly literacy/administrative meetings, and semester "War Room" activities provide opportunities to examine curricular strengths and weaknesses. Professional development for curricular shortcomings is built into the district and school improvement plans.

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

Students receiving instruction through distance learning are members of the Santa Rosa Online School system. The curriculum is presented through the Florida Virtual School System. The instruction is delivered using a variety of online and 'live' lessons throughout the week.

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)

Retention, Progress monitoring score of below 39%, deficit in letter naming/sounds/sight words Screener, progress in core ELA/Reading is minimal, previous placement in the MTSS process, IEP targeted intervention goals or ELL Plan goals include ELA/reading. This includes students receiving instruction based on ACCESS points in ELA/Reading. (No single data point should be used to indicate that a student has a need for Tier 2 interventions.)

THEN TIER 1 Instruction and TIER 2 Interventions

Progress Monitoring

Tier 2 Programs/Materials/Strategies & Duration
HMH Intervention Resources, 8-12 weeks

Assessment & Frequency
DIBELS, Bi-weekly

Performance Criteria to discontinue Tier 2 interventions
Grade level benchmarks, ELA grade of 80 or better, STAR Early Literacy of 40% or higher

Performance Criteria indicating continuation of Tier 2 interventions in addition to Tier 1 instruction
Lack of progress toward grade level benchmarks, progress in core ELA instruction is minimal, decrease in progress monitoring % or scale score

Performance Criteria that prompts the addition of Tier 3 interventions
Identification of substantial deficiency in reading with multiple data points such as lack of growth on Progress monitoring assessment, lack of progress in Tier 2 interventions and limited evidence of skills bridging to Tier 1.

Number of times per week intervention provided

3-5

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?

Child Study Teams; Data sheets record progress of student receiving intervention; IEPs reviewed by the ESE teacher; EL Plans reviewed by the ESOL Resource Teacher; PMPs reviewed by Interventionist, MTSS team and/or administrator

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

Strategies: IES Foundational Skills to support reading for Understanding in KDG-3rd grade; IES: Rec 1: Teach academic language skills including the use of inferential, narrative language and

Grade Levels: K-2

vocabulary knowledge; Rec 2: Develop awareness of the segments of sounds in speech and how they link to letters;
Rec 3: Teach students to decode words, analyze word parts and write/recognize words
Rec 4: Ensure student reads connected text everyday do support reading accuracy, fluency, and comprehension.

Materials: SIPPS Beginning Program to include Learning Letter Names;
Duration: 8-12 weeks

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

Intensive intervention is provided to small groups of 1-3 students via Microsoft TEAMs

Grade Levels: 3-5

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

(Enter assessment criteria that will be used)

retention in previous grade or student is being considered for retention in current school year due to a deficiency in reading, progress monitoring score of below 39%, previous placement in the MTSS process, IEP targeted intervention goals or ELL Plan goals. This includes students receiving instruction based on ACCESS points in ELA/Reading. (No single data point should be used to indicate that a student has a need for Tier 2 interventions.)

THEN TIER 1 Instruction and TIER 2 Interventions

Progress Monitoring

Tier 2 Programs/Materials/Strategies & Duration
HMH Intervention Resources for 8-12 weeks

Assessment & Frequency
DIBELS/Easy CBM bi-weekly

Performance Criteria to discontinue Tier 2 interventions
Grade level benchmarks, ELA grade of 80 or better, Progress monitoring assessment scores of 40% or higher

Performance Criteria indicating continuation of Tier 2 interventions in addition to Tier 1 instruction
Lack of progress toward grade level benchmarks, progress in core ELA instruction is minimal, decrease in progress monitoring percentage or scale score.

Performance Criteria that prompts the addition of Tier 3 interventions
Identification of substantial deficiency in reading with multiple data points such as lack of growth on progress monitoring assessment and lack of progress in Tier 2 interventions

Number of times per week intervention provided

3-5

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?

Child Study Team; Teacher/Interventionist use the MTSS Process, record data, analyze effect of intervention of student receiving intervention, IEPs reviewed by the ESE teacher, EL Plans reviewed by the ESOL Resource Teacher, PMPs reviewed by Interventionist, MTSS team and/or administrator

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

IES and Hattie Strategies were consulted.
IES: Foundational Skills to support reading for Understanding in KDG-3rd grade

Grade Levels: 3-5

Strategies: Use IES instructional recommendations to reduce Tier 1 barriers.
Rec 1: Teach academic language skills including the use of inferential, narrative language and vocabulary knowledge; Rec 3: Teach students to decode words, analyze word parts and write/ recognize words
Rec 4: Ensure student reads connected text everyday do support reading accuracy, fluency, and comprehension.
Hattie: Interventions for students with learning needs (0,77E); phonics instruction (0,70E); concept mapping (0,64); vocabulary programs (0,62)

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

Small group instruction is provided via MS TEAMS for targeted skills based on identified need.

Grade Levels: 6-8

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

retention in previous grade or student is being considered for retention in current school year due to a deficiency in reading, progress monitoring score of below 39%, previous placement in the MTSS process, IEP targeted intervention goals or ELL Plan goals. This includes students receiving instruction based on ACCESS points in ELA/Reading.(No single data point should be used to indicate that a student has a need for Tier 2 interventions.)

THEN TIER 1 Instruction and TIER 2 Interventions

Progress Monitoring

Tier 2 Programs/Materials/Strategies & Duration
Savvas, My Perspective Interventions, 9-18 weeks

Assessment & Frequency
Easy CBM, bi-weekly

Performance Criteria to discontinue Tier 2 interventions
Grade level benchmarks, ELA grade of 80 or better, progress monitoring scale score of 40% or higher

Performance Criteria indicating continuation of Tier 2 interventions in addition to Tier 1 instruction
Lack of progress toward grade level benchmarks, progress in core ELA instruction is minimal, decrease in progress monitoring percentage or scale score

Performance Criteria that prompts the addition of Tier 3 interventions
Identification of substantial deficiency in reading with multiple data points such as lack of growth on progress monitoring assessment, lack of progress in Tier 2 interventions

Number of times per week intervention provided

3-5

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?

Child Study Team; Teacher/Interventionist use the MTSS Process, record data, analyze effect of intervention of student receiving intervention, IEPs reviewed by the ESE teacher, EL Plans reviewed by the ESOL Resource Teacher, PMPs reviewed by Interventionist, MTSS team and/or administrator

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

IES: Improving Adolescent Literacy
Rec 1: Provide explicit vocabulary instruction

Grade Levels: 6-8

Rec 2: Provide direct and explicit comprehension strategy instruction
Rec 3: Provide opportunities for extended discussion of text meaning and interpretation

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

Small group instruction is provided via MS TEAMS for targeted skills based on identified need.

Grade Levels: 9-12

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

retention in previous grade or if during the year, student is being considered for retention in current school year due to a deficiency in reading, progress monitoring score of below 39%, previous placement in the MTSS process, IEP targeted intervention goals or ELL Plan goals. This includes students receiving instruction based on ACCESS points in ELA/Reading.

THEN TIER 1 Instruction and TIER 2 Interventions

Progress Monitoring

Tier 2 Programs/Materials/Strategies & Duration
Savvas, My Perspective Intervention Program; 9-18 weeks

Assessment & Frequency
Easy CBM bi-weekly

Performance Criteria to discontinue Tier 2 interventions
Grade level benchmarks, ELA grade of 80 or better, progress monitoring score of 40% or higher

Performance Criteria indicating continuation of Tier 2 interventions in addition to Tier 1 instruction
Lack of progress toward grade level benchmarks, progress in core ELA instruction is minimal, decrease in progress monitoring assessment percentage or scale score

Performance Criteria that prompts the addition of Tier 3 interventions
Identification of substantial deficiency in reading with multiple data points such as lack of growth on progress monitoring assessment, lack of progress in Tier 2 interventions

Number of times per week intervention provided

3-5

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?

Child Study Team; Teacher/Interventionist use the MTSS Process, record data, analyze effect of intervention of student receiving intervention, IEPs reviewed by the ESE teacher, EL Plans reviewed by the ESOL Resource Teacher, PMPs reviewed by Interventionist, MTSS team and/or administrator

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

IES: Improving Adolescent Literacy
Rec 1: Provide explicit vocabulary instruction
Rec 2: Provide direct and explicit comprehension strategy instruction
Rec 3: Provide opportunities for extended discussion of text meaning and interpretation.

Grade Levels: 9-12

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

Small group instruction is provided via MS TEAMS for targeted skills based on identified need.

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

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

No single data point should be used to indicate that a student has a need for Tier 3 interventions. Indicators will include, retention in Kindergarten due to a deficiency in reading, STAR Early Literacy Score of below 10%, Letter Naming and Letter Sounds Screener of 20% or below, IEP contains intensive intervention goals for ELA/Reading (this includes students receiving instruction based on ACCESS points in ELA/Reading, progress in Core ELA instruction is minimal and if Tier 2 supports are not adequate to meet the needs of the student, including those outlined in ELL Plans or IEP goals

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

Progress Monitoring

Tier 3 Programs/Materials/Strategies & Duration

95% Group Phonological Awareness Lessons daily lessons for 16-18 weeks,
Strategies: IES Foundational Skills to support reading for Understanding in KDG-3rd grade:
Rec 1: Teach academic language skills including the use of inferential, narrative language and vocabulary knowledge; Rec 2: Develop awareness of the segments of sounds in speech and how they link to letters;
Rec 3: Teach students to decode words, analyze word parts and write/recognize words
Rec 4: Ensure student reads connected text everyday do support reading accuracy, fluency, and comprehension.
Materials: SIPPS Beginning Program to include Learning Letter Names;
Duration: 8-12 weeks

Assessment & Frequency
DIBELS Bi-weekly

Performance Criteria to discontinue Tier 3 interventions
Grade level benchmarks, ELA grade of 70% or better, Increase in FAST score

Performance Criteria indicating continuation of Tier 3 interventions
Grade level and intervention data indicate the academic gap is closing; learning gains evident

Performance Criteria that prompts intensified Tier 3 interventions
Identification of substantial deficiency in reading with multiple data points such as lack of growth on FAST, STAR Early Literacy, lack of progress in Tier 3 interventions and STAR CBM (letter sounds, phoneme segmentation, receptive nonsense words, expressive nonsense words)

Number of times per week intervention provided

5

Number of minutes per intervention session

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

Teacher/Interventionist use the MTSS Process, record data, analyze effect of intervention of student receiving intervention, IEPs reviewed by the ESE teacher, EL Plans reviewed by the ESOL Resource Teacher, PMPs reviewed by Interventionist, MTSS team and/or administrator

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

95% Group Phonological Awareness Lessons - Promising Essa Rating

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

Intensive intervention is provided to small groups of 1-3 students via Microsoft TEAMs

Grade Levels: 1-2

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

No single data point should be used to indicate that a student has a substantial deficiency in reading and need for a Tier 3 intervention. Indicators will include, retention in Kindergarten or 1st grade due to a deficiency in reading, FAST/STAR Early Literacy Score of below 25%, sight word screening level of 20 words or less, IEP contains intensive intervention goals for ELA/Reading (this includes students receiving instruction based on ACCESS points in ELA/Reading, progress in Core ELA instruction is minimal and if Tier 2 supports are not adequate to meet the needs of the student, including those outlined in ELL Plans or IEP goals.

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

Tier 3 Programs/Materials/Strategies & Duration
Leveled Literacy Intervention (LLI)/ 16-18 Weeks
SIPPS Beginning and Extension/ 2-18 weeks

Assessment & Frequency
DIBELS weekly

Performance Criteria to discontinue Tier 3 interventions
Grade level benchmarks, ELA grade of 70 or better, STAR Early Literacy of 40% or higher

Performance Criteria indicating continuation of Tier 3 interventions
Grade level and intervention data indicate the academic gap is closing; learning gains evident

Performance Criteria that prompts intensified Tier 3 interventions
Identification of substantial deficiency in reading with multiple data points such as lack of growth on STAR Early Literacy, lack of progress in Tier 3 interventions and STAR CBM (letter sounds, phoneme segmentation, receptive nonsense words, expressive nonsense words)

Number of times per week intervention provided

5

Number of minutes per intervention session

30

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

Teacher/Interventionist use the MTSS Process, record data, analyze effect of intervention of student receiving intervention, IEPs reviewed by the ESE teacher, EL Plans reviewed by the ESOL Resource Teacher, PMPs reviewed by Interventionist, MTSS team and/or administrator

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

Grade Levels: 1-2

1) Leveled Literacy Intervention program - Strong ESSA rating
2) Systematic Instruction in Phonological Awareness, Phonics, and Sight Words (SIPPS) - Strong ESSA rating
3) 95% Group Phonological Awareness Lessons - Promising ESSA

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

Intensive intervention is provided to small groups of 1-3 students via Microsoft TEAMs

Grade Levels: 3-5

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

(Enter assessment criteria that will be used)

No single data point should be used to indicate that a student has a need for Tier 3 interventions. Indicators will include, retention in 1st or 2nd grade due to a deficiency in reading, Progress monitoring Score of below 25%, IEP contains intensive intervention goals for ELA/Reading (this includes students receiving instruction based on ACCESS points in ELA/Reading, progress in Core ELA instruction is minimal and Tier 2 supports are not adequate to meet the needs of the student, including those outlined in ELL Plans or IEP goals.

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

Progress Monitoring

Tier 3 Programs/Materials/Strategies & Duration

95% Group Advanced Phonics Lesson Library Lessons/Comprehension daily lessons for 16-18 weeks
Phonics for Reading (Grades 3-5) daily lessons for 16-18 weeks
SIPPS Extension, Challenge for 12-18 weeks
LLI for 12-18 weeks

Assessment & Frequency
DIBELS Bi-weekly
Easy CBM Weekly

Performance Criteria to discontinue Tier 3 interventions
Grade level benchmarks, ELA grade of 70 or better, Progress monitoring of 40% or higher

Performance Criteria indicating continuation of Tier 3 interventions
Grade level and intervention data indicate the academic gap is closing; learning gains evident

Performance Criteria that prompts intensified Tier 3 interventions
Identification of substantial deficiency in reading with multiple data points such as lack of growth on progress monitoring assessments, lack of progress in Tier 3 intervention

Number of times per week intervention provided

5

Number of minutes per intervention session

30

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

Teacher/Interventionist use the MTSS Process, record data, analyze effect of intervention of student receiving intervention, IEPs reviewed by the ESE teacher, EL Plans reviewed by the ESOL Resource Teacher, PMPs reviewed by Interventionist, MTSS team and/or administrator

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

Grade Levels: 3-5

1) Leveled Literacy Intervention program - Strong ESSA rating
2) Systematic Instruction in Phonological Awareness, Phonics, and Sight Words (SIPPS) - Strong ESSA rating
3) 95% Group Phonological Awareness Lessons - Promising ESSA

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

Intensive intervention is provided to small groups of 1-3 students via Microsoft TEAMs

Grade Levels: 6-8

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

(Enter assessment criteria that will be used)

Progress monitoring assessment score of 25% or below, prior placement in the MTSS process, IEP contains intensive intervention goals for ELA/Reading, progress in Core ELA instruction is minimal and if Tier 2 supports are not adequate to meet the needs of the student, including those outlined in ELL Plans or IEP goals. This includes students receiving instruction based on ACCESS points in ELA/ Reading. (No single data point should be used to indicate that a student has a need for Tier 3 interventions.)

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

Tier 3 Programs/Materials/Strategies & Duration
Language Live, iLit45 Duration: 9-18 weeks

Assessment & Frequency
EasyCBM, bi-weekly

Performance Criteria to discontinue Tier 3 interventions
Grade level benchmarks, ELA grade of 70 or better, Progress monitoring assessment score of 40% or higher

Performance Criteria indicating continuation of Tier 3 interventions
Grade level and intervention data indicate the academic gap is closing; learning gains evident

Performance Criteria that prompts intensified Tier 3 interventions
Identification of substantial deficiency in reading with multiple data points such as lack of growth on progress monitoring assessment, lack of progress in Tier 3 interventions and lack of growth in ELA coursework

Number of times per week intervention provided

5

Number of minutes per intervention session

45

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

Teacher/Interventionist use the MTSS Process, record data, analyze effect of intervention of student receiving intervention, IEPs reviewed by the ESE teacher, EL Plans reviewed by the ESOL Resource Teacher, PMPs reviewed by Interventionist, MTSS team and/or administrator

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

1) iLit45 is on the K-12 ELA Instructional Materials Adoptions List.
2) Language Live. - Language Live does not meet strong, moderate or promising levels of evidence.

Grade Levels: 6-8

The following IES Practice Guide Recommendations will be used to support instruction:
Rec 1: Provide explicit vocabulary instruction
Rec 2: Provide direct and explicit comprehension strategy instruction
Rec 3: Provide opportunities for extended discussion of text meaning and interpretation

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

Intensive intervention is provided to small groups of 1-3 students via Microsoft TEAMs

Grade Levels: 9-12

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

Progress Monitoring Score of below 25%, prior placement in the MTSS process, IEP contains intensive intervention goals for ELA/Reading, progress in Core ELA instruction is minimal and if Tier 2 supports are not adequate to meet the needs of the student, including those outlined in ELL Plans or IEP goals. This includes students receiving instruction based on ACCESS points in ELA/Reading. (No single data point should be used to indicate that a student has a need for Tier 3 interventions.)

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

Tier 3 Programs/Materials/Strategies & Duration
iLit45 9-18 weeks

Assessment & Frequency
EasyCBM, bi-weekly

Performance Criteria to discontinue Tier 3 interventions
Grade level benchmarks, ELA grade of 70 or better, Progress monitoring assessment score of 40% or higher

Performance Criteria indicating continuation of Tier 3 interventions
Grade level and intervention data indicate the academic gap is closing; learning gains evident

Performance Criteria that prompts intensified Tier 3 interventions
Identification of substantial deficiency in reading with multiple data points such as lack of growth on progress monitoring assessment, lack of progress in Tier 3 interventions and ELA coursework

Number of times per week intervention provided

5

Number of minutes per intervention session

45

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

Teacher/Interventionist use the MTSS Process, record data, analyze effect of intervention of student receiving intervention, IEPs reviewed by the ESE teacher, EL Plans reviewed by the ESOL Resource Teacher, PMPs reviewed by Interventionist, MTSS team and/or administrator

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

1) iLit45 is on the K-12 ELA Instructional Materials Adoptions List.

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

Grade Levels: 9-12

Intensive intervention is provided to small groups of 1-3 students via Microsoft TEAMs

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.

A student is identified as having a substantial deficiency in reading if he or she scores at the lowest level on the FSA or progress monitoring assessments, formative assessment measures, or teacher observation data. These assessments are the district 'triggers' to investigate possible achievement concerns. Once identified, each student is placed on a progress monitoring plan (PMP) and the school-based MTSS Team determines the most effective intervention plan for the student. The plan is administered, monitored, and modified as needed to ensure success for the student.