2022-23 Reading Plan

Table of Contents

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	Williams, Kelli Coordinator of District Professional Development and K-12 Reading/ Title II kelli.williams@suwannee.k12.fl.us 386-647-4621
Elementary English Language Arts (ELA)	Barrs, Jennifer Director of Curriculum and Instruction jennifer.barrs@suwannee.k12.fl.us 386-647-4635
Secondary ELA	Barrs, Jennifer Director of Curriculum and Instruction jennifer.barrs@suwannee.k12.fl.us 386-647-4635
Reading Endorsement	Williams, Kelli Coordinator of District Professional Development kelli.williams@suwannee.k12.fl.us 386-647-4621
Reading Curriculum	Barrs, Jennifer Director of Curriculum and Instruction jennifer.barrs@suwannee.k12.fl.us 386-647-4635
Professional Development	Williams, Kelli Coordinator of District Professional Development and K-12 Reading/ Title II kelli.williams@suwannee.k12.fl.us 386-647-4621
Assessment	Bass, Renee Coordinator of Data, Assessments, and Accountability renee.bass@suwannee.k12.fl.us 386-647-4646
Data Element	Barrs, Jennifer Director of Curriculum and Instruction jennifer.barrs@suwannee.k12.fl.us 386-647-4635
Summer Reading Camp	Barrs, Jennifer Director of Curriculum and Instruction jennifer.barrs@suwannee.k12.fl.us 386-647-4635
Third Grade Promotion	Barrs, Jennifer Director of Curriculum and Instruction jennifer.barrs@suwannee.k12.fl.us 386-647-4635
Multi-Tiered System of Supports (MTSS)	Johnston, Elizabeth Coordinator of Exceptional Student Education elizabeth.johnston@suwannee.k12.fl.us 386-647-4631

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 LEA has developed the plan with input from the district leadership team, the district literacy task force, and school based literacy leadership teams, including academic coaches. Each group of stakeholders has been provided a final paper-based copy and the plan is posted on the district website. Each faculty will have the opportunity to review the plan and receive clarification upon return to school in August of 2022. Additionally, the plan is shared at the District School Advisory Council meeting in September.

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 44%

Previous School Year
Kindergarten - % of Students "Ready" on FLKRS 57%

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

Our VPK and Pre-K teachers are participating in training during each professional development day to learn more about MELD, CAPP, Frog Street Curriculum, and appropriate instructional strategies based on data analysis.

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	23	27	28	18	3	20	20	30	20	10
4	26	21	28	17	8	20	20	30	20	10
5	24	29	24	17	6	20	20	30	20	10
6	32	27	20	17	5	20	20	30	20	10
7	36	22	18	17	6	20	20	30	20	10
8	35	28	23	14	5	20	20	30	20	10
9	33	23	21	17	7	20	20	30	20	10
10	35	25	17	18	6	20	20	30	20	10

Include additional literacy goals based on screening, progress monitoring, and/or district summative assessments. At a minimum, include specific goals for K-2 students.
Example: For each grade, K-2, increase the percentage of students currently scoring at or above grade level on (the approved district progress monitoring assessment) by 5% this year, from (60%) to (65%).

Grade K: increase the percentage of students currently scoring at or above grade level on iReady (Window 2, end of year view) by 5% this year, from 30% to 35%.
Grade 1: increase the percentage of students currently scoring at or above grade level on iReady (Window 2, end of year view) by 10% this year, from 21% to 31%.
Grade 2: increase the percentage of students currently scoring at or above grade level on iReady (Window 2, end of year view) by 5% this year, from 28% to 33%.

Grade 3: increase the percentage of students currently scoring at or above grade level on iReady (Window 2,end of year view) by 5% this year, from 31% to 36%.
Grades 4: increase the percentage of students currently scoring at or above grade level on iReady (Window 2, end of year view) by 5% this year 25% to 30%.
Grade 5: increase the percentage of students currently scoring at or above grade level on iReady (Window 2, end of year) by 5% this year, from 16% to 21%.
Grades 6: increase the percentage of students currently scoring at or above grade level on iReady (Window 2, end of year view) by 5% this year, from 19% to 24%.
Grade 7: increase the percentage of students currently scoring at or above grade level on iReady (Window 2, end of year view) by 5% this year, from 18% to 23%.
Grade 8: increase the percentage of students currently scoring at or above grade level on iReady (Window 2, end of year view) by 5% this year, from 20% to 25%.
Grade 9: increase the percentage of students currently scoring at or above grade level on STAR (Window 2) by 5% this year, from (36%) to (41%).
Grade 10: increase the percentage of students currently scoring at or above grade level on STAR (Window 2) by 5% this year, from (45%) to (50%).

District Budget for Evidence-Based Reading Instruction Allocation

Budget

1	Estimated proportional share distributed to district charter		$0.00
2	Reading coaches assigned to elementary schools		$0.00
3	Reading coaches assigned to secondary schools		$0.00
4	Intervention teachers assigned to elementary schools		$260,000.00
		FTE	2022-23
		4.0	$260,000.00
5	Intervention teachers assigned to secondary schools		$0.00
6	Supplemental materials or interventions for elementary schools		$41,888.50
		FTE	2022-23
			$41,888.50
7	Supplemental materials or interventions for secondary schools		$41,888.50
		FTE	2022-23
			$41,888.50
8	Intensive interventions for elementary students reading below grade level		$0.00
9	Intensive interventions for secondary students reading below grade level		$0.00
10	Professional development		$75,000.00
		FTE	2022-23
			$75,000.00
11	Helping teachers earn the reading endorsement		$0.00
12	Summer reading camps		$0.00

13	Additional hour for 300 lowest-performing elementary schools	$0.00
14	Early literacy instruction/intervention for VPK completers pursuant to s. 1008.25(8)(c), F.S.	$0.00
	Total:	**$418,777.00**

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

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

The district has prioritized funds to support K-3 students by providing one reading endorsed teacher per school to provide interventions. The coordinator also dedicates time to ensuring teachers have access to high quality reading professional learning and coaching, including district lead reading endorsement courses.

School Literacy Leadership Teams

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

Each year Principals are reminded of the requirement during the K-12 Plan development and review. Additionally, prior to pre-planning principals are notified via email to select their teams, inform them of the responsibilities, and submit the roster to Kelli Williams. Principals are also asked to send a calendar of meeting dates for the school year. Beginning with the 2021-22 school year, each literacy team will submit agendas, minutes, project evidence, etc. in Title I Crate. The District Literacy Task Force will also adhere to the directives associated with the school literacy teams.

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

Kelli Williams

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

Kelli Williams

Professional Development

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

- Provide professional development required by Section 1012.98(4)(b)11., F.S., which includes training to help teachers integrate phonemic awareness, phonics, word study and spelling, fluency, vocabulary, and text comprehension strategies into an explicit, systematic, and sequential approach to reading instruction, including multisensory intervention strategies;

- Differentiate and intensify professional development for teachers based on progress monitoring data;

- Identify mentor teachers and establish model classrooms within the school; and

- Ensure that time is provided for teachers to meet weekly for professional development.

The teachers have common planning time and meet weekly in grade level/content PLCs. Additionally, the district provides seven full professional development days each year.

The district reading coordinator provides professional learning support for 8 academic coaches and 8 schools in the science of reading, best practices for intervention, leads book studies related to reading and differentiation, delivers district-based reading endorsement courses, supports school and district leaders in data analysis to guide professional learning and serves as a liaison between the state, the district, and the schools. The academic coaches provide job-embedded professional development for teachers and leaders on each campus.

Additionally, the district encourages teachers to utilize the UF Literacy Matrix as a pathway to reading endorsement. Furthermore, teachers may utilize the PDA Exploring Structured Literacy course to meet certification requirements related to integrating 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. Through Reading Horizons training teachers also learn methods of integrating 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. Finally, teachers from two middle schools will participate in the NEFEC Rural Connect Summer Literacy Initiative to delve deeper into integrating 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. Our SRLD will also provide training in foundational skills.

Our SRLD will continue to support trainings for identifying mentor teachers and establishing model classrooms within each school through the Literacy Leadership Teams.

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.

Each year Principals are reminded of the requirement during the K-12 Plan development and review. The requirement is revisited with academic coaches during monthly coach meetings. Additionally, each year during certification and renewal meetings, principals are again reminded of the requirements. The district provides multiple opportunities for teachers and leaders to participate in training that equips them to meet the requirements.

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

Kelli Williams

Charter Schools

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

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

NA

Literacy Coaches

Literacy Coaches - Part A

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

Coaches must possess the following:

- bachelor's degree and reading endorsement or reading certification;

- highly effective rating on most recent available evaluation that contains student achievement data;

- experience as successful classroom teachers;

- knowledge of evidence-based reading research;

- special expertise in quality reading instruction and infusing reading strategies into instruction;

- data management skills;

- strong knowledge base in working with adult learners;

- excellent communication skills; and

- outstanding presentation, interpersonal, and time-management skills.

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

Each school in our district has an academic coach that supports all subject areas.

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 are reminded of best practices for coaching during the reading plan development and review process each year.

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

The district reading contact regularly discusses best practices for coaching with principals and coaches during monthly coach cadre meetings. Coaches also participate in NEFEC Literacy Coach cadre meetings to further develop skills in data analysis, coaching, providing professional development and time management.

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

Kelli Williams

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

Quarterly, through coaches logs.

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

When problems arise, meetings are scheduled with individual principals to discuss the areas of concern and develop an action plan that supports the school and students.

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?
i-Ready	Students in grades K-8	Screener, Progress Monitoring, Formative Assessment, Diagnostic	Phonological Awareness, Phonics, Fluency, Vocabulary, Comprehension	3 x A Year
Oral Reading Fluency (ORF)	Students in Tier 2 and 3 intervention, as appropriate	Progress Monitoring	Fluency	Monthly
STAR	Select students in grades 3-10, All students in grades 11-12 who have not met graduation requirements	Screener, Progress Monitoring, Formative Assessment, Diagnostic	Vocabulary, Comprehension	Quarterly
FAST - Cambium	3-10	Screener, Progress Monitoring, Summative	Vocabulary, Comprehension	3 x A Year
FAST - STAR	K-2	Screener, Progress Monitoring, Summative	Oral Language, Phonological Awareness, Phonics, Fluency, Vocabulary, Comprehension	3 x A Year
STAR CBM	Select students in grades K-5, based on intervention plans	Progress Monitoring	Oral Language, Phonological Awareness, Phonics, Fluency	2 x A Month

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?

Jennifer Barrs, Kelli Williams

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

The district purchases evidence-based reading materials. Principals are responsible for ensuring implementation is monitored effectively. Principals are responsible for submitting walkthrough data on a regular basis.

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

The district establishes the progress monitoring plan that informs differentiated instruction. Teachers examine formative assessments in PLCs and plan for further differentiation. MTSS teams meet monthly to examine progress monitoring and formative assessment data to ensure appropriate differentiation is occurring.

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

Literacy instruction in content areas training from our SRLD. The school-based Literacy Leadership Team members provide guidance to content area teachers in best practices for text-based discussion. This professional development occurs through a PLC model, as representatives from each content area are members of the LLTs.

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

Conversations with school based administrators, district/school level data chats, and support through district reading coordinator.

District-Level Monitoring - Part C
Districts must annually evaluate the implementation of their K-12 Reading plan on the form entitled District K-12 CERP Reflection Tool, after conducting a root-cause analysis of student performance data to evaluate the effectiveness of interventions. The evaluation must:

- Analyze elements of the district's plan, including literacy leadership, literacy coaching, standards, curriculum, instruction, intervention, assessment, professional learning and family engagement;

- Include input from teachers, literacy coaches and administrators at the school level;

- Identify elements in need of improvement and evidence-based strategies to increase literacy outcomes for students; and

- Analyze the effectiveness of interventions implemented in the prior year.

Describe how the district's K-12 Reading Plan has been revised to improve literacy outcomes for students based upon the analysis conducted as part of the District K-12 CERP Reflection Tool.

The district utilized the JRF evaluation tool to determine the effectiveness of the plan. The school-based administrators and coaches regularly meet to analyze data and problem-solve. This year, the team chose to prioritize improving PLC processes to address areas of need identified during the evaluation, such as increasing understanding in the Science of Reading and further development related to BEST Standards. Improving and sustaining the work that occurs in our PLCs will improve all the areas of concern identified in our Reading Plan evaluation.

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?

School based administrators meet with teachers to review the plan. Walkthroughs, lesson plans, and MTSS plans are used to monitor implementation.

Who at the district level supports effective implementation?

Jennifer Barrs
Kelli Williams

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

District data review following progress monitoring windows and data chats with school administration and academic coaches or ELA department chairs identify areas of improvement for effective implementation.

Weekly reading walkthroughs by administrators - Part B

What process is in place to ensure effective implementation?

Schedule of walkthroughs from the school administrators is submitted monthly in Title I Crate.

Who at the district level supports effective implementation?

Jennifer Barrs, Kelli Williams

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

Principals reflect on the strengths and weaknesses identified through the walkthroughs in the data-chats with district administrators. Improvement plans are developed in these data chats. Principals will continue to work with SRLDs to improve walkthrough practices.

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

What process is in place to ensure effective implementation?

Monthly data chats with teachers, academic coach, MTSS coordinator, and school-based administration

Who at the district level supports effective implementation?

Kelli Williams

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

Review of minutes/agendas from monthly data-chats at the school sites to identify areas of improvement. The strengths and weaknesses are addressed in the administrative data chats.

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.

Program Goals:
· Summer Reading Camp and Literacy Tutoring programs will increase the academic achievement of enrolled students on district progress monitoring and Florida Standards Assessments.
· Summer Reading Camp and Literacy Tutoring programs will utilize high quality, aligned student resources for intervention.
· Literacy Tutoring program will work collaboratively with the 21st Century Community Learning Center program to provide students with additional academic and social supports following tutoring hour.
Program Plan:
· Summer Reading Camp
Summer Reading Camp will focus on literacy remediation for students in Grade 3 who earned a Level 1 on Spring 2022 FSA and/or rising third graders at risk for retention in the 2022-23 school year due to significant reading deficiencies as determined by progress monitoring data.
o Students will attend Camp from 8:00 AM-1:30 PM daily (5.5 hrs daily, 44 hrs total) o 1:10 Teacher-Student Ratio
o 8 days (July 18-21, July 25-28)
o 10 teachers, 6.5 hours per day (52 hours total)
· Literacy Tutoring Program
Extension of Summer Reading Camp, will focus on literacy remediation for students in Grade 3 who earned a Level 1 on Spring 2021 FSA and/or rising third graders at risk for retention in the 2021-22 school year, due to significant reading deficiencies as determined by progress monitoring data.
o Students will attend one hour of tutoring daily (3:00 PM-4:00 PM). Teachers will have one hour of planning each week.
o 1:10 Teacher-Student Ratio
August 15, 2022-April 14, 2023
10 teachers, 6 hours per week, 32 weeks
· Curriculum Resources:
o Reading Horizons
o Quick Reads
o IES Guides for K-3 Effective Reading Instruction
Research/Evidence:
Reading Horizons ESSA Documentation - Promising
https://www.readinghorizons.com/reading-method/reading-research/essa-documentation Read Horizons

is combined with best practices identified in IES Guide:
Foundational Skills to Support Reading for Understanding in Kindergarten Through 3rd Grade
Strong Evidence - Develop awareness of the segments of sounds in speech and how they link to letters.
Strong Evidence – Teach students to decode words, analyze word parts, and write and recognize words.
Moderate Evidence – Ensure each student reads connected text every day to support reading accuracy, fluency, and comprehension.
Improving Reading Comprehension in Kindergarten Through 3rd Grade
Strong Evidence – Teach students how to use reading comprehension strategies
Moderate Evidence – Teach students how to identify and use the text's organizational structure to comprehend, learn, and remember content.
Minimal Evidence – Guide students through focused, high-quality discussion on the meaning of text.
Minimal Evidence – Select texts purposefully to support comprehension development. Moderate Evidence – Establish an engaging and motivating context in which to teach reading comprehension.
Quick Reads: Strong https://www.evidenceforessa.org/programs/reading/quickreads struggling-readers
· Professional Learning Days (July 13-14)
o Teachers will learn evidence-based strategies for reading intervention in phonemic awareness, phonics, fluency, vocabulary, and comprehension using Reading Horizons, Soar to Success, and Quick Reads.
IES Guides for effective K-3 Reading Instruction
IES Guide for Summer Reading Camp
o Portfolio Planning
o 10 teachers, 6 hours per day @ $10.00 per hour ($1411 paid from Title II)

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.

Program Goals:
· Summer Reading Camp and Literacy Tutoring programs will increase the academic achievement of enrolled students on district progress monitoring and Florida Standards Assessments.
· Summer Reading Camp and Literacy Tutoring programs will utilize high quality, aligned student resources for intervention.
· Literacy Tutoring program will work collaboratively with the 21st Century Community Learning Center program to provide students with additional academic and social supports following tutoring hour.
Program Plan:
· Summer Reading Camp
Summer Reading Camp will focus on literacy remediation for students in Grade 3 who earned a Level 1 on Spring 2022 FSA and/or rising third graders at risk for retention in the 2022-23 school year due to significant reading deficiencies as determined by progress monitoring data.
o Students will attend Camp from 8:00 AM-1:30 PM daily (5.5 hrs daily, 44 hrs total) o 1:10 Teacher-Student Ratio
o 8 days (July 18-21, July 25-28)
o 10 teachers, 6.5 hours per day (52 hours total)
· Literacy Tutoring Program
Extension of Summer Reading Camp, will focus on literacy remediation for students in Grade 3 who earned a Level 1 on Spring 2022 FSA and/or rising third graders at risk for retention in the 2022-23 school year, due to significant reading deficiencies as determined by progress monitoring data.

o Students will attend one hour of tutoring daily (3:00 PM-4:00 PM). Teachers will have one hour of planning each week.
o 1:10 Teacher-Student Ratio
August 15, 2022-April 14, 2023
10 teachers, 6 hours per week, 32 weeks
· Curriculum Resources:
o Reading Horizons
o Quick Reads
o IES Guides for K-3 Effective Reading Instruction
Research/Evidence:
Reading Horizons ESSA Documentation - Promising
https://www.readinghorizons.com/reading-method/reading-research/essa-documentation Read Horizons is combined with best practices identified in IES Guide:
Foundational Skills to Support Reading for Understanding in Kindergarten Through 3rd Grade
Strong Evidence - Develop awareness of the segments of sounds in speech and how they link to letters.
Strong Evidence – Teach students to decode words, analyze word parts, and write and recognize words.
Moderate Evidence – Ensure each student reads connected text every day to support reading accuracy, fluency, and comprehension.
Improving Reading Comprehension in Kindergarten Through 3rd Grade
Strong Evidence – Teach students how to use reading comprehension strategies
Moderate Evidence – Teach students how to identify and use the text's organizational structure to comprehend, learn, and remember content.
Minimal Evidence – Guide students through focused, high-quality discussion on the meaning of text.
Minimal Evidence – Select texts purposefully to support comprehension development. Moderate Evidence – Establish an engaging and motivating context in which to teach reading comprehension.
Quick Reads: Strong https://www.evidenceforessa.org/programs/reading/quickreads struggling-readers
· Professional Learning Days (July 13-14)
o Teachers will learn evidence-based strategies for reading intervention in phonemic awareness, phonics, fluency, vocabulary, and comprehension using Reading Horizons, Soar to Success, and Quick Reads.
IES Guides for effective K-3 Reading Instruction
IES Guide for Summer Reading Camp
o Portfolio Planning
o 10 teachers, 6 hours per day @ $10.00 per hour ($1411 paid from Title II)

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.)
74

Students who demonstrate a reading deficiency in grades K-2
6

Students who score Level 1 in grades 4-5
30

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.)
67%

Students who demonstrate a reading deficiency in grades K-2
27%

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

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

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

Parents of students identified with a substantial deficiency in reading are provided with a printed copy of the read-at-home plan at the close of each progress monitoring window. The plan is referenced in parent conferences and student support team meetings. The District Parent Involvement Team helps ensure families have copies of the plan and are able to access the webpage, as well. Additionally, the plan is available for all families on the district website. The iReady Pathway and Odysseyware subscriptions are available for students to access at home, as an additional resource for literacy support. Registration for the New Worlds Reading Initiative is provided to parents along with the Read-At-Home plan.

Who at the district is responsible for monitoring this requirement?

Kelli Williams (Principals submit attestation letters at the close of each progress monitoring period.)

Assessment, Curriculum, and Instruction

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

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

How does the district support and monitor implementation?

The district purchases evidence-based materials. Lesson plans and classroom walkthroughs by school administrators serve as the monitoring for the implementation.

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

Jennifer Barrs, Kelli Williams

Use texts to increase students' background knowledge and literacy skills in social studies, science, and the arts.

How does the district support and monitor implementation?

The district has been diligent in utilizing funding sources to obtain Florida's B.E.S.T. Standards book list texts, which support background knowledge and literacy skill development in social studies, science, and art.

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

Kelli Williams

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

How does the district support and monitor implementation?

The district purchases evidence-based materials. Lesson plans, classroom walkthroughs by school administrators, MTSS support teams and plans all serve as the monitoring for the implementation.

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

Jennifer Barrs, Kelli Williams

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 K-12 reading instruction aligns with Florida's Revised Formula for Success by providing direct, systematic, and explicit instruction on the 6 components of reading. Our state-adopted curriculum includes instruction in oral language, phonemic awareness, phonics, fluency, vocabulary, and comprehension. In addition, students are assessed using the 4 types of assessments in order to screen students, monitor their progress, diagnose areas of weakness, and assess their learning. Suwannee County School District recognizes the importance of quality tier 1 instruction and facilitates collaboration between the Literacy Leadership Teams and the classroom teachers to implement high quality tier 1 instruction and monitor the fidelity and rigor of that instruction to ensure success for all students within core 1 instruction. Even with the best of intentions, our tier 1 instruction does not meet the needs of all learners. Therefore, we identify students with reading deficiencies and build scaffolded, differentiated interventions to deliver in small group for students in need of tier 2 interventions. Using data, we also identify students with substantial reading deficiencies and design more intense, targeted interventions for students in need of tier 3

How does the district support and monitor implementation?

The district supports implementation by providing clear expectations, professional development, time for collaborative planning, coaching, and resources such as curriculum (core and intervention) and

appropriate assessments. The district monitors implementation by disaggregating data and conducting data chats at all levels (district, school, teacher, and student-level data chats).

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

At the district level, Jennifer Barrs, the Director of Curriculum and Instruction, oversees the support and monitoring of this requirement. She is supported by Kelli Williams, the Coordinator of District Professional Development and K-12 Reading/Title II. Both facilitate collaboration with school-based administrators, who support and monitor on local levels. The administrators at each school are also supported by coaches who provide more hands-on support, monitoring, and feedback to increase the likelihood of success for our students.

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: Kindergarten - Grade 5

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

(Enter assessment criteria that will be used)

Kindergarten
iReady ≤362
STAR Early Literacy/STAR
Fall Scale score ≥693
Winter Scale Score ≥730
Spring Scale Score ≥769

First Grade
iReady ≤434
STAR Early Literacy/STAR
Fall Scale score ≥752
Winter Scale Score ≥790
Spring Scale Score ≥828

Second Grade
iReady ≥489
STAR Early Literacy/STAR
Fall Scale score ≥868
Winter Scale Score ≥893
Spring Scale Score ≥918

Third Grade
iReady ≤511

Fourth Grade
iReady ≤557
FSA Level 3 or above

Fifth Grade
iReady ≤581
FSA Level 3 or above

<div style="background-color:#7cb342; text-align:center; font-weight:bold;">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.

Tier 1 instruction for all includes Saxon Phonics(FCRR - Promising Evidence and Demonstrates a Rationale) or Reading Horizons (ESSA-Promising) instruction in K-3, Phonological Awareness and Letter Knowledge Training in K-2 (WWC -Promising), Direct Instruction and Standards-based reading assessments in K-4 (WWC - positive), HMH Into Reading, i-Ready Reading Digital Instruction in K-5 (Moderate/Promising - curriculumassociates.com for ESSA), Ready Book Curriculum (2-5), Accelerated Reader in K-5 (WWC - Positive), Ready Toolbox for Instruction: Evidence

Grade Levels: Kindergarten - Grade 5

Progress Monitoring

Assessment & Frequency

STAR Early Literacy/STAR/FAST Progress Monitoring
iReady Diagnostic
3 times per year
Classroom standards-based assessments, weekly

Performance Criteria that indicates Tier 1 is sufficient for at least 80% of students
Students score on or above grade level on PM tools.

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

Student is not scoring on or above grade level on I-Ready diagnostic assessments
AND/OR
Student has a D/F in ELA standards-based, grade level assessments and coursework

Progress Monitoring

Assessment & Frequency

STAR Early Literacy/STAR/FAST Progress Monitoring
iReady Diagnostic
3 times per year
Classroom standards-based assessments, weekly

Performance Criteria that indicates Tier 1 is sufficient for at least 80% of students
Students score on or above grade level on PM tools.

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

Student is not scoring on or above grade level on I-Ready diagnostic assessments
AND/OR
Student has a D/F in ELA standards-based, grade level assessments and coursework

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How is the effectiveness of Tier 1 instruction being monitored?

Classroom walkthroughs, lesson plans, progress monitoring data

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?

MTSS problem-solving teams, instructional coaching model, professional development, PLCs, IPDPs, admin walkthroughs

How is the effectiveness of Tier 1 curriculum being monitored?

Classroom walkthroughs, lesson plans, data chats at school and district level. All curriculum is evidence-based and aligned with B.E.S.T. standards.

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

Grade Levels: Kindergarten - Grade 5

Data chats and team planning to identify weaknesses in the curriculum and pacing of lessons, post observation conferences, vertical team planning to identify gaps across grade levels, standards-based planning and instruction, Literacy Leadership Team meetings, monthly district and school level administrator PLC meetings

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

Students who participate in distance learning through Suwannee Virtual School utilize Edgenuity as their core curriculum. Students also have access to i-Ready instructional pathway.

Grade Levels: Grades 6-8

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

Level 3, 4, 5 on FSA

<div style="background-color:green;text-align:center;font-weight:bold">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.

McGraw-Hill StudySync
Standards-based Instruction, teacher developed in CANVAS
CPALMS
CommonLit (combined with high effect strategies) Evidence

Instructional Strategies:
• Provide explicit vocabulary instruction (Strong Evidence according to 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)

Progress Monitoring

Assessment & Frequency
FSA (once a year)
FAST 3x year
iReady Diagnostic 2-3x per year

Performance Criteria that indicates Tier 1 is sufficient for at least 80% of students
Level 3 or above on FSA
On or Above Level Scores on PM tools
Grade of C or better on classroom standards-based assessments

Performance Criteria that prompts the addition of Tier 2 interventions for students not meeting the expectation/benchmark
Level 1 or 2 on FSA
Below grade level Scores on PM tools
Grades below C on classroom standards-based assessments

How is the effectiveness of Tier 1 instruction being monitored?

FSA (once a year)/FAST 3 x year
Report card grades
iReady Diagnostic

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?

Through school-based data chats, the school administrators will work with the teacher and/or PLC team to identify the problem and develop a plan for improvement, either through instructional changes or additional professional development.

Grade Levels: Grades 6-8

How is the effectiveness of Tier 1 curriculum being monitored?

FSA (once a year)/ FAST 3 x year
Report card grades
iReady Diagnostic

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

Through data analysis to identify areas of weakness, PLC teams develop additional scaffolds and supports to strengthen the core (standards-based benchmark assessments). These supports and scaffolds are recorded in CANVAS and lesson plans.

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

Students who participate in distance learning through Suwannee Virtual School utilize Edgenuity as their core curriculum. Students also have access to i-Ready instructional pathway.

Grade Levels: Grades 9-12

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

FSA Level 3 or above

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THEN TIER 1 Only
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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.

McGraw-Hill StudySync
Standards-based Instruction, teacher developed in CANVAS
CPALMS
CommonLit.org

Instructional Strategies:
• Provide explicit vocabulary instruction (Strong Evidence according to 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)

Progress Monitoring

Assessment & Frequency
FSA
FAST 3x per year
STAR 3x per year

Performance Criteria that indicates Tier 1 is sufficient for at least 80% of students
FSA: Level 3 or above
STAR: >916 (9th) >975 (10th, 11th, 12th)
Grades of C or above on Standards-based classroom assessments.

Performance Criteria that prompts the addition of Tier 2 interventions for students not meeting the expectation/benchmark
Level 1 or 2
<916 (9th) <975 (10th, 11th, 12th)
Grades below C average on Standards-based classroom assessments.

How is the effectiveness of Tier 1 instruction being monitored?

FSA, FAST, STAR, student grades, walk-throughs, observations, lesson plans

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?

Through school-based data chats, the school administrators will work with the teacher and/or PLC team to identify the problem and develop a plan for improvement, either through instructional changes or additional professional development.

How is the effectiveness of Tier 1 curriculum being monitored?

Grade Levels: Grades 9-12

FSA, FAST, STAR, formal and informal observations, student grades

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

Through data analysis to identify areas of weakness, PLC teams develop additional scaffolds and supports to strengthen the core curriculum. These supports and scaffolds are recorded in CANVAS and lesson plans.

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

Students who participate in distance learning through Suwannee Virtual School utilize Edgenuity as their core curriculum.

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: Grades K-5

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

(Enter assessment criteria that will be used)

*any student retained in the current grade OR:

Kindergarten:
iReady 361
STAR Early Literacy/STAR:
Fall: 662
Winter: 702
Spring: 742

Grade 1:
iReady 433
STAR Early Literacy/STAR:
Fall: 730
Winter: 765
Spring: 800

Grade 2:
iReady 488
STAR Early Literacy/STAR:
Fall: 835
Winter: 862
Spring:889

Grade 3:
FSA: Level 1 (repeating)
iReady 510

Grade 4:
FSA: Level 1 or 2
iReady 556

Grade 5:
FSA: Level 1 or 2
iReady 580

THEN TIER 1 Instruction and TIER 2 Interventions

Progress Monitoring

Tier 2 Programs/Materials/Strategies & Duration

Small group (6:1) differentiated and multisensory instruction (letter tiles, whiteboards, decodable texts, leveled readers, picture cards, applied linguistics IES Guide pages 14-21), Reading Horizons (IES Guide pages 22-37) and Hattie effect size .70, I-Ready Teacher Toolbox/Tools for Instruction, I-Ready Standards Mastery, Graphic Organizers, SRA, HMH Into Reading Tier 2 Intervention Materials Explicit Foundational Skills instruction utilizing evidence-based practices from:
Foundational Skills to Support Reading for Understanding in Kindergarten Through 3rd Grade

Grade Levels: Grades K-5

Progress Monitoring

• Teach students academic language skills, including use of inferential and narrative language, and vocabulary knowledge.
• Develop awareness of the segments of sounds in speech and how they link to letters.
• Teach students to decode words, analyze word parts, and write and recognize words.
• Ensure that each student reads connected text every day to support reading accuracy, fluency, and comprehension.
Explicit Comprehension Strategy Instruction –
Recommendations from Improving Reading Comprehension in Kindergarten Through 3rd Grade:
• Teach students how to use reading comprehension strategies.
• Teach students to identify and use the text's organizational structure to comprehend, learn, and remember content.
• Guide students through focused, high-quality discussion on the meaning of text.
• Select texts purposefully to support comprehension development.
• Establish an engaging and motivating context in which to teach reading comprehension.
Reciprocal Teaching, Socratic Seminar, Collins Writes/Quick Writes, Graphic Organizers

Assessment & Frequency
Bi-Weekly, standards-Based, in class Assessments I-Ready Diagnostic 3x annually STAR Early Literacy/STAR/FAST Progress Monitoring

Performance Criteria to discontinue Tier 2 interventions

C average or better on grade-level coursework AND/OR On grade level on iReady
*Exit criteria outside of diagnostics must be examined and approved by a Tier Support Team

Performance Criteria indicating continuation of Tier 2 interventions in addition to Tier 1 instruction
D average on grade level, standards-based coursework AND/OR Making gains toward on-level in i-Ready, but not yet on level

Performance Criteria that prompts the addition of Tier 3 interventions

Failing grade-level, standards-based coursework AND/OR Not making gains in I-ready

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Number of times per week intervention provided

3-4

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?

Classroom walkthroughs by district staff, school-based administrators, and coaches with follow-up instructional coaching and professional development when deemed necessary. Concerns will be brought to weekly admin meetings, bi-weekly team meetings, and/or monthly MTSS meetings with the problem-solving team. PLC planning days will be provided for teams to meet together to plan, align core curriculum and instruction, and make adjustments to curriculum maps. Interventions and best practices will be shared out at team meetings so that all may glean ideas and support. Data chats will

Grade Levels: Grades K-5

occur monthly to identify problematic areas and potential solutions. Parents will be notified of interventions and progress by the classroom teacher.

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

All interventions are an extension of the core, Tier 1 curriculum. The interventions will occur within small groups during the 90-minute reading block. Tier 2 interventions that will be provided by the classroom teacher.

The following programs and materials will be utilized in T2 interventions in small groups and are supported by evidence as cited: Phonological Awareness and Letter Knowledge Training (WWC - Promising), Reading Horizons (ESSA-Promising), Direct Instruction and Standards-based reading instruction (WWC - positive), i-Ready Reading Digital Instruction (Moderate/Promising - curriculumassociates.com for ESSA), Ready Book Curriculum, Accelerated Reader (WWC - Positive)

Reading Horizons ESSA Documentation - Promising
https://www.readinghorizons.com/reading-method/reading-research/essa-documentation
Read Horizons is combined with best practices identified in IES Guide:
Foundational Skills to Support Reading for Understanding in Kindergarten Through 3rd Grade
Strong Evidence - Develop awareness of the segments of sounds in speech and how they link to letters.
Strong Evidence – Teach students to decode words, analyze word parts, and write and recognize words.
Moderate Evidence – Ensure each student reads connected text every day to support reading accuracy, fluency, and comprehension.
Improving Reading Comprehension in Kindergarten Through 3rd Grade
Strong Evidence – Teach students how to use reading comprehension strategies
Moderate Evidence – Teach students how to identify and use the text's organizational structure to comprehend, learn, and remember content.
Minimal Evidence – Guide students through focused, high-quality discussion on the meaning of text.
Minimal Evidence – Select texts purposefully to support comprehension development.
Moderate Evidence – Establish an engaging and motivating context in which to teach reading comprehension.

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

Students who participate in distance learning through Suwannee Virtual School utilize Edgenuity as their core curriculum. Students also have access to i-Ready instructional pathway.

Grade Levels: Grades 6-8

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

(Enter assessment criteria that will be used)

Grade 6:
FSA: Level 1 or 2
iReady: 597

Grade 7:
FSA: Level 1 or 2
iReady: 608

Grade 8:
FSA: Level 1 or 2
iReady: 619

THEN TIER 1 Instruction and TIER 2 Interventions

Progress Monitoring

Tier 2 Programs/Materials/Strategies & Duration
Small Group Instruction:
I-Ready Tools for Instruction
I-Ready Teacher Toolbox
CommonLit.org (combined with High Effect Strategies)
Evidence
Reading Horizons: Elevate
Explicit Vocabulary and Comprehension Strategy Instruction –Strong evidence Reciprocal Teaching,
Socratic Seminar, Collins Writes/Quick Writes, Graphic Organizers

Assessment & Frequency
On-going
FAST 3 times per year
i-Ready 3 times per year
STAR, as determined by Student Support Team
Standards-based classroom assessments

Performance Criteria to discontinue Tier 2 interventions
School based decision with standards-based assessment/
grading- mastery of grade level standards
AND/OR
Scoring on or above grade level on I-Ready Diagnostic
AND/OR
Scores at or above FSA Level 3 equivalent on STAR Assessment

Performance Criteria indicating continuation of Tier 2 interventions in addition to Tier 1 instruction
Showing moderate or questionable response to intervention
School based decision with standards-based assessment/grading
AND/OR
Scoring into T2 Range on I-Ready Diagnostic
AND/OR
Scores FSA Level 2 equivalent on STAR Assessment

Grade Levels: Grades 6-8

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Progress Monitoring

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Performance Criteria that prompts the addition of Tier 3 interventions

Failing grade-level, standards-based coursework
AND/OR
Not making gains in I-Ready
AND/OR
Scoring into T3 Range on I-Ready Diagnostic
AND/OR
Scores FSA Level 1 equivalent on STAR Assessment

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?

Through school-based data chats, the school administrators will work with the teacher and/or PLC team to identify the problem and develop a plan for improvement, either through instructional changes or additional professional development

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

Teacher led small group instruction using explicit instruction in vocabulary (Strong Evidence according to WWC) and comprehension strategies (Strong Evidence according to WWC) such as: Reciprocal Teaching, Socratic Seminar, Collins Writes/Quick Writes, Graphic Organizers utilizing differentiated instruction.

Teachers will utilize strategies from IES Guide Improving Adolescent Literacy: Effective Classroom and Intervention Practices:
Strong Evidence – Provide explicit vocabulary instruction
Strong Evidence – Provide direct and explicit comprehension strategy instruction.
Moderate Evidence – Provide opportunities for extended discussion of text meaning and interpretation
Moderate Evidence – Increase student motivation and engagement in literacy learning.
Strong Evidence – Make available intensive and individualized interventions for struggling readers that can be provided by trained specialists.

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

Students who participate in distance learning through Suwannee Virtual School utilize Edgenuity as their core curriculum. Students also have access to i-Ready instructional pathway.

Grade Levels: Grades 9-12

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

(Enter assessment criteria that will be used)

Grade 9:
FSA: Level 1 or 2
STAR: 916

Grade 10:
FSA: Level 1 or 2
STAR: 975

Grade 11:
FSA: Level 1 or 2
STAR: 1036

Grade 12:
FSA: Level 1 or 2
STAR: 1102

THEN TIER 1 Instruction and TIER 2 Interventions

Progress Monitoring

Tier 2 Programs/Materials/Strategies & Duration
Small Group Instruction:
CommonLit.org (combined with High Effect Strategies)
Evidence
Explicit Comprehension Strategy Instruction - Reciprocal Teaching, Socratic Seminar, Collins Writes/ Quick Writes, Graphic Organizers

Assessment & Frequency
On-going
FAST three times per year
STAR
Standards-based classroom assessments

Performance Criteria to discontinue Tier 2 interventions
School based decision with standards-based assessment/ grading- mastery of grade level standards
AND/OR
Scoring on or above grade level on STAR

Performance Criteria indicating continuation of Tier 2 interventions in addition to Tier 1 instruction
Showing moderate or questionable response to intervention
School based decision with standards-based assessments and grading
AND/OR
Scoring into FSA Level 2 equivalent Range on STAR

Performance Criteria that prompts the addition of Tier 3 interventions
Failing grade-level, standards-based coursework
AND/OR
Scoring into FSA Level 1 equivalent Range on STAR

Grade Levels: Grades 9-12

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?

Through school-based data chats, the school administrators will work with the teacher and/or PLC team to identify the problem and develop a plan for improvement, either through instructional changes or additional professional development.

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

Teacher led small group instruction using explicit instruction in vocabulary (Strong Evidence according to WWC) and comprehension strategies (Strong Evidence according to WWC) such as: Reciprocal Teaching, Socratic Seminar, Collins Writes/Quick Writes, Graphic Organizers utilizing differentiated instruction.

Teachers will utilize strategies from IES Guide Improving Adolescent Literacy: Effective Classroom and Intervention Practices:
Strong Evidence – Provide explicit vocabulary instruction
Strong Evidence – Provide direct and explicit comprehension strategy instruction.
Moderate Evidence – Provide opportunities for extended discussion of text meaning and interpretation
Moderate Evidence – Increase student motivation and engagement in literacy learning.
Strong Evidence – Make available intensive and individualized interventions for struggling readers that can be provided by trained specialists.

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

Students who participate in distance learning through Suwannee Virtual School utilize Edgenuity as their core curriculum.

Tier 3
Intensive, Individualized Instruction/Intervention:

- ◦ *is targeted instruction based on student need;*

- ◦ *provides small group or one-on-one instruction;*

- ◦ *includes accommodations (IEP, ESOL, or 504);*

- ◦ *includes more frequent progress monitoring than Tier 1 instruction and Tier 2 interventions; and*

- ◦ *ensures additional **time allotted is in addition** to core instruction and Tier 2 interventions.*

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

Grade Levels: Grades Kindergarten - 5

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

(Enter assessment criteria that will be used)

*Student is retained in current grade or:

Kindergarten:
iReady - ≤ 325
STAR Early Literacy/STAR:
Fall Scale Score: ≤ 637
Winter Scale Score: ≤ 679
Spring Scale Score: ≤ 721

Grade 1:
iReady - ≤346
STAR Early Literacy/STAR:
Fall Scale Score: ≤ 706
Winter Scale Score: ≤ 741
Spring Scale Score: ≤ 775

Grade 2:
iReady - 418
STAR Early Literacy/STAR:
Fall Scale Score: ≤ 809
Winter Scale Score: ≤ 835
Spring Scale Score: ≤ 862

Grade 3:
FSA: Level 1
iReady ≤473

Grade 4
FSA: Level 1
iReady ≤495

Grade 5
FSA: Level 1
iReady ≤541

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

Progress Monitoring

Tier 3 Programs/Materials/Strategies & Duration
Small group (4:1 or less) differentiated and multisensory intervention, explicit and systematic direct instruction in phonological awareness, letter knowledge, phonics skills, comprehension and vocabulary strategies, and fluency practice via decodable texts, leveled readers, HMH Into Reading materials, Saxon Phonics/Reading Horizons, Quick Reads, Read Naturally, and IReady Teacher Toolbox &/or Ready Book Lessons, Curriculum Associates Phonics for Reading.
Explicit Foundational Skills instruction utilizing evidence-based practices from:
Foundational Skills to Support Reading for Understanding in Kindergarten Through 3rd Grade
• Teach students academic language skills, including use of inferential and narrative language, and vocabulary knowledge.

Grade Levels: Grades Kindergarten - 5

Progress Monitoring

• Develop awareness of the segments of sounds in speech and how they link to letters.

• Teach students to decode words, analyze word parts, and write and recognize words.

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

Explicit Comprehension Strategy Instruction –

Recommendations from Improving Reading Comprehension in Kindergarten Through 3rd Grade:

• Teach students how to use reading comprehension strategies.

• Teach students to identify and use the text's organizational structure to comprehend, learn, and remember content.

• Guide students through focused, high-quality discussion on the meaning of text.

• Select texts purposefully to support comprehension development.

• Establish an engaging and motivating context in which to teach reading comprehension.

Reciprocal Teaching, Socratic Seminar, Collins Writes/Quick Writes, Graphic Organizers

Assessment & Frequency

Weekly grade-level, standards-based assessments

I-Ready Diagnostic Assessments 3 x Annually,

STAR Early Literacy/STAR/FAST Progress Monitoring

Bi-Weekly skill specific assessments following specific interventions

Performance Criteria to discontinue Tier 3 interventions

Student improves from F to D on grade-level, standards-based coursework in ELA

Student improves scale score to T2 expectation on i-Ready for current grade placement

*Exit criteria outside of diagnostics must be examined and approved by a Tier Support Team

Performance Criteria indicating continuation of Tier 3 interventions

Student continues to fail grade-level, standards-based coursework in ELA

Student is not making gains on iReady diagnostic assessments (pre- /mid-/post-)

Performance Criteria that prompts intensified Tier 3 interventions

Student does not improve on biweekly, skill-specific assessments directly related to interventions

Number of times per week intervention provided

4-5 (small group 4 or less)
4-5 (one-on-one)

Number of minutes per intervention session

15-20 (small group 4 or less)
10 minutes (one-on-one)

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?

Classroom walkthroughs by district staff, school-based administrators, and coaches with follow-up instructional coaching and professional development when deemed necessary. Concerns will be brought to weekly admin meetings, bi-weekly team meetings, and/or monthly MTSS meetings with the problem-solving team. Weekly planning days will be provided for intensive intervention teachers to meet together to plan, align core curriculum and instruction, and share what is working in their small

Grade Levels: Grades Kindergarten - 5

groups. Interventions and best practices will be shared out at team meetings so that all may glean ideas and support. Data chats will occur monthly to identify problematic areas and potential solutions. Tier 3 students will be a part of the MTSS program. Parents will be notified upon the start of MTSS and will receive progress monitoring reports each quarter between reporting periods.

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

All intensive interventions are an extension of the core, Tier 1 curriculum. The interventions will occur at a higher intensity with smaller group size, and in addition to the 90-minute reading block. Tier 3 interventions will occur by a reading endorsed/certified teacher in addition to Tier 2 interventions that will be provided by the classroom teacher.

The following programs and materials will be utilized in T3 interventions in small groups and are supported by evidence as cited: Phonological Awareness and Letter Knowledge Training (WWC - Promising), Reading Horizons (ESSA-Promising), Direct Instruction and Standards-based reading instruction (WWC - positive), i-Ready Reading Digital Instruction (Moderate/Promising - curriculumassociates.com for ESSA), Ready Book Curriculum, Curriculum Associates Phonics for Reading, Accelerated Reader (WWC - Positive)

Reading Horizons ESSA Documentation - Promising
https://www.readinghorizons.com/reading-method/reading-research/essa-documentation
Read Horizons is combined with best practices identified in IES Guide:
Foundational Skills to Support Reading for Understanding in Kindergarten Through 3rd Grade
Strong Evidence - Develop awareness of the segments of sounds in speech and how they link to letters.
Strong Evidence – Teach students to decode words, analyze word parts, and write and recognize words.
Moderate Evidence – Ensure each student reads connected text every day to support reading accuracy, fluency, and comprehension.
Improving Reading Comprehension in Kindergarten Through 3rd Grade
Strong Evidence – Teach students how to use reading comprehension strategies
Moderate Evidence – Teach students how to identify and use the text's organizational structure to comprehend, learn, and remember content.
Minimal Evidence – Guide students through focused, high-quality discussion on the meaning of text.
Minimal Evidence – Select texts purposefully to support comprehension development.
Moderate Evidence – Establish an engaging and motivating context in which to teach reading comprehension.

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

Students who participate in distance learning through Suwannee Virtual School utilize Edgenuity as their core curriculum. Students also have access to i-Ready instructional pathway. Suwannee Virtual School provides intervention services via Canvas Conferences/Google Meet.

Grade Levels: Grades 6-8

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

(Enter assessment criteria that will be used)

*student is retained in the current grade
Grade 6
FSA: Level 1
iReady ≤565

Grade 7
FSA: Level 1
iReady ≤582

Grade 8
FSA: Level 1
iReady ≤593

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

Progress Monitoring

Tier 3 Programs/Materials/Strategies & Duration

Teacher-led small group instruction utilizing: morphology instruction, graphic organizers, color-coding, sticky notes, think-pair-share, small group discussion, text annotation with materials from: Phonics for Reading-Curriculum Associates,
Ready Tools for Instruction-Curriculum Associates,
Read Naturally, and Reading Horizons Elevate (explicit, multisensory phonics instruction with connected text application, IES Guide Foundational Skills to Support Reading for Understanding p. 22-37), and Quick Reads.
Differentiated instruction, flexible grouping based on skill needs (small group, one-on-one with teacher) with interventions provided as needed based on assessment data.
Explicit Comprehension Strategy Instruction - Reciprocal Teaching, Socratic Seminar, Collins Writes/ Quick Writes, Graphic Organizers

Assessment & Frequency
FAST three times per year
iReady Diagnostic: Fall, Winter, Spring
STAR, as determined by Student Support Team
weekly classroom progress monitoring for program used

Performance Criteria to discontinue Tier 3 interventions
Student scores in Tier 2 range on iReady.
AND/OR
Student scores FSA Level 2 equivalent or higher on STAR
AND/OR
Student earns C or higher in ELA course.
*Exit criteria outside of diagnostics must be examined and approved by a Tier Support Team

Performance Criteria indicating continuation of Tier 3 interventions
Student continues to fail grade-level, standards-based coursework in ELA.
Student is not making gains on iReady diagnostic assessments (pre- /mid-/post-) or STAR Assessments.
Student does not improve on biweekly, skill-specific assessments directly related to interventions

Grade Levels: Grades 6-8

Progress Monitoring

Performance Criteria that prompts intensified Tier 3 interventions
Student does not improve on biweekly, skill-specific assessments directly related to interventions

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Number of times per week intervention provided

4-5 (small group)
4-5 (one-on-one)

Number of minutes per intervention session

15-20 (small groups)
10 minutes
(one-on-one)

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?

Through school-based data chats, the school administrators will work with the teacher and/or PLC team to identify the problem and develop a plan for improvement, either through instructional changes or additional professional development.

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

Teacher led small group instruction using explicit instruction in vocabulary (Strong Evidence according to WWC) and comprehension strategies (Strong Evidence according to WWC) such as: Reciprocal Teaching, Socratic Seminar, Collins Writes/Quick Writes, Graphic Organizers utilizing differentiated instruction.

Teachers will utilize strategies from IES Guide Improving Adolescent Literacy: Effective Classroom and Intervention Practices:
Strong Evidence – Provide explicit vocabulary instruction
Strong Evidence – Provide direct and explicit comprehension strategy instruction.
Moderate Evidence – Provide opportunities for extended discussion of text meaning and interpretation
Moderate Evidence – Increase student motivation and engagement in literacy learning.
Strong Evidence – Make available intensive and individualized interventions for struggling readers that can be provided by trained specialists.

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

Students who participate in distance learning through Suwannee Virtual School utilize Edgenuity as their core curriculum. Students also have access to i-Ready instructional pathway. Suwannee Virtual School provides intervention services via Canvas Conferences/Google Meet.

Grade Levels: Grades 9-12

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

(Enter assessment criteria that will be used)

Grade 9:
FSA Level 1
STAR <684

Grade 10
FSA Level 1
STAR <723

Grade 11
FSA Level 1 or 2
STAR <1036

Grade 12
FSA Level 1 or 2
STAR <1102

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

Progress Monitoring

Tier 3 Programs/Materials/Strategies & Duration

Teacher-led small group instruction utilizing: morphology instruction, graphic organizers, color-coding, sticky notes, think-pair-share, small group discussion, text annotation with materials from CommonLit and Reading Horizons Elevate (explicit, multisensory phonics instruction with connected text application, IES Guide Foundational Skills to Support Reading for Understanding p. 22-37, Rewards – Strong Evidence,
Differentiated instruction, flexible grouping based on skill needs (small group, one-on-one with teacher) with interventions provided as needed based on assessment data.

Assessment & Frequency

STAR Diagnostic: Fall, Winter, Spring
weekly classroom progress monitoring based on student need

Performance Criteria to discontinue Tier 3 interventions

Student scores in FSA Level 2 equivalent on STAR
AND/OR
Student earns C or higher in ELA course.
*Exit criteria outside of diagnostics must be examined and approved by a Tier Support Team

Performance Criteria indicating continuation of Tier 3 interventions

Student continues to fail grade-level, standards-based coursework in ELA.
Student is not making gains on STAR Diagnostics (pre- /mid-/post-).

Performance Criteria that prompts intensified Tier 3 interventions

Student does not improve on biweekly, skill-specific assessments directly related to interventions

Number of times per week intervention provided

4-5 (small groups)
4-5 (one-on-one)

Grade Levels: Grades 9-12

Number of minutes per intervention session

15-20 (small groups)
10 minutes
(one-on-one)

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?

Through school-based data chats, the school administrators will work with the teacher and/or PLC team to identify the problem and develop a plan for improvement, either through instructional changes or additional professional development.

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

Teacher led small group instruction using explicit instruction in vocabulary (Strong Evidence according to WWC) and comprehension strategies (Strong Evidence according to WWC) such as: Reciprocal Teaching, Socratic Seminar, Collins Writes/Quick Writes, Graphic Organizers utilizing differentiated instruction.

Teachers will utilize strategies from IES Guide Improving Adolescent Literacy: Effective Classroom and Intervention Practices:
Strong Evidence – Provide explicit vocabulary instruction
Strong Evidence – Provide direct and explicit comprehension strategy instruction.
Moderate Evidence – Provide opportunities for extended discussion of text meaning and interpretation
Moderate Evidence – Increase student motivation and engagement in literacy learning.
Strong Evidence – Make available intensive and individualized interventions for struggling readers that can be provided by trained specialists.

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

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Identification of Students with a Substantial Reading Deficiency

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

- The student scores at the lowest achievement level/benchmark as identified by the publisher during a universal screening period, on an assessment listed in the district's approved District K-12 Comprehensive Evidence-Based Reading Plan; and beginning in 2022-2023 school year, students scoring at the lowest achievement level/benchmark on the coordinated screening and progress monitoring system pursuant to Section 1008.25(8), F.S.;

- The student scores at the lowest achievement level/benchmark as identified by the publisher during progress monitoring administration at any time during the school year, on an assessment listed in the district's approved District K-12 Comprehensive Evidence-Based Reading Plan and beginning in 2022-2023 school year, students scoring at the lowest achievement level/benchmark on the coordinated screening and progress monitoring system pursuant to Section 1008.25(8), F.S.; or

- The student has demonstrated, through consecutive formative assessments or teacher observation data, minimum skill levels for reading competency in one or more of the areas of phonological awareness; phonics; vocabulary, including oral language skills; reading fluency; and reading comprehension.

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

Students are identified through the use of criteria established in the decision trees. Through school-based data chats with principals, teachers, academic coaches and other appropriate support personnel, students are identified and plans are developed for immediate intervention.