Wakulla County Schools

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	Harden, Holly Curriculum Coordinator holly.harden@wcsb.us 850-926-0065
Elementary English Language Arts (ELA)	Harden, Holly Curriculum Coordinator holly.harden@wcsb.us 850-926-0065
Secondary ELA	Harden, Holly Dean of Curriculum holly.harden@wcsb.us 850-926-0065
Reading Endorsement	Harden, Holly Curriculum Coordinator holly.harden@wcsb.us 850-926-0065
Reading Curriculum	Harden, Holly Curriculum Coordinator holly.harden@wcsb.us 850-926-0065
Professional Development	Harden, Holly Curriculum Coordinator holly.harden@wcsb.us 850-926-0065
Assessment	Harden, Holly Curriculum Coordinator holly.harden@wcsb.us 850-926-0065
Data Element	Harden, Holly Curriculum Coordinator holly.harden@wcsb.us 850-926-0065
Summer Reading Camp	Harden, Holly Curriculum Coordinator holly.harden@wcsb.us 850-926-0065
Third Grade Promotion	Harden, Holly Curriculum Coordinator holly.harden@wcsb.us 850-926-0065
300 Lowest-Performing Elementary Schools	Harden, Holly Curriculum Coordinator holly.harden@wcsb.us 850-926-0065
Multi-Tiered System of Supports (MTSS)	Harden, Holly Curriculum Coordinator holly.harden@wcsb.us 850-926-0065

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. Wakulla County Schools will focus on the reading plan during district-wide professional development, such as the annual District Collaboration Team Meetings that occur in the summer. All ELA/Reading teachers from K-12 attend a multi-day training in the summer to focus on standards based instruction, reading strategies, and assessments all featured in our current district reading plan, along with pacing guides, progress monitoring, and resources for the upcoming school year. During our Administrative/Strategic Planning workshop, all school level administrators, guidance counselors, instructional coaches, and district administrators come together to focus on the district reading plan, implementation, assessments, district goals and follow-up that will take place in the upcoming school year. Additionally, Wakulla County Schools will present our district reading plan at stakeholder events, such as district and school advisory council meetings, parent informational meetings, and grade level meetings held throughout the school year. The plan will also be uploaded to the District website which is available for parent and community stakeholders.

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 56%

Previous School Year
Kindergarten - % of Students "Ready" on FLKRS 58%

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

Wakulla County's Kindergarten Readiness plan includes regular, collaborative meetings with Early Learning, Elementary, and ESE departments to address VPK standards and student progress. Additionally, Kindergarten Round Up initiatives are in place encouraging families to register eligible students. Wakulla's VPK program will continue to use their recently adopted curriculum, HMH Big Day and administer STAR Early Lit to monitor student progress. Wakulla County has reached out to public and private VPK programs to encourage attendance in PAEC VPK awareness training.

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	20	25	34	15	6	10	20	40	20	10
4	19	22	31	20	9	15	15	35	25	10
5	12	21	32	26	10	10	10	35	30	15
6	23	26	23	22	7	15	20	30	25	10
7	20	22	28	20	10	15	15	30	25	15
8	22	24	29	17	7	15	20	35	20	10
9	21	27	25	19	9	15	15	35	25	10
10	25	27	21	20	6	15	15	35	25	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%).

For each grade, K-2, increase the percentage of students currently scoring at or above grade level on the STAR Reading/Early Literacy assessment by 3% from this year: K: 75% to 78%; 1st: 64% to 67%; 2nd: 66% to 69%.

District Budget for Evidence-Based Reading Instruction Allocation

Budget				
1	Estimated proportional share distributed to district charter			$12,596.53
			FTE	2022-23
				$12,596.53
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			$126,312.84
			FTE	2022-23
			2.0	$126,312.84
5	Intervention teachers assigned to secondary schools			$116,135.66
			FTE	2022-23
			2.0	$116,135.66
6	Supplemental materials or interventions for elementary schools			$42,000.00
			FTE	2022-23
				$42,000.00
7	Supplemental materials or interventions for secondary schools			$16,000.00
			FTE	2022-23

			$16,000.00
8	Intensive interventions for elementary students reading below grade level		**$20,000.00**
		FTE	2022-23
			$20,000.00
9	Intensive interventions for secondary students reading below grade level		**$4,500.00**
		FTE	2022-23
			$4,500.00
10	**Professional development**		**$12,000.00**
		FTE	2022-23
			$12,000.00
11	**Helping teachers earn the reading endorsement**		**$0.00**
12	**Summer reading camps**		**$25,000.00**
		FTE	2022-23
			$25,000.00
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.**		**$1,902.97**
		FTE	2022-23
			$1,902.97
		Total:	**$376,448.00**

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. Each elementary school is supported instructionally through the use of Harcourt Journeys interactive read alouds, anthologies, decodable readers and intervention kits (ESSA Rating-Strong), the use of SIPPS (Systematic Instruction in Phonological Awareness, Phonics, and Sight Words) and SIPPS multi-sensory kits (ESSA Rating-Moderate), and QuickReads Print Complete Classroom Program (ESSA Rating-Strong).
2. Tier 3 reading intervention program materials and professional development are provided for instructional coaches, classroom teachers, and ESE teachers.
3. The Instructional Services Department supports K-5 school-based professional development needs.

School Literacy Leadership Teams

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

Administrators are advised of the School Literacy Leadership Team requirement through monthly meetings and emails throughout the year.

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

Rosters are submitted to the Curriculum Coordinator. Literacy Leadership Team Chairs submit quarterly 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?

The Curriculum Coordinator supports, monitors, and ensures compliance of LLTs.

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., F.S., is provided through a multitude of ways: FDLRS, program-based training (SIPPS, Heggerty Phonemic Awareness, Ready Magnetic Reading, Renaissance Lalilo (see 11c)), PLCs, PAEC courses, and book studies. Professional development sessions focus on the 6 areas of reading and include instructional strategies that are multisensory and taught in an explicit and systematic way.

Screening, formative, and summative data are used to identify, differentiate, and intensify professional development based on teacher, school, and district need. School-based data chats provide pathways for professional development needs to be shared by principals with district staff.

The identification of mentor teachers and the establishment of model classrooms occur at schools throughout the district. These serve as opportunities for new and growing teachers to strengthen instructional strategies, 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.

Monthly meetings with district staff and school level administrators are held to discuss data and professional development needs and requirements. Information is shared by the Curriculum Coordinator. A Professional Development Calendar will be provided monthly through email. Support for professional development will be provided by the Curriculum Coordinator and the Instructional Services Department. After professional development requirements are communicated, the Curriculum Coordinator will enable principals to select professional development based on the schools' needs and work with principals to ensure the professional development is job-embedded and supported with necessary resources. Additionally, documentation of required professional development will be shared with principals through email and kept by the Curriculum Coordinator for reference.

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

The Curriculum Coordinator is 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.

All instructional coaches hold current professional teaching certificates in an ELA area, are Reading endorsed or certified, and are highly effective. Data is reviewed and used to determine placement of coaches in the following manner: 4 Instructional Coaches - 2 Elementary, 1 Middle School, 1 High School.

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?

PAEC and District Administrators email monthly about PAEC Coaching Cadre meetings and agendas to inform principals of topics covered. Meetings are held between the Curriculum Coordinator, Principals, and Instructional Coaches to discuss expectations and roles of coaches at each school.

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 instructional coach meetings allow time to analyze data, as well as time to plan and collaborate with the District leadership team. These meetings also include activities such as goal setting, instructional planning, data analysis, coaching cycles, study group facilitation ideas, and planning for school level professional development based on specific needs.

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

Curriculum Coordinator

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

Monthly

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

Data review meetings are held monthly with school level administrators, district administrators, and instructional coaches to discuss top priorities of the month. At these meetings concerns are addressed and action steps are created for the upcoming month.

District-Level Monitoring of Plan Implementation

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

- Provide an explanation of the data that will be collected, how it will be collected, and the frequency of review must be provided. Districts must also explain how concerns are communicated if it is determined that the District K-12 Comprehensive Evidence-Based Reading Plan is not being implemented in a systematic and explicit manner, based on data to meet the needs of students;

- Ensure all instruction in reading is systematic and explicit, based on data, and uses an evidence-based sequence of reading instruction and strategies to meet the needs of students at the school level and determining appropriate instructional adjustments;

- Ensure that data from formative assessments are used to guide differentiation of reading instruction;

- Ensure incorporation of reading and literacy instruction by all content area teachers into subject areas to extend and build discussions of text in order to deepen understanding; and

- Evaluate District K-12 Comprehensive Evidence-Based Reading Plan implementation and impact on student achievement.

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

- the full name of the assessment;

- the grade level(s) the assessment is administered, and, where applicable, criteria for identifying students who will be assessed; and

- the components of reading (oral language, phonological awareness, phonics, fluency, vocabulary, comprehension) or the standards strand (reading, communication) that will be assessed, the type of assessment, and how often the data will be collected and analyzed to support instruction.

Name of the Assessment	To whom is the assessment administered?	Assessment type	What component of the reading/strand of standard is being assessed?	How often is the data being collected?
FAST - STAR	K-2	Screener, Progress Monitoring, Summative	Oral Language, Phonological Awareness, Phonics, Fluency, Vocabulary, Comprehension	3 x A Year
Achieve 3000	6-12	Screener, Progress Monitoring, Formative Assessment, Diagnostic	Phonics, Fluency, Vocabulary, Comprehension	2 x A Month
Read 180/System44	6-8	Screener, Progress Monitoring, Formative Assessment, Diagnostic	Phonics, Fluency, Vocabulary, Comprehension	2 x A Month
Renaissance: Lalilo	K-2	Screener, Progress Monitoring, Diagnostic	Oral Language, Phonological Awareness, Phonics, Fluency, Vocabulary, Comprehension	Monthly
i-Ready	K-5	Screener, Progress Monitoring, Diagnostic	Oral Language, Phonological Awareness, Phonics, Fluency, Vocabulary, Comprehension	2 x A Month
Oral Reading Fluency (ORF)	K-12	Screener, Progress Monitoring, Formative Assessment	Oral Language, Fluency	Quarterly
District Developed Assessment	K-12	Progress Monitoring, Formative Assessment, Summative	Oral Language, Phonological Awareness, Phonics, Fluency, Vocabulary, Comprehension	Quarterly
SIPPS (Systematic Instruction in Phonological Awareness, Phonics and Sight Words)	K-5	Screener, Progress Monitoring, Formative Assessment, Diagnostic, Summative	Phonological Awareness, Phonics, Fluency, Vocabulary	Monthly
REWARDS	6-12	Screener, Progress Monitoring, Diagnostic	Oral Language, Phonological Awareness, Phonics, Fluency, Vocabulary	2 x A Month
Heggerty Bridge the Gap	K-2	Progress Monitoring, Formative Assessment, Summative	Oral Language, Phonological Awareness	2 x A Month
Collaborative Classroom: Being A Reader/Making Meaning	K-2	Progress Monitoring, Formative Assessment, Summative	Phonological Awareness, Phonics, Fluency, Vocabulary, Comprehension	2 x A Month
Early Reading Diagnostic Assessment	K-3	Screener, Diagnostic	Oral Language, Phonological Awareness, Phonics, Fluency, Vocabulary, Comprehension	Quarterly

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?
Diagnostic Assessment of Reading (DAR)	3-12	Screener, Diagnostic	Phonological Awareness, Phonics, Fluency, 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?

Curriculum Coordinator

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

Curriculum for Tiers 1, 2, and 3 reading instruction and intervention are evidence-based and developed using Science of Reading foundational skills. The curriculum is presented to students in a systematic and explicit manner. The Curriculum Coordinator, Instructional Coaches, and School Level Administrators meet to discuss instruction in foundational skills in all tiers. The direction of pacing guides, assessments, and Canvas access help school level administrators communicate the formal process of delivery of instruction. Walkthroughs, formal evaluations, and data chat meetings ensure instruction being delivered with fidelity.

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

The Curriculum Coordinator, Instructional Coaches, School level Administrators, and School level Teacher Coaches meet monthly to discuss formative assessment data. The data reviews are designed to guide instructional decisions including the differentiation of reading instruction within the classroom. The Director of ESE and the MTSS Coordinator monitor the use of differentiated instruction for struggling readers through Rti and IEP goals and interventions.

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

The Curriculum Coordinator will work with teachers and School Level Administrators to ensure the ELA B.E.S.T. Standards have been reviewed and emphasized schoolwide. The district deepens understanding of content areas by using Literary Period texts and Civics texts in K-12 classrooms. Summer professional development occurs to build pacing guides to incorporate literacy instruction lessons into Canvas. Content area teachers are included in the Literacy Leadership Team meetings to plan and analyze student progress.

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

The Curriculum Coordinator meets with Instructional Coaches and School level administrators monthly to discuss implementation and accountability. 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.

Based on the District K-12 CERP Reflection Tool, this year's K-12 CERP will look closely at data to determine which interventions and resources are working and which may need to be adjusted to continue improvement in literacy. The district will evaluate this data using a variety of techniques including:
1. Monthly meetings of District Leadership, School-based Administrative teams, Literacy Leadership Teams, and Grade-level/subject area meetings provide avenues to review literacy components and corresponding data at the student, teacher, curriculum, and district levels.
2. School-based data chats and district progress monitoring reviews require an analysis of data (student, classroom, grade level, school, and district) to determine effectiveness of strategies and interventions and plan for next steps, both immediate and future.
3. Continued use of the School Literacy Leadership Teams to support and monitor literacy outcomes and improvements.
In addition, the CERP will incorporate the use of PLC learning cycles into the data reflection process.

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 Curriculum Coordinator and School Level administrative team meet monthly to discuss data and instruction implementation. School Level administrators meet with Instructional Coaches and teacher leaders to help communicate the instructional process.

Who at the district level supports effective implementation?

Curriculum Coordinator, Instructional Services team

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

School-based data chats occurs at the classroom, grade and school 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?

Grade level meetings are held with teachers, School level Administrators, and Instructional Coaches in attendance to review data collected and discuss effective implementation. Faculty meetings to communicate implementation goals and to provide professional development on literacy topics.

Who at the district level supports effective implementation?

Curriculum Coordinator, Instructional Services team

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

District administration holds School Level 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, District Standards Based Assessments, and progress monitoring screeners (FAST PM and STAR Early Literacy/Reading). Data is provided to School Level Administrators in an ongoing manner. School-level administrators monitor classroom progress through FOCUS, the district's student information system. Teachers provided scaffolded and differentiated instruction to support student learning. For students identified as having an academic gap, the MTSS team develops a plan designed for the learning need. The intervention instruction is monitored using weekly or bi-weekly data to determine the effectiveness of instruction.

Who at the district level supports effective implementation?

Curriculum Coordinator Instructional Services team, District MTSS Coordinator

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

The MTSS Coordinator holds district-wide meetings at the beginning of the school year to provide guidance on the MTSS process. School Level Administrators are responsible for implementing the MTSS process at their schools following the district guidelines. Follow-up meetings are held by the MTSS Coordinator and School Level Administrators throughout the school year to monitor implementation.

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 Camp will utilize the following evidence-based instructional materials:
1. SIPPS Multisensory kits to support foundations skill instruction following Recommendation 2 and 3 from the IES Foundational Skills to Support Reading for Understanding in Kindergarten through 3rd Grade Practice Guide (Evidence for ESSA - Strong)
2. Curriculum Associates Ready/iReady curriculum to support standards-based instruction that includes word study (phonemic awareness and phonics), sight words, connected reading and strategies for building vocabulary and comprehension. (Evidence -strong (see 11c))
3. Curriculum Associates: STARS (Strategies to Achieve Reading Success) and CARS (Comprehensive Assessment of Reading Strategies) to model and provide explicit instruction in 12 standards-based reading strategies. (Evidence - strong based on research - Curriculum Associates website)
4. Renaissance STAR Reading provides a comprehensive assessment to guide literacy growth for struggling readers. (Evidence - strong based on research - Renaissance website)

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.

Summer Reading Camp for students in grades 1 and 2 will utilize the following evidence-based instructional materials:
1. SIPPS Multisensory kits to support foundations skill instruction following Recommendation 2 and 3 from the IES Foundational Skills to Support Reading for Understanding in Kindergarten through 3rd Grade Practice Guide. (Evidence for ESSA - Strong)
2. Renaissance STAR Reading provides a comprehensive assessment to guide literacy growth for struggling readers. (Evidence - strong based on research - Renaissance website)
3. Collaborative Classroom: Being a Reader/Making Meaning to support foundational skill instruction using Recommendation 2 and 3 from the IES Foundational Skills to Support Reading for Understanding

in Kindergarten through 3rd Grade Practice Guide. (Evidence - Strong (see 11c))
4. Renaissance Lalilo to provide adaptive practice and systematic, explicit instruction aligned to the Science of Reading in phonics, sight words, phonemic awareness, word families, comprehension, and grammar and conventions. (Evidence - strong(see 11c))

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.)
54

Students who demonstrate a reading deficiency in grades K-2
133

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.)
16%

Students who demonstrate a reading deficiency in grades K-2
13%

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.

Wakulla County Schools provides multiple opportunities to support students who have substantial deficiencies in reading. Students identified with a substantial deficiency in reading receive interventions that include a school-to-home component that embeds frequent contact with families. The Read-at-Home plan includes information regarding the reading developmental process and suggestions for family members to promote literacy activities at home. Additionally, the read-at-home plan includes information and resources connected to the essential components of reading: oral language, phonological awareness, phonics, fluency, vocabulary and comprehension. Read-at-Home plans are given to parents during our Response to Intervention meetings and are also easily accessible through our district webpage. (https://www.wakullaschooldistrict.org/ParentResources) Students identified with a substantial deficiency in reading are eligible for participation in the New Worlds Reading Initiative.

Who at the district is responsible for monitoring this requirement?

Curriculum Coordinator

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-based and presented to all students using an evidence-based sequence of reading instruction. Core instruction provides print-rich explicit and systematic, scaffolded instruction with opportunities for differentiation and corrective feedback. Grade level standards-based pacing guides are created to utilize district and state approved resources to guide systematic and explicit instruction. Instruction is given throughout an uninterrupted 90-minute literacy block focused on building literacy skills and background knowledge for a wide range of topics. Students receive instructional support through whole group, UDL, multisensory strategies and differentiated small group. Professional development is provided to teachers and administrators on effective Tier 1 instruction throughout the year.

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

The Curriculum Coordinator and the Instructional Services team support and monitor the 90-minute literacy block through school-based data chats, literacy walkthroughs, and instructional conversations.

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 uses a wide-range of texts to build and support student background and content knowledge. Texts include a variety of topics such as prose, poetry, informational texts that incorporate science and social studies, and texts from the recommended civics booklist. The Instructional Services 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?

The Curriculum Coordinator supports Tier 1 instruction through professional development opportunities and monthly administrative meetings. Data chats following progress monitoring assessments and literacy walkthroughs are used to monitor Tier 1 instruction.

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

How does the district support and monitor implementation?

Differentiated instruction in a small group format is provided in an effort to meet individual student needs. Small group instruction is used to target learning gaps for those students who may have difficulty achieving success in Tier 1 instruction. The Instructional Services Department provides training and support for teachers on the use of UDL, structured literacy instruction, and differentiation.

School level monitoring occurs through grade level data chats and literacy walkthroughs. District level monitoring occurs at monthly district leadership meetings and school level data chats.

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

The Curriculum Coordinator and the Instructional Services team

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 uses Florida's Revised Formula for Success to align K-12 reading instruction in Tier 1 instruction and Tier 2 and Tier 3 interventions.
1. The six areas of reading are included in the curriculum and are a focus of instruction using the district and state approved resources.
2. The four types of classroom assessments are regularly used to guide and evaluate instruction in reading.
-Screenings are used at the beginning of the school year to provide placement and initial student knowledge to teachers. Renaissance's STAR Reading and STAR Early Literacy are used to screen students.
-Progress monitoring and formative assessments are ongoing throughout the year and include STAR Reading, STAR Early Literacy, District Standards Based Assessments, and progress monitoring assessments associated with interventions.
-Diagnostic assessments are used for Tier 2 and Tier 3 students to determine specific areas of need and intervention strategies.
-Summative assessments such as F.A.S.T. (Florida's Assessment of Student Thinking) and ACT/SAT will be used to determine the performance of Wakulla County's students on B.E.S.T ELA standards.
3. Tier 1 (Core Instruction) is provided to all students K-12 using district and state approved resources. Core instruction is provided in a print-rich environment in a systematic and explicit manner. Scaffolded

support and differentiated instruction are integral component of Tier 1 instruction.

4. Immediate Intervention (Tier 2) instruction is provided to students to address learning gaps a student may have. Tier 2 instruction provides an additional layer of instruction to support a student's Core Instruction and targets specific skills/areas matched to a student's need. Students are provided multiple opportunities to practice skills with corrective feedback and frequent progress monitoring. Tier 2 interventions are provided by classroom teachers using small group instruction.

5. Tier 3 (Immediate Intensive Intervention) is designed for students with a substantial deficiency in reading and is taught by a reading endorsed teacher in a very small group. Evidenced-programs and instructional strategies are used to deliver Tier 3 instruction.

How does the district support and monitor implementation?

The Curriculum Coordinator and the Instructional Services Department support at the district level by providing professional development opportunities to support literacy instruction. School-level data chats, the Literacy Leadership Team, school-based evaluations, and classroom walk-throughs are in place to help support and monitor the implementation of the CERP.

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

The Curriculum Coordinator and the Instructional Services Department 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-5 (Elementary)

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 above the 50th% on FAST (Florida's statewide progress monitoring assessment) in grades K-2 or at or above Level 3 on FAST in grades 3-5.

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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.

Core instruction (all students):
• Harcourt Journeys with Interactive Read Alouds and Vocabulary Instruction (Strong: evidenceforessa.org)
• Harcourt Close reading and vocabulary instruction using content-area texts (science, social studies, etc.)
(Strong: evidenceforessa.org)
• Differentiated small and whole group instruction: Harcourt Journey's (Strong: evidenceforessa.org)
• Daily instruction in phonemic and phonological awareness; phonics; decoding fluency; SIPPS multisensory
beginning (Strong: SIPPS evidence base &impact)
• REWARDS with ongoing instruction as needed in multisyllabic word decoding, affixes, and spelling patterns (Strong: evidenceforessa.org)

Progress Monitoring

Assessment & Frequency
FAST - 3 times a year
Renaissance STAR Early Literacy/Reading - 3 times a year
District Standards Based Assessments - quarterly

Performance Criteria that indicates Tier 1 is sufficient for at least 80% of students
Scoring above the 50th percentile/ at or above a Level 3 on FAST
Scoring a 70% or above on District Standards Based Assessments

Performance Criteria that prompts the addition of Tier 2 interventions for students not meeting the expectation/benchmark
Performance Criteria that prompts the addition of Tier 2 interventions will include:
• Scoring below the 50th percentile on FAST Progress Monitoring Assessments
• Lack of progress towards grade level benchmarks as indicated by
o Average of below 70% on District Standards Based Assessments
o Scoring less than 60% of SIPPS sight words or blending
• Progress in core ELA instruction is minimal

How is the effectiveness of Tier 1 instruction being monitored?

The effectiveness of Tier 1 instruction is being monitored by
• Walkthroughs by School Level Administrators
• Grade level PLCs

Grade Levels: K-5 (Elementary)

• District pacing guides and calendars
• Reading/ELA grades of 70% or higher

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?

Procedures in place to identify and solve problems in Tier 1 instruction for both in-person and in distance learning include
• District monitoring of data
• MTSS meetings
• Professional development opportunities provided through instructional coaches, teacher coaches, PLC
cycles focused on instructional improvement
• Targeted small group instruction to occur at student point of need. If a student fails to meet growth benchmark(s), one of the following will occur:
o Additional diagnosis with aligned instruction
o More frequent progress monitoring with aligned instruction
o Creation of a Tier 1 plan with parent contact, which outlines specific classroom differentiation, support
and expected growth targets

How is the effectiveness of Tier 1 curriculum being monitored?

Tier 1 curriculum is monitored through data from FAST progress monitoring assessments, District Standards Based Assessments, Reading/ELA grades and STAR SGP (Student Growth Percentile) reports.

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

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/instructional needs. District Data Review Meetings, School Literacy Leadership teams, and grade level PLCs provide opportunities to examine curricular strengths and weaknesses.

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

Distance learning students receive instruction through Canvas.

Grade Levels: 6-8

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 at or above a Level 3 on FAST (Florida's statewide progress monitoring assessment).

THEN TIER 1 Only

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

Core instruction (all students): Core instruction: Language Arts and Writing Class
• Harcourt Collections with a focus on close reading and vocabulary instruction. Harcourt Collections does not meet strong, moderate or promising levels of evidence; however, the following IES Practice Guide Recommendations support the program:
IES Practice Guide: Improving Adolescent Literacy: Effective Classroom and Intervention Practices
Recommendation 1: Provide explicit vocabulary instruction (Strong Evidence)
Recommendation 2: Provide direct and explicit comprehension strategy instruction (Strong Evidence)
Recommendation 3: Provide opportunities for extended discussion of text meaning and interpretation. (Moderate Evidence) (https://ies.ed.gov/ncee/wwc/PracticeGuide/8)
The Harcourt Collections program integrates each of these recommendations through its support of students in reading complex texts and writing effectively across genres. Within the Collections program Strand 2, Meeting the Needs of All Students, focuses on using oral reading and comprehension instructional techniques and strategies directly impacting students' reading proficiency supporting recommendations 1 and 2. Strand 3, Teaching with Complex Texts, supports recommendations 2 and 3 through its collections of anchor texts that serve a model of rigor and complexity, bearing the multiple readings that are characteristic of a close-reading protocol with opportunities for direct and explicit instruction and for discussion, making connections and interpretation through writing.

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
Renaissance STAR Reading - 3 times a year
District Standards Based Assessments - quarterly

Performance Criteria that indicates Tier 1 is sufficient for at least 80% of students
Scoring at or above a Level 3 on FAST Scoring at or above the 55th% on STAR Reading Scoring a 70% or above on District Standards Based Assessments

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

Performance Criteria that prompts the addition of Tier 2 interventions will include:
• Scoring a Level 1 or Level 2 on FAST Progress Monitoring Assessments
• Scoring below the 40th% on STAR Reading
• Lack of progress towards grade level benchmarks as indicated by
-Average of below 70% on District Standards Based Assessments
• Progress in core ELA instruction is minimal

Grade Levels: 6-8

How is the effectiveness of Tier 1 instruction being monitored?

The effectiveness of Tier 1 instruction is being monitored by
• Walkthroughs by School Level Administrators
• Grade level PLCs
• District pacing guides and calendars
• Reading/ELA grades of 70% or higher

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?

Procedures in place to identify and solve problems in Tier 1 instruction for both in-person and in distance learning include
• District monitoring of data
• MTSS meetings
• Professional development opportunities provided through instructional coaches, teacher coaches, PLC
cycles focused on instructional improvement
• Targeted small group instruction to occur at student point of need. If a student fails to meet growth benchmark(s), one of the following will occur:
o Additional diagnosis with aligned instruction
o More frequent progress monitoring with aligned instruction
o Creation of a Tier 1 plan with parent contact, which outlines specific classroom differentiation, support
and expected growth targets

How is the effectiveness of Tier 1 curriculum being monitored?

The effectiveness of Tier 1 instruction is being monitored by
• Walkthroughs by School Level Administrators
• Grade level PLCs
• District pacing guides and calendars
• Reading/ELA grades of 70% or higher

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

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/instructional needs. District Data Review Meetings, School Literacy Leadership teams, and grade level PLCs provide opportunities to examine curricular strengths and weaknesses.

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

Distance learning students receive instruction through Canvas.

Grade Levels: 9-12

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 above a Level 3 on FAST (Florida's statewide progress monitoring assessment).

THEN TIER 1 Only

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

Core instruction (all students): Core instruction: Language Arts and Writing Class
• Harcourt Collections with a focus on close reading and vocabulary instruction. Harcourt Collections does not meet strong, moderate or promising levels of evidence; however, the following IES Practice Guide Recommendations support the program:
IES Practice Guide: Improving Adolescent Literacy: Effective Classroom and Intervention Practices
Recommendation 1: Provide explicit vocabulary instruction (Strong Evidence)
Recommendation 2: Provide direct and explicit comprehension strategy instruction (Strong Evidence)
Recommendation 3: Provide opportunities for extended discussion of text meaning and interpretation. (Moderate Evidence) (https://ies.ed.gov/ncee/wwc/PracticeGuide/8)
The Harcourt Collections program integrates each of these recommendations through its support of students in reading complex texts and writing effectively across genres. Within the Collections program Strand 2, Meeting the Needs of All Students, focuses on using oral reading and comprehension instructional techniques and strategies directly impacting students' reading proficiency supporting recommendations 1 and 2. Strand 3, Teaching with Complex Texts, supports recommendations 2 and 3 through its collections of anchor texts that serve as a model of rigor and complexity, bearing the multiple readings that are characteristic of a close-reading protocol with opportunities for direct and explicit instruction and for discussion, making connections and interpretation through writing.

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
Renaissance STAR Reading - 3 times a year
District Standards Based Assessments - quarterly

Performance Criteria that indicates Tier 1 is sufficient for at least 80% of students
Scoring at or above a Level 3 on FAST
Scoring at or above the 55th% on STAR Reading
Scoring a 70% or above on District Standards Based Assessments

Performance Criteria that prompts the addition of Tier 2 interventions for students not meeting the expectation/benchmark
Performance Criteria that prompts the addition of Tier 2 interventions will include:
• Scoring a Level 1 or Level 2 on FAST Progress Monitoring Assessments
• Scoring below the 40th% on STAR Reading
• Lack of progress towards grade level benchmarks as indicated by
-Average of below 70% on District Standards Based Assessments
• Progress in core ELA instruction is minimal

Grade Levels: 9-12

How is the effectiveness of Tier 1 instruction being monitored?

The effectiveness of Tier 1 instruction is being monitored by
• Walkthroughs by School Level Administrators
• Grade level PLCs
• District pacing guides and calendars
• Reading/ELA grades of 70% or higher

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?

Procedures in place to identify and solve problems in Tier 1 instruction for both in-person and in distance learning include
• District monitoring of data
• MTSS meetings
• Professional development opportunities provided through instructional coaches, teacher coaches, PLC
cycles focused on instructional improvement
• Targeted small group instruction to occur at student point of need. If a student fails to meet growth benchmark(s), one of the following will occur:
o Additional diagnosis with aligned instruction
o More frequent progress monitoring with aligned instruction
o Creation of a Tier 1 plan with parent contact, which outlines specific classroom differentiation, support
and expected growth targets

How is the effectiveness of Tier 1 curriculum being monitored?

The effectiveness of Tier 1 instruction is being monitored by
• Walkthroughs by School Level Administrators
• Grade level PLCs
• District pacing guides and calendars
• Reading/ELA grades of 70% or higher

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

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/instructional needs. District Data Review Meetings, School Literacy Leadership teams, and grade level PLCs provide opportunities to examine curricular strengths and weaknesses.

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

Distance learning students receive instruction through Canvas.

Tier 2
Supplemental Instruction/Intervention:

- *is standards-aligned;*

- *address gaps and reduce barriers to students' ability to meet Tier 1 expectations;*

- *provide systematic, explicit, and interactive small group instruction targeting foundational/barrier skills;*

- *are matched to the needs of the students;*

- *provide multiple opportunities to practice the targeted skill(s) and receive corrective feedback;*

- *occurs during time allotted in addition to core instruction; and*

- *includes accommodations (IEP, ESOL, or 504).*

Grade Levels: K-5 (Elementary)

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 2 interventions. Indicators may include, retention at a previous grade level, FAST PM score of below 49% (K-2) or below Level 3 (3-5), previous placement in the MTSS process, District Standards Based Assessment averages below 70%, progress in core ELA/Reading is minimal, and/or the student is being considered for retention in current school year due to a deficiency in reading.

THEN TIER 1 Instruction and TIER 2 Interventions

Progress Monitoring

Tier 2 Programs/Materials/Strategies & Duration
SIPPS (Systematic Instruction in Phonological Awareness, Phonics, and Sight Words) MultiSensory Instruction (ESSA rating-moderate)

Assessment & Frequency
Diagnostic for placement - 15-20 minutes
Mastery tests - Every 10 lessons

Performance Criteria to discontinue Tier 2 interventions
Student masters grade level skills within SIPPS level with 70% or higher; FAST PM score of 50% or higher/Level 3 or higher,

Performance Criteria indicating continuation of Tier 2 interventions in addition to Tier 1 instruction
Student shows progress on mastery tests every 10 lessons with 70% or above. Students moves to next lesson/level in SIPPS progression.

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 or decrease in score on FAST PM assessments
• Lack of progress in Tier 2 interventions
• Continued scores below 70% on District Standards Based Assessments

Progress Monitoring

Tier 2 Programs/Materials/Strategies & Duration
Curriculum Associates: iReady

Assessment & Frequency
Diagnostic for placement - 3 times a year
Mastery Checkups - BiWeekly

Performance Criteria to discontinue Tier 2 interventions
Student masters grade level skills on iReady level with 70% or higher, FAST PM score of 50% or higher/Level 3 or higher.

Performance Criteria indicating continuation of Tier 2 interventions in addition to Tier 1 instruction
Student shows progress on mastery checkups with 70% or above but still working below grade level. Student continues to move on skills path.

Grade Levels: K-5 (Elementary)

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Progress Monitoring

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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 or decrease in score on FAST PM assessments
• Lack of progress in Tier 2 interventions
• Continued scores below 70% on District Standards Based Assessments

Progress Monitoring

Tier 2 Programs/Materials/Strategies & Duration

Renaissance: Lalilo

Assessment & Frequency

Placement test for initial placement
Mastery Checkups - BiWeekly

Performance Criteria to discontinue Tier 2 interventions

Student masters grade level skills on Lalilo with 70% or higher, FAST PM score of 50% or higher.

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

Student shows progress on mastery checkups with 70% or above but still working below grade level. Student continues to move on skills path.

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 or decrease in score on FAST PM assessments
• Lack of progress in Tier 2 interventions
• Continued scores below 70% on District Standards Based Assessments

Progress Monitoring

Tier 2 Programs/Materials/Strategies & Duration

Collaborative Classroom: Being A Reader/Making Meaning

Assessment & Frequency

Placement test for initial placement
Mastery checkups - BiWeekly

Performance Criteria to discontinue Tier 2 interventions

Student masters grade level skills in Being A Reader with 70% or higher, FAST PM score of 50% or higher.

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

Student shows progress on mastery checkups with 70% or above but still working below grade level. Student continues to move on skills path.

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 or decrease in score on FAST PM assessments
• Lack of progress in Tier 2 interventions
• Continued scores below 70% on District Standards Based Assessments

Number of times per week intervention provided

Grade Levels: K-5 (Elementary)

Small group instruction provided 2-3 times per week

Number of minutes per intervention session

15-20 minutes per session with no less than 45 minutes weekly

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?

Intervention support team meets every 4-6 weeks, depending on student need, to determine individual student intervention to close academic gaps. Data sheets record progress of student receiving intervention; progress monitoring plans and data are reviewed at Intervention Support Team meetings to determine student progress.

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

All programs/materials/strategies used are based on the Science of Reading and supported by evidence from sites such as Evidence for ESSA, What Works Clearninghouse, or the National Center of Intensive Intervention.

SIPPS (Systematic Instruction in Phonological Awareness, Phonics, and Sight Words) provides a structured-literacy approach to instruction through explicit routines focused on phonological awareness, spelling-sounds, and sight words. It is supported through moderate levels of evidence according to Evidence for ESSA.
(https://www.evidenceforessa.org/programs/reading/sippsr-systematic-instruction-phonological-awareness-phonics-and-sight-words)

Curriculum Associates: iReady provides a customized learning path for reading success focused on the following areas of reading: phonological awareness, phonics, vocabulary, fluency and comprehension. While iReady does not meet strong, moderate or promising levels of evidence, the following IES Practice Guide recommendation(s) support the program:
IES Foundational Skills to Support Reading for Understanding in Kdg-3rd grade
Recommendation 2: Develop awareness of the segments of sounds in speech and how they link to letters
Recommendation 3: Teach students to decode words, analyze word parts and write/recognize words
Recommendation 4: Ensure student reads connected text everyday to support reading accuracy, fluency, and comprehension (https://ies.ed.gov/ncee/wwc/PracticeGuide/21)

Renaissance: Lalilo builds the foundational literacy skills of K-2 learners with engaging practice in phonics, sight words, word families, and comprehension. While Lalilo does not meet strong, moderate, or promising levels of evidence, the following IES Practice Guide recommendations support the program:
IES Foundational Skills to Support Reading for Understanding in Kdg-3rd grade
Recommendation 2: Develop awareness of the segments of sounds in speech and how they link to letters
Recommendation 3: Teach students to decode words, analyze word parts and write/recognize words
Recommendation 4: Ensure student reads connected text everyday to support reading accuracy, fluency, and comprehension (https://ies.ed.gov/ncee/wwc/PracticeGuide/21)

Grade Levels: K-5 (Elementary)

Collaborative Classroom: Being A Reader provides comprehensive reading instruction systematically developing both foundational skills and comprehension. While Being a Reader does not meet strong, moderate, or promising levels of evidence, the following IES Practice Guide recommendations support the program:
IES Foundational Skills to Support Reading for Understanding in Kdg-3rd grade
Recommendation 1: Teach academic language skills including the use of inferential, narrative language and vocabulary knowledge
Recommendation 2: Develop awareness of the segments of sounds in speech and how they link to letters
Recommendation 3: Teach students to decode words, analyze word parts and write/recognize words
Recommendation 4: Ensure student reads connected text everyday to support reading accuracy, fluency, and comprehension (https://ies.ed.gov/ncee/wwc/PracticeGuide/21)

The use of all programs/materials/strategies is monitored through classroom walkthroughs, progress monitoring checks and Intervention support team meetings. Professional development on the use of the above programs occurs through modeling by Instructional coaches, PLCs, and district wide PD days.

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

Small group instruction is provided through Canvas and 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)

No single data point should be used to indicate that a student has a need for Tier 2 interventions. Indicators may include, retention in previous grade, previous placement in the MTSS process, STAR score of below 39%, Level 1 or Level 2 on FSA or FAST PM assessment, or student is being considered for retention in current school year.

THEN TIER 1 Instruction and TIER 2 Interventions

Progress Monitoring

Tier 2 Programs/Materials/Strategies & Duration
Achieve 3000: Computer based instruction/Daily instruction

Assessment & Frequency
Course part of daily student instructional day
Achieve Activities: 2-3 times per week; no less than 45 minutes weekly

Performance Criteria to discontinue Tier 2 interventions
Achieve Activities' average of 75% or higher; FAST PM score Level 3 or higher

Performance Criteria indicating continuation of Tier 2 interventions in addition to Tier 1 instruction
Ongoing progress monitoring showing moderate or questionable response to intervention
Achieve Lexile growth less than 50 points (50 points = 1 year of growth)

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 or decrease in score on FAST PM assessments
• Lack of progress in Tier 2 interventions
• Continued scores below 70% on District Standards Based Assessments
• Showing little to no growth
Critical Alert:
6th grade – 555
7th grade – 625
8th grade- 660

Progress Monitoring

Tier 2 Programs/Materials/Strategies & Duration
Reading Excellence: Word Attach and Rate Development Strategies (REWARDS)

Assessment & Frequency
Pre and Post Tests - 2 times per year
Daily Lessons

Performance Criteria to discontinue Tier 2 interventions
REWARDS Activities' average of 75% or higher; FAST PM Level 3 or higher

Performance Criteria indicating continuation of Tier 2 interventions in addition to Tier 1 instruction
Student shows progress on checkup assessments scoring an average of 70% or higher.

Grade Levels: 6-8

Progress Monitoring

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 or decrease in score on FAST PM assessments
• Lack of progress in Tier 2 interventions
• Continued scores below 70% on District Standards Based Assessments

Progress Monitoring

Tier 2 Programs/Materials/Strategies & Duration

Read180 Universal
Read180: Systems 44- Daily Instruction in phonemic and phonological awareness, phonics, decoding, and fluency

Assessment & Frequency

Screener - beginning of the year
Course part of daily instructional day

Performance Criteria to discontinue Tier 2 interventions

FAST PM score Level 3 or higher; District Standards Based Mastery Assessment scores at 70% or higher on grade level benchmarks

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

Ongoing progress monitoring shows questionable or moderate response to intervention

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 or decrease in score on FAST PM assessments
• Lack of progress in Tier 2 interventions
• Continued scores below 70% on District Standards Based Assessments

Number of times per week intervention provided

Instruction provided 2-3 times per week

Number of minutes per intervention session

15-20 minutes per session with no less than 45 minutes weekly

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?

Intervention support team meets every 6-9 weeks, depending on student need, to determine individual student intervention to close academic gaps. Data sheets record progress of student receiving intervention; progress monitoring plans and data are reviewed at Intervention Support Team meetings to determine student progress.

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

Grade Levels: 6-8

All programs/materials/strategies used are based on the Science of Reading and supported by evidence from sites such as Evidence for ESSA, What Works Clearninghouse, or the National Center of Intensive Intervention.

Achieve 3000 provides a literacy program that includes differentiated content to build student fluency, vocabulary, comprehension and writing across content areas. It is supported through strong levels of evidence according to Evidence for ESSA.
(https://www.evidenceforessa.org/programs/reading/achieve3000-secondary)

Read180 is a blended learning program designed for struggling readers combining online and direct instruction.
It is supported through strong levels of evidence according to Evidence for ESSA.
(https://www.evidenceforessa.org/programs/reading/read-180-secondary-reading)

REWARDS us a specialized program with explicit, systematic, teacher-led instruction focused on reading multisyllabic words and comprehending content-area text. While REWARDS does not meet strong, moderate, or promising levels of evidence, the following IES Practice Guide recommendations support the program:
IES Improving Adolescent Literacy
Recommendation 2: Provide direct and explicit comprehension strategy instruction
Recommendation 3: Provide opportunities for extended discussion of text meaning and interpretation
(https://ies.ed.gov/ncee/wwc/PracticeGuide/8)
IES Providing Reading Interventions for Students in Grades 4-9
Recommendation 1: Build students' decoding skills so they can read complex multisyllabic words
Recommendation 2: Provide purposeful fluency-building activities to help student read effortlessly
Recommendation 3: Routinely use a set of comprehension-building practices to help students make sense of the text
(https://ies.ed.gov/ncee/wwc/PracticeGuide/29)

The use of all programs/materials/strategies is monitored through classroom walkthroughs, progress monitoring checks and Intervention support team meetings. Professional development on the use of the above programs occurs through modeling by Instructional coaches, PLCs, and district wide PD days.

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

Small group instruction is provided through Canvas and 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)

No single data point should be used to indicate that a student has a need for Tier 2 interventions. Indicators may include, retention in previous grade, previous placement in the MTSS process, STAR score of below 39%, Level 1 or Level 2 on FSA or FAST PM assessment, or progress in Core ELA instruction is minimal.

THEN TIER 1 Instruction and TIER 2 Interventions

Progress Monitoring

Tier 2 Programs/Materials/Strategies & Duration
Achieve 3000: Computer based instruction/Daily instruction

Assessment & Frequency
Course part of daily student instructional day
Achieve Activities: 2-3 times per week; no less than 45 minutes weekly

Performance Criteria to discontinue Tier 2 interventions
Achieve Activities' average of 75% or higher; FAST PM score Level 3 or higher

Performance Criteria indicating continuation of Tier 2 interventions in addition to Tier 1 instruction
Ongoing progress monitoring showing moderate or questionable response to intervention
Achieve Lexile growth less than 50 points (50 points = 1 year of growth)

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 or decrease in score on FAST PM assessments
• Lack of progress in Tier 2 interventions
• Continued scores below 70% on District Standards Based Assessments

Progress Monitoring

Tier 2 Programs/Materials/Strategies & Duration
Reading Excellence: Word Attach and Rate Development Strategies (REWARDS)

Assessment & Frequency
Pre and Post Tests - 2 times per year
Daily Lessons

Performance Criteria to discontinue Tier 2 interventions
REWARDS Activities' average of 75% or higher; FAST PM Level 3 or higher

Performance Criteria indicating continuation of Tier 2 interventions in addition to Tier 1 instruction
Student shows progress on checkup assessments scoring an average of 70% or higher.

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 or decrease in score on FAST PM assessments
• Lack of progress in Tier 2 interventions
• Continued scores below 70% on District Standards Based Assessments

Grade Levels: 9-12

Number of times per week intervention provided

Instruction provided 2-3 times per week

Number of minutes per intervention session

15-20 minutes per session with no less than 45 minutes weekly

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?

Intervention support team meets every 6-9 weeks, depending on student need, to determine individual student intervention to close academic gaps. Data sheets record progress of student receiving intervention; progress monitoring plans and data are reviewed at Intervention Support Team meetings to determine student progress.

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

All programs/materials/strategies used are based on the Science of Reading and supported by evidence from sites such as Evidence for ESSA, What Works Clearninghouse, or the National Center of Intensive Intervention.

Achieve 3000 provides a literacy program that includes differentiated content to build student fluency, vocabulary, comprehension and writing across content areas. It is supported through strong levels of evidence according to Evidence for ESSA.
(https://www.evidenceforessa.org/programs/reading/achieve3000-secondary)

REWARDS us a specialized program with explicit, systematic, teacher-led instruction focused on reading multisyllabic words and comprehending content-area text. While REWARDS does not meet strong, moderate, or promising levels of evidence, the following IES Practice Guide recommendations support the program:
IES Improving Adolescent Literacy
Recommendation 2: Provide direct and explicit comprehension strategy instruction
Recommendation 3: Provide opportunities for extended discussion of text meaning and interpretation
(https://ies.ed.gov/ncee/wwc/PracticeGuide/8)
IES Providing Reading Interventions for Students in Grades 4-9
Recommendation 1: Build students' decoding skills so they can read complex multisyllabic words
Recommendation 2: Provide purposeful fluency-building activities to help student read effortlessly
Recommendation 3: Routinely use a set of comprehension-building practices to help students make sens of the text
(https://ies.ed.gov/ncee/wwc/PracticeGuide/29)

The use of all programs/materials/strategies is monitored through classroom walkthroughs, progress monitoring checks and Intervention support team meetings. Professional development on the use of the above programs occurs through modeling by Instructional coaches, PLCs, and district wide PD days.

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

Grade Levels: 9-12

Small group instruction is provided through Canvas and 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-5 (Elementary)

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 at a previous grade level, FAST PM score of below 25% (K-2) or below Level 3 (3-5), previous placement in the MTSS process, District Standards Based Assessment averages below 70%, progress in core ELA/Reading is minimal, if Tier 2 supports are not adequate to meet the needs of the student, and/or the student is being considered for retention in current school year due to a deficiency in reading.

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

Progress Monitoring

Tier 3 Programs/Materials/Strategies & Duration
QuickReads - Struggling Readers

Assessment & Frequency
Screener for initial placement
Daily lessons
Benchmark Assessments after each level

Performance Criteria to discontinue Tier 3 interventions
Student masters each level with grade level WCPM target and 90% accuracy; FAST PM score of 50% or higher/Level 3 or higher,

Performance Criteria indicating continuation of Tier 3 interventions
Student show mastery on Benchmark Level Assessment with WCPM target and 90% accuracy and continues to move to next level.

Performance Criteria that prompts intensified Tier 3 interventions
Identification of substantial deficiency in reading with multiple data points such as
• Lack of growth or decrease in score on FAST PM assessments
• Lack of progress in Tier 3 interventions
• Continued scores below 70% on District Standards Based Assessments

Progress Monitoring

Tier 3 Programs/Materials/Strategies & Duration
SIPPS (Systematic Instruction in Phonological Awareness, Phonics, and Sight Words) MultiSensory Instruction (ESSA rating-moderate)

Assessment & Frequency
Diagnostic for placement - 15-20 minutes
Mastery tests - Every 5 lessons

Performance Criteria to discontinue Tier 3 interventions
Student masters grade level skills within SIPPS level with 70% or higher; FAST PM score of 50% or higher/Level 3 or higher,

Performance Criteria indicating continuation of Tier 3 interventions
Student shows progress on mastery tests every 5 lessons with 70% or above. Students moves to next lesson/level in SIPPS progression.

Grade Levels: K-5 (Elementary)

Progress Monitoring

Performance Criteria that prompts intensified Tier 3 interventions

Identification of substantial deficiency in reading with multiple data points such as
• Lack of growth or decrease in score on FAST PM assessments
• Lack of progress in Tier 3 interventions
• Continued scores below 70% on District Standards Based Assessments

Progress Monitoring

Tier 3 Programs/Materials/Strategies & Duration

Heggerty: Bridge the Gap

Assessment & Frequency

Screener for initial placement
Daily Lessons

Performance Criteria to discontinue Tier 3 interventions

Student masters grade level skills within Bridge The Gap level with 70% or higher; FAST PM score of 50% or higher/Level 3 or higher,

Performance Criteria indicating continuation of Tier 3 interventions

Student shows progress on mastery tests every 5 lessons with 70% or above. Students moves to next lesson/level in Bridge the Gap progression.

Performance Criteria that prompts intensified Tier 3 interventions

Identification of substantial deficiency in reading with multiple data points such as
• Lack of growth or decrease in score on FAST PM assessments
• Lack of progress in Tier 3 interventions
• Continued scores below 70% on District Standards Based Assessments

Progress Monitoring

Tier 3 Programs/Materials/Strategies & Duration

FCRR Student Centered Activities

Assessment & Frequency

Daily lessons

Performance Criteria to discontinue Tier 3 interventions

Student masters grade level skillsl with 70% or higher; FAST PM score of 50% or higher/Level 3 or higher,

Performance Criteria indicating continuation of Tier 3 interventions

Student shows progress on selected skill with 70% or above. Students moves to next lesson/skill in the identified area of reading.

Performance Criteria that prompts intensified Tier 3 interventions

Identification of substantial deficiency in reading with multiple data points such as
• Lack of growth or decrease in score on FAST PM assessments
• Lack of progress in Tier 3 interventions
• Continued scores below 70% on District Standards Based Assessments

Number of times per week intervention provided

Grade Levels: K-5 (Elementary)

Small group or 1:1 direct instruction provided 5 times per week

Number of minutes per intervention session

20-30 minutes per session with no less than 100 minutes of instruction outside of the core instruction block.

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?

Intervention support team meets every 4-6 weeks, depending on student need, to determine individual student intervention to close academic gaps. Data sheets record progress of student receiving intervention; progress monitoring plans and data are reviewed at Intervention Support Team meetings to determine student progress.

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

All programs/materials/strategies used are based on the Science of Reading and supported by evidence from sites such as Evidence for ESSA, What Works Clearinghouse, or the National Center of Intensive Intervention.

QuickReads focuses on repeated reading, letters and sounds, and comprehension. It is supported through strong levels of evidence according to Evidence for ESSA. (https://www.evidenceforessa.org/programs/reading/quickreads-struggling-readers)

SIPPS (Systematic Instruction in Phonological Awareness, Phonics, and Sight Words) provides a structured-literacy approach to instruction through explicit routines focused on phonological awareness, spelling-sounds, and sight words. It is supported through moderate levels of evidence according to Evidence for ESSA. (https://www.evidenceforessa.org/programs/reading/sippsr-systematic-instruction-phonological-awareness-phonics-and-sight-words)

Heggerty: Bridge the Gap is a series of systematic phonemic awareness intervention lessons to be used with students who struggle to decode words automatically. While Bridge the Gap does not meet strong, moderate, or promising levels of evidence, the following IES Practice Guide recommendations support the program:
IES Foundational Skills to Support Reading for Understanding in Kdg-3rd grade
Recommendation 2: Develop awareness of the segments of sounds in speech and how they link to letters
Recommendation 3: Teach students to decode words, analyze word parts and write/recognize words
Recommendation 4: Ensure student reads connected text everyday to support reading accuracy, fluency, and comprehension (https://ies.ed.gov/ncee/wwc/PracticeGuide/21)

FCRR: Student Centered Activities are designed for students to practice, demonstrate, and extend their learning in the areas of phonological awareness, phonics, fluency, vocabulary, and comprehension. While FCRR Activities do not met strong, moderate, or promising levels of evidence, the following IES Practice Guide Recommendations support the program:
IES Foundational Skills to Support Reading for Understanding in Kdg-3rd grade

Grade Levels: K-5 (Elementary)

Recommendation 1: Teach academic language skills including the use of inferential, narrative language and vocabulary knowledge
Recommendation 2: Develop awareness of the segments of sounds in speech and how they link to letters
Recommendation 3: Teach students to decode words, analyze word parts and write/recognize words
Recommendation 4: Ensure student reads connected text everyday to support reading accuracy, fluency, and comprehension (https://ies.ed.gov/ncee/wwc/PracticeGuide/21)

The use of all programs/materials/strategies is monitored through classroom walkthroughs, progress monitoring checks and Intervention support team meetings. Professional development on the use of the above programs occurs through modeling by Instructional coaches, PLCs, and district wide PD days.

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

Small group instruction is provided through Canvas and 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)

No single data point should be used to indicate that a student has a need for Tier 3 interventions. Indicators will include, retention at a previous grade level, FAST PM score of below Level 3, STAR Reading score below 25th percentile, previous placement in the MTSS process, District Standards Based Assessment averages below 70%, progress in core ELA/Reading is minimal, if Tier 2 supports are not adequate to meet the needs of the student, and/or the student is being considered for retention in current school year due to a deficiency in reading.

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

Progress Monitoring

Tier 3 Programs/Materials/Strategies & Duration

Read180 Universal
Read180: Systems 44- Daily Instruction in phonemic and phonological awareness, phonics, decoding, and fluency

Assessment & Frequency

Screener - beginning of the year
Course part of daily instructional day

Performance Criteria to discontinue Tier 3 interventions

FAST PM score Level 3 or higher; District Standards Based Mastery Assessment scores at 70% or higher on grade level benchmarks

Performance Criteria indicating continuation of Tier 3 interventions

Ongoing progress monitoring shows questionable or moderate response to intervention

Performance Criteria that prompts intensified Tier 3 interventions

Identification of substantial deficiency in reading with multiple data points such as
• Lack of growth or decrease in score on FAST PM assessments
• Lack of progress in Tier 3 interventions
• Continued scores below 70% on District Standards Based Assessments

Progress Monitoring

Tier 3 Programs/Materials/Strategies & Duration

Achieve 3000: Small Group instruction with teacher

Assessment & Frequency

Course part of daily student instructional day

Performance Criteria to discontinue Tier 3 interventions

Achieve Activities' average of 75% or higher; FAST PM score Level 3 or higher

Performance Criteria indicating continuation of Tier 3 interventions

Ongoing progress monitoring showing moderate or questionable response to intervention
Achieve Lexile growth less than 50 points (50 points = 1 year of growth)

Performance Criteria that prompts intensified Tier 3 interventions

Identification of substantial deficiency in reading with multiple data points such as
• Lack of growth or decrease in score on FAST PM assessments
• Lack of progress in Tier 2 interventions

Grade Levels: 6-8

Progress Monitoring

• Continued scores below 70% on District Standards Based Assessments
• Showing little to no growth
Critical Alert:
6th grade – 555
7th grade – 625
8th grade- 660

Number of times per week intervention provided

Small group or 1:1 direct instruction provided 5 times per week

Number of minutes per intervention session

20-30 minutes per session with no less than 100 minutes of instruction outside of the core instruction block.

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?

Intervention support team meets every 4-6 weeks, depending on student need, to determine individual student intervention to close academic gaps. Data sheets record progress of student receiving intervention; progress monitoring plans and data are reviewed at Intervention Support Team meetings to determine student progress.

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

All programs/materials/strategies used are based on the Science of Reading and supported by evidence from sites such as Evidence for ESSA, What Works Clearninghouse, or the National Center of Intensive Intervention.

Read180 is a blended learning program designed for struggling readers combining online and direct instruction.
It is supported through strong levels of evidence according to Evidence for ESSA.
(https://www.evidenceforessa.org/programs/reading/read-180-secondary-reading)

Achieve 3000 provides a literacy program that includes differentiated content to build student fluency, vocabulary, comprehension and writing across content areas. It is supported through strong levels of evidence according to Evidence for ESSA.
(https://www.evidenceforessa.org/programs/reading/achieve3000-secondary)

The use of all programs/materials/strategies is monitored through classroom walkthroughs, progress monitoring checks and Intervention support team meetings. Professional development on the use of the above programs occurs through modeling by Instructional coaches, PLCs, and district wide PD days.

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

Grade Levels: 6-8

Small group instruction is provided through Canvas and 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)

No single data point should be used to indicate that a student has a need for Tier 3 interventions. Indicators will include, retention at a previous grade level, FAST PM score of below Level 3, STAR Reading score below 25th percentile, previous placement in the MTSS process, District Standards Based Assessment averages below 70%, progress in core ELA/Reading is minimal, if Tier 2 supports are not adequate to meet the needs of the student, and/or the student is being considered for retention in current school year due to a deficiency in reading.

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

Progress Monitoring

Tier 3 Programs/Materials/Strategies & Duration
Achieve 3000: Small Group instruction with teacher

Assessment & Frequency
Course part of daily student instructional day

Performance Criteria to discontinue Tier 3 interventions
Achieve Activities' average of 75% or higher; FAST PM score Level 3 or higher

Performance Criteria indicating continuation of Tier 3 interventions
Ongoing progress monitoring showing moderate or questionable response to intervention
Achieve Lexile growth less than 50 points (50 points = 1 year of growth)

Performance Criteria that prompts intensified Tier 3 interventions
Identification of substantial deficiency in reading with multiple data points such as
• Lack of growth or decrease in score on FAST PM assessments
• Lack of progress in Tier 3 interventions
• Continued scores below 70% on District Standards Based Assessments

Progress Monitoring

Tier 3 Programs/Materials/Strategies & Duration
ACT/SAT Test Prep

Assessment & Frequency
Mastery tests of skills- weekly

Performance Criteria to discontinue Tier 3 interventions
FAST PM score Level 3 or higher, concordant score on SAT/ACT

Performance Criteria indicating continuation of Tier 3 interventions
Ongoing progress monitoring showing moderate or questionable response to intervention

Performance Criteria that prompts intensified Tier 3 interventions
Identification of substantial deficiency in reading with multiple data points such as
• Lack of growth or decrease in score on FAST PM assessments
• Lack of progress in Tier 3 interventions
• Continued scores below 70% on District Standards Based Assessments

Number of times per week intervention provided

Grade Levels: 9-12

Small group or 1:1 direct instruction provided 5 times per week

Number of minutes per intervention session

20-30 minutes per session with no less than 100 minutes of instruction outside of the core instruction block.

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?

Intervention support team meets every 3-4 weeks, depending on student need, to determine individual student intervention to close academic gaps. Data sheets record progress of student receiving intervention; progress monitoring plans and data are reviewed at Intervention Support Team meetings to determine student progress.

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

All programs/materials/strategies used are based on the Science of Reading and supported by evidence from sites such as Evidence for ESSA, What Works Clearinghouse, or the National Center of Intensive Intervention.

Achieve 3000 provides a literacy program that includes differentiated content to build student fluency, vocabulary, comprehension and writing across content areas. It is supported through strong levels of evidence according to Evidence for ESSA.
(https://www.evidenceforessa.org/programs/reading/achieve3000-secondary)

ACT/SAT Prep provides students will skills focused around reading strategies to increase comprehension and test taking strategies. While ACT/SAT Prep does not meet strong, moderate, or promising levels of evidence, the following IES Practice Guide recommendations support the program:
IES Preventing Dropout in Secondary Schools
Recommendation 3: Provide academic support and enrichment to improve academic performance
Recommendation 5: Personalize the learning environment and instructional process
Recommendation 6: Provide rigorous and relevant instruction to better engage students in learning and provide the skills needed to graduate and to serve them after they leave school
(https://ies.ed.gov/ncee/wwc/PracticeGuide/9)

The use of all programs/materials/strategies is monitored through classroom walkthroughs, progress monitoring checks and Intervention support team meetings. Professional development on the use of the above programs occurs through modeling by Instructional coaches, PLCs, and district wide PD days.

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

Small group instruction is provided through Canvas and MS Teams for targeted skills based on identified need

Identification of Students with a Substantial Reading Deficiency

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

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

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

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

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

The MTSS leader, School Level Administrators, teachers and Instructional coaches hold biweekly meetings to discuss struggling students. A student is identified as having a substantial deficiency in reading in he or she scores at the lowest level on the state assessment, STAR Reading/Early Literacy assessments, district standards based assessments, or teacher observation data. Data from these are used to analyze possible achievement concerns and to aide in the creation of a plan to address the reading deficiency. The plan is created, monitored, and modified as needed to ensure student success.