

Taylor County School District



2022-23 Reading Plan

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Contact Information, Communication Plan, and Student Achievement Goals

Contact Information - Part A

District Contact Information

Reading Contacts

Identify the name, position title, email address, and phone number for each member of the district reading team. The Main District Reading Contact will be the Florida Department of Education's (FDOE) contact for the District K-12 Comprehensive Evidence-Based Reading Plan and is responsible for the plan and its implementation. Other contacts are those who work primarily with an area covered within the plan.

Contact	Name, Title, Email, Phone
Main District Reading Contact	Rudd, Jill Director of Instruction - Federal Programs jill.rudd@taylor.k12.fl.us 18508382500
Elementary English Language Arts (ELA)	Cantrell, Kay Instructional Coach K-2 kay.cantrell@taylor.k12.fl.us 850-838-2506
Reading Endorsement	Puhl, Kiki Director of Personnel kiki.puhl@taylor.k12.fl.us 850-838-2500
Professional Development	Helton, Carrie Curriculum and Technology Coordinator carrie.helton@taylor.k12.fl.us 18508382500
Assessment	Padgett, Pamela MIS Coordinator pam.padgett@taylor.k12.fl.us 18508382500
Data Element	Padgett, Pamela MIS Coordinator pam.padgett@taylor.k12.fl.us 18508382500
Summer Reading Camp	White, Deana Instructional Coach Grades 3-5 deana.white@taylor.k12.fl.us
Third Grade Promotion	Bethea, Courtney Elementary Principal courtney.bethea@taylor.k12.fl.us 850-838-2530
Third Grade Promotion	Bray, Jimmy Elementary Principal jimmy.bray@taylor.k12.fl.us 352-498-3303
Elementary English Language Arts (ELA)	White, Deana Instructional Coach Grades 3-5 deana.white@taylor.k12.fl.us 850-838-2530
Secondary ELA	Heartsfield, Yvonne Instructional Coach Grades 6-8 yvonne.heartsfield@taylor.k12.fl.us 850-838-2516
Secondary ELA	Kalinowski, Lea Instructional Coach Grades 9-12 leannekalinowski@taylor.k12.fl.us 850-828-2525
Reading Curriculum	Rudd, Jill Director of Instruction - Federal Programs jill.rudd@taylor.k12.fl.us 850-838-2500

Contact	Name, Title, Email, Phone
Multi-Tiered System of Supports (MTSS)	Morgan, Melanie District MTSS Coordinator melanie.morgan@taylor.k12.fl.us 850-838-2536

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 Taylor County School District networks with all schools and stakeholders to develop the district CERP. Once approved, the plan in its entirety is shared with all stakeholders in the following manner:

District Level:

The approved CERP is submitted to the school board for review and approval.

Once approved, the district plan will be placed on the district website for access and use by all interested stakeholders.

District leadership will provide an overview of the reading plan for the school-level administrative team.

School Level:

School leadership and instructional coaches will be responsible and instructional coaches will be responsible for sharing the reading plan with all instructional personnel, reading leadership teams, support staff and parents at the school site. Instructional coaches will be responsible for ensuring day-to-day fidelity of reading plan implementation.

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 52%

Previous School Year

Kindergarten - % of Students "Ready" on FLKRS 54%

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

The district leadership team will network with the Early Learning Coalition of the Big Bend and the VPK providers analyze and determine areas of needed support and professional development.

Professional development will be made available for all VPK teachers.

Additional evidence-based curriculum will be provided as deemed necessary.

VPK assessment data will be reviewed and appropriate interventions will be provided.

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	27	29	28	14	3	24	26	31	15	5
4	35	24	26	12	4	31	22	28	14	6
5	45	24	19	9	2	42	21	21	11	4
6	39	25	18	13	5	36	23	21	14	6
7	33	26	21	17	3	39	23	24	19	5
8	37	23	21	12	6	34	21	23	14	7
9	38	22	15	15	10	35	19	18	17	11
10	39	20	17	13	12	35	17	20	15	13

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%).

All K-2 students will be administered I-Ready Diagnostic Assessments three times per year.

Goal 1: At least 80% of all students will make learning gains.

Goal 2: Each grade level will increase the percentage of students scoring at or above grade level by 5% during the 21-22 school year.

Kindergarten students will increase from 64% proficiency to 69%.

First grade students will increase from 24% proficiency to 29%.

Second grade students will increase from 30% proficiency to 35%.

District Budget for Evidence-Based Reading Instruction Allocation

Budget

1	Estimated proportional share distributed to district charter		\$0.00
2	Reading coaches assigned to elementary schools		\$60,000.00
		FTE	2022-23
		1.0	\$60,000.00
3	Reading coaches assigned to secondary schools		\$60,000.00
		FTE	2022-23
		1.0	\$60,000.00
4	Intervention teachers assigned to elementary schools		\$30,000.00
		FTE	2022-23
		0.5	\$30,000.00
5	Intervention teachers assigned to secondary schools		\$0.00
6	Supplemental materials or interventions for elementary schools		\$4,944.00
		FTE	2022-23

		\$4,944.00
7	Supplemental materials or interventions for secondary schools	\$4,944.00
	FTE	2022-23
		\$4,944.00
8	Intensive interventions for elementary students reading below grade level	\$12,000.00
	FTE	2022-23
		\$12,000.00
9	Intensive interventions for secondary students reading below grade level	\$8,000.00
	FTE	2022-23
		\$8,000.00
10	Professional development	\$14,000.00
	FTE	2022-23
		\$14,000.00
11	Helping teachers earn the reading endorsement	\$5,000.00
	FTE	2022-23
		\$5,000.00
12	Summer reading camps	\$15,000.00
	FTE	2022-23
		\$15,000.00
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.	\$5,000.00
	FTE	2022-23
		\$5,000.00
Total:		\$218,888.00

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

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

The Taylor County School District's budget shows prioritized funding to support students in K-3 with a substantial reading deficiency through funding 0.5 FTE of a reading intervention teacher.

School Literacy Leadership Teams

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

The School Literacy Leadership Team (LLT) requirement is communicated to both the school administrators and the site-based instructional coaches through email. Discussion and information related to Literacy Leadership Teams are specific agenda items at leadership and instructional coach meetings. The district CERP is shared with the LLT as a draft document for the purpose of soliciting input and suggestions regarding the LEAs planned reading instructional program. Once the CERP is FLDOE is approved, it is again shared with the LLT and used as a guide throughout the school year.

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

Director of Instruction - Jill Rudd

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

Director of Instruction - Jill Rudd

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.

Over the course of the school year many different opportunities for reading professional development will be made available to instructional and non-instructional staff. The Panhandle Area Educational Consortium reading competency courses are available at no-cost to all ELA teachers.

Many different opportunities will be provided to the content area reading teachers over the course of the 2022-23 school year. The Director of Instruction, Jill Rudd, has been trained by DOE JRF as a Reading Endorsement trainer for the new reading endorsement pathway. Reading-endorsed Literacy Coaches will provide school level training to their content area ELA teachers. Additional professional development will be secured from vendors, such as HMH Read 180/System 44, i-Ready, and Exact Path, to support program implementation fidelity.

The instructional coach and the school-level administrators are responsible for determining the needed professional development at their school sites after a thorough analysis of all school-level data sources.

Instructional coaches which are 50% funded through the FEFP Reading Allocation are also charged with the task of providing support to all teachers with systematic instructional coaching for new and/or struggling teachers.

Additional duties of the instructional coach include:

Training in multisensory reading intervention

Providing differentiated professional development with intensity increased for those teachers whose progress monitoring data is not showing adequate growth

Identifying mentor teachers & Establishing of model classrooms within the school - Basically state assessment and progress monitoring outcome data will be used to identify teachers exemplary student learning gains. These teachers will serve as reading mentors and hence become model classrooms open for collegial observations.

Collaborative department and grade level planning - School level literacy leaders will work to provide teachers with a weekly time to meet together for professional development including lesson study and PLCs.

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.

The approved district reading plan and associated professional development is shared with the school and district leadership teams prior to the beginning of the school year. Ongoing leadership meetings and emails will serve to provide additional information and reminders throughout the year.

-Opportunities are shared with the school sites.

-Instructional coaches are funded at every grade level to complete statutorily required multi-sensory training.

-Site based administration and instructional coaches are responsible for providing intentional, differentiated support and PD for those teachers whose progress monitoring data is not showing adequate growth.

The Director of Personnel notifies all school level administration on the processes used to secure mentors for teachers at their school sites.

Provide new teacher induction support.

School administrators have been encouraged to identify model classrooms for peer observations.

Grade-level and department meetings are scheduled by the school-based leadership team.

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

-The Director of Instruction maintains a record of all school level professional development plans submitted.

-School level professional development plans are maintained at the school level by the instructional coach and/or principal.

Charter Schools

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

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

NA

Literacy Coaches

Literacy Coaches - Part A

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

Coaches must possess the following:

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

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

The Taylor County School District has historically had inconsistent and low ELA proficiency and learning gain rates on state assessments. The district has worked diligently to set-aside funding to pay for instructional coaches at each grade level within the district. Instructional coaches are collaboratively funded between state categorical funding and federal title grant funds. All of the instructional reading coaches are reading endorsed or certified.

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?

Requirements are communicated during leadership meetings and through email.

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?

Requirements are communicated during leadership meetings and through email. Monthly instructional coach meetings are facilitated by the Director of Instruction. During these meetings, data analysis, tiered supports for teachers (AKA TEACHER MTSS), intervention plans, professional development plans, data chat protocols, and a myriad of other topics are discussed and instructional supports and plans are developed.

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

Director of Instruction - Jill Rudd

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

Quarterly

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

The District Leadership Team facilitates quarterly School Improvement Site Visits. A portion of these meetings focuses on the identification and supports being provided to new and struggling teachers. School based leadership teams are asked to identify the teachers at their school sites that are in need of additional coaching and support.

Monthly Instructional Coach Meetings are another way that the district is updated on coaching time and tasks based upon their school level data.

District-Level Monitoring of Plan Implementation

District-Level Monitoring - Part A

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

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

Assessments

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

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

Name of the Assessment	To whom is the assessment administered?	Assessment type	What component of the reading/ strand of standard is being assessed?	How often is the data being collected?
FAST - STAR	K-2	Screener, Progress Monitoring, Summative	Oral Language, Phonological Awareness, Phonics, Fluency, Vocabulary, Comprehension	3 x A Year
FAST - Cambium	3-10	Screener, Progress Monitoring, Summative	Vocabulary, Comprehension	3 x A Year
i-Ready	K-5	Diagnostic	Oral Language, Phonological Awareness, Phonics, Fluency, Vocabulary, Comprehension	3 x A Year
classroom assessments	K-5	Formative Assessment	Oral Language, Phonological Awareness, Phonics, Fluency, Vocabulary, Comprehension	Weekly

District-Level Monitoring - Part B

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

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

Director of Instruction - Jill Rudd

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

Core instructional materials are selected from the state-adopted list and have gone through a comprehensive review.

For supplemental reading materials being implemented, research is completed prior to purchase to determine the level of evidence and effect size.

Site-based administration is responsible for monitoring daily instruction and implementation of evidence-based programs and strategies via classroom walkthroughs.

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

Taylor County uses the Continuous Improvement Management System to provide the District Leadership Team and School Based Leadership Teams for school improvement planning and problem solving. This platform includes data visualizations for needs assessment and goal development, and houses Taylor County's District Strategic Plan and related School Improvement Plans (SIPs). The District Leadership Team meets bimonthly to review progress toward district goals, develop resultant action plans, and ensure consistent improvement and accuracy in appropriate intensity of interventions in the schools across the district.

The DLT uses a school improvement cycle and comprehensive needs assessment to ensure proper allocation of resources and supports. Taylor County makes no differentiation in processes for determining support at the elementary or secondary level. The collective responsibility of the District Leadership Team is to insure alignment between state, district, and school initiatives through

implementation of the District MTSS Plan. This is achieved through regular analysis of the results of universal screening and Early Warning Systems data provided by school-based leadership teams, review of summative data collections such as MTSS Surveys, Needs Assessments, Benchmarks of Quality, and statewide assessments, as well as on-going assessments including classroom walkthroughs to provide input, oversight and leadership for the school-based leadership teams, working in a cooperative spirit for continuous improvement of student achievement.

School leadership Teams complete self-assessment and prepare for DLT site visits. The DLT meets with SBLT to review data, action plan, and assess needs. The DLT and SBLT visit schools to complete walkthroughs with school leadership using "Instructional Elements" to verify needs and gain information to assist with improvement planning. After completing instructional walkthroughs at each school site and a thorough review of the school site data, the DLT will assist the SBLT with identification and implementation of strategies and improvement initiatives. It is at this point that the actual monitoring of resource support and processes are in place to differentiate allocation of resources based upon need. It is the intent of the LEA to provide an efficient Multi-Tiered System of Support (MTSS) with sufficient professional development based upon the identified needs of the instructional personnel to enable high quality standards-based instruction. Utilizing data-differentiated instruction to provide instructional supports and intervention that are directly correlated to student need will be the ultimate goal. A district leadership summative meeting is held to analyze the results of the walkthroughs, share experiences across the sites, and plan "next steps" in efforts to meet to student needs more effectively.

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

Instructional coaches support the professional development of all instructional and support staff at the school site. The district support instructional coaches with the provision of funds to support travel and registration for professional development, books for targeted professional learning, supplemental materials and supplies to be used in the provision of school-level professional development and any additional items requested. BEST book libraries and sample texts have been purchased from grant funds. Instructional coaches are fully invested in grade-specific content area planning and will build discussion of BEST standards and texts to deepen understanding and facilitate high-quality, evidence-based instruction.

Additional content area teacher support will be provided as deemed necessary or requested.

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

School-level data chats are facilitated by the school-based administration and the instructional coaches.

The district leadership team meets with the school-based teams at least three times during the school year to discuss progress.

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.

Needs assessment data are collected from all schools and used to determine focus areas in need of support. Achievement and other related student data are reviewed in our district's Instructional Leadership Meetings. School-level professional development needs assessment, along with school staff climate surveys, indicated that teachers identified a need for professional development to address Florida State's new B.E.S.T. Standards implementation, using data to implement instructional improvement and improve student learning, technology integration, effective reading instructional strategies, intervention and differentiation, family engagement, and managing challenging behavior.

Administrators also took the Professional Development Needs Assessment, and they indicated a need for professional development in the areas of teacher evaluation and walk-throughs, instructional coaching, implementing Florida Standards and related assessments, and data-driven decision making.

School-Level Monitoring of Plan Implementation

School-level Reading Plan implementation - Part A

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

What process is in place to ensure effective implementation?

School-level administration and instructional coaches provide ongoing monitoring of plan implementation. The district uses an online walk-through platform to record classroom walkthrough observations. School leadership teams meet to discuss teacher concerns (Tier 2 and Tier 3 teachers). Instructional coaches are then used to provide teacher MTSS. The Director of Personnel, Kiki Puhl, and the Director of Instruction, Jill Rudd, work collaboratively to monitoring plan implementation and instructional delivery.

Who at the district level supports effective implementation?

Director of Instruction - Jill Rudd

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

Quarterly site visits are planned at each school site to enable district and school leadership to review and discuss all school-level data, intervention outcome data, and systematically monitor progress, or lack of it.

Weekly reading walkthroughs by administrators - Part B

What process is in place to ensure effective implementation?

School-level administrators are responsible for completing weekly walkthroughs and recording feedback as outlined in the district protocol.

Who at the district level supports effective implementation?

Superintendent - Alicia Beshears
Director of Personnel - Kiki Puhl

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

School and district administrators meet to discuss areas of need and determine support and coaching necessary to assist in building teacher efficacy.

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

What process is in place to ensure effective implementation?

The district leadership team meets with school leadership and instructional coaches to review data, determine differentiated supports necessary to meet student needs, and assist with implementation of the interventions.

Who at the district level supports effective implementation?

ESE Director - Sabrina Bethea
Director of Instruction - Jill Rudd

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

School level data reviews and collaborative discussions regarding student data and the impact core instruction and interventions are having on student growth as measured by progress monitoring and formative assessment.

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.

The Taylor County School District has scheduled a summer reading intervention program for struggling students in grades K-5.

The FSA scores will be used to determine eligibility as well as failing ELA grades and those who score a level 1 on tier I-Ready AP3 progress monitoring to attend. The summer reading program is planned for 16 six-hour days. Meals and transportation will be provided.

Evidence-based materials that are planned for use are:

utilize instructional coach, wordly wise, I-Ready and Wonders Unit 6 read/write companion.

Reading Strategies

* <https://ies.ed.gov/ncee/wwc/practiceguide/14>

* https://ies.ed.gov/ncee/wwc/Docs/Practiceguide/readingcomp_pg_092810.pdfpage=23

* utilize narrative and informational text to identify and utilize text structure to help guide student comprehension. learning, and overall understanding - moderate

* teach comprehension through engaging and motivating context (purpose for reading, actively engage students, student choice, and collaboration with peers) - moderate

* teach students how to use research based reading comprehension strategies (activate prior knowledge, questioning, visualization, inferencing, and summarizing) - Strong

Instructional Strategies

* <https://ies.ed.gov/ncee/wwc/practiceguide/14>

* https://www.theoawoddschool.org/upload/portals/2018_2019_September_24_Coffee-Talk_maximizing_student_learning.pdf

* Direct Instruction (.59) to prepare for reciprocal teaching: incorporate differentiation and scaffolding

* reciprocal teaching (.74): small group instruction, teacher modeling, guided group discussions focusing on summarizing, predicting, questioning, and eventually assuming role as teacher

* Formative assessments (.9): on-going assessment and feedback

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.

The Taylor County School District has scheduled a summer reading intervention program for struggling students in grades K-5.

The FSA scores will be used to determine eligibility as well as failing ELA grades and those who score a level 1 on tier I-Ready AP3 progress monitoring to attend. The summer reading program is planned for 16 six-hour days. Meals and transportation will be provided.

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.)

41

Students who demonstrate a reading deficiency in grades K-2

0

Students who score Level 1 in grades 4-5

18

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.)

59%

Students who demonstrate a reading deficiency in grades K-2

0%

Students who score Level 1 in grades 4-5

78%

Family Engagement through a Read-At-Home Plan

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

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

The Taylor County School District will provide digital library access for students and families to use at home. After the first progress monitoring data is analyzed, school-based instructional coaches and administrators will identify the students with a substantial reading deficiency. Read-at-Home plans will be developed and shared with families by the end of the first nine weeks of school.

At this point in time, the district is in the process of reviewing a variety digital library programs that will be made available for students and families. Currently, K-5 students all have access to online digital books and those in grades 6-12 have access to the Three Rivers Digital Lending Library. Struggling K-5 students are invited and encouraged to enroll in the New Worlds Reading Initiative in order to receive free books at home.

Who at the district is responsible for monitoring this requirement?

The Director of Instruction, Jill Rudd, will monitor the implementation with the assistance of the instructional coaches.

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?

Wonders by Mc Graw Hill will be implemented with fidelity for all K-5 students. State Approved

The district and school leadership teams will work together to:

- oversee the selection of evidence-based instructional materials
- review school master schedules
- make instructional site visits to review and observe instruction
- review intervention plans, programs, and student progress

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

Director of Instruction - Jill Rudd
Curriculum and Technology Coordinator - Carrie Helton

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 leadership and school leadership teams will work together to:

- purchase sufficient books for use for in the classroom
- ensure that lesson plans include exposure to texts from varied content areas and genres.

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

Director of Instruction - Jill Rudd
Curriculum and Technology Coordinator - Carrie Helton

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

How does the district support and monitor implementation?

The district leadership and school leadership teams will work together to:

- review intervention plans
- purchase evidence-based programs

-monitor student progress

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

Director of Instruction - Jill Rudd

Curriculum and Technology Coordinator - Carrie Helton

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 has in place a four-step continuous improvement model. (Plan-Do-Act-Check)

April/May: Annual Evaluation

June: Comprehensive Needs Assessment July/August: Development of the improvement plan October: School Improvement Round 1

January: School Improvement Round 2 April: School Improvement Round 3

A school improvement round includes:

Data review and analysis

Data chats at the teacher, school, and district level Intervention planning and adjustments

Next steps may include revision or replacement of interventions.

The district will develop and communicate the plan with all school-level administrators. This process

includes School Improvement Rounds, annual evaluation and comprehensive needs assessment protocols. Quarterly site visits are planned at each school site to enable district and school leadership to review and discuss all school-level data, intervention outcome data, and systematically monitor progress, or lack of it.

Day-to-day monitoring of the delivery of instruction aligned to Florida's Revised Formula for Success will be completed in the following manner:

- all students will receive instruction including the six components of reading
- students have access to the four types of assessments
- receive evidence based core instruction
- based upon progress monitoring, students will be placed in Tier 2 or Tier 3 intervention
- intervention progress will be monitored and adjusted as needed

How does the district support and monitor implementation?

Open communication and scheduled school visits are used to support and monitor implementation. Classroom instructional supports must be provided as the data indicates as necessary.

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

District Leadership Team
Superintendent - Alicia Beshears
Director of Instruction - Jill Rudd
Director of Personnel - Kiki Puhl
Curriculum and Technology Coordinator - Carrie Helton
ESE Director - Sabrina Bethea

Assessment/Curriculum Decision Trees - Part C

Requirements

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

The Decision Trees must contain the following information:

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

Tier 1

Core Instruction:

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

Grade Levels: K-5

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

(Enter assessment criteria that will be used)

iReady- on or above grade level (green)
National Norm Chart 50%=proficient (DOE 3rd grade promotion)

Tier 1: 35th percentile and above
Tier 2: 11th percentile – 34th percentile
Tier 3: 10th percentile and below

B.E.S.T. Standards levels 3, 4, or 5 (level three should be carefully evaluated- they may need additional support) *prior year(s) data)

Level 3 Level 4 Level 5
3rd 300-314 315-329 330-360
4th 311-324 325-339 340-372
5th 321-335 336-351 352-385

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.

Wonders by Mc Graw Hill will be implemented with fidelity for all K-5 students.

Progress Monitoring

Assessment & Frequency

iReady-3 times per year

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

i-Ready – on or above grade level (green)
National Norms Chart 50%= proficient (DOE 3rd Grade promotion)
Tier 1: 35th percentile and above
Tier 2: 11th -34th percentile
Tier 3: 10th percentile and below

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

i-Ready – Below grade level (yellow)
National Norms Chart below 50%= proficient

How is the effectiveness of Tier 1 instruction being monitored?

Lesson Plan Checks and Feedback-Admin and Instructional Coach. Literacy Leadership Team/Data Team reviews student data and identifies areas of concern using the Four-Step Data Solving Process. Continuous Progress Monitoring and Data Analysis

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

Grade Levels: K-5

Instructional data chats
4 Step Problem Solving
MTSS

How is the effectiveness of Tier 1 curriculum being monitored?

Classroom Walk Throughs and Feedback-Admin and Instructional Coach. Data Chats after Progress Monitoring, use of K12 Lift class data to facilitate discussions-Admin and Instructional Coach

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

Content and domain Data Analysis on progress monitoring. Teacher and parent team meeting for conferencing.
Grade Level collaboration and team meetings.

In person/virtual:

Content and Domain Data Analysis
Walk throughs by administration and instructional coach
Grade level collaboration and team meeting with modeling from coach.

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

TEAM Meetings, core curriculum is being provided 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)

FSA ELA Proficiency Score is level 3, 4, 5

*Scale scores:

Grade 9

5: 370 +

4: 355-369

3: 343-354

Grade 10

5: 378 +

4: 362-377

3: 350-361

Scale scores on grades 11 and 12 retakes will align with grade 10 scale scores.

USA Test Prep Scale Scores align with FSA scores.

*Scale scores are based on historical FSA scores

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.

Students will be placed in a grade-level ELA course that provides rigorous, standards-based, grade-level instruction, such as analyzing and evaluating concepts, processes, procedures, and principles, rather than just remembering facts (rote learning) to meet grade-level preparation for FSA ELA standards and for college/career.

Path Exact will be used as a reading assessment resource providing various activities for reading comprehension and for vocabulary enrichment. The program will also be used for progress monitoring assessments in reading. Write Score will provide assessments and feedback in writing for grades 9 and 10.

Teachers will note individual students' strengths and weaknesses in vocabulary and comprehension for targeting differentiated instruction.

Tier 1: ELA Core Curriculum: myPerspectives State Adopted
Grades 9-12

Progress Monitoring: Exact Path, Write Score (Grades 9 and 10).

Resources: CPALMS, Mastery Connect, Write Score, Exact Path, APEX courses, APEX tutorials, Common Lit, Supplemental Novel studies.

Instructional Strategies:

Close Reading, Text-Dependent Writing, Cornell Notes, Summarizing Strategies, Collaborative Strategies, Vocabulary Strategies, Comprehension Strategies, Discussion protocols, Informational

Grade Levels: 9-12

Text, including texts in social studies and science, Annotation Strategies, Learning Centers, Modeling, Complex text, Graphic Organizers, Argumentative and Expository Writing, Advance Organizers, Project-based learning, Compare/Contrast, Activity Sheets, Content Area Reading Strategies.

Progress Monitoring**Assessment & Frequency**

Exact Path: administered three times per school year, August, December, March for progress monitoring; Mastery Connect for remediation weekly

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

FSA ELA scores indicating a level 3, 4, 5
Exact Path scale scores

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

FSA ELA scores indicating a level 2
Exact Path Scale Scores align with FSA scale scores.

How is the effectiveness of Tier 1 instruction being monitored?

Teachers complete data forms based on student performance on various assessments.

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?

Teachers hold data chats based on the progress monitoring data and the supplemental program data. Students complete data forms and assess their performance on progress monitoring assessment and supplemental program data.

How is the effectiveness of Tier 1 curriculum being monitored?

Student performance on assessments and teacher input will be used to assess instruction.

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

Student performance on various assessments indicated the strength of the program. Students complete data forms and assess their performance on progress monitoring assessment and supplemental program data

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

Students receive instruction using Zoom, Microsoft Teams and Canvas as well as online resources.

Grade Levels: 6-8

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

(Enter assessment criteria that will be used)

2021/2022 FSA Ela Score is at Proficiency Level 3, 4, or 5 or

6th Grade - Most recent iReady Reading Scale Scores (national norm percentile ranking is 37th percentile and above)

5th Grade Scale Score at or above 562

7th and 8th Grade -Most recent iReady Reading Scale Scores (national norm percentile ranking is 41st percentile and above)

6th Grade Scale Score at or above 578

7th Grade Scale Score at or above 559

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 ELA to be used during the 2022-23 school year will be McGraw Hill StudySync. EdReports indicates that this curriculum Meets Expectations for Alignment and Usability for grades 6-8.

Exact Path (Edmentum) diagnostic assessments will be used. The individualized instructional path will be utilized in order to provide targeted, small group activities or enrichment activities, as data indicates. Students who use the individualized learning paths in Exact Path demonstrate positive, statistically significant growth on the diagnostic, based on an independent study from Century Analytics

Progress Monitoring

Assessment & Frequency

Exact Path ELA Reading Progress Monitoring for all students 3 times per year – August, December, and March.

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

Diagnostic assessment indicates students are meeting or exceeding grade-level proficiency. Scale scores will be added upon implementation of program.

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

Diagnostic assessment indicates students are below or approaching grade-level proficiency. Scale scores will be added upon implementation of program.

How is the effectiveness of Tier 1 instruction being monitored?

Lesson plan checks and feedback – Admin and Instructional Coach

Classroom walk-throughs and feedback – Admin, Instructional Coach, MTSS Coordinator

Data Chats following each progress monitoring – Instructional Coach

Grade Levels: 6-8

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?

- Literacy Leadership Team/Data Team – reviews student data and identifies areas of concern using the Four-Step Data Solving Process
- Weekly Grade-Level Team Meetings
- Feedback and Coaching Conversations/Modeling
- Instructional Data Analysis and Data Chats
- Continued PD centered around implementation of B.E.S.T. ELA standards. Continue PD for implementation of McGraw Hill StudySync. Begin PD for Edmentum Exact Path.

Teacher and teacher teams will utilize Canvas LMS. Differentiated support will be offered online as needed and data suggests.

How is the effectiveness of Tier 1 curriculum being monitored?

Student data/grades – Admin, Instructional Coach, MTSS Coordinator

Teacher data chats following progress monitoring - Admin, Instructional Coach, MTSS Coordinator

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

- Literacy Leadership Team/Data Team – reviews student data and identifies areas of concern using the Four-Step Data Solving Process
- Weekly Grade-Level Team Meetings
- Feedback and Coaching Conversations/Modeling
- Instructional Data Analysis and Data Chats
- Continued PD centered around implementation of B.E.S.T. ELA standards. Continue PD for implementation of McGraw Hill StudySync. Begin PD for Edmentum Exact Path.

Teacher and teacher teams will utilize Canvas LMS. Differentiated support will be offered online as needed and data suggests.

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

Teacher and teacher teams will utilize Canvas LMS. Differentiated support will be offered online as needed and data suggests.

[enter grade levels]

Tier 2

Supplemental Instruction/Intervention:

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

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

FSA ELA scores at level 2

*Scale scores:

Grade 9

2: 328-342

Grade 10

2: 334-349

*Scale Scores

Grade 9

1: 276-327

Grade 10

1: 284-333

Scale scores on grades 11 and 12 retakes will align with grade 10 scale scores.

Exact Path Scale Scores align with FSA scores.

*Scale scores are based on historical FSA scores

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

Students will be placed in a grade-level ELA course that provides rigorous, standards-based, grade-level instruction, such as analyzing and evaluating concepts, processes, procedures, and principles, rather than just remembering facts (rote learning). This will provide grade-level preparation for FSA ELA standards and for college/career. Exact Path will be used as a reading assessment providing various activities for reading comprehension and for vocabulary enrichment. The program will also be used for progress monitoring. Write Score will provide assessments and feedback in writing for grades 9 and 10.

11th grade students who have not achieved proficiency scores on FSA ELA will be placed in a year-long American literature reading class, course number 1005310 (Code C). 12th grade students who have not achieved proficiency scores on FSA ELA will be placed in an intensive reading course, number 100041012 (Code C). The students will receive instruction in high-level reasoning skills, vocabulary skills and strategies, reading comprehension strategies required to meet FSA ELA proficiency standards (level 3 or above) or the concordant score on ACT or SAT assessments. Whole and small group instruction will be utilized. Student progress will be monitored using formative and summative assessments, Exact Path, Connections, and other teacher-created, standards-based assessments to identify areas of deficiency. Exact Path and Connections will be used to provide differentiated instruction in reading comprehension, critical thinking and vocabulary strategies.

9th and 10th grade students who have not achieved proficiency scores on FSA ELA will be placed in a reading class or intensive reading class receiving whole and small group instruction. They will receive instruction in high-level reasoning skills, vocabulary skills and strategies, reading comprehension strategies and instruction required to meet FSA ELA Proficiency standards (level 3 or above). Student progress will be monitored using formative and summative assessments, Exact Path,

Grade Levels: 9-12

Progress Monitoring

Connections, and other teacher-created, standards-based assessments to identify areas of deficiency. Students in grade 9 are placed in a reading course, number 1008300 (Code C); students in grade 10 are placed in a reading course, number 1008310 (Code C).

Connections in reading course, myPerspectives in ELA classes – State Approved

Instructional Strategies:

Close Reading, Guided Practice, Reading Comprehension Strategies, Text-Dependent Writing, Cornell Notes, Summarizing Strategies, Collaborative Strategies, Text Discussion protocols, Informational Text, including texts in social studies and science, Compare/Contrast, Project-based learning, Complex text, Graphic and Semantic Organizers, Argumentative and Expository Writing, Annotation Strategies, Comprehension Strategies, Vocabulary Strategies, Modeling, Content Area Reading Strategies

Assessment & Frequency

Exact Path, 3 times per year, August, December, March for progress monitoring; Exact Path for remediation weekly

Performance Criteria to discontinue Tier 2 interventions

Performance on ELA FSA indicating a level 3 or above

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

Performance on ELA FSA indicating a level 2 or below

Performance Criteria that prompts the addition of Tier 3 interventions

Performance on FSA ELA indicating a level 1

Number of times per week intervention provided

5

Number of minutes per intervention session

20

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

Tier 2 students will receive targeted small group instruction in reading courses and ELA to increase motivation and extended discussions of reading material and strategies. Supplemental resources are used in large and small group settings to align with student needs.

MTSS provides support and resources for the students through tutoring and small group/individual meetings.

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

All programs, materials and strategies will be implemented with fidelity. Materials are approved by the FLDOE and are aligned with B.E.S.T. Standards

Grade Levels: 9-12

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

Distance learning students will have access through Canvas and the online programs.

Grade Levels: K-5

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

(Enter assessment criteria that will be used)

Student meets the following criteria at beginning of school year:

Student meets the following criteria at beginning of school year:

i-Ready – on or above grade level (green)

National Norms Chart 50%= proficient (DOE 3rd Grade promotion)

Tier 1: 35th percentile and above

Tier 2: 11th percentile – 34th percentile

Tier 3: 10th percentile and below

B.E.S.T. Levels 3, 4, or 5 (Level 3 students should be evaluated carefully – they may need additional support) *prior year(s) data

Level 3 Level 4 Level 5

3rd 300-314 315-329 330-360

4th 311-324 325-339 340-372

5th 321-335 336-351 352-385

(Enter assessment criteria that will be used)

THEN TIER 1 Instruction and TIER 2 Interventions

Progress Monitoring

Tier 2 Programs/Materials/Strategies & Duration

1. iReady
2. IReady Differentiated Learning Path

Assessment & Frequency

1. weekly
2. ongoing

Performance Criteria to discontinue Tier 2 interventions

1. Percentile rank of 35th percentile and above
2. Percentile rank of 35th percentile and above

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

1. IReady-between 11th-34th percentile
2. IReady-between 11th-34th percentile

Performance Criteria that prompts the addition of Tier 3 interventions

1. IReady-below 10th percentile
2. IReady-below 10th percentile

Number of times per week intervention provided

3-5

Number of minutes per intervention session

30 minutes

Grade Levels: K-5

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?

- 1) Continue core instruction on or above grade level in English/Language Arts (90 min reading instruction) adding differentiated small group focused on students' needs (iReady: Diagnostic Results, Instructional Grouping, Group Report).
- 2) Provide a variety of opportunities to strengthen content area reading and research through various activities.
- 3) Monitor the student i-Ready instructional usage report, lessons passed, along with classroom assessments and observations.
- 4) Specific interventions must be monitored monthly and reviewed at the monthly MTSS meetings. If interventions are not successful should be evaluated for fidelity of implementation. If intervention(s) is not working, it should be ended, and new intervention put into place.
- 5) Parent notification of reading deficiency.
- 6) Parent support and guidance on a "read-at-home plan."

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

- 1) Wonders Curriculum. [essa-evidence-for-wonders.pdf](#)
- 2) Grades 3-5: Phonics for Reading by Anita Archer Curriculum Associates
VPK-2nd Grade: Heggerty
- 3) Grade 3: SAVVAAAS Quick Reads
- 4) Grades K - 2: Voyager Sopris Sound Partners and Stepping Stones to Literacy
- 5) Grade K-5 I-Ready Toolbox
Curriculum Associates: Tier 1
I-Ready Diagnostic, I-Ready Toolkit
- 6) i-Ready online – individualized instructional path – Instructional Grouping Profile report for specific interventions for specific areas of reading. *I-Ready Tools for Instruction Lessons that provide opportunities to implement multisensory strategies (With support from Instructional Coach) Curriculum Associates: Tier 1
- 7) Additional diagnostics such as ERDA, Cool Tools, or DAR as needed
- 8) Appropriate Wonders grade level text for small group/guided and INDIVIDUAL reading.
- 9) Wonders intervention materials
- 10) STAR Reading Progress Monitoring Strong Evidence
- 11) AR Reading Program The What Works Clearinghouse (WWC)
- 12) Multisensory Activities (For example: Kendore Learning, FCRR Student Center Activities)

* Interventions should focus on the individual student's needs as identified by both the diagnostic test(s) and teacher observation. Interventions must include instruction in phonemic awareness, phonics, fluency, vocabulary, and comprehension as appropriate.

*The MTSS Team must identify and prioritize interventions accordingly

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

Grade Levels: K-5

TEAM Meetings, core curriculum 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)

2021/22 FSA ELA Score is at Level 2 or 1, student may be one to two years below reading level (iReady) and/or

6th Grade - Most Recent iReady Reading Scale Score (national norm percentile ranking places student in the 16th – 36th percentile)

5th Grade Scale Score 522 - 561

7th and 8th Grade - Most Recent iReady Reading Scale Score (national norm percentile ranking places student in the 21st – 40th percentile)

6th Grade Scale Score 542 – 577

7th Grade Scale Score 558 – 593

THEN TIER 1 Instruction and TIER 2 Interventions

Progress Monitoring

Tier 2 Programs/Materials/Strategies & Duration

Exact Path Individualized Instruction and resources used to develop and implement small group instruction targeting specific skills. McGraw Hill StudySync scaffolds for students approaching grade levels will be utilized as needed and data suggests.

Assessment & Frequency

Exact Path diagnostic three time per year

Performance Criteria to discontinue Tier 2 interventions

Diagnostic assessment indicates students are meeting or exceeding grade-level proficiency. Scale scores will be added upon implementation of program.

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

Diagnostic assessment indicates students are below or approaching grade-level proficiency. Scale scores will be added upon implementation of program.

Performance Criteria that prompts the addition of Tier 3 interventions

Scoring below the 20th percentile on Exact Path diagnostics

Number of times per week intervention provided

2-3

Number of minutes per intervention session

20

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

Grade Levels: 6-8

- Literacy Leadership Team/Data Team reviews student data and identifies areas of concern using the Four-Step Data Solving Process
- MTSS Monthly Meetings to review intervention data and update interventions as needed and student data suggests
- Weekly Grade Level Team Meetings
- Monitor usage of Exact Path – Teacher, Instructional Coach, MTSS Coordinator
- Lesson Plan Checks and Feedback – Admin and Instructional Coach
- Classroom Walk-throughs and Feedback – Admin, Instructional Coach, MTSS Coordinator
- Coaching Conversations – Instructional Coach
- Data Chats after Progress Monitoring – Instructional Coach, MTSS Coordinator

Teacher and teacher teams will utilize Canvas LMS. Differentiated support will be offered online as needed and data suggests.

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

Data disaggregation will be utilized. Instructional grouping and resources from Exact Path will be used to inform instruction and to provide targeted and small group activities as data indicates. Evidence from Exact Path's efficacy report states, "Students who use the individualized learning paths in Exact Path demonstrate positive, statistically significant growth on the diagnostic, based on an independent study from Century Analytics." Core ELA is McGraw Hill StudySync. Lesson scaffolds are available and will be used for those students approaching grade level and identified as in need of instructional Tier 2 supports. EdReports indicates that this curriculum Meets Expectations for Alignment and Usability for grades 6-8 and evidence from McGraw Hill's Grades 6-12 Research indicates an ESSA level of Tier 3 – Promising.

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

Teacher and teacher teams will utilize Canvas LMS. Differentiated support will be offered online as needed and data suggests.

[enter grade levels]

[enter grade levels]

Tier 3

Intensive, Individualized Instruction/Intervention:

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

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

Grade Levels: 9-12

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

(Enter assessment criteria that will be used)

FSA ELA Tiers 1, 2, 3

*Scale scores:

Grade 9

5: 370 +

4: 355-369

3: 343-354

Grade 10

5: 378 +

4: 362-377

3: 350-361

*Scale scores:

Grade 9

2: 328-342

Grade 10

2: 334-349

*Scale Scores

Grade 9

1: 276-327

Grade 10

1: 284-333

Scale scores on grades 11 and 12 retakes will align with grade 10 scale scores.

Exact Path Scale Scores align with FSA scores.

*Scale scores are based on historical FSA scores

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

Progress Monitoring

Tier 3 Programs/Materials/Strategies & Duration

Tiers 1, 2 and 3: ELA Core Curriculum: myPerspectives

Grades 9-12 State Approved

Tier 2 and 3: Reading/Intensive Reading Course

Supplemental Curriculum: Connections Core Reading Program and READ 180 aligned with B.E.S.T.

Standards - State Approved

Progress Monitoring:

Exact Path; Write Score (Grades 9 and 10) Graide Network (AP courses)

MTSS provides support and resources for the students through tutoring and small group/individual meetings.

Instructional Strategies:

Close Reading, Guided Practice, Reading Comprehension Strategies, Text-Dependent Writing,

Cornell Notes, Summarizing Strategies, Collaborative Strategies, Text Discussion protocols,

Informational Text, including texts in social studies and science, Compare/Contrast, Project-based learning, Complex text, Graphic and Semantic Organizers, Argumentative and Expository Writing,

Grade Levels: 9-12

Progress Monitoring

Annotation Strategies, Comprehension Strategies, Vocabulary Strategies, Modeling, Content Area Reading Strategies, activity sheets

Assessment & Frequency

USA Test Prep, 3 times per year
5 days per week, 45minutes per day

Performance Criteria to discontinue Tier 3 interventions

Performance on ELA FSA indicating a level 2 or above

Performance Criteria indicating continuation of Tier 3 interventions

Performance on FSA ELA indicating a level 1

Performance Criteria that prompts intensified Tier 3 interventions

Performance on FSA ELA indicating a level 1

Number of times per week intervention provided

5

Number of minutes per intervention session

45

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

Tier 3 students will receive targeted small group instruction in reading courses and ELA to increase motivation and extended discussions of reading material and strategies. Supplemental resources are used in large and small group settings to align with student needs.

MTSS provides support and resources for the students through tutoring and small group/individual meetings.

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

All programs, materials and strategies will be implemented with fidelity. Evidenced based strategies and state adopted programs will be implemented in Tier 3 interventions as indicated above.

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

Distance learning students will have access through Canvas and the online programs.

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

(Enter assessment criteria that will be used)

i-Ready – on or above grade level (green)

National Norms Chart 50%= proficient (DOE 3rd Grade promotion)

Tier 1: 35th percentile and above

Tier 2: 11th percentile – 34th percentile

Tier 3: 10th percentile and below

B.E.S.T. Levels 3, 4, or 5 (Level 3 students should be evaluated carefully – they may need additional support) *prior year(s) data

Level 3 Level 4 Level 5

3rd 300-314 315-329 330-360

4th 311-324 325-339 340-372

5th 321-335 336-351 352-385

Grade 3: SAT10: 45th percentile needed for 3rd grade promotion

Grade 3: STAR Reading Assessment 50th percentile needed for 3rd grade promotion

Grades 1 and 2: STAR Reading Assessment for progress monitoring

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

Progress Monitoring

Tier 3 Programs/Materials/Strategies & Duration

- 1) Grades 3-5: Utilize BrightFish Reading as a material/resource coupled with an implementation of a variety of reading and instructional strategies to provide intensive tier 3 reading interventions
- 2) Quick Reads:
- 3) 3rd Grade Reading Camp: Utilize Instructional Coach, Wordly Wise, and iReady as materials/resources to enhance the implementation of a variety of reading and instructional strategies.

Assessment & Frequency

1. Weekly

Tier 2: 3 x per week for 30 minutes = 90 minutes per week. Group size 1-7 students

Tier 3: 3 x per week for 30 minutes = 90 minutes per week

Group size 1-3 students

K-2 FCRR Multi-sensory: weekly

VPK-2nd grade phonological awareness: daily

Performance Criteria to discontinue Tier 3 interventions

Percentile rank of 35th percentile and above

Performance Criteria indicating continuation of Tier 3 interventions

Percentile rank of 10th percentile and below

- 1) Along with Tier 2 intervention, the student MUST be provided “intensive, explicit, systematic, and multisensory reading interventions immediately following the identification of the reading deficiency” per Florida Statute 1008.25 (paragraph 5).
- 2) Interventions must be monitored every two weeks and reviewed at the MTSS meetings.
- 3) Interventions that are not successful should be evaluated for fidelity of implementation. If the intervention is truly not working a new intervention should be put into place.

Grade Levels: K-5**Progress Monitoring****Performance Criteria that prompts intensified Tier 3 interventions**

Percentile rank of 10th percentile and below

- 1) Along with Tier 2 intervention, the student **MUST** be provided “intensive, explicit, systematic, and multisensory reading interventions immediately following the identification of the reading deficiency” per Florida Statute 1008.25 (paragraph 5).
- 2) Interventions must be monitored every two weeks and reviewed at the MTSS meetings.
- 3) Interventions that are not successful should be evaluated for fidelity of implementation. If the intervention is truly not working a new intervention should be put into place.

Number of times per week intervention provided

5

Number of minutes per intervention session

40

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?

- 1) Continue implementation of Tier 2 strategies.
- 2) Students receive additional intervention service, outside the 90-minute reading block, from a highly qualified reading endorsed, pursuing reading endorsement, or reading certified teacher. B-Course Code- FNC BAS SKLS READ 5010020.
- 3) The student’s parents **MUST** be informed of the reading deficiency using the TCSD Reading Deficiency letter.
- 4) A parent conference **MUST** be held.
- 5) Parent support and guidance on a “read-at-home plan.”
- 6) Along with Tier 2 intervention, the student **MUST** be provided “intensive, explicit, systematic, and multisensory reading interventions immediately following the identification of the reading deficiency” per Florida Statute 1008.25 (paragraph 5).

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

- 1) Core Curriculum - Wonders Curriculum. [essa-evidence-for-wonders.pdf](#)
- 2) Grades 3-5: Phonics for Reading by Anita Archer Curriculum Associates
- 3) Grade 3: Quick Reads
- 4) Grades K-2: Voyager Sopris Sound Partners and Stepping Stones to Literacy
- 5) Grade K-5 I-Ready Toolbox Curriculum Associates
I-Ready Diagnostic, I-Ready Toolkit
- 6) i-Ready online – individualized instructional path – Instructional Grouping Profile report for specific interventions for specific areas of reading. *I-Ready Tools for Instruction Lessons that provide opportunities to implement multisensory strategies (With support from Instructional Coach) Curriculum Associates

Grade Levels: K-5

- 7) Additional diagnostics such as ERDA, Cool Tools, or DAR as needed
- 8) Appropriate Wonders leveled text for small group/guided and INDIVIDUAL reading.
- 9) Wonders intervention materials
- 10) STAR Reading Progress Monitoring
- 11) AR Reading Program The What Works Clearinghouse
- 12) Multisensory Activities (For example: Kendore Learning, FCRR Student Center Activities)

*The MTSS Team must identify and prioritize interventions accordingly.

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

Through the use of virtual TEAM Meetings and provision of core curriculum through CANVAS Learning Management System

Grade Levels: 6-8

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

(Enter assessment criteria that will be used)

2022/23 FSA ELA Score at Level 1 for two or more years. Sub-category learning gains may or may not be met (low, middle, high) or

6th Grade - Most Recent iReady Reading Scale Scores (national norm percentile ranking places student at or below the 15th percentile)

5th Grade Scale Score – 521 or below

Most Recent iReady Reading Scale Scores (national norm percentile ranking places student at or below the 20th percentile)

6th Grade Scale Score – 541 and below

7th Grade Scale Score – 557 and below

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

Progress Monitoring

Tier 3 Programs/Materials/Strategies & Duration

1. Read 180/System 44 - intensive, individualized reading instruction and skills practice, building fluency and reading comprehension through modeled and independent reading and targeted small-group differentiated instruction based on data-driven reports.
2. Intensive Reading Class using individualized and small group instruction in fluency, vocabulary, and comprehension of literary and informational text. Exact Path, Anita Archer Rewards, Foundational Skills-Phonics, Word Study, Decodable Passages, Fluency, Vocabu-lit.

Assessment & Frequency

1. Reading Inventory three times per year for all Tier 3 students. Phonics Inventory for lowest level students, if indicated by Reading Inventory
2. Exact Path progress monitoring data three times per year.
Exact Path Progress Checks continuously assess students on skills progression in between each diagnostic window. Students are assessed on four skills at a time.

Performance Criteria to discontinue Tier 3 interventions

AP3 Progress Monitoring Data showing movement from Level 1 to Level 2 or higher

Performance Criteria indicating continuation of Tier 3 interventions

AP3 Progress Monitoring Data showing student remains at Level 1

Performance Criteria that prompts intensified Tier 3 interventions

1. Reading Inventory indicates a need for Phonics (score of 600 or below), thereby placing student into System 44 program.
2. Exact Path Progress Checks indicate student is not obtaining mastery of focus skills.

Number of times per week intervention provided

5

Number of minutes per intervention session

50

Grade Levels: 6-8

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?

* Literacy Leadership Team/Data Team reviews student data and identifies areas of concern using the Four-Step Data Solving Process

- MTSS Monthly Meetings to review intervention data and update interventions as needed and student data suggests
- Weekly Grade Level Team Meetings
- Monitor usage of Exact Path – Teacher, Instructional Coach, MTSS Coordinator
- Lesson Plan Checks and Feedback – Admin and Instructional Coach
- Classroom Walk-throughs and Feedback – Admin, Instructional Coach, MTSS Coordinator
- Coaching Conversations – Instructional Coach
- Data Chats after Progress Monitoring – Instructional Coach, MTSS Coordinator

Teacher and teacher teams will utilize Canvas LMS. Differentiated support will be offered online as needed and data suggests.

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

Read 180/System 44 Interventions are provided by a highly-qualified, reading endorsed teacher.

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

Teacher and teacher teams will utilize Canvas LMS. Differentiated support will be offered online as needed and data suggests.

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.

All reading data is reviewed at least four times by the district team and at the school level collaboratively by the administrators, instructional coaches, and teachers. Grade level decision trees outline the decision-making process. School level teams analyze student data to determine the differentiated supports necessary for each student.

The district leadership team analyzes school level data by grade level and strand to determine both areas of strength and need. The district team schedules three site level visits each year after the three progress monitoring assessments and a full data review after state assessment results are received. School level leaders and instructional coaches are responsible for reviewing data by grade level, reading strand, and at the teacher level.

The Director of Instruction, Jill Rudd, and the Curriculum and Technology Coordinator, Carrie Helton, work collaboratively to provide plan implementation oversight, support and follow-up for the district leadership team and the school based leadership teams.