Gulf 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	Price, Lori Assistant Superintendent for Instruction lprice@gulf.k12.fl.us 850 229 6940
Elementary English Language Arts (ELA)	Price, Lori Assist Superintendent for Instruction lprice@gulf.k12.fl.us 850 229 6940
Secondary ELA	Price, Lori Assistant Superintendent for Instruction lprice@gulf.k12.fl.us 850 229 6940
Reading Endorsement	Price, Lori Assistant Superintendent for Instruction lprice@gulf.k12.fl.us 850 229 6940
Reading Curriculum	Price, Lori Assistant Superintendent for Instruction lprice@gulf.k12.fl.us 850 229 6940
Professional Development	Price, Lori Assistant Superintendent for Instruction lprice@gulf.k12.fl.us 850 229 6940
Assessment	Bowers, Tracy Director of Assessment tbowers@gulf.k12.fl.us 850 229 6940
Data Element	Thompson, Donna Reading Coach dthompson@gulf.k12.fl.us 850 229 6940
Summer Reading Camp	Price, Lori Assistant Superintendent for Instruction lprice@gulf.k12.fl.us 850 229 6940
Third Grade Promotion	Price, Lori Assistant Superintendent for Instruction lprice@gulf.k12.fl.us 850 229 69401
300 Lowest-Performing Elementary Schools	Price, Lori Assistant Superintendent for Instruction lprice@gulf.k12.fl.us 850 229 6940
Multi-Tiered System of Supports (MTSS)	Price, Lori Assistant Superintendent for Instruction lprice@gulf.k12.fl.us 850 229 6940

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.

Upon approval of the Comprehensive Evidence-Based Reading Plan, the Assistant Superintendent for Instruction and the Reading Coach work collaboratively to inform principals of the details of the plan. During pre-planning, principals, with the help of the Reading Coach, present the plan to their respective faculties. They also present the plan at a School Advisory Council meeting. The Assistant Superintendent for Instruction shares the plan with the School Board and Superintendent as well as other district administrators.

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 40%

Previous School Year
Kindergarten - % of Students "Ready" on FLKRS 50%

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

Schools will work with families to offer flexible options to increase the number of students assessed. Schools will communicate with families the importance and purpose of the FLKRS Kindergarten Readiness Screening. Pre-Kindergarten teachers and paraprofessionals will attend professional development on multi-sensory instructional strategies targeted to address gaps and reduce barriers to students' ability to meet Tier 1 expectations. Progress monitoring data will be used to match the needs of the students providing systematic, explicit, and interactive small group instruction targeting foundational/barrier skills and learning deficiencies. Pre-Kindergarten teachers and paraprofessionals will participate in the B.E.S.T. Standards Implementation to support increased readiness to enter Kindergarten

Statewide English Language Arts Standardized Assessment:

Grade	Previous School Year % of Students Scoring					Goal for Plan Year % of Students Scoring				
	Lvl 1	Lvl 2	Lvl 3	Lvl 4	Lvl 5	Lvl 1	Lvl 2	Lvl 3	Lvl 4	Lvl 5
3	23	28	34	12	4	12	25	40	17	6
4	37	19	25	13	5	19	17	30	26	11
5	29	36	21	12	3	16	17	30	25	12
6	19	30	29	16	6	15	19	27	27	12
7	38	27	18	15	2	12	25	28	23	12
8	31	23	30	12	4	17	16	31	23	13
9	28	22	25	17	8	16	20	27	25	12
10	24	31	24	15	6	16	21	27	24	12

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%).

Increase the number of students scoring at or above grade level. K goal = 94%; 1 goal = 55%, 2 goal = 58%

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		$42,616.00
		FTE	2022-23
		1.0	$42,616.00
3	Reading coaches assigned to secondary schools		$0.00
4	Intervention teachers assigned to elementary schools		$147,007.00
		FTE	2022-23
		2.0	$147,007.00
5	Intervention teachers assigned to secondary schools		$0.00
6	Supplemental materials or interventions for elementary schools		$15,310.00
		FTE	2022-23
			$15,310.00
7	Supplemental materials or interventions for secondary schools		$3,000.00
		FTE	2022-23
			$3,000.00
8	Intensive interventions for elementary students reading below grade level		$0.00
9	Intensive interventions for secondary students reading below grade level		$0.00
10	Professional development		$3,000.00
		FTE	2022-23
			$3,000.00
11	Helping teachers earn the reading endorsement		$0.00
12	Summer reading camps		$0.00
13	Additional hour for 300 lowest-performing elementary schools		$0.00
14	Early literacy instruction/intervention for VPK completers pursuant to s. 1008.25(8)(c), F.S.		$0.00
	Total:		$210,933.00

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 with substantial reading deficiencies are a top priority as fundamental reading skills provide the foundation for all other learning. The Reading Coach places primary focus on that population. Interventions for those struggling primary students are scheduled prior to students at other grade levels.

School Literacy Leadership Teams

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

It is imperative that each school have an active and assertive School Literacy Leadership Team. The Assistant Superintendent for Instruction meets with principals monthly. The requirement to establish a School Literacy Leadership Team was discussed as well as the function and purpose of the team. The Assistant Superintendent then worked with each principal individually to discuss who should serve in that capacity and to facilitate the implementation of the team.

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

Lori Price, Assistant Superintendent for Instruction (main district reading contact)

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

Lori Price, Assistant Superintendent for Instruction (main district reading contact) works collaboratively with the District Reading Coach to support and monitor School Literacy Leadership Teams and ensuring compliance.

Professional Development

Describe the reading professional development that will be provided by the district and/or schools, aligned to the requirements below:
- Provide professional development required by Section 1012.98(4)(b)11., F.S., which includes training to help teachers integrate phonemic awareness, phonics, word study and spelling, fluency, vocabulary, and text comprehension strategies into an explicit, systematic, and sequential approach to reading instruction, including multisensory intervention strategies;

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

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

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

The District will ensure that teachers are provided with high quality professional development opportunities which includes the integration of phonemic awareness, phonics, fluency, vocabulary, comprehension and multisensory strategies. The use of an explicit, systematic and sequential approach to instruction will be emphasized. In recent years, the District has placed a great deal of emphasis in this area and has facilitated the reading endorsement of numerous teachers. Resources and training is provided by the Reading Coach and through the Panhandle Area Educational Consortium. The benefits of these efforts has already become apparent and they will be continued.

Differentiated professional development with increased intensity is provided for those teachers whose progress monitoring data is not showing adequate growth. When data reflects that a specific teacher in not showing adequate growth, the principal works with the teacher, Reading Coach, and Assistant Superintendent for Instruction to pinpoint the issues as specifically as possible. Once the issue is identified, professional development designed to address the issue is sought. If the professional development does not resolve the issues, the teacher may be reassigned, non-renewed, or given additional training.

Establishing model classrooms within the school has proved to be an effective way to develop teachers. Principals are aware that often the best resource for an inexperienced or struggling teacher can be found within the system. Because the principal is aware of the teaching strategies each teacher employs and the level of success individual teachers have experienced, they are knowledgeable about what those teachers may be able to offer one with less experience and facilitates peer observations routinely. Principals discuss the progress of all new hires with the Assistant Superintendent of Instruction on a routine basis. These discussions include the benefit of peer observations.

Providing teachers with time weekly to meet together for professional development including lesson study and PLCs is crucial. Importance of common planning, time for data disaggregation, small group PLCs, and professional development is reinforced frequently by the Assistant Superintendent for Instruction in person at monthly administrative meetings and individually through the principal's evaluation. Principals develop schedules with the need to collaborate in mind. Elementary teachers have a common planning with other teachers of their grade level. High school teachers, to the extent possible, have a common planning with same subject area teachers. Additional time for lesson study, PLCs, and grade group or subject area meetings is provided before and after school. PLCs are monitored (and often lead by) the principals and/or the Reading Coach.

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.

Requirements for reading endorsement and training are conveyed to the principals by the Assistant Superintendent for Instruction in person at monthly administrative meetings.

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

Teachers attending trainings do so with the consent and encouragement of the principal. Professional development is reported to the district upon completion using the ePDC system and is overseen by the Assistant Superintendent for Instruction who accepts responsibility for ensuring compliance.

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 allocation of services provided by the reading coach is based on the number of students scoring below grade level on diagnostic and progress monitoring assessments. In addition, priority services will be given to any school on the RAISE list or receiving a "C" or lower. The district is home to only two elementary schools that are similar in composition and need. Both elementary schools are served by the same highly qualified reading coach. The reading coach has a Master's degree in reading and is certified. Her evaluations have highly effective rating and she possesses a great deal of experience and expertise, The reading coach meets all the criteria listed above.
(no rubric used)

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?

Upon approval of the Comprehensive Evidence-Based Reading Plan, the Assistant Superintendent for Instruction and the Reading Coach work collaboratively to inform principals of the details of the plan. At that time, the specific role and responsibilities of the Reading Coach is also conveyed.

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?

When the Assistant Superintendent for Instruction and the Reading Coach meet with principals to share the Comprehensive Evidence-Based Reading Plan, the role of the Reading Coach is also explained. Principals are made aware that the coach is under no circumstance allowed to perform administrative functions which would contradict their role as coach and mentor. The coach is highly instrumental in helping teachers utilize assessment data, but is not permitted to dedicate undue amount of time to the actual assessment process. The role of the Reading Coach is articulated carefully and the Reading Coach is given the autonomy necessary to create action plans and meaningful professional development based on need.

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

The Assistant Superintendent for Instruction

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

Coaching time, tasks, and impact data are reported and reviewed by the district at least quarterly.

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

*Identify a problem with precision (eliminate exclusionary factors)
*Identify goal for change
*Identify deficiencies and create individualized implementation plan with contextual fit
*Implement solution with integrity & fidelity
*Monitor impact of intervention and modify as needed
*Make summative evaluative decisions

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	Pre-k - 2	Screener, Progress Monitoring	Oral Language, Phonological Awareness, Phonics, Fluency, Vocabulary, Comprehension	3 x A Year
Gulf Schools Sight Word Test	K-2	Screener, Progress Monitoring, Summative	Fluency	Quarterly
CBM	K-12	Screener, Progress Monitoring, Formative Assessment, Summative	Oral Language, Phonological Awareness, Phonics, Fluency, Vocabulary, Comprehension	Monthly
ERDA	K-3 Tier 3 or as needed	Diagnostic	Oral Language, Phonological Awareness, Phonics, Fluency, Vocabulary, Comprehension	Annually
DAR	3-12 Tier 3 or as needed	Diagnostic	Phonological Awareness, Phonics, Fluency, Vocabulary, Comprehension	Annually
Oral Reading Fluency (ORF)	1-10	Screener, Progress Monitoring	Fluency	Monthly
Gulf District Schools Screener	Kindergarten	Screener, Progress Monitoring, Diagnostic	Phonological Awareness, Phonics, Fluency, Vocabulary, Comprehension	3 x A Year
STAR 360	K-10, 11-12 Intensive Reading	Progress Monitoring	Phonological Awareness, Phonics, Fluency, Vocabulary, Comprehension	3 x A Year
FAST - Cambium	3-10	Screener, Progress Monitoring, Summative	Vocabulary, Comprehension	3 x A Year
District/School/Teacher Formative Assessment	k-12 as needed	Progress Monitoring, Formative Assessment	Oral Language, Phonological Awareness, Phonics, Fluency, Vocabulary, Comprehension	Weekly, 2 x A Month, Monthly, Quarterly, 3 x A Year, Annually
Benchmark Assessments	K-12 as needed	Screener, Progress Monitoring, Formative Assessment, Diagnostic, Summative	Oral Language, Phonological Awareness, Phonics, Fluency, Vocabulary, Comprehension	Weekly, 2 x A Month, Monthly, Quarterly, 3 x A Year, Annually
Adaptive Progress Monitoring Tool	9-12 as needed	Progress Monitoring	Oral Language, Phonological Awareness, Phonics, Fluency, Vocabulary, Comprehension	Weekly, 2 x A Month
Rewards	6-12 as needed	Progress Monitoring, Formative Assessment	Vocabulary, Comprehension	Weekly, 2 x A Month, Monthly, Quarterly, 3 x A Year, Annually

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?

Assistant Superintendent for Instruction & Reading Coach

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

Requirements for reading instruction are conveyed to the principals by the Assistant Superintendent for Instruction in person at monthly administrative meetings, as well as by the Reading Coach. Principals are tasked with developing an instructional schedule that utilizes a 90 minute reading block. The district selects an evidence-based reading curriculum and the principal ensures it is implemented with fidelity by utilizing walkthroughs, observations, and lesson plan reviews. The Assistant Superintendent for Instruction evaluates and approves instructional schedules each semester. The Assistant Superintendent for Instruction also approves curriculum selection and periodically conducts classroom walkthroughs and lesson plan reviews to ensure implementation with fidelity.

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

If teachers leverage formative assessment best practices, differentiation follows. Implementing a variety of formative assessments allows teachers to check for understanding quickly. By analyzing errors, teachers can better support students who are struggling and challenge those who are not. The district provides professional development in the development and use of formative assessments as well as in how to use the data obtained from such assessments to meet the needs of individual students. The Reading Coach is instrumental in providing this training, modeling the use of formative assessments, and assisting teachers is utilizing the data obtained from them. Principals conduct routine walkthroughs and evaluation of lesson plans to ensure a variety of formative assessments are utilized in the classroom.

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

Content-area teachers familiar with the written material and the reading demands of their disciplines are best suited to provide effective literacy instruction therefore the district provides professional development to content-area teachers to better equip them for integrating literacy instruction into their classes. At a minimum, content-area teachers can implement manageable vocabulary and comprehension strategies that complement their existing instructional practices. The Reading Coach is instrumental in providing this training and modeling the use of literacy strategies for content-area teachers. Principals conduct routine walkthroughs and evaluation of lesson plans to ensure literacy strategies are utilized in all classrooms.

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

When any stakeholder (principal, teacher, or parent) identifies an issue related to the Reading Plan or reading instruction, that concern is brought to the attention of the Reading Coach and/or the Assistant Superintendent for Instruction. The degree to which the plan is being implemented is then assessed. If additional professional development or instruction in plan implementation is needed it is provided. If it is determined that the plan itself is flawed in such a way that student needs are not met, the revision process is initiated.

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.

Principals are inadequately trained to assist teachers in integrating phonological awareness, phonics, word study & spelling, fluency, vocabulary and text complexity into an explicit, systematic and sequential approach to reading instruction including multisensory strategies. The Literacy Coach will provide monthly trainings to school-based administrators in these areas. In addition, teachers will continue to work toward reading endorsement as needed, receive training in the new standards and in the newly adopted curriculum to ensure that it is implemented with fidelity by ALL teachers. Greater steps will be taken, particularly at the high school level, to ensure intensive reading curriculum is appropriate and taught fully and with fidelity to those students in need.

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?

Upon approval of the Comprehensive Evidence-Based Reading Plan, the Assistant Superintendent for Instruction and the Reading Coach work collaboratively to inform principals of the details of the plan. At that time, the specific role and responsibilities of the Reading Coach is also conveyed. During pre-planning, principals, with the help of the Reading Coach, present the plan to their respective faculties. Ensuring that principals and teachers alike are fully aware of the plan's purpose and intent helps to ensure that it is implemented with fidelity. Principals utilize lesson plan review and walkthroughs to determine if instruction is thorough and properly aligned to the purpose of the plan. In the event, it is determined that the plan is not being fully implemented or implemented properly, the root cause and solution is sought. This may involve implementing problem-solving strategies, providing additional professional development, utilizing supports (modeling and coaching) provided by the Reading Coach for specific teachers or specific issue.

Who at the district level supports effective implementation?

The Assistant Superintendent for Instruction and the Reading Coach

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

If student data reflect that the reading plan is not being implemented with fidelity or effectively, the plan is reassessed and problem-solving steps applied. If the problem lies in the content or structure of the plan itself, the plan undergoes revision. If the problem lies in implementation additional professional development is provided. When any stakeholder (principal, teacher, or parent) identifies an issue related to the Reading Plan or reading instruction, that concern is brought to the attention of the Reading Coach and/or the Assistant Superintendent for Instruction. The degree to which the plan is being implemented is then assessed. If additional professional development or instruction in plan implementation is needed it is provided. If it is determined that the plan itself is flawed in such a way that student needs are not met, the revision process is initiated

Weekly reading walkthroughs by administrators - Part B

What process is in place to ensure effective implementation?

Classroom walkthroughs can be highly beneficial in monitoring the implementation of the reading plan and maintaining momentum toward literacy goals. The Assistant Superintendent for Instruction ensures principals are trained on conducting effective walkthroughs. The Reading Coach teaches principals specific "look-fors" in effective reading instruction. Principals discuss the practice of walkthroughs with teachers to inform them of their purpose and to provide reassurance that the primary goal is to improve instruction rather than to evaluate the teacher. They are an integral part of a principal's responsibilities and are done continually. Walkthroughs for the specific purpose of observing reading instruction are done weekly and data is collected. Data collected via principals' reading walkthroughs are shared directly with the Reading Coach and/or Assistant Superintendent for Instruction. Principals and the Reading Coach provide teachers with frequent, meaningful, and actionable feedback. Principals consider all available data including walkthrough data, progress monitoring results, standardized tests, formative

and summative assessments, and classroom performance to determine if intervention is needed and support the needs of both students and teachers.

Who at the district level supports effective implementation?

The Assistant Superintendent for Instruction

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

If student data reflect that the reading plan is not being implemented with fidelity or effectively, the plan is reassessed and problem-solving steps applied. If the problem lies in the content or structure of the plan itself, the plan undergoes revision. If the problem lies in implementation additional professional development is provided. When any stakeholder (principal, teacher, or parent) identifies an issue related to the Reading Plan or reading instruction, that concern is brought to the attention of the Reading Coach and/or the Assistant Superintendent for Instruction. The degree to which the plan is being implemented is then assessed. If additional professional development or instruction in plan implementation is needed it is provided. If it is determined that the plan itself is flawed in such a way that student needs are not met, the revision process is initiated.

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

What process is in place to ensure effective implementation?

Principals consider all available data including walkthrough data, progress monitoring results, standardized tests, formative and summative assessments, and classroom performance to determine if intervention is needed and to support the needs of both students and teachers. The Reading Coach and Data Guru are instrumental in assisting principals with data disaggregation and analysis. Teachers administer a variety of assessments and are provided assistance in data disaggregation and analysis. Teachers then select instructional strategies designed to address needs as determined by that data analysis. Professional development and guidance from the Reading Coach is provided to ensure the evidence-based and appropriate strategies are implanted.

Who at the district level supports effective implementation?

The Assistant Superintendent for Instruction and the Reading Coach

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

If student data reflect that the reading plan is not being implemented with fidelity or effectively, the plan is reassessed and problem-solving steps applied. If the problem lies in the content or structure of the plan itself, the plan undergoes revision. If the problem lies in implementation additional professional development is provided. When any stakeholder (principal, teacher, or parent) identifies an issue related to the Reading Plan or reading instruction, that concern is brought to the attention of the Reading Coach and/or the Assistant Superintendent for Instruction. The degree to which the plan is being implemented is then assessed. If additional professional development or instruction in plan implementation is needed it is provided. If it is determined that the plan itself is flawed in such a way that student needs are not met, the revision process is initiated.

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.

Students in grade 3 are provided with an intensive Summer Reading Camp. Students attend four half day sessions per week throughout the summer. All Summer Reading Camp teachers are required to be highly effective and reading endorsed/certified. Teachers will read high-quality, complex text to students during shared reading/read-alouds. While reading of the texts, teachers will employ higher-order questioning and thinking strategies and engage students in collaborative discussions with the complex text. These instructional practices model for students and teach them how to utilize comprehension strategies to understand complex text using the gradual release of responsibility model. Comprehension strategies, as defined by What Works Clearinghouse, are "cognitive routines" that "help readers enhance their understanding, overcome difficulties in comprehending text, and compensate for weak or imperfect knowledge related to the text." As identified in the IES/WWC Practice Guide re Reading Comprehension K-3rd, the strategies have strong or moderate evidence for improving students' comprehension skills. Students' ability to decode, understand word meanings in context (vocabulary), read fluently, and apply comprehension strategies to grade level and complex text impacts their ability to understand, analyze, and apply what they have learned. Evidence-based instructional materials used include Benchmark Advance (moderate level with Subject-Specific Standards Score of 4.2 and a Science of Reading Average of 4.8), and i-Ready

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

Will the district implement this option?

No

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

NA

Attendance - Part B
Complete below depicting the number and percentage of students attending summer reading camps.

Number of Students Attending Summer Reading Camp

Third grade students who score Level 1 and at risk of retention (1008.25(7)(a)2., F.S.)
24

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

Students who score Level 1 in grades 4-5
0

Percentage of Students Attending Summer Reading Camp

Third grade students who score Level 1 and at risk of retention (1008.25(7)(a)2., F.S.)
18%

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

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

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

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

The District's Read-At-Home Plan is available on the district website and was written specifically for the parents of K-3 students identified with a substantial deficiency in reading. The plan incorporates FDOE provided resources in an electronic format that is accessible online and a hard copy of such resources is made available to parents upon request. Resources include developmentally appropriate, evidence-based strategies and programming, including links to video training modules and opportunities to sign up for at-home reading tips delivered periodically via text and email via text and email, which a parent can use to help improve his/her child's literacy skills. The plan also includes an overview of the types of assessments used to identify reading deficiencies and what those assessments measure or do not measure, the frequency with which the assessments are administered, and the requirements for intervention and supports available to students who do not make adequate academic progress. Also covered in the plan is the process for initiating and conducting evaluations for exceptional education eligibility including an explanation that a diagnosis of a medical condition alone is not sufficient to establish exceptional education eligibility but may be used to document how that condition relates to the student's eligibility determination and may be disclosed in an eligible student's IEP when necessary to inform school personnel responsible for implementing the IEP. Characteristics of conditions associated with learning disorders, including dyslexia, dysgraphia, dyscalculia and developmental aphasia are provided along with a list of resources that support informed parental involvement in decision-making processes for students who have learning difficulties. Resources are also available for grades 4-12.

The district maintains a partnership with New World Reading. Parents are provided with informative flyers and instructions for enrolling their child. Parents of students in grade K-8 are given B.E.S.T. parent guides in their native language. The district is also making a concerted effort to ensure students and teachers have access to the books featured on the B.E.S.T. ELA and civics booklists. The district also partners with Just Read Florida!, New Worlds Reading, local public libraries, Gulf County Education Foundation, and the Panhandle Area Education Consortium.

Who at the district is responsible for monitoring this requirement?

The Assistant Superintendent for Instruction and the Reading Coach

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?

Elementary (K-5) ELA classes must teach reading in a dedicated, uninterrupted block of time of at least 90 minutes daily to all students. The ELA reading block will include whole group instruction utilizing an evidence-based sequence of reading instruction and small group differentiated instruction in order to meet the needs of all learners. Requirements for whole group reading instruction are conveyed to the principals by the Assistant Superintendent for Instruction in person at monthly administrative meetings. Principals are tasked with developing an instructional schedule that utilizes a 90-minute reading block with support by the District Literacy Coach. The district selects an evidence-based reading curriculum and the principal ensures it is implemented with fidelity using walkthroughs, observations, and lesson plan reviews. The Assistant Superintendent for Instruction evaluates and approves instructional schedules each semester. Principals meet with the District Literacy Coach weekly to review data and plan for PD and PLC needs to increase teacher capacity on implementation of the B.E.S.T. ELA Standards, Science of Reading, multi-sensory reading instruction, small group differentiated instruction, and using data to inform instruction to support implementation. The District Literacy Coach works with the SRLD to prioritize PD to support schools on the R.A.I.S.E. List and target grade levels scoring below 50%ile on high standards. The District Literacy Coach provides PD on the CERP, ELA Assessment & Decision Trees, Core ELA Curriculum, and Intervention Resources. The Literacy Leadership Team supports PLCs that focus on integrating the ELA B.E.S.T. Standards, ELA Book Lists, and Civics Book Lists, schoolwide literacy initiatives, and activities to increase family engagement. The Assistant Superintendent for Instruction also approves curriculum selection and periodically conducts classroom walkthroughs and lesson plan reviews to ensure implementation with fidelity.
Grades K-5:
Florida Benchmark Advance 2022 is used as the core curriculum to provide a comprehensive ELA program as an instructional system for mastery of Reading Foundations, Reading Prose, Poetry, and Informational Text, Communication and Vocabulary. State Adopted Materials List.
STAR Freckle (see 11C)

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

The Assistant Superintendent for Instruction

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 provides PD on the B.E.S.T. ELA Expectations, Core Curriculum Benchmark Advance, using text to increase students' background knowledge and literacy skills across disciplines. The District Literacy Coach provides PD and the Literacy Leadership Team supports school PLCs focused on content-area reading. The District Literacy Coach and Literacy Leadership Team work together to help teachers plan, create, and model whole group, small group and focus skill instruction in reading.

Each Literacy Leadership Team develops a school-based plan to inventory and prioritize needs for the purchase of class sets and small group sets of texts from the B.E.S.T. ELA Book Lists. Media Specialists work with the Literacy Leadership Team to expand circulation to include copies of all books on the B.E.S.T. ELA Book Lists and Civic Literacy List. Content Area Teachers work with ELA teachers to gather texts and book sets, and plan lessons that build background knowledge in social studies, science, and the arts. The ELA Expectations are integrated into content-area instruction to support overarching skills that run through every component of language arts instruction, the ELA Expectations are interconnected and are developed over time. The Reading Coach is instrumental in providing this training and modeling the use of literacy strategies for content-area teachers. Principals conduct routine walkthroughs and evaluations of lesson plans to ensure literacy strategies are utilized in all classrooms.

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

The Assistant Superintendent for Instruction and the Reading Coach

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

How does the district support and monitor implementation?

Requirements for small group reading instruction are conveyed to the principals by the Assistant Superintendent for Instruction in person at monthly administrative meetings and the District Literacy Coach. Principals ensure it is implemented with fidelity by utilizing walkthroughs, observations, and lesson plan reviews. Principals meet monthly with the Reading Coach who in turn meets with the Assistant Superintended of Instruction at least quarterly. Small group differentiated reading instruction, using data to inform instruction and target individual learning needs, and best practices are planned for pre-service PD, monthly PLC, and ongoing professional development. The District Literacy Coach provides PD on STAR 360 and Freckle for Grades K-10. The Assistant Superintendent of Instruction, Principals and District Literacy Coach collaborate and prioritize PD and PLC to meet the needs of each campus and to support positive learning outcomes for all learners.
Grades K-5:
Florida Benchmark Advance 2022 is used as the core curriculum to provide a comprehensive ELA program as an instructional system for mastery of Reading Foundations, Reading Prose, Poetry, and Informational Text, Communication and Vocabulary. State Adopted Materials List.
STAR Freckle (see 11C)

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

Assistant Superintendent for Instruction and the MTSS Coordinator

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

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

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

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

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

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

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

Curricula are carefully selected to ensure that all six components of reading (oral language, phonological awareness, phonics, fluency, vocabulary, and comprehension) using evidence-based sequence of reading instruction K-12. Teachers (whether reading endorsed/certified or not) receive professional development in the six areas and how they are related to one another. They are taught effective instructional strategies to address each area. Classroom observations, walkthroughs and the routine review of lesson plans serve to monitor implementation of the strategies. Teachers also receive training in the various types of assessments, when and how to use them, and how to utilize the data derived from these assessments to design instruction that best addresses students' needs. Teachers administer screeners to ascertain if additional diagnostic assessments are needed. Diagnostic assessments help to pinpoint areas of weakness and thus guide teaches. A variety of formative assessments are used to track student progress and locate gaps in knowledge. Tier 1 instruction is that core instruction provided to all students. Such instruction is aligned to the standards and includes accommodations for SWDs and ELLS. Instruction is differentiated to meet the needs of all learners and is delivered in an explicit and systematic manner. Students who demonstrate a need for instruction beyond what is provided at that level are provided immediate interventions. Small group instruction is tailored to meet the specific needs of students and targets learning gaps. Students in Tier 2 are provided additional opportunities to practice skills and their progress is closely monitored. Some students, however, demonstrate a need beyond those addressed in Tier 2. A more intensive approach is utilized for these students. They receive explicit,

systematic, individualized instruction based on their specific needs. Small group instruction is still utilized, but much of the instruction is done one-on-one with a highly qualified teacher endorsed/certified in reading. These students have an individualized monitoring plan to ensure progress is continual.
Grades 1-5
Florida Benchmark Advance
State Adopted Materials List
STAR Freckle (see 11C)
Grades 6-8
Florida's B.E.S.T. Standards Book List
Savvas My Perspectives
Rewards
Grades 9-12
Florida's B.E.S.T. Standards Book List
Savvas My Perspectives
Rewards

How does the district support and monitor implementation?

The District provides the necessary support by providing high-quality curricula, text-rich environments, ongoing professional development, and coaching. Core instruction is monitored by the principal through formal observations, classroom walkthroughs, lesson plan review and data analysis. Those teachers and students in Tiers 2 and 3 have the additional benefit of monitoring through the MTSS team.

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

Assistant Superintendent for Instruction and the MTSS Coordinator

Assessment/Curriculum Decision Trees - Part C

Requirements

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

The Decision Trees must contain the following information:

- Name of screening, progress monitoring, diagnostic, local assessment, statewide assessment, or teacher observations used within the district. Pursuant to Section 1002.69, F.S., the Florida Kindergarten Readiness Screener (FLKRS) must be used as a component of identification for kindergarten students, and according to section (12) of the plan rule, the assessment tool used to identify students in grades K-3 with a substantial deficiency. Florida Standards Assessment-English Language Arts (FSA-ELA) must be one of the components used for grades 3-12 pursuant to Section 1008.25(4)(a), F.S.;

- Target audience (grade level);

- Performance criteria used for decision-making for each instrument;

- Assessment/curriculum connection, including evidence-based curriculum materials and practices used in instruction and intervention, that address the six (6) components of reading: oral language, phonological awareness, phonics, fluency, vocabulary, and comprehension;

- The methods for providing reading instruction and intervention to students who may continue to receive instruction through distance or blended learning;

- An explanation of how instruction will be modified for students who have been identified as having a substantial deficiency in reading who are in need of intensive intervention; and

- Specific criteria for when a student is identified to receive intensive reading interventions, what intensive reading interventions will be used, how the intensive reading interventions are provided, and assurance that intensive reading interventions are delivered by a teacher who is certified or endorsed in reading. Districts must identify the multisensory intervention provided to students in grades K-3 who have a substantial deficiency in reading and include a description of the intensive, explicit, systematic and multisensory reading interventions which will be provided to students in grades K-3.

Tier 1
Core Instruction:

- *is standards-aligned;*

- *builds background and content knowledge;*

- *provides print-rich, systematic, scaffolded, differentiated instruction, and corrective feedback;*

- *incorporates writing in response to reading;*

- *includes accomodations (IEP, ESOL, or 504);*

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

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

Grade Levels: Kindergarten

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

(Enter assessment criteria that will be used)

1) not in the MTSS process
AND
2) proficient on the F.A.S.T. STAR Early Literacy (state determined) or Gulf County Kindergarten
Readiness Screener (40th percentile or higher)

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THEN TIER 1 Only

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

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

Florida Benchmark Advance 2022 is used as the core curriculum to provide a comprehensive ELA
program as an instructional system for mastery of Reading Foundations, Reading Prose, Poetry, and
Informational Text, Communication and Vocabulary.

Benchmark Advance
State Adopted Materials List

STAR Freckle does not meet strong, moderate or promising levels of evidence; however, the following
IES Practice Guide Recommendation(s) support the program: Foundational Skills to Support Reading
for Understanding in Kindergarten Through 3rd Grade, Recommendation(s):
1. Teach student academic language skills, including the use of inferential and narrative language, and
vocabulary knowledge. (Tier 4: Has Rationale)
2. Develop awareness of the segments of sounds in speech and how they link to letters (Tier 1: Strong)
3. Teach students to decode words, analyze word parts, and write and recognize words. (Tier 1:
Strong)
4. Ensure that each student reads connected text every day to support reading accuracy, fluency, and
comprehension. (Tier 2: Moderate)
and Improving Reading Comprehension in Kindergarten Through 3rd Grade, Recommendation(s):
1. Teach students how to use reading comprehension strategies. (Tier 3: Promising)
2. Teach students to identify and use the text's organizational structure to comprehend, learn, and
remember content. (Tier 3: Promising)
4. Select texts purposefully to support comprehension development. (Tier 4: Has Rationale)
These recommendation(s) were built into the program by allowing students to work at their own level
and differentiating instruction based on standards-based skills and addressing learning gaps. The
district will support and monitor implementation of this program by meeting with site-based
administrators and MTSS teams on a regular basis to analyze and disaggregate data and includes
professional development during preplanning to ensure proper implementation, 6 additional half-day

Grade Levels: Kindergarten

trainings throughout the year, and lead teachers will attend train-the-trainer sessions to better provide ongoing support for professional learning.

Progress Monitoring
Assessment & Frequency
Performance Criteria that indicates Tier 1 is sufficient for at least 80% of students
Performance Criteria that prompts the addition of Tier 2 interventions for students not meeting the expectation/benchmark

How is the effectiveness of Tier 1 instruction being monitored?

All available student performance data including STAR Early Literacy Assessment performance data and grades are disaggregated and examined for specific skills and deficits in the six domains of reading. Principals and the Literacy Coach conduct frequent walkthroughs and observations providing meaningful and timely feedback. Lesson plans are routinely reviewed. All diagnostic and progress monitoring data are evaluated monthly by the MTSS Data Analysis and Literacy Leadership Team to determine efficacy of Tier 1 instruction.

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?

Monthly Data Collaboration meetings are held to identify needs and monitor targeted students. Data Collaboration Meetings include Administrator, MTSS Coordinator, ESE Resource Teacher, District Literacy Coach, District Data Scientist, District School Psychologist, School-based Interventionist, General Education and Support Facilitation Teachers. Data Collaboration Meetings, Reading Walkthroughs, Professional Development, coaching and mentoring inform instructional practices to improve effectiveness of Tier 1 Instruction.
Distance Learning students have the option of Remote Learning (extension of brick/mortar classroom instruction or FLVS.

How is the effectiveness of Tier 1 curriculum being monitored?

Tier I curriculum is monitored using data from STAR Reading performance reports aligned to the BEST Standards. Reading/ELA grades and STAR Reading student growth achievement indicate performance changes in students. All available student performance data are disaggregated and examined for specific skills which are not adequately addressed by the curriculum. Teachers ensure curriculum is correlated to standards and indicate standard(s) being addressed in lesson plans.

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

Principals, District Literacy Coach, and Assistant Superintendent for Instruction review school and grade level performance on STAR Early Literacy Assessment to identify and solve problems to improve the effectiveness of Tier 1 curriculum. Monthly Data Collaboration meetings are held to identify needs and monitor targeted students. Data Collaboration Meetings include Administrator, MTSS Coordinator, ESE Resource Teacher, District Literacy Coach, District Data Scientist, District School Psychologist, School-based Interventionist, General Education and Support Facilitation Teachers. Data Collaboration Meetings, Reading Walkthroughs, Professional Development, coaching and mentoring inform

Grade Levels: Kindergarten

instructional practices to improve the effectiveness of Tier 1 Instruction.
Distance Learning students have the option of Remote Learning (extension of brick/mortar classroom instruction or FLVS.

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

Distance Learning students have the option of Remote Learning (extension of brick/mortar classroom instruction or FLVS.

Grade Levels: 1-5

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

1) not in the MTSS process
AND
2) proficient on F.A.S.T. (state determined) or STAR Reading (50th percentile or higher)

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THEN TIER 1 Only

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

Initial instruction:
• is standards-aligned
• builds background and content knowledge, motivation
• provides print rich, systematic, scaffolded, and differentiated instruction
• incorporates writing in response to reading
• includes accommodations (IEP, ESOL or 504)
• incorporates the principles of Universal Design for Learning
• includes specially designed instruction for students with disabilities
Florida Benchmark Advance 2022 is used as the core curriculum to provide a comprehensive ELA program as an instructional system for mastery of Reading Foundations, Reading Prose, Poetry, and Informational Text, Communication and Vocabulary.

Florida Benchmark Advance
State Adopted Materials List

STAR Freckle does not meet strong, moderate or promising levels of evidence; however, the following IES Practice Guide Recommendation(s) support the program: Foundational Skills to Support Reading for Understanding in Kindergarten Through 3rd Grade, Recommendation(s):
1. Teach student academic language skills, including the use of inferential and narrative language, and vocabulary knowledge. (Tier 4: Has Rationale)
2. Develop awareness of the segments of sounds in speech and how they link to letters (Tier 1: Strong)
3. Teach students to decode words, analyze word parts, and write and recognize words. (Tier 1: Strong)
4. Ensure that each student reads connected text every day to support reading accuracy, fluency, and comprehension. (Tier 2: Moderate)
and Improving Reading Comprehension in Kindergarten Through 3rd Grade, Recommendation(s):
1. Teach students how to use reading comprehension strategies. (Tier 3: Promising)
2. Teach students to identify and use the text's organizational structure to comprehend, learn, and remember content. (Tier 3: Promising)
4. Select texts purposefully to support comprehension development. (Tier 4: Has Rationale)
These recommendation(s) were built into the program by allowing students to work at their own level and differentiating instruction based on standards-based skills and addressing learning gaps. The district will support and monitor implementation of this program by meeting with site-based administrators and MTSS teams on a regular basis to analyze and disaggregate data and includes professional development during preplanning to ensure proper implementation, 6 additional half-day trainings throughout the year, and lead teachers will attend train-the-trainer sessions to better provide ongoing support for professional learning.

Grade Levels: 1-5

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Progress Monitoring

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Assessment & Frequency

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

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

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How is the effectiveness of Tier 1 instruction being monitored?

Tier I curriculum is monitored using data from F.A.S.T., STAR performance reports, ORF results, and classroom grades.

Principals and the District Literacy Coach conduct frequent walkthroughs and observations providing meaningful and timely feedback. Lesson plans are routinely reviewed. All diagnostic and progress monitoring data are evaluated monthly by the MTSS Data Analysis and Literacy Leadership Teams to determine the efficacy of Tier 1 instruction.

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?

Monthly Data Collaboration meetings are held to identify needs and monitor targeted students. Data Collaboration Meetings include Administrator, MTSS Coordinator, ESE Resource Teacher, District Literacy Coach, District Data Scientist, District School Psychologist, School-based Interventionist, General Education and Support Facilitation Teachers. Data Collaboration Meetings, Reading Walkthroughs, Professional Development, coaching and mentoring inform instructional practices to improve effectiveness of Tier 1 Instruction.
Distance Learning students have the option of Remote Learning (extension of brick/mortar classroom instruction or FLVS.

How is the effectiveness of Tier 1 curriculum being monitored?

Tier I curriculum is monitored using data from F.A.S.T., STAR performance reports, ORF results, and classroom grades.

Principals and the District Literacy Coach conduct frequent walkthroughs and observations providing meaningful and timely feedback. Lesson plans are routinely reviewed. All diagnostic and progress monitoring data are evaluated monthly by the MTSS Data Analysis and Literacy Leadership Teams to determine the efficacy of Tier 1 instruction.

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

Principals, District Literacy Coach, and Assistant Superintendent for Instruction review school and grade level performance on STAR assessments to identify and solve problems to improve the effectiveness of Tier 1 curriculum.

Monthly Data Collaboration meetings are held to identify needs and monitor targeted students. Data Collaboration Meetings include Administrator, MTSS Coordinator, ESE Resource Teacher, District Literacy Coach, District Data Scientist, District School Psychologist, School-based Interventionist, General Education and Support Facilitation Teachers. Data Collaboration Meetings, Reading

Grade Levels: 1-5

Walkthroughs, Professional Development, coaching and mentoring inform instructional practices to improve the effectiveness of Tier 1 Instruction. The data is disaggregated to identify specific skills and deficits in the six domains of reading. If an area is identified, the core curriculum will be reviewed to ensure that it is correctly correlated to new B.E.S.T. standards. If the core curriculum doesn't cover the area identified, we will work with our State Regional Literacy Director (SRLD) to identify core curriculum resources and/or professional development to improve performance.
Distance Learning students have the option of Remote Learning (extension of brick/mortar classroom instruction or FLVS.

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

Distance Learning students have the option of Remote Learning (extension of brick/mortar classroom instruction or FLVS.

Grade Levels: 6-8

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

(Enter assessment criteria that will be used)

1) not in the MTSS process
AND
2) proficient on F.A.S.T. (state determined) or STAR Reading (50th percentile or higher)

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THEN TIER 1 Only

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

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

Core Curriculum (Tier 1)
Florida's B.E.S.T. Standards Book List
Savvas My Perspectives https://savvas.com/esser
Rewards Rewards does meet Florida requirements for levels of evidence.

Progress Monitoring

Assessment & Frequency

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

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

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How is the effectiveness of Tier 1 instruction being monitored?

Tier I curriculum is monitored using data from F.A.S.T., STAR performance reports, ORF results, and classroom grades.

Principals and the Literacy Coach conduct frequent walkthroughs and observations providing meaningful and timely feedback. Lesson plans are routinely reviewed. All diagnostic and progress monitoring data are evaluated monthly by the MTSS Data Analysis and Literacy Leadership Teams to determine efficacy of Tier 1 instruction.

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?

Monthly Data Collaboration meetings are held to identify needs and monitor targeted students. Data Collaboration Meetings include Administrator, MTSS Coordinator, ESE Resource Teacher, District

Grade Levels: 6-8

Literacy Coach, District School Psychologist, School-based Interventionist, General Education and Support Facilitation Teachers. Data Collaboration Meetings, Reading Walkthroughs, Professional Development, coaching and mentoring inform instructional practices to improve the effectiveness of Tier 1 Instruction.
Distance Learning students have the option of Remote Learning (extension of brick/mortar classroom instruction or FLVS.

How is the effectiveness of Tier 1 curriculum being monitored?

Tier I curriculum is monitored using data from F.A.S.T., STAR performance reports, ORF results, and classroom grades.

Principals and the Literacy Coach conduct frequent walkthroughs and observations providing meaningful and timely feedback. Lesson plans are routinely reviewed. All diagnostic and progress monitoring data are evaluated monthly by the MTSS Data Analysis and Literacy Leadership Teams to determine efficacy of Tier 1 instruction.

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

Principals, District Literacy Coach, and Assistant Superintendent for Instruction review school and grade level performance on STAR assessments to identify and solve problems to improve the effectiveness of Tier 1 curriculum.

Monthly Data Collaboration meetings are held to identify needs and monitor targeted students. Data Collaboration Meetings include Administrator, MTSS Coordinator, ESE Resource Teacher, District Literacy Coach, District Data Scientist, District School Psychologist, School-based Interventionist, General Education and Support Facilitation Teachers. Data Collaboration Meetings, Reading Walkthroughs, Professional Development, coaching and mentoring inform instructional practices to improve the effectiveness of Tier 1 Instruction. The data is disaggregated to identify specific skills and deficits in the six domains of reading. If an area is identified, the core curriculum will be reviewed to ensure that it is correctly correlated to new B.E.S.T. standards. If the core curriculum doesn't cover the area identified, we will work with our State Regional Literacy Director (SRLD) to identify core curriculum resources and/or professional development to improve performance. Distance Learning students have the option of Remote Learning (extension of brick/mortar classroom instruction or FLVS.

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

Distance Learning students have the option of Remote Learning (extension of brick/mortar classroom) instruction or FLVS.

Grade Levels: 9-12

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

(Enter assessment criteria that will be used)

1) not in the MTSS process
AND
2) proficient on F.A.S.T. (state determined); STAR Reading (50th percentile or higher); SAT Evidence-Based Reading and Writing (480 or higher); or ACT English and Reading (average 18)

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THEN TIER 1 Only

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

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

Core Curriculum (Tier 1)
Florida's B.E.S.T. Standards Book List
Savvas My Perspectives
Rewards-Rewards does meet Florida requirements for levels of evidence.

Progress Monitoring

Assessment & Frequency

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

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

How is the effectiveness of Tier 1 instruction being monitored?

Tier I curriculum is monitored using data from F.A.S.T., STAR performance reports, ORF results, and classroom grades.

Principals and the Literacy Coach conduct frequent walkthroughs and observations providing meaningful and timely feedback. Lesson plans are routinely reviewed. All diagnostic and progress monitoring data are evaluated monthly by the MTSS Data Analysis and Literacy Leadership Teams to determine efficacy of Tier 1 instruction.

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?

Monthly Data Collaboration meetings are held to identify needs and monitor targeted students. Data Collaboration Meetings include Administrator, MTSS Coordinator, ESE Resource Teacher, District

Grade Levels: 9-12

Reading Coach, District School Psychologist, School-based Interventionist, General Education and Support Facilitation Teachers. Data Collaboration Meetings, Reading Walkthroughs, Professional Development, coaching and mentoring inform instructional practices to improve effectiveness of Tier 1 Instruction.
Distance Learning students have the option of Remote Learning (extension of brick/mortar classroom) instruction or FLVS.

How is the effectiveness of Tier 1 curriculum being monitored?

Tier I curriculum is monitored using data from F.A.S.T., STAR performance reports, ORF results, and classroom grades.

Principals and the Literacy Coach conduct frequent walkthroughs and observations providing meaningful and timely feedback. Lesson plans are routinely reviewed. All diagnostic and progress monitoring data are evaluated monthly by the MTSS Data Analysis and Literacy Leadership Teams to determine efficacy of Tier 1 instruction.

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

Principals, District Literacy Coach, and Assistant Superintendent for Instruction review school and grade level performance on STAR assessments to identify and solve problems to improve the effectiveness of Tier 1 curriculum.

Monthly Data Collaboration meetings are held to identify needs and monitor targeted students. Data Collaboration Meetings include Administrator, MTSS Coordinator, ESE Resource Teacher, District Literacy Coach, District Data Scientist, District School Psychologist, School-based Interventionist, General Education and Support Facilitation Teachers. Data Collaboration Meetings, Reading Walkthroughs, Professional Development, coaching and mentoring inform instructional practices to improve the effectiveness of Tier 1 Instruction. The data is disaggregated to identify specific skills and deficits in the six domains of reading. If an area is identified, the core curriculum will be reviewed to ensure that it is correctly correlated to new B.E.S.T. standards. If the core curriculum doesn't cover the area identified, we will work with our State Regional Literacy Director (SRLD) to identify core curriculum resources and/or professional development to improve performance.
Distance Learning students have the option of Remote Learning (extension of brick/mortar classroom) instruction or FLVS.

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

Distance Learning students have the option of Remote Learning (extension of brick/mortar classroom) instruction or FLVS.

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: Kindergarten

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

Criteria may include: retention in Kindergarten; F.A.S.T. below 40th percentile; Gulf District Schools Kindergarten Screener below 40th percentile; not proficient on STAR Reading; previous placement in MTSS process; IEP or ELL Targeted Intervention Goal; progress in Tier 1 Core instruction is minimal. No single data point should be used to indicate that a student has a need for Tier 2 Interventions.

THEN TIER 1 Instruction and TIER 2 Interventions
Progress Monitoring
Tier 2 Programs/Materials/Strategies & Duration
Assessment & Frequency
Performance Criteria to discontinue Tier 2 interventions
Performance Criteria indicating continuation of Tier 2 interventions in addition to Tier 1 instruction
Performance Criteria that prompts the addition of Tier 3 interventions

Number of times per week intervention provided

2 to 4

Number of minutes per intervention session

15 to 30

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?

Data sheets record progress of students receiving intervention. Intervention plans are reviewed by the MTSS Data Analysis Team, Literacy Coach, District Data Scientist, MTSS Interventionist, Principal, MTSS Coordinator, and ESE Resource Teacher.

Tier 2 student performance data are disaggregated and examined to determine the effectiveness of Tier 2 intervention plan and to identify specific skills which are not successfully addressed by the intervention. Principals and the Reading Coach conduct frequent walkthroughs and observations providing meaningful and timely feedback. Lesson plans are routinely reviewed. All diagnostic and progress monitoring data are evaluated to determine the efficacy of Tier 2. The MTSS Data Analysis Team meets monthly with interventionists to identify and solve problems to improve the effectiveness of interventions provided. In the event interventions are deemed ineffective, the MTSS team notifies the principal if he/she were not present at the meeting.
Distance Learning students have the option of Remote Learning (extension of brick/mortar classroom) instruction or FLVS.
IF needed:
Students who receive Tier 2 interventions are given teacher assigned lessons that target specific skills identified on their individualized intervention plan. Teachers and interventionists make weekly contact with the student and parent.

Grade Levels: Kindergarten

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

Florida Benchmark Advance Phonics Intervention -state adopted
Renaissance Freckle Reading (see 11C)
STAR Freckle does not meet strong, moderate or promising levels of evidence; however, the following IES Practice Guide Recommendation(s) support the program: Foundational Skills to Support Reading for Understanding in Kindergarten Through 3rd Grade, Recommendation(s):
1. Teach student academic language skills, including the use of inferential and narrative language, and vocabulary knowledge. (Tier 4: Has Rationale)
2. Develop awareness of the segments of sounds in speech and how they link to letters (Tier 1: Strong)
3. Teach students to decode words, analyze word parts, and write and recognize words. (Tier 1: Strong)
4. Ensure that each student reads connected text every day to support reading accuracy, fluency, and comprehension. (Tier 2: Moderate)
and Improving Reading Comprehension in Kindergarten Through 3rd Grade, Recommendation(s):
1. Teach students how to use reading comprehension strategies. (Tier 3: Promising)
2. Teach students to identify and use the text's organizational structure to comprehend, learn, and remember content. (Tier 3: Promising)
4. Select texts purposefully to support comprehension development. (Tier 4: Has Rationale)
These recommendation(s) were built into the program by allowing students to work at their own level and differentiating instruction based on standards-based skills and addressing learning gaps. The district will support and monitor implementation of this program by meeting with site-based administrators and MTSS teams on a regular basis to analyze and disaggregate data and includes professional development during preplanning to ensure proper implementation, 6 additional half-day trainings throughout the year, and lead teachers will attend train-the-trainer sessions to better provide ongoing support for professional learning.

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

Distance Learning students have the option of Remote Learning (extension of brick/mortar classroom) instruction or FLVS.
IF needed:
Students who receive Tier 2 interventions are given teacher assigned lessons that target specific skills identified on their individualized intervention plan. Teachers and interventionists make weekly contact with the student and parent.

Grade Levels: 1-5

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

Criteria may include: retention; previous placement in MTSS process; IEP or ELL Targeted Intervention Goal; progress in Tier 1 Core instruction is minimal; not proficient on F.A.S.T. (state determined); not proficient on STAR diagnostic assessment; or below grade level on Florida Benchmark Advance 2022 CBM Assessments. No single data point should be used to indicate that a student has a need for Tier 2 Interventions.

THEN TIER 1 Instruction and TIER 2 Interventions
Progress Monitoring
Tier 2 Programs/Materials/Strategies & Duration
Assessment & Frequency
Performance Criteria to discontinue Tier 2 interventions
Performance Criteria indicating continuation of Tier 2 interventions in addition to Tier 1 instruction
Performance Criteria that prompts the addition of Tier 3 interventions

Number of times per week intervention provided

2 to 4

Number of minutes per intervention session

15 to 30

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?

Data sheets record progress of student receiving intervention. Intervention plans are reviewed by the MTSS Data Analysis Team, District Literacy Coach, MTSS Interventionist, Principal, MTSS Coordinator, and ESE Resource Teacher. Tier 2 student performance data are disaggregated and examined to determine the effectiveness of Tier 2 intervention plan and to identify specific skills which are not successfully addressed by the intervention. Principals and the Reading Coach conduct frequent walkthroughs and observations providing meaningful and timely feedback. Lesson plans are routinely reviewed. All diagnostic and progress monitoring data are evaluated to determine the efficacy of Tier 2. The MTSS Data Analysis Team meets monthly with interventionists to identify and solve problems to improve the effectiveness of interventions provided. In the event interventions are deemed ineffective, the MTSS team notifies the principal if he/she were not present at the meeting.
Distance Learning students have the option of Remote Learning (extension of brick/mortar classroom) instruction or FLVS.
IF needed:
Students who receive Tier 2 interventions are given teacher assigned lessons that target specific skills identified on their individualized intervention plan. Teachers and interventionists make weekly contact with the student and parent.

Grade Levels: 1-5

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

Florida Benchmark Advance 2022
Benchmark Phonics Intervention Kit-promising evidence- state adopted
STAR Freckle
STAR Freckle does not meet strong, moderate or promising levels of evidence; however, the following IES Practice Guide Recommendation(s) support the program: Foundational Skills to Support Reading for Understanding in Kindergarten Through 3rd Grade, Recommendation(s):
1. Teach student academic language skills, including the use of inferential and narrative language, and vocabulary knowledge. (Tier 4: Has Rationale)
2. Develop awareness of the segments of sounds in speech and how they link to letters (Tier 1: Strong)
3. Teach students to decode words, analyze word parts, and write and recognize words. (Tier 1: Strong)
4. Ensure that each student reads connected text every day to support reading accuracy, fluency, and comprehension. (Tier 2: Moderate)
and Improving Reading Comprehension in Kindergarten Through 3rd Grade, Recommendation(s):
1. Teach students how to use reading comprehension strategies. (Tier 3: Promising)
2. Teach students to identify and use the text's organizational structure to comprehend, learn, and remember content. (Tier 3: Promising)
4. Select texts purposefully to support comprehension development. (Tier 4: Has Rationale)
These recommendation(s) were built into the program by allowing students to work at their own level and differentiating instruction based on standards-based skills and addressing learning gaps. The district will support and monitor implementation of this program by meeting with site-based administrators and MTSS teams on a regular basis to analyze and disaggregate data and includes professional development during preplanning to ensure proper implementation, 6 additional half-day trainings throughout the year, and lead teachers will attend train-the-trainer sessions to better provide ongoing support for professional learning.

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

Distance Learning students have the option of Remote Learning (extension of brick/mortar classroom) instruction or FLVS.
IF needed:
Students who receive Tier 2 interventions are given teacher assigned lessons that target specific skills identified on their individualized intervention plan. Teachers and interventionists make weekly contact with the student and parent.

Grade Levels: 6-8

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

(Enter assessment criteria that will be used)

Criteria may include: retention; previous placement in MTSS process; IEP or ELL Targeted Intervention Goal; progress in Tier 1 Core instruction is minimal; not proficient on F.A.S.T. (state determined); not proficient on STAR diagnostic assessment; or below grade level on Florida Benchmark Advance 2022 CBM Assessments. No single data point should be used to indicate that a student has a need for Tier 2 Interventions.

THEN TIER 1 Instruction and TIER 2 Interventions
Progress Monitoring
Tier 2 Programs/Materials/Strategies & Duration
Assessment & Frequency
Performance Criteria to discontinue Tier 2 interventions
Performance Criteria indicating continuation of Tier 2 interventions in addition to Tier 1 instruction
Performance Criteria that prompts the addition of Tier 3 interventions

Number of times per week intervention provided

2 to 4

Number of minutes per intervention session

15 to 30

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?

Data sheets record progress of student receiving intervention. Intervention plans are reviewed by the MTSS Data Analysis Team, District Literacy Coach, MTSS Interventionist, Principal, MTSS Coordinator, and ESE Resource Teacher. Tier 2 student performance data are disaggregated and examined to determine the effectiveness of Tier 2 intervention plan and to identify specific skills which are not successfully addressed by the intervention. Principals and the Reading Coach conduct frequent walkthroughs and observations providing meaningful and timely feedback. Lesson plans are routinely reviewed. All diagnostic and progress monitoring data are evaluated to determine the efficacy of Tier 2. The MTSS Data Analysis Team meets monthly with interventionists to identify and solve problems to improve the effectiveness of interventions provided. In the event interventions are deemed ineffective, the MTSS team notifies the principal if he/she were not present at the meeting.
Distance Learning students have the option of Remote Learning (extension of brick/mortar classroom) instruction or FLVS.
IF needed:
Students who receive Tier 2 interventions are given teacher assigned lessons that target specific skills identified on their individualized intervention plan. Teachers and interventionists make weekly contact with the student and parent.

Grade Levels: 6-8

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

Savvas My Perspectives
Rewards meets Florida's requirements for evidence based materials.
STAR Freckle
STAR Freckle does not meet strong, moderate or promising levels of evidence; however, the following IES Practice Guide Recommendation(s) support the program: Foundational Skills to Support Reading for Understanding in Kindergarten Through 3rd Grade, Recommendation(s):
1. Teach student academic language skills, including the use of inferential and narrative language, and vocabulary knowledge. (Tier 4: Has Rationale)
2. Develop awareness of the segments of sounds in speech and how they link to letters (Tier 1: Strong)
3. Teach students to decode words, analyze word parts, and write and recognize words. (Tier 1: Strong)
4. Ensure that each student reads connected text every day to support reading accuracy, fluency, and comprehension. (Tier 2: Moderate)
and Improving Reading Comprehension in Kindergarten Through 3rd Grade, Recommendation(s):
1. Teach students how to use reading comprehension strategies. (Tier 3: Promising)
2. Teach students to identify and use the text's organizational structure to comprehend, learn, and remember content. (Tier 3: Promising)
4. Select texts purposefully to support comprehension development. (Tier 4: Has Rationale)
These recommendation(s) were built into the program by allowing students to work at their own level and differentiating instruction based on standards-based skills and addressing learning gaps. The district will support and monitor implementation of this program by meeting with site-based administrators and MTSS teams on a regular basis to analyze and disaggregate data and includes professional development during preplanning to ensure proper implementation, 6 additional half-day trainings throughout the year, and lead teachers will attend train-the-trainer sessions to better provide ongoing support for professional learning.

Florida's B.E.S.T. Standards Book List

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

Distance Learning students have the option of Remote Learning (extension of brick/mortar classroom) instruction or FLVS.
IF needed:
Students who receive Tier 2 interventions are given teacher assigned lessons that target specific skills identified on their individualized intervention plan. Teachers and interventionists make weekly contact with the student and parent.

Grade Levels: 9-12

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

Criteria may include: retention; previous placement in MTSS process; IEP or ELL Targeted Intervention Goal; progress in Tier 1 Core instruction is minimal; not proficient on F.A.S.T. (state determined); not proficient on STAR Reading Assessment; or below grade level on Florida Benchmark Advance 2022 Assessments. No single data point should be used to indicate that a student has a need for Tier 2 Interventions.

THEN TIER 1 Instruction and TIER 2 Interventions
Progress Monitoring
Tier 2 Programs/Materials/Strategies & Duration
Assessment & Frequency
Performance Criteria to discontinue Tier 2 interventions
Performance Criteria indicating continuation of Tier 2 interventions in addition to Tier 1 instruction
Performance Criteria that prompts the addition of Tier 3 interventions

Number of times per week intervention provided

2 to 4

Number of minutes per intervention session

15 to 30

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?

Data sheets record progress of student receiving the intervention. Intervention plans are reviewed by the MTSS Data Analysis Team, District Literacy Coach, MTSS Interventionist, Principal, MTSS Coordinator, and ESE Resource Teacher. Tier 2 student performance data are disaggregated and examined to determine the effectiveness of Tier 2 intervention plan and to identify specific skills which are not successfully addressed by intervention. Principals and the Literacy Coach conduct frequent walkthroughs and observations providing meaningful and timely feedback. Lesson plans are routinely reviewed. All diagnostic and progress monitoring data are evaluated to determine the efficacy of Tier 2. The MTSS Data Analysis Team meets monthly with interventionists to identify and solve problems to improve the effectiveness of interventions provided. In the event interventions are deemed ineffective, the MTSS team notifies the principal if he/she were not present at the meeting.
Distance Learning students have the option of Remote Learning (extension of brick/mortar classroom) instruction or FLVS.
IF needed:
Students who receive Tier 2 interventions are given teacher assigned lessons that target specific skills identified on their individualized intervention plan. Teachers and interventionists make weekly contact with the student and parent.

Grade Levels: 9-12

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

Savvas My Perspectives
https://savvas.com/esser
Rewards -meets Florida's requirements for evidence-based materials.
STAR Freckle
STAR Freckle does not meet strong, moderate or promising levels of evidence; however, the following IES Practice Guide Recommendation(s) support the program: Foundational Skills to Support Reading for Understanding in Kindergarten Through 3rd Grade, Recommendation(s):
1. Teach student academic language skills, including the use of inferential and narrative language, and vocabulary knowledge. (Tier 4: Has Rationale)
2. Develop awareness of the segments of sounds in speech and how they link to letters (Tier 1: Strong)
3. Teach students to decode words, analyze word parts, and write and recognize words. (Tier 1: Strong)
4. Ensure that each student reads connected text every day to support reading accuracy, fluency, and comprehension. (Tier 2: Moderate)
and Improving Reading Comprehension in Kindergarten Through 3rd Grade, Recommendation(s):
1. Teach students how to use reading comprehension strategies. (Tier 3: Promising)
2. Teach students to identify and use the text's organizational structure to comprehend, learn, and remember content. (Tier 3: Promising)
4. Select texts purposefully to support comprehension development. (Tier 4: Has Rationale)
These recommendation(s) were built into the program by allowing students to work at their own level and differentiating instruction based on standards-based skills and addressing learning gaps. The district will support and monitor implementation of this program by meeting with site-based administrators and MTSS teams on a regular basis to analyze and disaggregate data and includes professional development during preplanning to ensure proper implementation, 6 additional half-day trainings throughout the year, and lead teachers will attend train-the-trainer sessions to better provide ongoing support for professional learning.

Florida's B.E.S.T. Standards Book List

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

Distance Learning students have the option of Remote Learning (extension of brick/mortar classroom) instruction or FLVS.
IF needed:
Students who receive Tier 2 interventions are given teacher assigned lessons that target specific skills identified on their individualized intervention plan. Teachers and interventionists make weekly contact with the student and parent.

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: Kindergarten

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:
Indicators may include, retention in Kindergarten, F.A.S.T. , STAR Early Literacy Skills Test below 40th percentile, Gulf District Schools Kindergarten Screener below 25% indicates the need for Urgent Intervention, previous placement in MTSS process, IEP or ELL Targeted Intervention Goal, progress in Tier 1 Core instruction is minimal and if Tier 2 supports are not adequate to meet the needs of the student. No single data point should be used to indicate that a student has a need for Tier 3 Interventions.

THEN TIER 1 instruction, TIER 2 interventions, and TIER 3 intensive interventions
Progress Monitoring
Tier 3 Programs/Materials/Strategies & Duration
Assessment & Frequency
Performance Criteria to discontinue Tier 3 interventions
Performance Criteria indicating continuation of Tier 3 interventions
Performance Criteria that prompts intensified Tier 3 interventions

Number of times per week intervention provided

3-5 times a week as indicated by the intervention plan.

Number of minutes per intervention session

15-30

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

Data sheets record progress of student receiving intervention. Intervention plans are reviewed by the MTSS Data Analysis Team, District Literacy Coach, MTSS Interventionist, Principal, MTSS Coordinator, and ESE Resource Teacher. Tier 2 student performance data are disaggregated and examined to determine the effectiveness of Tier 2 intervention plan and to identify specific skills which are not successfully addressed by intervention. Principals and the Reading Coach conduct frequent walkthroughs and observations providing meaningful and timely feedback. Lesson plans are routinely reviewed. All diagnostic and progress monitoring data are evaluated to determine the efficacy of Tier 2. The MTSS Dara Analysis Team meets monthly with interventionists to identify and solve problems to improve the effectiveness of interventions provided. In the event interventions are deemed ineffective, the MTSS team notifies the principal if he/she were not present at the meeting.
Distance Learning students have the option of Remote Learning (extension of brick/mortar classroom) instruction or FLVS.
IF needed:
Students who receive Tier 2 interventions are given teacher assigned lessons that target specific skills identified on their individualized intervention plan. Teachers and interventionists make weekly contact with the student and parent.

Grade Levels: Kindergarten

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

Core Curriculum-Florida Benchmark Advance
State Adopted Materials List
Florida Benchmark Advance Phonics Intervention
Renaissance Freckle Reading
STAR Freckle
STAR Freckle does not meet strong, moderate or promising levels of evidence; however, the following IES Practice Guide Recommendation(s) support the program: Foundational Skills to Support Reading for Understanding in Kindergarten Through 3rd Grade, Recommendation(s):
1. Teach student academic language skills, including the use of inferential and narrative language, and vocabulary knowledge. (Tier 4: Has Rationale)
2. Develop awareness of the segments of sounds in speech and how they link to letters (Tier 1: Strong)
3. Teach students to decode words, analyze word parts, and write and recognize words. (Tier 1: Strong)
4. Ensure that each student reads connected text every day to support reading accuracy, fluency, and comprehension. (Tier 2: Moderate)
and Improving Reading Comprehension in Kindergarten Through 3rd Grade, Recommendation(s):
1. Teach students how to use reading comprehension strategies. (Tier 3: Promising)
2. Teach students to identify and use the text's organizational structure to comprehend, learn, and remember content. (Tier 3: Promising)
4. Select texts purposefully to support comprehension development. (Tier 4: Has Rationale)
These recommendation(s) were built into the program by allowing students to work at their own level and differentiating instruction based on standards-based skills and addressing learning gaps. The district will support and monitor implementation of this program by meeting with site-based administrators and MTSS teams on a regular basis to analyze and disaggregate data and includes professional development during preplanning to ensure proper implementation, 6 additional half-day trainings throughout the year, and lead teachers will attend train-the-trainer sessions to better provide ongoing support for professional learning.

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

Distance Learning students have the option of Remote Learning (extension of brick/mortar classroom) instruction or FLVS.
IF needed:
Students who receive Tier 2 interventions are given teacher assigned lessons that target specific skills identified on their individualized intervention plan. Teachers and interventionists make weekly contact with the student and parent.

Grade Levels: 1-5

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

Student who score the lowest level on the F.A.S.T. Assessment will be assigned to Tier 3 interventions. In addition, the MTSS Data Analysis Team will evaluate multiple data points to indicate that a student has a need for Tier 3 Interventions. Indicators include: retention; previous placement in MTSS process; IEP or ELL Targeted Intervention Goal; progress in Tier 2 Core instruction is minimal; not proficient on F.A.S.T. (state determined); not proficient on STAR Reading Assessment; minimal progress in core ELA instruction as indicated by a D/F grade; minimal progress in Reading Class with Tier 2 interventions as indicated by a D/F grade. No single data point should be used to indicate that a student has a need for Tier 2 Interventions.

THEN TIER 1 instruction, TIER 2 interventions, and TIER 3 intensive interventions
Progress Monitoring
Tier 3 Programs/Materials/Strategies & Duration
Assessment & Frequency
Performance Criteria to discontinue Tier 3 interventions
Performance Criteria indicating continuation of Tier 3 interventions
Performance Criteria that prompts intensified Tier 3 interventions

Number of times per week intervention provided

1 to 5

Number of minutes per intervention session

15 to 30

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

Tier 3 student performance data are disaggregated and examined to determine effectiveness of Tier 3 intervention plan and to identify specific skills which are not successfully addressed by intervention. Principals and the Literacy Coach conduct frequent walkthroughs and observations providing meaningful and timely feedback. Lesson plans are routinely reviewed. All diagnostic and progress monitoring data are evaluated to determine efficacy of Tier 3. The MTSS Data Analysis Team meets monthly with interventionists to identify and solve problems to improve effectiveness of interventions provided.
Distance Learning students have the option of Remote Learning (extension of brick/mortar classroom) instruction or FLVS.
IF needed:
Students who receive Tier 2 interventions are given teacher assigned lessons that target specific skills identified on their individualized intervention plan. Teachers and interventionists make weekly contact with the student and parent.

Grade Levels: 1-5

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

State Adopted Materials List
Florida Benchmark Advance Phonics Intervention
STAR Freckle
STAR Freckle does not meet strong, moderate or promising levels of evidence; however, the following IES Practice Guide Recommendation(s) support the program: Foundational Skills to Support Reading for Understanding in Kindergarten Through 3rd Grade, Recommendation(s):
1. Teach student academic language skills, including the use of inferential and narrative language, and vocabulary knowledge. (Tier 4: Has Rationale)
2. Develop awareness of the segments of sounds in speech and how they link to letters (Tier 1: Strong)
3. Teach students to decode words, analyze word parts, and write and recognize words. (Tier 1: Strong)
4. Ensure that each student reads connected text every day to support reading accuracy, fluency, and comprehension. (Tier 2: Moderate)
and Improving Reading Comprehension in Kindergarten Through 3rd Grade, Recommendation(s):
1. Teach students how to use reading comprehension strategies. (Tier 3: Promising)
2. Teach students to identify and use the text's organizational structure to comprehend, learn, and remember content. (Tier 3: Promising)
4. Select texts purposefully to support comprehension development. (Tier 4: Has Rationale)
These recommendation(s) were built into the program by allowing students to work at their own level and differentiating instruction based on standards-based skills and addressing learning gaps. The district will support and monitor implementation of this program by meeting with site-based administrators and MTSS teams on a regular basis to analyze and disaggregate data and includes professional development during preplanning to ensure proper implementation, 6 additional half-day trainings throughout the year, and lead teachers will attend train-the-trainer sessions to better provide ongoing support for professional learning.

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

Students who receive Tier 3 interventions are given teacher assigned lessons that target specific skills identified on their individualized intervention plan. Teachers and interventionists make weekly contact with the student and parent.

Grade Levels: 6-8

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

Student who score the lowest level on the F.A.S.T. Assessment will be assigned to Tier 3 interventions. In addition, the MTSS Data Analysis Team will evaluate multiple data points to indicate that a student has a need for Tier 3 Interventions. Indicators include: retention; previous placement in MTSS process; IEP or ELL Targeted Intervention Goal; progress in Tier 2 Core instruction is minimal; not proficient on F.A.S.T. (state determined); not proficient on STAR Reading Assessment; minimal progress in core ELA instruction as indicated by a D/F grade; minimal progress in Intensive Reading Class with Tier 2 interventions as indicated by a D/F grade. No single data point should be used to indicate that a student has a need for Tier 2 Interventions.

THEN TIER 1 instruction, TIER 2 interventions, and TIER 3 intensive interventions
Progress Monitoring
Tier 3 Programs/Materials/Strategies & Duration
Assessment & Frequency
Performance Criteria to discontinue Tier 3 interventions
Performance Criteria indicating continuation of Tier 3 interventions
Performance Criteria that prompts intensified Tier 3 interventions

Number of times per week intervention provided

3-5 times a week as indicated by the intervention plan.

Number of minutes per intervention session

15-30

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

Tier 3 student performance data are disaggregated and examined to determine effectiveness of Tier 3 intervention plan and to identify specific skills which are not successfully addressed by intervention. Principals and the Literacy Coach conduct frequent walkthroughs and observations providing meaningful and timely feedback. Lesson plans are routinely reviewed. All diagnostic and progress monitoring data are evaluated to determine efficacy of Tier 3. The MTSS Data Analysis Team meets monthly with interventionists to identify and solve problems to improve effectiveness of interventions provided.
Distance Learning students have the option of Remote Learning (extension of brick/mortar classroom) instruction or FLVS.
IF needed:
Students who receive Tier 2 interventions are given teacher assigned lessons that target specific skills identified on their individualized intervention plan. Teachers and interventionists make weekly contact with the student and parent.

Grade Levels: 6-8

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

Savvas My Perspectives
https://savvas.com/esser
Rewards
STAR Freckle
STAR Freckle does not meet strong, moderate or promising levels of evidence; however, the following IES Practice Guide Recommendation(s) support the program: Foundational Skills to Support Reading for Understanding in Kindergarten Through 3rd Grade, Recommendation(s):
1. Teach student academic language skills, including the use of inferential and narrative language, and vocabulary knowledge. (Tier 4: Has Rationale)
2. Develop awareness of the segments of sounds in speech and how they link to letters (Tier 1: Strong)
3. Teach students to decode words, analyze word parts, and write and recognize words. (Tier 1: Strong)
4. Ensure that each student reads connected text every day to support reading accuracy, fluency, and comprehension. (Tier 2: Moderate)
and Improving Reading Comprehension in Kindergarten Through 3rd Grade, Recommendation(s):
1. Teach students how to use reading comprehension strategies. (Tier 3: Promising)
2. Teach students to identify and use the text's organizational structure to comprehend, learn, and remember content. (Tier 3: Promising)
4. Select texts purposefully to support comprehension development. (Tier 4: Has Rationale)
These recommendation(s) were built into the program by allowing students to work at their own level and differentiating instruction based on standards-based skills and addressing learning gaps. The district will support and monitor implementation of this program by meeting with site-based administrators and MTSS teams on a regular basis to analyze and disaggregate data and includes professional development during preplanning to ensure proper implementation, 6 additional half-day trainings throughout the year, and lead teachers will attend train-the-trainer sessions to better provide ongoing support for professional learning.

Florida's B.E.S.T. Standards Book List

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

Distance Learning students have the option of Remote Learning (extension of brick/mortar classroom) instruction or FLVS.
IF needed:
Students who receive Tier 2 interventions are given teacher assigned lessons that target specific skills identified on their individualized intervention plan. Teachers and interventionists make weekly contact with the student and parent.

Grade Levels: 9-12

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

Student who score the lowest level on the F.A.S.T. Assessment will be assigned to Tier 3 interventions. In addition, the MTSS Data Analysis Team will evaluate multiple data points to indicate that a student has a need for Tier 3 Interventions. Indicators include: retention; previous placement in MTSS process; IEP or ELL Targeted Intervention Goal; progress in Tier 2 Core instruction is minimal; not proficient on F.A.S.T. (state determined); not proficient on STAR Reading Assessment; minimal progress in core ELA instruction as indicated by a D/F grade; minimal progress in Intensive Reading Class with Tier 2 interventions as indicated by a D/F grade. No single data point should be used to indicate that a student has a need for Tier 2 Interventions.

THEN TIER 1 instruction, TIER 2 interventions, and TIER 3 intensive interventions
Progress Monitoring
Tier 3 Programs/Materials/Strategies & Duration
Assessment & Frequency
Performance Criteria to discontinue Tier 3 interventions
Performance Criteria indicating continuation of Tier 3 interventions
Performance Criteria that prompts intensified Tier 3 interventions

Number of times per week intervention provided

1 to 5

Number of minutes per intervention session

15 to 30

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

Tier 3 student performance data are disaggregated and examined to determine effectiveness of Tier 3 intervention plan and to identify specific skills which are not successfully addressed by intervention. Principals and the Literacy Coach conduct frequent walkthroughs and observations providing meaningful and timely feedback. Lesson plans are routinely reviewed. All diagnostic and progress monitoring data are evaluated to determine efficacy of Tier 3. The MTSS Data Analysis Team meets monthly with interventionists to identify and solve problems to improve effectiveness of interventions provided.
Distance Learning students have the option of Remote Learning (extension of brick/mortar classroom) instruction or FLVS.
IF needed:
Students who receive Tier 2 interventions are given teacher assigned lessons that target specific skills identified on their individualized intervention plan. Teachers and interventionists make weekly contact with the student and parent.

Grade Levels: 9-12

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

Savvas My Perspectives -state adopted
Rewards - meets Florida's evidence-based requirements.
STAR Freckle
STAR Freckle does not meet strong, moderate or promising levels of evidence; however, the following IES Practice Guide Recommendation(s) support the program: Foundational Skills to Support Reading for Understanding in Kindergarten Through 3rd Grade, Recommendation(s):
1. Teach student academic language skills, including the use of inferential and narrative language, and vocabulary knowledge. (Tier 4: Has Rationale)
2. Develop awareness of the segments of sounds in speech and how they link to letters (Tier 1: Strong)
3. Teach students to decode words, analyze word parts, and write and recognize words. (Tier 1: Strong)
4. Ensure that each student reads connected text every day to support reading accuracy, fluency, and comprehension. (Tier 2: Moderate)
and Improving Reading Comprehension in Kindergarten Through 3rd Grade, Recommendation(s):
1. Teach students how to use reading comprehension strategies. (Tier 3: Promising)
2. Teach students to identify and use the text's organizational structure to comprehend, learn, and remember content. (Tier 3: Promising)
4. Select texts purposefully to support comprehension development. (Tier 4: Has Rationale)
These recommendation(s) were built into the program by allowing students to work at their own level and differentiating instruction based on standards-based skills and addressing learning gaps. The district will support and monitor implementation of this program by meeting with site-based administrators and MTSS teams on a regular basis to analyze and disaggregate data and includes professional development during preplanning to ensure proper implementation, 6 additional half-day trainings throughout the year, and lead teachers will attend train-the-trainer sessions to better provide ongoing support for professional learning.

Florida's B.E.S.T. Standards Book List

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

Distance Learning students have the option of Remote Learning (extension of brick/mortar classroom) instruction or FLVS.
IF needed:
Students who receive Tier 2 interventions are given teacher assigned lessons that target specific skills identified on their individualized intervention plan. Teachers and interventionists make weekly contact with the student and parent.

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 FAST, historical data, progress monitoring data, and classroom performance data are used to identify students with a substantial deficiency in reading. Students in Tier 1 who are struggling for any reason or if a student scores at the lowest achievement level/benchmark on universal screeners or progress monitoring are placed on Targeted Intervention/On Watch Spreadsheet which includes grades, attendance, and progress monitoring data. The Literacy Leadership Team and MTSS Data Analysis Teams review student historical data, grade level progress monitoring data, and classroom progress to plan intervention schedules and identify intervention focus for targeted intervention. In accordance with Section 1008.25 (4)(c), F.S., students identified with a substantial reading deficiency will be covered under a student intervention plan, such as an individual education plan (IEP) or an individualized progress monitoring plan if any of the following criteria are met:

The student scores at the lowest achievement level/benchmark as identified on the FAST-STAR, CAMBIUM, STAR 360, CBM, district progress monitoring, universal screening, classroom performance, or an assessment listed in the district's approved K-12 CERP. Monthly MTSS problem-solving meetings are held to analyze data and identify students for watch or intervention. Students will be identified who demonstrate, 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. The students on the watch list are reviewed and discussed. If deemed appropriate, classroom Tier 2 interventions and supports are provided. Supports include afterschool tutoring, additional instruction, schedule changes, and mentoring. These strategies help to identify students with substantial reading deficiencies more quickly and thus provide structured interventions sooner. In addition, all available student data is continuously monitored. This data includes skills screeners, benchmark assessments, formative assessments, teacher observation data, and standardized tests. The District Literacy Coach and Data Scientist work collaboratively to analyze pertinent student data as it becomes available. All students with a substantial reading deficiency are provided a Read-At-Home Plan and contact information with resources to engage families. Students

identified with a substantial deficiency in reading are targeted for Family Literacy Night Workshops and supports.