Nassau County School District

2022-23 Reading Plan

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Contact Information, Communication Plan, and Student Achievement Goals

Contact Information - Part A

District Contact Information

Reading Contacts

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

Contact	Name, Title, Email, Phone
Main District Reading Contact	Devereaux, Rhonda Director of K-8 Education deverearh@nassau.k12.fl.us 904-491-9900
Elementary English Language Arts (ELA)	Devereaux, Rhonda Director of K-8 Education deverearh@nassau.k12.fl.us 904-491-9900
Secondary ELA	Drake, Natasha Director of Secondary Education natasha.drake@nassau.k12.fl.us 904-491-9900
Reading Endorsement	Brown, Tia Director of Professional Development brownti@nassau.k12.fl.us 904-491-9900
Reading Curriculum	Mathis, Misty Executive Director of Curriculum and Instruction misty.mathis@nassau.k12.fl.us 904-491-9900
Professional Development	Brown, Tia Director of Professional Development brownti@nassau.k12.fl.us 904-491-9900
Assessment	McBee, Pam Coordinator of Testing mcbeepa@nassau.k12.fl.us 904-491-9900
Data Element	Burgess-Watkins, Kari Directory of Instructional Technology and Information Services burgesska@nassau.k12.fl.us 904-491-9900
Summer Reading Camp	Devereaux, Rhonda Director of K-8 Education deverearh@nassau.k12.fl.us 904-491-9900
Third Grade Promotion	Devereaux, Rhonda Director of K-8 Education deverearh@nassau.k12.fl.us 904-491-9900
300 Lowest-Performing Elementary Schools	Devereaux, Rhonda Director of K-8 Educaiton deverearh@nassau.k12.fl.us 904-491-9900
Multi-Tiered System of Supports (MTSS)	Devereaux, Rhonda Director of K-8 Education deverearh@nassau.k12.fl.us 904-491-9900

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.

This plan was collaboratively developed by our District Literacy Leadership team. Our Literacy team includes district staff from Curriculum and Instruction, ESE/Student Services, as well as principals, assistant principals and reading coaches. Once the plan has been approved, the plan will be shared digitally with all district and school-based administrators and reading coaches. Site-based School Literacy Teams will work collaboratively to ensure all components of the district reading plan are communicated at the school level and to all stakeholders. The plan will be posted on our district website.

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 51%

Previous School Year
Kindergarten - % of Students "Ready" on FLKRS 55%

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

Provide professional development in the six components of reading.
Provide professional development in interpreting and analyzing student data.
Provide professional development in multi-sensory learning.
Monthly progress monitoring in phonics.
Daily teacher-led differentiated small group instruction.
Daily paraprofessional support during reading instruction.
Differentiated technology program used daily.
Explicit standards-aligned whole group ELA instruction.
Explicit whole group phonics instruction.

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	13	23	36	22	6	10	17	40	25	8
4	11	22	29	26	13	7	17	33	28	15
5	7	20	31	25	17	4	15	36	27	18
6	13	18	22	33	13	9	14	27	35	15
7	20	21	27	21	12	15	15	32	23	15
8	18	20	25	23	14	14	15	30	25	16
9	18	23	23	25	11	14	16	28	28	14
10	18	24	24	23	10	14	17	29	26	14

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 kindergarten from 51% to 55% proficiency- STAR Early Lit
Increase first grade from 83% to 87% proficiency- STAR state proficiency score
Increase second grade from 83% to 87% proficiency -STAR state proficiency score

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		$614,325.00
		FTE	2022-23
		9.0	$614,325.00
3	Reading coaches assigned to secondary schools		$0.00
4	Intervention teachers assigned to elementary schools		$0.00
5	Intervention teachers assigned to secondary schools		$0.00
6	Supplemental materials or interventions for elementary schools		$0.00
7	Supplemental materials or interventions for secondary schools		$0.00
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		$187,566.00
		FTE	2022-23
			$187,566.00
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:		$801,891.00

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.

In order to support K-3 students identified with a substantial deficiency in reading, the Nassau County School District has allocated funds to employ reading coaches assigned to elementary schools. Our reading

coaches assess students performing in the lowest quartile to identify instructional gaps, create intervention plans, communicate ongoing progress monitoring data with teachers and administrators, and provide research-based professional development for teachers and paraprofessionals. Secondly, we are using funds to purchase supplemental materials and interventions for elementary schools. Supplemental materials include hands on manipulatives focused on the six components of reading. Lastly, we are using reading funds to provide district-wide professional development focused on best practices in the classroom aimed at increasing student achievement.

School Literacy Leadership Teams

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

School Literacy Leadership team requirements will be communicated to principals at summer principals meeting by Rhonda Devereaux, Director of K-8 Education.

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

School Literacy Leadership team rosters are communicated to Rhonda Devereaux, Director of K-8 Education.

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

Rhonda Devereaux, Director of K-8 Education is responsible for supporting and monitoring School Literacy Leadership Teams to ensure 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.

Nassau County Schools will continue its partnership with our Regional Literacy Director, Karen Porter, to ensure reading professional development for the 2022-2023 school year includes the following: Integrating phonemic awareness, phonics, word study, spelling, fluency, vocabulary, and text comprehension strategies into an explicit, systematic, and sequential approach to reading instruction.
To ensure an explicit, systematic, and sequential approach to reading instruction, teachers will be provided professional development in the following areas:
Training in multisensory reading intervention
Explicit Phonemic Awareness and Phonics Instruction
Explicit instruction in word study, spelling and vocabulary
Fluency training
Text comprehension strategies
Differentiated professional development with intensity increased for those teachers whose progress monitoring data is not showing adequate growth
Identification of mentor teachers
Establishing model classrooms within the school
Providing teachers with time weekly to meet together for professional development including lesson study and PLCs

Provide a description of how the district will communicate to principals the professional development requirements and how the district will support principals with fulfilling each requirement.

Professional development will be communicated to principals at our annual initial principal meeting, monthly principal meetings, and through email correspondence. The Nassau County School District will ensure that the school schedules allot additional collaborative planning time and materials to support principals.

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

The Executive Director of Curriculum and Instruction, Director of Professional Development, Director of K-8 Education, and Secondary Education will be responsible for supporting and monitoring the professional development requirements and 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.?

No

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.

We analyzed 2020-2021 school grades. We have 8 "A" rated schools and 5 "B" rated schools. All schools are high performing. We also analyzed the STAR data for each school to determine the current performance level of students. We have placed reading coaches in all of our elementary and middle schools who are either reading endorsed or certified.

Upload rubric, if applicable

The following documents were submitted as evidence for this section:

No files were uploaded

Literacy Coaches - Part B

Requirements of the Just Read, Florida! Coaching Model

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

    - administration and analysis of instructional assessments; and

    - providing differentiated instruction and intensive intervention.

- Model effective instructional strategies for teachers.

- Facilitate study groups.

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

- Coach and mentor teachers daily.

- Provide daily support to classroom teachers.

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

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

- Participate in reading leadership teams.

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

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

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

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

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

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

Yes

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

No files were uploaded

If yes, please complete the next section:

How are these requirements being communicated to principals?

Reading coach expectations and requirements will be communicated to principals and assistant principals at monthly principals/assistant principals meetings.

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?

District Reading Coach meetings will be facilitated by the Director of K-8 Education to set norms for data collection, and to plan professional development based on data trends.

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

The Director of K-8 Education will support and monitor reading coach time and tasks.

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

Reading coaches provide quarterly reports to the district.

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

The problem-solving steps that are in place for making decisions regarding coaching time and tasks based on the data is derived from our action plan. Our action plan team analyzes evaluation scores, feedback from observations, and progress monitoring and diagnostic data. This allows us to identify which teachers require coaching, as well as which students need additional testing and assistance.

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	FAST Grades K-2	Screener, Progress Monitoring, Summative	Oral Language, Phonological Awareness, Phonics, Fluency, Vocabulary, Comprehension	3 x A Year
FAST - Cambium	All 3-10 grade students	Screener, Progress Monitoring, Summative	Vocabulary, Comprehension	3 x A Year
SAVVAS Benchmark Assessments	6th-10th grade students	Progress Monitoring, Formative Assessment	Oral Language, Phonological Awareness, Phonics, Fluency, Vocabulary, Comprehension	Monthly
Florida Benchmark -Core Curriculum Assessments	K-5th grade students	Progress Monitoring, Formative Assessment	Oral Language, Phonological Awareness, Phonics, Fluency, Vocabulary, Comprehension	Monthly
Lexia	All K-2 students	Screener, Progress Monitoring, Diagnostic	Phonological Awareness, Phonics, Fluency, Vocabulary, Comprehension	3 x A Year
i-Ready	Grades 3-5	Screener, Progress Monitoring, Diagnostic	Phonics, Vocabulary, Comprehension	3 x A Year
Sonday System	K- 12	Screener, Progress Monitoring	Phonics, Fluency, Vocabulary, Comprehension	Monthly

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?

Rhonda Devereaux, Director of K-8 Education and Natasha Drake, Director of High Schools will provide plan implementation oversight, support, and follow-up.

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

All grade bands, K-12 have created curriculum maps utilizing our state adopted core curriculum and additional approved curriculum resources, which provide teachers with research, evidence-based instructional strategies for reading instruction. The curriculum maps have been reviewed by Literacy Coaches and the district Curriculum and Instruction Team to ensure foundational reading skills are taught in an explicit and systematic manner. Professional development will be provided to teachers and administration to ensure an explicit, systematic, and sequential approach to reading instruction is provided for all students. Nassau County will work with our Regional Literacy Director, Karen Porter, to utilize Literacy Walkthrough rubrics to assess the reading instruction in the K-12 classrooms and ensure instruction is aligned to evidence-based practices. All Literacy Coaches K-8 will participate in our first ever, Literacy Coach Academy, with Ms. Karen Porter to ensure proper training in provided to all literacy

coaches. Administrators will also participate in this program to ensure the systematic and explicit approach to reading instruction in provided and monitored in all schools. Rhonda Devereaux, Director of K-8 Education and Natasha Drake, Director of High Schools, communicates district-wide expectations for evidence-based instruction to site based administrators who ensure all instruction complies with the expectations. District quarterly walkthroughs will be held at each school site to ensure fidelity of our literacy program K-12.

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

Quarterly meetings are held with reading coaches and site-based administrators to review formative assessment data. Reading coaches provide teachers with professional development to interpret formative assessment data and provide differentiated instruction to meet the individual needs of each student.

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

At the secondary level, the district is providing professional development for content area teachers in how to incorporate reading strategies into content area courses. Leveled texts are being purchased to provide classroom teachers additional resources to differentiate content area instruction.
At the elementary level, teachers integrate science and social studies content into the literacy block utilizing text sets to deepen student understanding of content.

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

The site based administrator communicates concerns to the teacher. The Reading Coach supports the teacher to ensure the plan is implemented to meet the needs of students.
County office staff completes instructional walk-throughs to ensure effective implementation of the reading plan.

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.

Teachers, literacy coaches, and administrators meet near the end of the year to analyze the district plan's information, implementation, and effectiveness. Administrators meet monthly, evaluating the assessments, progress monitoring, curriculum, instruction, and professional development. Literacy coaches meet monthly, evaluating the district's plan, curriculum, instruction, intervention, progress

monitoring, and professional development. Teachers meet weekly, evaluating assessment, curriculum, instruction, intervention, and family engagement. Site-based leadership teams also meet regularly to evaluate leadership, assessment, curriculum, instruction, intervention, professional development, and family engagement. Data collected is used at each of the meetings listed above to determine the effectiveness of the assessments used as well as any needs that may be identified in the areas of curriculum, instruction, and professional development. Decisions made in making Improvements are based on student data, ensuring all students are provided with opportunities to continually increase in achievement.

Specifically, Nassau County has identified a need to continue to work with our Reginal Literacy Director, Karen Porter, to provide more training for our Literacy Coaches in order to build instructional reading capacity within our county. Next school year Nassau County will hold it first Literacy Coaches Academy. This academy will assist literacy coaches in defining their roles within the school and provide necessary training to ensure all K-8 classrooms have an explicit and systematic approach to teaching reading. Additionally, we have worked with Ms. Porter to redesign our K-8 literacy framework to align with our new core curriculum (Benchmark & SAVVAS). Our teachers need more training in the utilization of the core curriculum series, new B.E.S.T ELA standards, the Science of Reading. Ms. Porter has designed a professional development calendar for all K-8 schools to continue their learning of the B.E.S.T ELA standards, Science of Reading, and utilization of the newly adopted curriculum resources. Also, administrators need to able to identify research based instructional practices as well as how to provide explicit feedback to teachers using a literacy rubric. Ms. Porter will provided professional development to administrators in this capacity as well.

School-Level Monitoring of Plan Implementation

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

What process is in place to ensure effective implementation?

The data is reviewed monthly by site based administrators, reading coaches, and teachers through data chats, discussions, and grade/department meetings. The data is also reviewed monthly at principal meetings with the Directory of K-8 Education, Directory of Secondary Education and Director of Curriculum and Instruction.

Who at the district level supports effective implementation?

The Executive Director of Curriculum and Instruction, Director of K-8 Director, and Director of High School
Education support effective implementation.

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

The processes in place to identify areas of need include analyzing screening and progress monitoring student data. From the analysis, action plans are created to address the need. Site-based administrators and reading coaches monitor action plans and new data to determine that the plan is being effectively implemented.

Weekly reading walkthroughs by administrators - Part B

What process is in place to ensure effective implementation?

The reading walkthroughs occur weekly in the Nassau County School District. The weekly reading walkthrough data is reviewed quarterly by site based administrators, reading coaches, Directory of K-8 Director, Director of Secondary Education, and the Executive Director of Curriculum and Instruction. The data is shared in faculty meetings, principal meetings, grade/department team meetings, individual teacher meetings by the site based administrators and reading coaches.

Who at the district level supports effective implementation?

The Executive Director of Curriculum and Instruction, Director of K-8 Education, and Director of Secondary Education support effective implementation.

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

The processes in place to identify areas of need include analyzing screening and progress monitoring student data. From the analysis, action plans are created to address the need. Site-based administrators and reading coaches monitor action plans and new data to determine that the plan is being effectively implemented.

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

What process is in place to ensure effective implementation?

The progress monitoring data is reviewed quarterly by site based administrators, reading coaches, Directory of K-8 Education, of Secondary Education, Executive Director of Curriculum and Instruction, and Department/Grade level chairs. The data is also shared in Department/Grade level team meetings by the site based administrators.

Who at the district level supports effective implementation?

Director of K-8 Education, and Director of High School Education support effective implementation.

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

The processes in place to identify areas of need include analyzing screening and progress monitoring student data. From the analysis, action plans and interventions are created to address the need. Sitebased administrators, reading coaches, site-based counselors, MTSS teams, and department/grade level chairs monitor action plans and new data to determine that the plan is being effectively implemented.

Summer Reading Camp

Reading Camp - Part A

For Summer Reading Camps required by Section 1008.25(7), F.S., districts must:

- Provide instruction to grade 3 students who score Level 1 on the statewide standardized assessment for ELA;

- Implement evidence-based explicit, systematic, and multisensory reading instruction in phonemic awareness, phonics, fluency, vocabulary, and comprehension; and

- Provide instruction by a highly effective teacher endorsed or certified in reading.

All district Summer Reading Camp teachers are highly effective and reading endorsed/certified.

Yes

Describe the district's plan to meet each requirement for Summer Reading Camps required by Section 1008.25(7), F.S. Include a description of the evidence-based instructional materials that will be utilized.

The district's instructional plan for grade 3 Summer Reading Camp is as follows:
Students - Inviting all students who are below 50 percentile rank based on STAR Reading End of Year assessment or who have scored a Level 1 or 2 on FSA Reading
Teachers - Highly effective and reading endorsed/certified
Curriculum (Instructional Materials) - All instructional materials will be standards-aligned and focus around the 6 components of reading including oral language, phonological awareness, phonics, fluency, vocabulary, and comprehension. It will include formative and summative assessments.
Instruction (Instructional Practices) - Systematic, explicit instruction with differentiation through small groups.
Active Engagement - Instructional materials will include multi-sensory hands-on manipulatives.
We will be utilizing the following materials:
Benchmark Core Curriculum materials, state adopted-
Lexia Core 5 - strong evidence,
LLI - strong evidence,
i-Ready - promising evidence-

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

Will the district implement this option?

Yes

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

The district's instructional plan for grades K-2 and 4-5 Summer Reading Camp is as follows:
Students - Inviting all students who are below 50 percentile rank based on STAR Reading End of Year assessment
Teachers - Certified teachers
Curriculum (Instructional Materials) - All instructional materials will be standards-aligned and focus around the 6 components of reading, and for grades 4 and 5 specifically, fluency, vocabulary, and

comprehension. It will include formative and summative assessments.
Instruction (Instructional Practices) - Systematic, explicit instruction with differentiation through small groups.
Active Engagement - Instructional materials will include multi-sensory hands-on manipulatives.
We will be utilizing the following materials:
Benchmark Core Curriculum materials, state adopted-
Lexia Core 5 - strong evidence,
LLI - strong evidence,
i-Ready - promising evidence

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.)
27

Students who demonstrate a reading deficiency in grades K-2
300

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.)
96%

Students who demonstrate a reading deficiency in grades K-2
52%

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.

All K-5 schools participated in the New Worlds Reading Initiative. The Read-At-Home Plan will be communicated to all stakeholders via, phone, email, written correspondence, parent events, posted on school/classroom websites, and discussed at parent conferences. The Read-At-Home plan will be provided to each family in an understandable language and format.

In addition, our schools have implemented a three day a week take home reader program. A book is sent home with the student to read with an adult along with questions/activities specific to skills taught, needs of the

students, and prior skills. The book and questions/activity is first introduced in class, allowing students to gain interest and confidence with the book. It is read and returned and is discussed more in depth in class the next school day. This program allows our students to build vocabulary, fluency, phonics, oral language, and go deeper in comprehension while exposing them to books that have been explicitly chosen to meet the needs of the students.

Who at the district is responsible for monitoring this requirement?

The Director of K-8 Education is responsible for monitoring this requirement.

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?

For the Tier One, K-5 whole group instructional program, Florida Benchmark Advance, the District sets explicit expectations for site-based administrators to ensure an evidence-based sequence of instruction takes place at each school site. The District monitors implementation through monthly principal meetings, site-based walk-throughs, and on-going data analysis. School-based administration ensures class schedules maximize the 90-minute reading block and review lesson plans to ensure evidence-based instructional strategies are implemented. District and school administration review lesson plans and observe classroom teachers utilizing Hattie strategies, such as direct instruction, small group learning, phonics instruction, metacognitive strategies, teaching explicit vocabulary and summarization.

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

The district person responsible for supporting and monitoring this requirement is the Executive Director of Curriculum and Instruction, Director of K-8 Education, Director of High School.

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?

District wide grade level curriculum mapping is used to incorporate text sets that integrate science, social students, and arts into the reading block of instruction. Principal and district team walkthroughs and principal observations at each school site monitor teacher implementation of planned materials.

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

The district person responsible for supporting and monitoring this requirement is the Executive Director of Curriculum and Instruction, Director of K-8 Education, Director of High Schools.

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

How does the district support and monitor implementation?

The District sets explicit expectations for site-based administrators to ensure an evidence-based sequence of instruction takes place at each school site. The District monitors implementation through monthly principal meetings, site-based walk-throughs, and on-going data analysis. School-based administration ensures class schedules maximize the 90-minute reading block and review lesson plans to ensure small group instruction with differentiation strategies are occurring to meet the needs of individual students. District and school administration review lesson plans and observe classroom teachers utilizing Hattie strategies, such as cooperative learning, peer tutoring, student centered teaching, direct instruction, and small group learning.

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

The district person responsible for supporting and monitoring this requirement is the Executive Director of Curriculum and Instruction, Director of K-8 Education, Director of High Schools.

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

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

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

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

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

- **Intensive, Individualized Instruction/Intervention (Tier 3):** is standards-aligned; includes accommodations for students with a disability, students with an IEP, and students who are English language learners; provides explicit, systematic, individualized instruction based on student need, one-on-one or very small group instruction with more guided practice, immediate corrective feedback, and frequent progress monitoring; and occurs in addition to core instruction and Tier 2 interventions. In accordance with Section 1011.62(8)(d), F.S., intensive reading interventions must be delivered by instructional personnel who are certified or endorsed in reading.
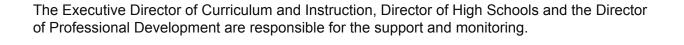
Describe how the district will align K-12 reading instruction with Florida's Revised Formula for Success.

The district will align K-12 reading instruction with Florida's Revised Formula for Success by using newly adopted evidence-based, B.E.S.T. standards aligned curriculum. The new curriculum encompasses the six components of reading, the four types of assessments, core instruction, immediate intervention, and immediate intensive intervention for each grade level. In addition, curriculum maps (instructional pacing guides) have been revised to incorporate the new formula for success to ensure all of its components are included in classroom instruction.

How does the district support and monitor implementation?

The district provides professional development in the six components of reading. We administer progress monitoring assessments to all students and provide professional development in interpreting the data reports and providing instruction to meet the need of all students. We have data chats with teachers three times a year to analyze student and teacher progress and provide ongoing coaching for teachers. We are establishing model classrooms within each school. We provide teachers with time weekly to meet together for professional development and collaboration.

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

The Executive Director of Curriculum and Instruction, Director of High Schools and the Director of Professional Development are responsible for the support and monitoring.

Assessment/Curriculum Decision Trees - Part C

Requirements

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

The Decision Trees must contain the following information:

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

- Target audience (grade level);

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

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

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

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

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

Tier 1
Core Instruction:

- *is standards-aligned;*

- *builds background and content knowledge;*

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

- *incorporates writing in response to reading;*

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

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

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

Grade Levels: K-2

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:
K-438 and above (FLKRS)
1st-2nd-Percentile Rank is 20 and above (STAR)

THEN TIER 1 Only

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

K – 2 Florida Benchmark Advance, State Adopted List- promising evidence

Progress Monitoring

Assessment & Frequency
K-STAR EARLY LITERACY 3X per year
1st-2nd grades-STAR 3X per year

Performance Criteria that indicates Tier 1 is sufficient for at least 80% of students
K-438 SS and above 1st-8th-Percentile Rank is 20 and above

Performance Criteria that prompts the addition of Tier 2 interventions for students not meeting the expectation/benchmark
K-2-Continue with enhanced instruction that follows a developmental reading continuum including instruction with high level comprehension, vocabulary, word study, and fluency at the word and/or connected text level.

Progress Monitoring

Assessment & Frequency
K-2 Benchmark Assessments- Core Curriculum (every 3 weeks)

Performance Criteria that indicates Tier 1 is sufficient for at least 80% of students
K-2- 60% or higher

Performance Criteria that prompts the addition of Tier 2 interventions for students not meeting the expectation/benchmark
K-2 -59% or below

How is the effectiveness of Tier 1 instruction being monitored?

K-2 Diagnostic and progress monitoring data is regularly reviewed three times a year by district admin, school admin, grade level bands and individual classroom teachers.

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?

Progress monitoring data is regularly reviewed at the district and school level. Data is analyzed with classroom teachers to make instructional plans designed to student needs. Regular Literacy

Grade Levels: K-2

walkthroughs are conducted by building administrators and district staff. To increase the effectiveness of Tier 1 instruction the following are provided:
school and county-wide mentor/mentee program, professional development opportunities, administrative walk-throughs & modeling, Building Reading Expertise county-wide program, Distance learning classrooms are monitored in the same manner and teachers are provided the same supports.

How is the effectiveness of Tier 1 curriculum being monitored?

The district has adopted Tier 1 curriculum that is state approved and researched based. The District teams created curriculum pacing guides to ensure B.E.S.T standards are taught in an explicit, systemic order. School administration, grade level/department teams, and district curriculum and instruction teams regularly review formative data and progress monitoring data. County wide common assessments are used to monitor all grade bands K-12. Common assessments address target reading standards aught from core curriculum. This data is used as an indicator of the effectiveness of the Tier I curriculum.

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

All ELA courses are assigned state approved curriculum to use as Tier I curriculum resources. Curriculum is reviewed annually to ensure curriculum aligns to the state standards and teaches the standards in an explicit and systematic order. Formative data sources are also analyzed and used as indicator of the effectiveness of the Tier I curriculum. Same process and procedures are used for distance learning curriculum.
Administrative walk-throughs and modeling, reviewing progress monitoring data, and district team fidelity checks are also used to monitor the effectiveness of Tier I curriculum.

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

Teacher videos, technology based with Chrome book check-outs for those needing technology, instructional packets sent through US Postal service, teacher phone calls and/or visits, classroom scheduled virtual meeting times.

Grade Levels: 9-12

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

Grades 9-12
2022 Spring FSA ELA data is used identify student placement- Level 2, 3, 4, or 5

THEN TIER 1 Only

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

9-12 SAVVAS, State Adopted List- strong evidence promising evidence

Progress Monitoring

Assessment & Frequency
SAVVAS-Core Curriculum assessments (every 3 weeks)

Performance Criteria that indicates Tier 1 is sufficient for at least 80% of students
60% or higher

Performance Criteria that prompts the addition of Tier 2 interventions for students not meeting the expectation/benchmark
below 59%

How is the effectiveness of Tier 1 instruction being monitored?

Diagnostic and progress monitoring data is regularly reviewed three times a year by district admin, school admin, grade level bands and individual classroom teachers.

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?

Progress monitoring data is regularly reviewed at the district and school level. Data is analyzed with classroom teachers to make instructional plans designed to student needs. Regular Literacy walkthroughs are conducted by building administrators and district staff. To increase the effectiveness of Tier 1 instruction the following are provided:
school and county-wide mentor/mentee program, professional development opportunities, administrative walk-throughs & modeling, Building Reading Expertise county-wide program, Distance learning classrooms are monitored in the same manner and teachers are provided the same supports.

How is the effectiveness of Tier 1 curriculum being monitored?

The district has adopted Tier 1 curriculum that is state approved and researched based. The District teams created curriculum pacing guides to ensure B.E.S.T standards are taught in an explicit, systemic order. School administration, grade level/department teams, and district curriculum and instruction teams regularly review formative data and progress monitoring data. County wide common assessments are used to monitor all grade bands K-12. Common assessments address target reading standards aught from core curriculum. This data is used as an indicator of the effectiveness of the Tier I curriculum.

Grade Levels: 9-12

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

All ELA courses are assigned state approved curriculum to use as Tier I curriculum resources. Curriculum is reviewed annually to ensure curriculum aligns to the state standards and teaches the standards in an explicit and systematic order. Formative data sources are also analyzed and used as indicator of the effectiveness of the Tier I curriculum. Same process and procedures are used for distance learning curriculum.
Administrative walk-throughs and modeling, reviewing progress monitoring data, and district team fidelity checks are also used to monitor the effectiveness of Tier I curriculum.

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

Teacher videos, technology based with Chrome book check-outs for those needing technology, instructional packets sent through US Postal service, teacher phone calls and/or visits, classroom scheduled virtual meeting times.

Grade Levels: 3-8

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

(Enter assessment criteria that will be used)

3-8- Percentile Rank is 20 and above (STAR)

THEN TIER 1 Only

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

3-5 Florida Benchmark Advance, State Adopted List- promising evidence
6-8 SAVVAS, State Adopted List- strong evidence promising evidence

Progress Monitoring

Assessment & Frequency
3-8 STAR 3 x per year

Performance Criteria that indicates Tier 1 is sufficient for at least 80% of students
3-8- 20th percentile or higher (STAR)

Performance Criteria that prompts the addition of Tier 2 interventions for students not meeting the expectation/benchmark
3-8- 11th-19th percentile (STAR)

Progress Monitoring

Assessment & Frequency
3-5 Florida Benchmark Advance Curriculum assessments, State Adopted List- promising evidence
6-8 SAVVAS curriculum assessments, State Adopted List- promising evidence

Performance Criteria that indicates Tier 1 is sufficient for at least 80% of students
60% or higher

Performance Criteria that prompts the addition of Tier 2 interventions for students not meeting the expectation/benchmark
59% or below

How is the effectiveness of Tier 1 instruction being monitored?

Diagnostic and progress monitoring data is regularly reviewed three times a year by district admin, school admin, grade level bands and individual classroom teachers

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?

Progress monitoring data is regularly reviewed at the district and school level. Data is analyzed with classroom teachers to make instructional plans designed to student needs. Regular Literacy walkthroughs are conducted by building administrators and district staff. To increase the effectiveness of Tier 1 instruction the following are provided:
school and county-wide mentor/mentee program, professional development opportunities, administrative walk-throughs & modeling, Building Reading Expertise county-wide program,

Grade Levels: 3-8

Distance learning classrooms are monitored in the same manner and teachers are provided the same supports.

How is the effectiveness of Tier 1 curriculum being monitored?

The district has adopted Tier 1 curriculum that is state approved and researched based. The District teams created curriculum pacing guides to ensure B.E.S.T standards are taught in an explicit, systemic order. School administration, grade level/department teams, and district curriculum and instruction teams regularly review formative data and progress monitoring data. County wide common assessments are used to monitor all grade bands K-12. Common assessments address target reading standards aught from core curriculum. This data is used as an indicator of the effectiveness of the Tier I curriculum.

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

All ELA courses are assigned state approved curriculum to use as Tier I curriculum resources. Curriculum is reviewed annually to ensure curriculum aligns to the state standards and teaches the standards in an explicit and systematic order. Formative data sources are also analyzed and used as indicator of the effectiveness of the Tier I curriculum. Same process and procedures are used for distance learning curriculum.
Administrative walk-throughs and modeling, reviewing progress monitoring data, and district team fidelity checks are also used to monitor the effectiveness of Tier I curriculum.

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

Teacher videos, technology based with Chrome book check-outs for those needing technology, instructional packets sent through US Postal service, teacher phone calls and/or visits, classroom scheduled virtual meeting times.

[enter grade levels]

[enter grade levels]

Tier 2
Supplemental Instruction/Intervention:

- *is standards-aligned;*

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

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

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

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

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

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

Grade Levels: K-2

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:

Kindergarten – STAR Early Literacy – Scaled Score 400-437
1st-2nd – STAR 11th-19th percentile rank

THEN TIER 1 Instruction and TIER 2 Interventions

Progress Monitoring

Tier 2 Programs/Materials/Strategies & Duration
K-2 grade students receive daily small group instruction as part of their 90 minute reading block using the LLI program

Assessment & Frequency K-STAR and Early Literacy every nine weeks 1-2 STAR every nine weeks

Performance Criteria to discontinue Tier 2 interventions
K- Scaled Score higher than 437
1-2 -STAR percentile score of 20 or higher

Performance Criteria indicating continuation of Tier 2 interventions in addition to Tier 1 instruction K- Scaled Score remaining in the 400-437 range 1-2 -STAR percentile score of 11-19

Performance Criteria that prompts the addition of Tier 3 interventions
K- Scaled Score dropping to 399 or below
1-2 STAR percentile score below 11

Progress Monitoring

Tier 2 Programs/Materials/Strategies & Duration
K-2 Lexia Core

Assessment & Frequency Grades K-2 (3 x per year)

Performance Criteria to discontinue Tier 2 interventions
Performance Level
K - Level 6 or higher
1st- Level 12 or higher
2nd -Level 22 or higher

Performance Criteria indicating continuation of Tier 2 interventions in addition to Tier 1 instruction Performance Level K -Level 5 or below 1st - Level 11 or below 2nd - Level 21 or below

Grade Levels: K-2

Progress Monitoring

Performance Criteria that prompts the addition of Tier 3 interventions

Performance Level
K- Level 3 or below
1st- Level 7 or below
2nd- Level 14 or below

Number of times per week intervention provided

3 times a week

Number of minutes per intervention session

Intervention session will be 20 minutes

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?

Weekly collaborative planning meeting to discuss and plan for core curriculum and intervention students.
Monthly MTSS meetings to review intervention students' progress.
School and county-wide mentor/mentee program, professional development opportunities, administrative walk-throughs and modeling, Building Reading Expertise county-wide program, reviewing progress monitoring data

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

Lexia Core 5 (strong evidence)
LLI does not meet strong, moderate or promising levels of evidence: however, the following IES Practice Guide recommendations support the program- Providing Reading Interventions for Students in Grades 4–9, (strong evidence) Build students' decoding skills so they can read complex multisyllabic words, Provide purposeful fluency-building activities to help students read effortlessly, Routinely use a set of comprehension-building practices to help students make sense of the text
Part 3A. Build students' world and word knowledge so they can make sense of the text
Part 3B. Consistently provide students with opportunities to ask and answer questions to better understand the text they read
Part 3C. Teach students a routine for determining the gist of a short section of text
Part 3D. Teach students to monitor their comprehension as they read
Provide students with opportunities to practice making sense of stretch text (i.e., challenging text) that will expose them to complex ideas and information.
The district will support and monitor implementation of the LLI program through classroom walkthroughs, regular data chats, and instructional planning meetings, and MTSS progress monitoring meetings.

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

Grade Levels: K-2

Struggling students are provided a small group setting and additional on to one instructional services. Parents are provided resources to support distance learning.

Grade Levels: 3-8

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

(Enter assessment criteria that will be used)

1-8 STAR - 11-19 percentile rank
1-8 F.A.S.T - state determined cut score for Level 2

THEN TIER 1 Instruction and TIER 2 Interventions
Progress Monitoring

Tier 2 Programs/Materials/Strategies & Duration
3-5 Iready Program- 20 minutes 3 x per week

Assessment & Frequency
Growth monitoring checks using Iready program every 3 to 4 weeks.

Performance Criteria to discontinue Tier 2 interventions
Grade 3- Level 3 or above
Grade 4- Level 4 or above
Grade 5- Level 5 or above

Performance Criteria indicating continuation of Tier 2 interventions in addition to Tier 1 instruction
Grade 3 - Early 3 and below
Grade 4 - Early 4 and below
Grade 5- Early 5 and below

Performance Criteria that prompts the addition of Tier 3 interventions
Grade 3- Early 2 or below
Grade 4- Early 3 or below
Grade 5-Early 4 or below

Progress Monitoring

Tier 2 Programs/Materials/Strategies & Duration
3-8 grade students receive daily small group instruction as part of their 90 minute reading block using the LLI program

Assessment & Frequency
3-8 STAR assessment every nine weeks

Performance Criteria to discontinue Tier 2 interventions
3-8 - 20th Percentile or higher on STAR

Performance Criteria indicating continuation of Tier 2 interventions in addition to Tier 1 instruction
3-8- 11th- 19th Percentile or higher on STAR

Performance Criteria that prompts the addition of Tier 3 interventions
3-8- 10th Percentile or lower on STAR

Number of times per week intervention provided

3 times per week students are in small group

Grade Levels: 3-8

Number of minutes per intervention session

3-8 -20 minutes

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?

Weekly collaborative planning meeting to discuss and plan for core curriculum and intervention students.
Monthly MTSS meetings to review intervention students' progress.
School and county-wide mentor/mentee program, professional development opportunities, administrative walk-throughs and modeling, Building Reading Expertise county-wide program, reviewing progress monitoring data

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

Iready 5 (moderate evidence)
LLI does not meet strong, moderate or promising levels of evidence: however, the following IES Practice Guide recommendations support the program- Providing Reading Interventions for Students in Grades 4–9, (strong evidence) Build students' decoding skills so they can read complex multisyllabic words, Provide purposeful fluency-building activities to help students read effortlessly, Routinely use a set of comprehension-building practices to help students make sense of the text
Part 3A. Build students' world and word knowledge so they can make sense of the text
Part 3B. Consistently provide students with opportunities to ask and answer questions to better understand the text they read
Part 3C. Teach students a routine for determining the gist of a short section of text
Part 3D. Teach students to monitor their comprehension as they read
Provide students with opportunities to practice making sense of stretch text (i.e., challenging text) that will expose them to complex ideas and information.
The district will support and monitor implementation of the LLI program through classroom walkthroughs, regular data chats, and instructional planning meetings, and MTSS progress monitoring meetings.

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

Struggling students are provided a small group setting and additional on to one instructional services. Parents are provided resources to support distance learning.

Grade Levels: 9-12

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

2022 Spring ELA scores are used for initial student placement- Level 1
1-8 STAR - 11-19 percentile rank

THEN TIER 1 Instruction and TIER 2 Interventions
Progress Monitoring

Tier 2 Programs/Materials/Strategies & Duration
9-12 grade students receive daily small group instruction as part of their 90 minute reading block using the LLI program

Assessment & Frequency
9-12- STAR assessment every nine weeks

Performance Criteria to discontinue Tier 2 interventions
9-12 - 20th Percentile or higher on STAR

Performance Criteria indicating continuation of Tier 2 interventions in addition to Tier 1 instruction
9-12- 11th- 19th Percentile or higher on STAR

Performance Criteria that prompts the addition of Tier 3 interventions
9-12- 10th Percentile or lower on STAR

Number of times per week intervention provided

3 times per week students are in small group

Number of minutes per intervention session

9-12 -20 minutes

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?

Weekly collaborative planning meeting to discuss and plan for core curriculum and intervention students.
Monthly MTSS meetings to review intervention students' progress.
School and county-wide mentor/mentee program, professional development opportunities, administrative walk-throughs and modeling, Building Reading Expertise county-wide program, reviewing progress monitoring data

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

LLI does not meet strong, moderate or promising levels of evidence: however, the following IES Practice Guide recommendations support the program- Providing Reading Interventions for Students in Grades 4–9, (strong evidence) Build students' decoding skills so they can read complex multisyllabic words, Provide purposeful fluency-building activities to help students read effortlessly, Routinely use a

Grade Levels: 9-12

set of comprehension-building practices to help students make sense of the text

Part 3A. Build students' world and word knowledge so they can make sense of the text

Part 3B. Consistently provide students with opportunities to ask and answer questions to better understand the text they read

Part 3C. Teach students a routine for determining the gist of a short section of text

Part 3D. Teach students to monitor their comprehension as they read

Provide students with opportunities to practice making sense of stretch text (i.e., challenging text) that will expose them to complex ideas and information.

The district will support and monitor implementation of the LLI program through classroom walkthroughs, regular data chats, and instructional planning meetings, and MTSS progress monitoring meetings.

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

Struggling students are provided a small group setting and additional on to one instructional services. Parents are provided resources to support distance learning.

Tier 3

Intensive, Individualized Instruction/Intervention:

- *is targeted instruction based on student need;*

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

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

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

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

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

Grade Levels: K-2

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

(Enter assessment criteria that will be used)

K- STAR Early Literacy - 399 or below
STAR - percentile rank of 1-10

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

Progress Monitoring

Tier 3 Programs/Materials/Strategies & Duration
Sonday System

Assessment & Frequency
K-2 (3-4 weeks)

Performance Criteria to discontinue Tier 3 interventions
On grade level performance in the following areas:
Review of pre-reading skills
Phonics using vowels, vowel pairs and blends
Consonant blends and digraphs
Spelling practice throughout lessons
Rules of language structure
Compound and non-phonetic words
Reading and writing fluency
Vocabulary and comprehension

Performance Criteria indicating continuation of Tier 3 interventions
Below grade level performance in the following areas:
Review of pre-reading skills
Phonics using vowels, vowel pairs and blends
Consonant blends and digraphs
Spelling practice throughout lessons
Rules of language structure
Compound and non-phonetic words
Reading and writing fluency
Vocabulary and comprehension

Performance Criteria that prompts intensified Tier 3 interventions
Two or more grade levels below in the following areas:
Review of pre-reading skills
Phonics using vowels, vowel pairs and blends
Consonant blends and digraphs
Spelling practice throughout lessons
Rules of language structure
Compound and non-phonetic words
Reading and writing fluency
Vocabulary and comprehension

Number of times per week intervention provided

4 days

Grade Levels: K-2

Number of minutes per intervention session

K-2 30- 40 minutes

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

Weekly collaborative planning meeting to discuss and plan for core curriculum and intervention students.
Monthly MTSS meetings to review intervention students' progress.
School and county-wide mentor/mentee program, professional development opportunities, administrative walk-throughs and modeling, Building Reading Expertise county-wide program, reviewing progress monitoring data

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

Sonday System does not meet strong, moderate or promising levels of evidence: however, the following IES Practice Guide recommendations support the program :Foundational Skills to Support Reading for Understanding in Kindergarten Through 3rd Grade:
Teach students academic language skills, including the use of inferential and narrative language, and vocabulary knowledge.
Develop awareness of the segments of sound in speech and how they link to letters.
Teach students to decode words, analyze word parts, and write and recognize words.
Ensure that each student reads connected text every day to support reading accuracy, fluency, and comprehension.

The district will support and monitor implementation of the LLI program through classroom walkthroughs, regular data chats, and instructional planning meetings, and MTSS progress monitoring meetings.

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

Struggling students are provided a small group setting and additional on to one instructional services.
Parents are provided resources to support distance learning.

Grade Levels: 3-8

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

(Enter assessment criteria that will be used)

3-8 STAR - percentile score below 10
3-8 Cambium/F.A.S.T - state determined scale score for Level 1

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

Progress Monitoring

Tier 3 Programs/Materials/Strategies & Duration
Sonday System

Assessment & Frequency
3-8-Progress monitoring 3 to 4 weeks

Performance Criteria to discontinue Tier 3 interventions
On grade level performance in the following areas:
Review of pre-reading skills
Phonics using vowels, vowel pairs and blends
Consonant blends and digraphs
Spelling practice throughout lessons
Rules of language structure
Compound and non-phonetic words
Reading and writing fluency
Vocabulary and comprehension

Performance Criteria indicating continuation of Tier 3 interventions
Below grade level performance in the following areas:
Review of pre-reading skills
Phonics using vowels, vowel pairs and blends
Consonant blends and digraphs
Spelling practice throughout lessons
Rules of language structure
Compound and non-phonetic words
Reading and writing fluency
Vocabulary and comprehension

Performance Criteria that prompts intensified Tier 3 interventions
Two or more grade levels below in the following areas:
Review of pre-reading skills
Phonics using vowels, vowel pairs and blends
Consonant blends and digraphs
Spelling practice throughout lessons
Rules of language structure
Compound and non-phonetic words
Reading and writing fluency
Vocabulary and comprehension

Number of times per week intervention provided

4 days

Grade Levels: 3-8

Number of minutes per intervention session

(3-8) 30-40 minutes

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

Weekly collaborative planning meeting to discuss and plan for core curriculum and intervention students.
Monthly MTSS meetings to review intervention students' progress.
School and county-wide mentor/mentee program, professional development opportunities, administrative walk-throughs and modeling, Building Reading Expertise county-wide program, reviewing progress monitoring data

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

Sonday System does not meet strong, moderate or promising levels of evidence: however, the following IES Practice Guide recommendations support the program :
Foundational Skills to Support Reading for Understanding in Kindergarten Through 3rd Grade:
Teach students academic language skills, including the use of inferential and narrative language, and vocabulary knowledge.
Develop awareness of the segments of sound in speech and how they link to letters.
Teach students to decode words, analyze word parts, and write and recognize words.
Ensure that each student reads connected text every day to support reading accuracy, fluency, and comprehension.

Providing Reading Interventions for Students in Grades 4–9
Build students' decoding skills so they can read complex multisyllabic words.
Provide purposeful fluency-building activities to help students read effortlessly.
Routinely use a set of comprehension-building practices to help students make sense of the text

Part 3A. Build students' world and word knowledge so they can make sense of the text
Part 3B. Consistently provide students with opportunities to ask and answer questions to better understand the text they read
Part 3C. Teach students a routine for determining the gist of a short section of text
Part 3D. Teach students to monitor their comprehension as they read.
Provide students with opportunities to practice making sense of stretch text (i.e., challenging text) that will expose them to complex ideas and information

The district will support and monitor implementation of the LLI program through classroom walkthroughs, regular data chats, and instructional planning meetings, and MTSS progress monitoring meetings.

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

Struggling students are provided a small group setting and additional on to one instructional services.
Parents are provided resources to support distance learning.

Grade Levels: 9-12

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

(Enter assessment criteria that will be used)

9-12-STAR - percentile score below 10

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

Progress Monitoring

Tier 3 Programs/Materials/Strategies & Duration
Sonday System

Assessment & Frequency
3-8-Progress monitoring 3 to 4 weeks

Performance Criteria to discontinue Tier 3 interventions
On grade level performance in the following areas:
Review of pre-reading skills
Phonics using vowels, vowel pairs and blends
Consonant blends and digraphs
Spelling practice throughout lessons
Rules of language structure
Compound and non-phonetic words
Reading and writing fluency
Vocabulary and comprehension

Performance Criteria indicating continuation of Tier 3 interventions
Below grade level performance in the following areas:
Review of pre-reading skills
Phonics using vowels, vowel pairs and blends
Consonant blends and digraphs
Spelling practice throughout lessons
Rules of language structure
Compound and non-phonetic words
Reading and writing fluency
Vocabulary and comprehension

Performance Criteria that prompts intensified Tier 3 interventions
Two or more grade levels below in the following areas:
Review of pre-reading skills
Phonics using vowels, vowel pairs and blends
Consonant blends and digraphs
Spelling practice throughout lessons
Rules of language structure
Compound and non-phonetic words
Reading and writing fluency
Vocabulary and comprehension

Number of times per week intervention provided

4 days per week

Number of minutes per intervention session

Grade Levels: 9-12

9-12 (45 minutes)

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

Weekly collaborative planning meeting to discuss and plan for core curriculum and intervention students.
Monthly MTSS meetings to review intervention students' progress.
School and county-wide mentor/mentee program, professional development opportunities, administrative walk-throughs and modeling, Building Reading Expertise county-wide program, reviewing progress monitoring data

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

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Parents are provided resources to support distance learning.

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.

Our district's process for identifying students with a substantial deficiency in reading begins with the analyzing of the previous year's STAR Early Literacy/STAR (K-2, 6-10) and/or iReady (3-5) data as well as the previous year's grades, based on formative standards-based assessments, and the previous year's standardized testing. Teacher observation and input is also utilized when determining a deficiency. Beginning of the year STAR Early Literacy/STAR (K-2, 6-10) and/or iReady (3-5) beginning of the year assessment data is then analyzed by teachers, administrators, and reading coaches. Reading coaches collect more data through the use of the Next Step Guided Reading Assessment (k-8), Fountas and PinnellLLI (3-5), Lexia Core 5 (k-2), and iReady (3-5). These identified students are then progress monitored at
least quarterly with data being analyzed to identify other students who may need to be added as one who has a substantial deficiency in reading.