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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	Addison, Cathi District ELA Content Specialist, Secondary cathi.addison@jcsb.org 850.482.1310
Elementary English Language Arts (ELA)	See, Jennifer Director, Secondary Education jennifer.see@jcsb.org 850.482.1200
Secondary ELA	See, Jennifer Director, Secondary Education jennifer.see@jcsb.org 850.482.1200
Reading Endorsement	Powell, Doug Director, Professional Development doug.powell@jcsb.org 850.482.1200
Professional Development	Powell, Doug Director, Professional Development doug.powell@jcsb.org 850.482.1200
Assessment	Kent, Laura Director, Student Services laura.kent@jcsb.org 850.482.1200
Data Element	See, Jennifer Director, MIS jennifer.see@jcsb.org 850.482.1200
Summer Reading Camp	Powell, Doug Director, Elementary Education doug.powell@jcsb.org 850.482.1200
Third Grade Promotion	Powell, Doug Director, Elementary Education doug.powell@jcsb.org 850.482.1200
Multi-Tiered System of Supports (MTSS)	Kent, Laura Director, Student Services laura.kent@jcsb.org 850.482.1200
Reading Curriculum	See, Jennifer Director, Secondary Education jennifer.see@jcsb.org

**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.**

District ELA content specialists and/or members of the District Instructional Leadership Team will facilitate meetings with stakeholders to provide an overview of Jackson District’s key components. Overviews will occur as follows:

Administrators—July principals’ meeting

Teachers---August PD

Other District Personnel (RtI Specialist, ESE Specialists, etc.) ---August PD

Parents and Community: Post plan on district website for all stakeholders, including parents to access. In addition, share plan with school’s SAC.

**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 48%**

**Previous School Year**

**Kindergarten - % of Students "Ready" on FLKRS 50%**

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

Pre-K personnel are part of our BEST ELA Standards Implementation Team, and Pre-K teachers will receive PD on kindergarten readiness skills as well as training on the crosswalk between the Florida Early Learning and Developmental Standards PreK to the ELA BEST Standards for 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	19	26	32	19	4	14	21	37	24	9
4	16	22	31	24	6	11	17	36	29	11
5	23	24	28	17	8	18	19	33	22	13
6	22	28	21	21	8	17	23	26	26	13
7	29	28	23	14	5	24	23	28	19	10
8	26	26	26	13	8	21	21	31	18	13
9	30	21	20	22	7	25	16	25	27	12
10	22	31	23	18	6	17	26	28	23	11

**Include additional literacy goals based on screening, progress monitoring, and/or district summative assessments. At a minimum, include specific goals for K-2 students.**

*Example: For each grade, K-2, increase the percentage of students currently scoring at or above grade level on (the approved district progress monitoring assessment) by 5% this year, from (60%) to (65%).*

For each grade, K-2, increase the percentage of students currently scoring at or above grade level on the STAR Early Literacy (K) and STAR by 5% during the 2022-2023 school year (from PM1 to PM3).

## District Budget for Evidence-Based Reading Instruction Allocation

### Budget

1	Estimated proportional share distributed to district charter	\$0.00
2	Reading coaches assigned to elementary schools	\$0.00
3	Reading coaches assigned to secondary schools	\$0.00
4	Intervention teachers assigned to elementary schools	\$321,882.00
	FTE	2022-23
	5.0	\$321,882.00
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	\$0.00
11	Helping teachers earn the reading endorsement	\$0.00
12	Summer reading camps	\$80,477.00
	FTE	2022-23
		\$80,477.00
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
	<b>Total:</b>	<b>\$402,359.00</b>

**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.**

All of the reading allocation funds are being used to fund K-3 intervention teachers and summer reading camp.

## School Literacy Leadership Teams

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

Principals will review information regarding the Literacy Leadership Team requirement and purpose during the July Principals Meeting. Collaboration regarding LLT roles/responsibilities and progress will occur at subsequent monthly principals meetings.

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

District Instructional Leadership Team POC:

Stephanie King—Elementary

Cathi Addison--Secondary

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

District Instructional Leadership Team POC:

Stephanie King—Elementary

Cathi Addison--Secondary

## 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.

Jackson will continue providing PD (by publishers and district specialists) for current/new English Language Arts instructional materials and reading remediation materials. PD will focus on supporting teachers in effective use of these resources to provide integrated explicit, systematic, sequential, reading instruction, which includes all reading components and includes multi-sensory intervention strategies. In addition, BEST ELA Standards K-2 and 3-12 (as appropriate) Implementation Professional Development will focus on best practices for integrating phonemic awareness, phonics, word study and spelling, fluency, vocabulary, and text comprehension strategies into explicit, systematic, and sequential reading instruction. Additional differentiated PD will be provided quarterly by district specialists based on progress monitoring data. Literacy Leadership Teams will serve as vehicles for identifying mentor teachers and establishing model classrooms at each school. Principals will develop schedules for weekly 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.**

Monthly Principals Meetings will serve as a time for communicating professional development requirements, checking progress, and determining additional need for support.

Email notifications

The District Instructional Leadership Team will confer with principals to offer support.

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

Doug Powell, Director of Professional Development

### 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.**

Not Applicable

#### 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?**

No

**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?**

N/A

**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?**

N/A

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

N/A

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

N/A

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

N/A

## District-Level Monitoring of Plan Implementation

### District-Level Monitoring - Part A

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

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

### Assessments

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

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

Name of the Assessment	To whom is the assessment administered?	Assessment type	What component of the reading/strand of standard is being assessed?	How often is the data being collected?
FAST - STAR	K-2	Screener, Progress Monitoring, Summative	Oral Language, Phonological Awareness, Phonics, Fluency, Vocabulary, Comprehension	3 x A Year
FAST - Cambium	3-10	Screener, Progress Monitoring, Summative	Vocabulary, Comprehension	3 x A Year
STAR Reading	K-12, Tier 2 and Tier 3 students	Progress Monitoring, Diagnostic	Oral Language, Phonological Awareness, Phonics, Fluency, Vocabulary, Comprehension	Monthly
REWARDS Assessments	Tier 3 students	Screener, Progress Monitoring, Diagnostic, Summative	Oral Language, Phonological Awareness, Phonics, Fluency, Vocabulary, Comprehension	Monthly
i-Ready	K-5, Tier 2 and Tier 3	Progress Monitoring, Diagnostic	Phonological Awareness, Phonics, Fluency, Vocabulary, Comprehension	3 x A Year

**District-Level Monitoring - Part B**

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

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

District Instructional Leadership Team

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

Instructional walkthroughs will be conducted by district and school personnel to ensure all instruction in foundational skills is systematic, explicit, and evidence-based. Walkthroughs will focus on full implementation of district adopted instructional and supplementary programs and differentiated teacher led small group instruction. Debriefings will follow walkthroughs, with particular attention to this process in our RAISE schools.

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

School personnel will refer to the Jackson's CERP Decision Trees and MTSS Handbook to determine appropriate tier placement within the MTSS/Rtl process.

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

Literacy Leadership Team membership will represent all content areas. Literacy instruction in the content areas will be an area of concern addressed by these PLCs.

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

Concerns will be communicated during monthly principals' meetings and data meetings (chats).

### **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.**

Jackson's K-12 CERP has been revised to reflect the professional learning plan as well as other appropriate revisions to sections 3) School Literacy Leadership Teams, 4) Professional Development, and 7) District-Level Monitoring of Plan Implementation.

## 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?

District will provide a School CERP Implementation Reflection Tool for quarterly deliberation to ensure school level compliance. This will be submitted to District Instructional Leadership Team--POC Stephanie King, elementary; Cathi Addison, secondary. Feedback and support will be provided based on reflection tool responses.

#### Who at the district level supports effective implementation?

District Instructional Leadership Team

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

District Instructional Leadership Team will compile quarterly checklist results to determine next steps (i.e., professional development needs, topics for discussion at monthly principals meetings).

### Weekly reading walkthroughs by administrators - Part B

#### What process is in place to ensure effective implementation?

The district will provide a walkthrough form. Results will be reported as part of the School CERP Implementation Reflection Tool. School administrators will participate in walkthroughs and debriefings with The District Instructional Leadership Team as a means of collaboration and support.

#### Who at the district level supports effective implementation?

District Instructional Leadership Team

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

District Instructional Leadership Team will compile quarterly checklist results to determine next steps (i.e., professional development needs, topics for discussion at monthly principals meetings).

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

#### What process is in place to ensure effective implementation?

District will provide a School CERP Implementation Reflection Tool for quarterly deliberation to ensure school level compliance. This will be submitted to District Instructional Leadership Team--POC Stephanie King, elementary; Cathi Addison, secondary.

#### Who at the district level supports effective implementation?

District Instructional Leadership Team

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



District Instructional Leadership Team will compile quarterly checklist results to determine next steps (i.e., professional development needs, topics for discussion at monthly principals meetings).

## 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 identified as having a substantial reading deficiency will receive intensive, explicit instruction in all areas of reading. Differentiated instruction will be based upon results from the iReady Diagnostic Assessment, STAR Assessment, and the Wonders Diagnostic Assessment.

Materials used include:

Lexia Core 5

Wonders, McGraw Hill Intervention Guide

Open Court Intervention Lessons

I-Ready Tools for Instruction- Teacher Directed Lessons

**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.**

Students identified as having a substantial reading deficiency will receive intensive, explicit instruction in all areas of reading. Differentiated instruction will be based upon results from the iReady Diagnostic Assessment, STAR Assessment, and the Wonders Diagnostic Assessment.

Materials used include:

Lexia Core 5

<https://ies.ed.gov/ncee/wwc/EvidenceSnapshot/274>

Wonders, McGraw Hill Intervention Guide

<https://www.edreports.org/reports/overview/reading-wonders-2017>

Open Court Intervention Lessons

[https://ies.ed.gov/ncee/wwc/Docs/InterventionReports/wwc\\_opencourt\\_081412.pdf](https://ies.ed.gov/ncee/wwc/Docs/InterventionReports/wwc_opencourt_081412.pdf)

I-Ready Tools for Instruction- Teacher Directed Lessons

iReady Teacher Toolbox (Ready Materials) [www.CurriculumAssociates.com/i-Ready-Research](http://www.CurriculumAssociates.com/i-Ready-Research)

### **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.)**

44

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

70

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

17

#### **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.)**

34%

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

54%

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

13%

## **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.**

Students identified as having a substantial deficiency in reading are provided with a letter explaining strategies, tools, and websites to use at home to increase students' reading ability. Parents are also given login information and instructions for accessing iReady and Lexia for use from home. In addition, parents are provided with information from The Florida Department of Education for the following digital resources: Parent Guides for ELA Standards, Supporting Reading at Home, New Worlds Reading Initiative, Overview of Assessment Types, Statewide ELA Assessments, Supports for Parental Involvement, Evaluating a Student for ESE, and Characteristics of Learning Disabilities.

**Who at the district is responsible for monitoring this requirement?**

Doug Powell, Director of Elementary Education

## 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?

Review requirement with principals.  
 Provide Professional Development for new principals and teachers.  
 Provide teachers with model of instruction, curriculum maps, and Professional Development.  
 Walk throughs will also be conducted to check for fidelity of implementation.

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

District Instructional Leadership Team  
 Director of Secondary Education

**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?

Ongoing training will be provided for district adopted curriculum materials and the ELA B.E.S.T. Standards. Walk throughs will also be conducted to check for fidelity of implementation.

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

District Instructional Leadership Team  
 Principals  
 Elementary ELA Content Specialist

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

#### How does the district support and monitor implementation?

Provide teachers with a model of instruction, curriculum maps, and Professional Development. Walk throughs will also be conducted to check for fidelity of implementation.

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

District Instructional Leadership Team  
 Principals  
 Elementary ELA Content Specialist

**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.**

District Assessment/Curriculum Decision Trees have been developed in accordance with Florida's Revised Formula for Success.

**How does the district support and monitor implementation?**

The district provides orientation and professional development; school CERP Implementation Reflection Tool analysis; as well as school visits/observations.

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

District Instructional Leadership Team

**Assessment/Curriculum Decision Trees - Part C**

## Requirements

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

The Decision Trees must contain the following information:

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

### Tier 1

*Core Instruction:*

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



**Grade Levels: 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: If the student has not been retained, is not in the MTSS process, and FAST-STAR Early Literacy score is at or above 40th PR.

**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.

HMH Into Reading Florida: Promising (WWC)

Open Court Reading: Promising (WWC)

Tyner Framework: Systematic, sequential, explicit phonics programs implemented with a multisensory approach. Strategies used are consistent with those recommended in the US Department of Education's Institute of Education Sciences (IES), (WWC), and University of Florida Literacy Institute.

(UFLI)-Differentiated small group instruction

Ready Teacher Tool Box-Strong: ESSA

Differentiated small and whole group instruction: HMH Into Reading Florida

**Progress Monitoring****Assessment & Frequency**

FAST– STAR Early Literacy (3 times per year)

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

40th PR and above

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

Lack of progress toward grade level benchmarks, progress in ELA instruction is minimal, or STAR Early Literacy Score drops below the 39th PR

**How is the effectiveness of Tier 1 instruction being monitored?**

Data revealing 80% of students scoring at or above 40th PR on FAST–STAR Early Literacy

**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?**

Reading walkthroughs during ELA block and District Literacy Specialist review of Class-wide Progress Monitoring data

Quarterly data chats with school leadership, teachers and District Literacy Specialist

**How is the effectiveness of Tier 1 curriculum being monitored?**

Data indicating 80% of students have a  $\geq 40$  Student Growth PR on FAST/STAR Early Literacy

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

**Grade Levels: Kindergarten**

Reading walkthroughs during ELA block and District Literacy Specialist review of Class-wide Progress Monitoring data

Quarterly data chats with school leadership, teachers and District Literacy Specialist

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

Students will continue on their learning via platforms such as Google Classroom as well as additional teacher contact via Reminds, Email, and phone conferences.

**Grade Levels: 1-2****IF Student meets the following criteria at the beginning of the school year:***(Enter assessment criteria that will be used)*

Student is not retained in 1st or 2nd grade based on previous year

Student is not in MTSS process

FAST– STAR assessment at or above 40th PR (1st-2nd Grade)

iReady Scale Score 50th PR or higher (2021-22 Diagnostic 3)

**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.

Harcourt Houghton Mifflin-Into Reading Florida- (K-2)

Open Court Meets criteria- What Works Clearinghouse- Promising (Supplemental)

**Progress Monitoring****Assessment & Frequency**

FAST- STAR- 3 times per year

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

Scale Score of 40th PR or Above

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

Data revealing 80% of students scoring at or above 40th PR on FAST–STAR Reading

**How is the effectiveness of Tier 1 instruction being monitored?**

Data revealing 80% of students scoring at or above 40th PR on FAST–STAR Reading

**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?**

Reading walk throughs, classroom observations, student data, MTSS meetings, professional development, additional diagnosis with aligned instruction, creation of PMP with parent contact, more frequent progress monitoring with aligned instruction.

**How is the effectiveness of Tier 1 curriculum being monitored?**Data indicating 80% of students have a  $\geq 40$  Student Growth PR on FAST-STAR Reading**What procedures are in place to identify and solve problems to improve effectiveness of Tier 1 curriculum? Provided to distance learning students?**

Data chats after each progress monitoring assessment at the school and district levels to identify needs, MTSS meetings, reading walk throughs, classroom observation, grade group meetings to plan instruction

**Grade Levels: 1-2**

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

Students will continue on their learning via platforms such as Google Classroom as well as additional teacher contact via Reminds, Email, and phone conferences.

**Grade Levels: 3-5**

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

*(Enter assessment criteria that will be used)*

If the student has not been retained

If the student is not in the MTSS process

Level 3 or higher on FSA/FAST Cambium

iReady Scale Score at or above 50th PR (2021-22 Diagnostic 3)

**THEN TIER 1 Only**

**Core Curriculum**

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

Wonders Meets criteria- Moderate Evidence (WWC)

**Progress Monitoring**

**Assessment & Frequency**

FAST– Cambium (3 times per year)

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

FAST- Level 3 or higher

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

FAST- Level 2 or below

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**How is the effectiveness of Tier 1 instruction being monitored?**

Data revealing 80% of students scoring Level 3 or higher on FAST–Cambium

**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?**

Reading walk throughs, classroom observations, student data, MTSS meetings, professional development, additional diagnosis with aligned instruction, creation of PMP with parent contact, more frequent progress monitoring with aligned instruction

**How is the effectiveness of Tier 1 curriculum being monitored?**

Data indicating 80% of students have a  $\geq 40$  Student Growth PR on FAST-STAR Reading

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

Data chats after each progress monitoring assessment at the school and district levels to identify needs, MTSS meetings, reading walk throughs, classroom observation, grade group meetings to plan instruction

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

**Grade Levels: 3-5**

Students will continue on their learning via platforms such as Google Classroom as well as additional teacher contact via Reminds, Email, and phone conferences.

**Grade Levels: 6-8**

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

*(Enter assessment criteria that will be used)*

FSA Achievement Level (AL) 3 or higher

STAR At/Above 40 PR

**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.

McGraw-Hill StudySync (2020-2021 Adopted Instructional Materials)

**Progress Monitoring**

**Assessment & Frequency**

Fast-Cambium (3 times per year)

Writing (Quarterly)

STAR (as needed)

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

Fast-Cambium--Achievement Levels 3-5

STAR-- At/Above 40 PR

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

Fast-Cambium--Achievement Levels 1 or 2

STAR-- At/Below 39 PR

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**How is the effectiveness of Tier 1 instruction being monitored?**

Analysis of standardized reading/ELA assessments; scores indicate 80% of students meet proficiency benchmarks

**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?**

Reading walk throughs; classroom observations; student data

**How is the effectiveness of Tier 1 curriculum being monitored?**

Analysis of standardized reading/ELA assessments; scores indicate 80% of students meet proficiency benchmarks; STAR SGP (Student Growth Percentile) and State Performance Reports

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

Reading walk throughs; classroom observations; student data

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

**Grade Levels: 6-8**

Canvas—student learning management system



**Grade Levels: 9-12**

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

*(Enter assessment criteria that will be used)*

FSA Achievement Level (AL) 3 or higher

STAR At/Above 40 PR

**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.

McGraw-Hill StudySync (2020-2021 Adopted Instructional Materials)

**Progress Monitoring**

**Assessment & Frequency**

FAST-Cambium (3 times per year)

Writing (District Embedded Assessment) (Quarterly)

STAR (as needed)

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

FAST-Cambium Achievement Levels 3-5

STAR At/Above 40 PR

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

FAST-Cambium Achievement Levels 3-5

STAR At/Above 40 PR

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**How is the effectiveness of Tier 1 instruction being monitored?**

Analysis of standardized reading/ELA assessments; scores indicate 80% of students meet proficiency benchmarks

**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?**

Reading walk throughs; classroom observations; student data

**How is the effectiveness of Tier 1 curriculum being monitored?**

Analysis of standardized reading/ELA assessments; scores indicate 80% of students meet proficiency benchmarks; STAR SGP (Student Growth Percentile) and State Performance Reports

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

Reading walk throughs; classroom observations; student data

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

**Grade Levels: 9-12**

Canvas—student learning management system

**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)*

Retention in Kindergarten

FAST- STAR Early Literacy score at or below 39th PR

**THEN TIER 1 Instruction and TIER 2 Interventions**

**Progress Monitoring**

**Tier 2 Programs/Materials/Strategies & Duration**

Core Instruction + Targeted Intervention

Identification of specific area(s) of need with aligned daily small group instruction

15-20 minutes/2-3 times per week in targeted small group

Group size 3-5 students

iReady Reading Tools for Instruction

iReady Teacher Toolbox (Ready Materials)

K-3 Open Court Reading Intervention

Guide Resources for Phonological

Awareness, Phonics, Fluency, Vocabulary and/or Comprehension

Lexia

**Assessment & Frequency**

FAST– Star (3 times per year)

STAR Early Literacy (no less than monthly)

iReady Diagnostic- (2 times per year- Winter/Spring)

**Performance Criteria to discontinue Tier 2 interventions**

FAST-STAR Early Literacy score 40th PR or higher

iReady SS 50th PR or higher

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

Lack of progress toward grade level benchmarks, progress in core ELA instruction is minimal, or STAR Early Language score at or below 39th PR, iReady SS 49th PR or below.

**Performance Criteria that prompts the addition of Tier 3 interventions**

Identification of substantial deficiency in reading with multiple data points such as lack of progress in Tier 2 interventions, and FAST-STAR Early Literacy at or below 25th PR, iReady SS 25th PR or below

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**Number of times per week intervention provided**

2-3

**Number of minutes per intervention session**

15-20

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

## **Grade Levels: Kindergarten**

Student Support Team (SST) meets to determine individual student intervention to close academic gaps.

Tier II instruction recognizes that the student must have more instruction in a smaller group setting in order to close the gap between current achievement and expected achievement. The increasing intensity must also narrow the focus to address the root cause of the learning and/or behavior problem.

Tier II instruction consists of: continuation of Tier I instruction; additional and more in-depth review of diagnostics to determine the root cause of the problem; research/evidence-based resources used with fidelity; additional small-group instruction daily aligned to the target area of need (within the classroom, greater than 60 min/wk, in addition to the 90 min.

Reading Block); minimum bi-weekly Progress Monitoring; and a minimum of 4 data points.

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

Open Court Meets criteria- Promising (WWC)

I-Ready Meets criteria- Promising (Curriculum Associates)

Lexia Core 5- Positive (WWC)

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

Students will continue on their learning via platforms such as Google Classroom and/or Canvas as well as additional teacher contact via Reminds, Email, and phone conferences

**Grade Levels: 1-2**

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

*(Enter assessment criteria that will be used)*

Retention in 1st or 2nd grade based on previous year  
FAST– STAR Assessment at or below 39th PR  
iReady Scale Score at or below 49th PR (2021-22 Diagnostic 3)

**THEN TIER 1 Instruction and TIER 2 Interventions**

**Progress Monitoring**

**Tier 2 Programs/Materials/Strategies & Duration**

Identification of specific area(s) of need with aligned daily small group instruction.  
15-20 minutes per day with aligned daily small group instruction.  
Group size of no more than 5 students.  
K-3 Open Court Reading Intervention  
Guide Resources for Phonological Awareness, Phonics, Fluency, Vocabulary, and/or Comprehension  
iReady Reading K-5 Tools for Instruction  
iReady Teacher Toolbox (Ready Materials)  
Lexia Core 5

**Assessment & Frequency**

FAST– STAR Assessment (no less than monthly)  
iReady Diagnostic (2 times per year)

**Performance Criteria to discontinue Tier 2 interventions**

FAST-STAR 40th PR or higher  
iReady Diagnostic 50th PR or higher

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

Lack of progress toward grade level benchmarks, progress in core ELA instruction is minimal, or FAST/STAR 39th PR or below, iReady 49th PR or below

**Performance Criteria that prompts the addition of Tier 3 interventions**

Identification of substantial deficiency in reading with multiple data points such as lack of growth on FAST-STAR Assessment- SS at or below 25th Percentile, iReady SS 25th PR or below, lack of progress in Tier 2 interventions listed in programs and materials.

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**Number of times per week intervention provided**

3 times per week

**Number of minutes per intervention session**

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?**

Student Support Team (SST) meets to determine individual student intervention to close academic gaps.

**Grade Levels: 1-2**

Tier II instruction recognizes that the student must have more instruction in a smaller group setting in order to close the gap between current achievement and expected achievement. The increasing intensity must also narrow the focus to address the root cause of the learning and/or behavior problem. Tier II instruction consists of: continuation of Tier I instruction; additional and more in-depth review of diagnostics to determine the root cause of the problem; research/evidence-based resources used with fidelity; additional small-group instruction daily aligned to the target area of need (within the classroom, at least 60 min/wk, in addition to the 90 min. Reading Block); minimum bi-weekly Progress Monitoring; and a minimum of 4 data points.

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

Open Court Meets criteria- edreports- Promising

I-Ready Meets criteria- Curriculum Associates- Promising

Lexia Core 5- Positive (WWC)

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

Students will continue on their learning via platforms such as Google Classroom and/or Canvas as well as additional teacher contact via Reminds, Email, and phone conferences.

**Grade Levels: 3-5**

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

*(Enter assessment criteria that will be used)*

- Retention in Grades 4-5 (Based on previous year)
- Level 1 or Level 2 (ELA FSA 2022)
- iReady Scale Score 39th PR or below (2021-22 Diagnostic 3)
- Level 1 or Level 2 FAST– Cambium
- STAR - 39th PR or below

**THEN TIER 1 Instruction and TIER 2 Interventions**

**Progress Monitoring**

**Tier 2 Programs/Materials/Strategies & Duration**

- Identification of specific area(s) of need with aligned daily small group instruction
- 15-20 minutes per day with aligned daily small group instruction
- Group size of no more than 5 students
- iReady Tools for Instruction- Teacher Directed Lessons
- iReady Teacher Toolbox (Ready Materials)
- Wonders Intervention Guide
- Wonders Leveled Readers

**Assessment & Frequency**

- FAST– Cambium (3 times per year)
- STAR– no less than monthly as needed
- iReady Diagnostic (2 times per year)

**Performance Criteria to discontinue Tier 2 interventions**

- FAST– Cambium Level 3 or higher
- STAR Reading score at or above 40th PR
- iReady SS 49th PR or below

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

- FAST– Cambium Level 2 or lower, STAR Reading score at or below 39th PR, iReady SS 49th PR or below

**Performance Criteria that prompts the addition of Tier 3 interventions**

- Identification of substantial deficiency in reading with multiple data points such as:
  - lack of growth on FAST Cambium Assessment
  - level 1 FAST
  - STAR SS 25th PR or below
  - iReady SS 25th PR or below
  - lack of progress in Tier 2 interventions listed in programs and materials

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**Number of times per week intervention provided**

3 times per week

**Number of minutes per intervention session**

20 minutes

**Grade Levels: 3-5**

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

Student Support Team (SST) meets to determine individual student intervention to close academic gaps.

Tier II instruction recognizes that the student must have more instruction in a smaller group setting in order to close the gap between current achievement and expected achievement. The increasing intensity must also narrow the focus to address the root cause of the learning and/or behavior problem. Tier II instruction consists of: continuation of Tier I instruction; additional and more in-depth review of diagnostics to determine the root cause of the problem; research/evidence-based resources used with fidelity; additional small-group instruction daily aligned to the target area of need (within the classroom, at least 60 min/wk, in addition to the 90 min. Reading Block); minimum bi-weekly Progress Monitoring; and a minimum of 4 data points.

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

I-Ready Meets criteria- Curriculum Associates- Promising

Wonders Meets criteria- edreports - Moderate Evidence

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

Students will continue on their learning via platforms such as Google Classroom as well as additional teacher contact via Reminds, Email, and phone conferences.



**Grade Levels: 6-8**

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

*(Enter assessment criteria that will be used)*

FSA Achievement Level (AL) 2

STAR At/Below 39 PR

**THEN TIER 1 Instruction and TIER 2 Interventions**

**Progress Monitoring**

**Tier 2 Programs/Materials/Strategies & Duration**

Interventions and progress monitoring provided during English Language Arts block.

Teacher led small group differentiated instruction; groups of 3-5

Lexia PowerUp

**Assessment & Frequency**

STAR Reading/as needed and no less than monthly

**Performance Criteria to discontinue Tier 2 interventions**

FAST AL 3 or above

STAR At/Above 40 PR

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

FAST AL 2

STAR 26-39 PR

**Performance Criteria that prompts the addition of Tier 3 interventions**

FAST AL 1

STAR At/Below 25 PR

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**Number of times per week intervention provided**

3-5

**Number of minutes per intervention session**

20

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

T2 instruction has increased intensity (more instructional time; smaller group size) and increased explicitness—more focus on teaching specific skills to scaffold students to perform on grade level in core curriculum and instruction. To identify and solve problems to improve interventions' effectiveness, teachers will collect progress monitoring data to guide instruction. T2 instruction is in conjunction with and designed to support students' ability to maximize learning with core curriculum and instruction.

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

**Grade Levels: 6-8**

Lexia PowerUp--Strong (ESSA)

--Small Group Instruction: Recommendation 5. Make available intensive and individualized interventions for struggling readers that can be provided by trained specialists. Level of evidence: Strong

--Explicit Vocabulary Instruction: Recommendation 1. Provide explicit vocabulary instruction. Level of evidence: Strong

--Direct and Explicit Comprehension Strategy Instruction: Recommendation 2. Provide direct and explicit comprehension strategy instruction Level of evidence: Strong

Kamil, M. L., Borman, G. D., Dole, J., Kral, C. C., Salinger, T., and Torgesen, J. (2008). Improving adolescent literacy: Effective classroom and intervention practices: A Practice Guide (NCEE #2008-4027). Washington, DC: National Center for Education Evaluation and Regional Assistance, Institute of Education Sciences, U.S. Department of Education.

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

Students will work in Lexia PowerUp and receive additional small group instruction via Google Classroom and/or Canvas as well as additional teacher contact via Reminds, email, and phone conferences.

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

FSA Achievement Level (AL) 2

STAR At/Below 39 PR

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

Intensive Reading class OR Interventions provided during another academic class.\*

Teacher led small group differentiated instruction; groups of 3-5

\*If a student's test history reveals a pattern—FSA or FAST Achievement Levels 1 or 2 multiple years/administrations, schools may opt to place students in an intensive reading class for additional support. Similarly, when making placement decisions, consider students' test history if there is NOT a pattern of scoring below grade level.

Lexia PowerUp

**Assessment & Frequency**

STAR Reading/as needed and no less than monthly

**Performance Criteria to discontinue Tier 2 interventions**

FAST AL 3 or above

STAR At/Above 40 PR

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

FAST AL 2

STAR 26-39 PR

**Performance Criteria that prompts the addition of Tier 3 interventions**

FAST AL 1

STAR At/Below 25 PR

**Number of times per week intervention provided**

3-5

**Number of minutes per intervention session**

20

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

T2 instruction has increased intensity (more instructional time; smaller group size) and increased explicitness—more focus on teaching specific skills to scaffold students to perform on grade level in core curriculum and instruction. To identify and solve problems to improve interventions' effectiveness, teachers will collect progress monitoring data to guide instruction. T2 instruction is in conjunction with and designed to support students' ability to maximize learning with core curriculum and instruction.

## Grade Levels: 9-12

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

Lexia Power Up--Strong (ESSA)

--Small Group Instruction: Recommendation 5. Make available intensive and individualized interventions for struggling readers that can be provided by trained specialists. Level of evidence: Strong

--Explicit Vocabulary Instruction: Recommendation 1. Provide explicit vocabulary instruction. Level of evidence: Strong

--Direct and Explicit Comprehension Strategy Instruction: Recommendation 2. Provide direct and explicit comprehension strategy instruction Level of evidence: Strong

Kamil, M. L., Borman, G. D., Dole, J., Kral, C. C., Salinger, T., and Torgesen, J. (2008). Improving adolescent literacy: Effective classroom and intervention practices: A Practice Guide (NCEE #2008-4027). Washington, DC: National Center for Education Evaluation and Regional Assistance, Institute of Education Sciences, U.S. Department of Education.

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

Students will work in Lexia PowerUp and receive additional small group instruction via Google Classroom and/or Canvas as well as additional teacher contact via Reminds, email, and phone conferences.

### 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)*

Indicators will include retention in Kindergarten due to a deficiency in reading, FAST-STAR Early Literacy Score at or below 25th PR, iReady Score at or below 25th PR.

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

**Progress Monitoring**

**Tier 3 Programs/Materials/Strategies & Duration**

Open Court Reading- Direct Instruction for Intervention

Open Court Intervention Guide

Resources for Phonological Awareness, Phonics, Fluency, Vocabulary, and/or Comprehension

Wilson Foundations (Multisensory)

iReady Tools for Instruction (Ready Materials)

Reading Mastery

**Assessment & Frequency**

FAST- STAR Early Literacy (3 times per year)

STAR Early Literacy (no less than monthly)

iReady (2 times per year)

**Performance Criteria to discontinue Tier 3 interventions**

FAST- STAR Early Literacy score at or above 26th PR.

iReady score 26th PR or higher

**Performance Criteria indicating continuation of Tier 3 interventions**

FAST- STAR score 25th PR or below

iReady- 25th PR or below

**Performance Criteria that prompts intensified Tier 3 interventions**

Identification of substantial deficiency in reading with multiple data points such as:

lack of growth on STAR Early Literacy

lack of growth on iReady Diagnostic

lack of progress in Tier 3 interventions listed in Programs and Materials.

**Number of times per week intervention provided**

5 times per week

**Number of minutes per intervention session**

20 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?**

Student Support Team (SST) meets to determine individual student intervention to close academic gaps.

When a student's achievement is multiple years below grade level, or when a learning or behavior problem, while managed, is not improving, the Student Support Team may increase the intensity of the

### **Grade Levels: Kindergarten**

intervention to Tier III. Review, interviews, observations and testing, as needed, will be done to further define and analyze the area of concern. Interventions are designed, and data are gathered frequently to evaluate effectiveness.

Tier III instruction: occurs in addition to Tiers I and II, and must occur outside the 90 minutes required for ELA Instruction; occurs daily for a specified amount of time (research indicates that students who are two or more years behind in reading may require an additional 100 minutes or more of instruction per week); is delivered by a trained individual (Reading Endorsement); must include face-to-face direct instruction by the teacher, and the teacher must administer and review progress monitoring information.

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

I-Ready Meets criteria- Curriculum Associates- Promising

Wilson Foundations- Partially meets criteria- Promising (Ed Reports)

Open Court Meets criteria- What Works Clearinghouse- Promising

Reading Mastery- Promising (WWC)

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

Students will continue on their learning via platforms such as Google Classroom as well as additional teacher contact via Reminds, Email, and phone conferences.

**Grade Levels: 1-2**

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

*(Enter assessment criteria that will be used)*

Retention in 1st or 2nd grade due to a deficiency in reading  
FAST– STAR score 25th PR or below  
iReady Scale Score 25th PR or below (2021-22 Diagnostic 3)

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

**Progress Monitoring**

**Tier 3 Programs/Materials/Strategies & Duration**

Wilson Foundations (Multisensory)  
-Ready Tools for Instruction- Teacher Directed Lessons  
iReady Teacher Toolbox (Ready Materials)  
Open Court Reading- Direct Instruction for Intervention  
Open Court Intervention Guide Resources for Phonological Awareness, Phonics, Fluency, Vocabulary, and/  
or Comprehension  
HMH- Into Reading Florida-Intervention Lessons  
Early Interventions in Reading (EIR)

**Assessment & Frequency**

FAST– STAR Assessment (3 times per year)  
STAR Reading (no less than monthly)  
iReady (2 times per year)

**Performance Criteria to discontinue Tier 3 interventions**

FAST- STAR score 26th PR or higher  
STAR Reading- 26th PR or higher  
iReady- 26th PR or higher

**Performance Criteria indicating continuation of Tier 3 interventions**

FAST- STAR score 25th PR or below  
STAR Reading- 25th PR or below  
iReady- 25th PR or below

**Performance Criteria that prompts intensified Tier 3 interventions**

Identification of substantial deficiency in reading with multiple data points such as lack of growth on FAST/  
STAR Assessment, or SS at or below 25th PR, iReady SS at or below 25th PR, lack of progress in Tier 3 interventions listed in programs and materials

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**Number of times per week intervention provided**

5 times per week

**Number of minutes per intervention session**

20 minutes per session

## **Grade Levels: 1-2**

### **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?**

Student Support Team (SST) meets to determine individual student intervention to close academic gaps.

When a student's achievement is multiple years below grade level or when a learning or behavior problem, while managed, is not improving, the Student Support Team may increase the intensity of the intervention to Tier III. Review, interviews, observations and testing, as needed, will be done to further define and analyze the area of concern. Interventions are designed, and data are gathered frequently to evaluate effectiveness.

Tier III instruction: occurs in addition to Tiers I and II, and must occur outside the 90 minutes required for ELA instruction; occurs daily for a specified amount of time (research indicates that students who are two or more years behind in reading may require an additional 100 minutes or more of instruction per week); is delivered by a trained individual (Reading Endorsed); must include face-to-face, direct instruction by the teacher, and the teacher must administer and review progress monitoring information.

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

I-Ready Meets criteria- Curriculum Associates- Promising

Wilson Foundations- Partially meets criteria- Promising (WWC)

Open Court Meets criteria- What Works Clearinghouse- Promising

Early Interventions in Reading (EIR) Promising- WWC

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

Students will continue on their i-Ready learning path and receive additional small group instruction via learning platforms such as Google Classroom as well as additional teacher contact via Reminds, Email, and phone conferences.



**Grade Levels: 3-5**

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

*(Enter assessment criteria that will be used)*

Retention in Grades 3-5 (Based on previous year) due to a deficiency in reading  
FAST– Cambium Level 1  
iReady Scale Score 25th PR or below (2021-22 Diagnostic 3)  
STAR Assessment 25th PR or below  
Level 1 (ELA FSA Spring 2022)

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

**Progress Monitoring**

**Tier 3 Programs/Materials/Strategies & Duration**

iReady Tools for Instruction- Teacher Directed Lessons  
iReady Teacher Toolbox (Ready Materials)  
Wonders Intervention Guide  
Wonders Leveled Readers  
Corrective Reading  
Wilson Foundations

**Assessment & Frequency**

FAST- Cambium (3 times per year)  
STAR Reading- (no less than monthly)  
iReady Diagnostic (3 times per year)

**Performance Criteria to discontinue Tier 3 interventions**

FAST– Cambium Level 2 or higher  
STAR Reading score at or above 26th PR  
iReady Diagnostic score at or above 26th PR

**Performance Criteria indicating continuation of Tier 3 interventions**

FAST- Cambium Level 1  
STAR Reading score 25th PR or below  
iReady Diagnostic score 25th PR or below

**Performance Criteria that prompts intensified Tier 3 interventions**

Identification of substantial deficiency in reading with multiple data points such as:  
lack of growth on FAST- Cambium Assessment  
FAST SS at or below 25th PR  
Level 1 FAST  
STAR Reading SS at or below 25th PR  
iReady Diagnostic SS at or below 25th PR  
lack of progress in Tier 3 interventions listed in programs and materials.

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**Number of times per week intervention provided**

5 times per week

**Number of minutes per intervention session**

20 minutes per session

### **Grade Levels: 3-5**

#### **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?**

Student Support Team (SST) meets to determine individual student intervention to close academic gaps.

When a student's achievement is multiple years below grade level or when a learning or behavior problem, while managed, is not improving, the Student Support Team may increase the intensity of the intervention to Tier III. Review, interviews, observations and testing, as needed, will be done to further define and analyze the area of concern. Interventions are designed, and data are gathered frequently to evaluate effectiveness.

Tier III instruction: occurs in addition to Tiers I and II, and must occur outside the 90 minutes required for ELA Instruction; occurs daily for a specified amount of time (research indicates that students who are two or more years behind in reading may require an additional 100 minutes or more of instruction per week); is delivered by a trained individual (Reading Endorsed); must include face-to-face direct instruction by the teacher, and the teacher must administer and review progress monitoring information.

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

I-Ready Meets criteria- Curriculum Associates- Promising

Wonders Meets criteria- edreports.org - Moderate Evidence

Corrective Reading - promising (WWC)

Wilson Foundations- Partially meets criteria- Promising (Ed Reports)

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

Students will continue on their i-Ready learning path and receive additional small group instruction via learning platforms such as Google Classroom as well as additional teacher contact via Reminds, Email, and phone conferences.

**Grade Levels: 6-8**

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

*(Enter assessment criteria that will be used)*

FSA AL 1

STAR At/Below 25PR

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

**Progress Monitoring**

**Tier 3 Programs/Materials/Strategies & Duration**

Intensive Reading Class in addition to ELA Class (daily);  
Small group (3-4) or one-on-one targeted instruction;  
Lexia PowerUp  
REWARDS

**Assessment & Frequency**

STAR Reading/as needed and no less than monthly  
REWARDS Assessments

**Performance Criteria to discontinue Tier 3 interventions**

FAST AL 2 or above  
STAR At/Above 26 PR

**Performance Criteria indicating continuation of Tier 3 interventions**

FAST AL 1  
STAR At/Below 25 PR

**Performance Criteria that prompts intensified Tier 3 interventions**

FAST AL 1  
STAR At/Below 25 PR

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**Number of times per week intervention provided**

5

**Number of minutes per intervention session**

20

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

T3 instruction has increased intensity (more instructional time; smaller group size) and increased explicitness—more focus on teaching specific skills to scaffold students to perform on grade level in core curriculum and instruction. To identify and solve problems to improve interventions’ effectiveness, teachers will collect progress monitoring data to guide instruction. T3 instruction is in conjunction with and designed to support students’ ability to maximize learning with core curriculum and instruction.

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

**Grade Levels: 6-8**

Lexia Power Up--Strong (ESSA)

Rewards--Strong (ESSA)

--Small Group Instruction: Recommendation 5. Make available intensive and individualized interventions for struggling readers that can be provided by trained specialists. Level of evidence: Strong

--Explicit Vocabulary Instruction: Recommendation 1. Provide explicit vocabulary instruction. Level of evidence: Strong

--Direct and Explicit Comprehension Strategy Instruction: Recommendation 2. Provide direct and explicit comprehension strategy instruction Level of evidence: Strong

Kamil, M. L., Borman, G. D., Dole, J., Kral, C. C., Salinger, T., and Torgesen, J. (2008). Improving adolescent literacy: Effective classroom and intervention practices: A Practice Guide (NCEE #2008-4027). Washington, DC: National Center for Education Evaluation and Regional Assistance, Institute of Education Sciences, U.S. Department of Education. .

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

Canvas—student learning management system enables teachers to specifically curate interventions

**Grade Levels: 9-12**

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

*(Enter assessment criteria that will be used)*

FSA AL 1  
STAR At/Below 25PR

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

**Progress Monitoring**

**Tier 3 Programs/Materials/Strategies & Duration**

Intensive Reading Class in addition to ELA Class (daily);  
Small group (3-4) or one-on-one targeted instruction;  
Lexia PowerUp

**Assessment & Frequency**

STAR Reading/as needed and no less than monthly  
REWARDS Assessments--as indicated by program

**Performance Criteria to discontinue Tier 3 interventions**

FAST AL 2 or above  
STAR At/Above 26 PR

**Performance Criteria indicating continuation of Tier 3 interventions**

FAST AL 1  
STAR At/Below 25 PR

**Performance Criteria that prompts intensified Tier 3 interventions**

FAST AL 1  
STAR At/Below 25 PR

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**Number of times per week intervention provided**

5

**Number of minutes per intervention session**

20

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

T3 instruction has increased intensity (more instructional time; smaller group size) and increased explicitness—more focus on teaching specific skills to scaffold students to perform on grade level in core curriculum and instruction. To identify and solve problems to improve interventions’ effectiveness, teachers will collect progress monitoring data to guide instruction. T3 instruction is in conjunction with and designed to support students’ ability to maximize learning with core curriculum and instruction.

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

**Grade Levels: 9-12**

Lexia Power Up--Strong (ESSA)

Rewards--Strong (ESSA)

--Small Group Instruction: Recommendation 5. Make available intensive and individualized interventions for struggling readers that can be provided by trained specialists. Level of evidence: Strong

--Explicit Vocabulary Instruction: Recommendation 1. Provide explicit vocabulary instruction. Level of evidence: Strong

--Direct and Explicit Comprehension Strategy Instruction: Recommendation 2. Provide direct and explicit comprehension strategy instruction Level of evidence: Strong

Kamil, M. L., Borman, G. D., Dole, J., Kral, C. C., Salinger, T., and Torgesen, J. (2008). Improving adolescent literacy: Effective classroom and intervention practices: A Practice Guide (NCEE #2008-4027). Washington, DC: National Center for Education Evaluation and Regional Assistance, Institute of Education Sciences, U.S. Department of Education.

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

Canvas—student learning management system enables teachers to specifically curate interventions

## Identification of Students with a Substantial Reading Deficiency

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

- The student scores at the lowest achievement level/benchmark as identified by the publisher during a universal screening period, on an assessment listed in the district's approved District K-12 Comprehensive Evidence-Based Reading Plan; and beginning in 2022-2023 school year, students scoring at the lowest achievement level/benchmark on the coordinated screening and progress monitoring system pursuant to Section 1008.25(8), F.S.;
- The student scores at the lowest achievement level/benchmark as identified by the publisher during progress monitoring administration at any time during the school year, on an assessment listed in the district's approved District K-12 Comprehensive Evidence-Based Reading Plan and beginning in 2022-2023 school year, students scoring at the lowest achievement level/benchmark on the coordinated screening and progress monitoring system pursuant to Section 1008.25(8), F.S.; or
- The student has demonstrated, through consecutive formative assessments or teacher observation data, minimum skill levels for reading competency in one or more of the areas of phonological awareness; phonics; vocabulary, including oral language skills; reading fluency; and reading comprehension.

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

Students who meet the following criteria will be identified as having a substantial deficiency in reading:

Retention from previous year due to a deficiency in reading

K-5: iReady Scale Score at or below 25th PR (2021-22 Diagnostic 3)

K-2: ELA FAST- STAR Early Literacy/STAR Scale Score at or below 25th PR (PM1, PM2, or PM3)

3-5: ELA FAST- Cambium- Level 1 (PM1, PM2, or PM3) Retention from previous year due to a deficiency in reading