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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	Obando, Laine Executive Director of Curriculum, Instruction, and Assessment obandol@lake.k12.fl.us 352-742-6900
Professional Development	Scott, Tiffany Director of Professional Development scottt1@lake.k12.fl.us 352-742-6900
Data Element	Randolph, Megan K-5 Curriculum Manager randolphm1@lake.k12.fl.us 352-742-6911
Data Element	Edwards, Seth 6-12 Curriculum Manager edwardss@lake.k12.fl.us 352-742-6910
Elementary English Language Arts (ELA)	Smith, Sherrie K-2 ELA Program Specialist smiths2@lake.k12.fl.us 352-253-6867
Elementary English Language Arts (ELA)	Petty, Beth 3-5 ELA Program Specialist pettyb@lake.k12.fl.us 352-253-6865
Secondary ELA	Olivares-Torres, Neysa 6-12 ELA Program Specialist olivares-torresn@lake.k12.fl.us 352-253-6876
Secondary ELA	Heitman, Natalie 6-12 Reading Program Specialist heitmann@lake.k12.fl.us 352-253-6874
Reading Endorsement	Olafsen, Kirsten Reading Endorsement Specialist olafsenk@lake.k12.fl.us 352-253-6891
Reading Curriculum	Dodd, Kelly Instructional Materials Manager K-12 doddk@lake.k12.fl.us 352-253-6866
Assessment	Wicker, Paula Manager of Testing and Evaluation wickerp@lake.k12.fl.us 352-483-9202
Summer Reading Camp	Smith, Sherrie K-2 ELA Program Specialist smiths2@lake.k12.fl.us 352-253-6867
Summer Reading Camp	Petty, Beth 3-5 ELA Program Specialist pettyb@lake.k12.fl.us 352-253-6865

Contact	Name, Title, Email, Phone
Third Grade Promotion	Petty, Beth 3-5 ELA Program Specialist pettyb@lake.k12.fl.us 352-253-6865
300 Lowest-Performing Elementary Schools	Cockcroft, Amy Executive Director of Curriculum, Instruction, and Assessment cockcrofta@lake.k12.fl.us 352-742-6900
Multi-Tiered System of Supports (MTSS)	Hatch, Tara MTSS Manager hatcht@lake.k12.fl.us 352-253-6883

Communication of Plan Information

Describe how the district will communicate the contents of its Comprehensive Evidence-Based Reading Plan to all stakeholders, including school administrators, reading leadership teams, literacy coaches, classroom instructors, support staff, and parents.

The plan is built and reviewed in collaboration with district departments, building administrators, teachers, and literacy coaches. It is reviewed with teachers/literacy coaches during professional development sessions and referenced throughout the year. For example, teachers enrolled in Lake County’s Job-Embedded Reading Endorsement use the Reading Plan to guide learning and decision-making. The Reading plan is posted on external and internal websites.

Student Achievement Goals - Part B

Measurable Student Achievement Goals

For each grade, K-12, establish clear and measurable student literacy achievement goals based on screening, progress monitoring, and statewide/districtwide summative assessments.

Previous School Year

Kindergarten - % of Students "Ready" on FLKRS 56%

Previous School Year

Kindergarten - % of Students "Ready" on FLKRS 60%

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

Increase the percentage of Kindergarten students currently scoring at 500 by 4% this year, from (56%) to (60%). District implementation of Wilson’s Foundations Phonics Program will provide all Kindergarten students with print-rich explicit and systematic, scaffolded, and differentiated foundations instruction. Leveled Literacy Intervention will be used for Tier 2 intervention to ensure all Kindergarten students are growing in the 6 components of Reading.

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	25	23	28	19	5	19	16	33	24	8
4	25	22	25	19	8	18	15	30	25	12
5	23	24	27	18	7	18	19	32	22	9
6	24	25	22	22	7	21	23	24	24	8
7	32	22	22	17	6	29	20	25	19	7
8	30	22	23	16	8	27	20	26	18	9
9	32	23	20	18	6	29	21	23	20	7
10	33	25	20	15	6	30	23	23	17	7

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 iReady reading diagnostic by 5% this year: Kindergarten (55%) to (60%), First Grade (42%) to (47%), and Second Grade (41%) to (46%).

In grades 3-5, increase the percentage of students scoring 3 or higher on the Statewide ELA Standardized Assessment by 5%.

In grades 6-10, increase the percentage of students scoring 3 or higher on the Statewide ELA Standardized Assessment by 5%.

District Budget for Evidence-Based Reading Instruction Allocation

Budget		
1	Estimated proportional share distributed to district charter	\$422,968.00
	FTE	2022-23
		\$422,968.00
2	Reading coaches assigned to elementary schools	\$601,726.00
	FTE	2022-23
	9.0	\$601,726.00
3	Reading coaches assigned to secondary schools	\$210,334.00
	FTE	2022-23
	3.0	\$210,334.00
4	Intervention teachers assigned to elementary schools	\$0.00
5	Intervention teachers assigned to secondary schools	\$338,688.00
	FTE	2022-23

		5.0	\$338,688.00
6	Supplemental materials or interventions for elementary schools		\$150,000.00
		FTE	2022-23
			\$150,000.00
7	Supplemental materials or interventions for secondary schools		\$100,000.00
		FTE	2022-23
			\$100,000.00
8	Intensive interventions for elementary students reading below grade level		\$200,000.00
		FTE	2022-23
			\$200,000.00
9	Intensive interventions for secondary students reading below grade level		\$150,000.00
		FTE	2022-23
			\$150,000.00
10	Professional development		\$199,834.00
		FTE	2022-23
			\$199,834.00
11	Helping teachers earn the reading endorsement		\$20,000.00
		FTE	2022-23
			\$20,000.00
12	Summer reading camps		\$200,000.00
		FTE	2022-23
			\$200,000.00
13	Additional hour for 300 lowest-performing elementary schools		\$0.00
14	Early literacy instruction/intervention for VPK completers pursuant to s. 1008.25(8)(c), F.S.		\$50,000.00
		FTE	2022-23
			\$50,000.00
Total:			\$2,643,550.00

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.

Reading allocation funds support K-3 students identified with a substantial deficiency in reading through the use of literacy coaches. The coach supports the implementation of the systematic phonics program through additional trainings, side by side coaching, data analysis and lesson planning. They model research-based strategies and interventions with students. Reading allocated funds are also used to purchase supplemental

materials and provide intensive interventions to students reading below grade level. The literacy coaches are identified as the immediate support to increase the fidelity of the use of materials and the immediate onsite support teachers may need.

School Literacy Leadership Teams

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

Laine Obando, Executive Director of Curriculum, Instruction, and Assessment will share information about the responsibilities of the School Literacy Leadership Team as well as suggested membership with principals at the appropriate principals' business meeting.

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

Principals will send the roster of their School Literacy Leadership Teams to Amy Cockcroft.

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

Curriculum Managers and ELA/Reading Program Specialists:
Coaches submit monthly coaches logs that include a section for goals and outcomes for their committee meetings.

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.

Quality professional learning in Lake County Schools is an integral part of our district framework for teacher effectiveness and student success. It is sustained, intensive, job-embedded, data driven and classroom-focused so that district personnel are provided the knowledge and skills necessary to enable all students to succeed in a well-rounded education, meet challenging academic standards, and become productive members of society. Professional development will continue to be offered in the following areas:

B.E.S.T ELA/Curriculum: The Curriculum, Instruction, and Assessment department will continue to offer ongoing professional learning that helps teachers integrate the reading components clearly defined in the B.E.S.T. ELA with the high quality instructional materials recently adopted for ELA. In coordination with the Academic Services Department, ongoing professional learning will also be provided in evidence-based interventions and instruction for striving readers and English Language Learners.

PLC Collaborative Teams: Systems are in place for teachers to meet collaboratively at least weekly to analyze data, problem solve, and design learning experiences that meet the needs of all students

Model Classrooms: Systems are in place to identify and develop model classrooms that meet the following expectations: instruction to match the district instructional framework which includes providing multiple opportunities for students to read, write, think and talk through authentic literacy as well as Establishing Purpose, Modeling Thinking, Guided Instruction, Collaborative Learning and Independent Learning. These will be identified through the regular daily learning walks. Model classrooms may also be identified through data analysis of student achievement.

Mentor Teachers: Systems are in place to support the pairing of mentors and mentees with priority given to new teachers through our Teacher Induction Support Team process.

Reading Endorsement pathways are offered to instructional staff, which include elementary job-embedded competency coursework, UF Flamingo Matrix, and on-line learning through EdHub, FL. Additionally, test review classes are available to support teacher preparation on the FTCE Reading K-12 certification test.

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.

District Leadership communicates professional learning requirements at monthly Principals' meetings, during site visits/data chats, and through email announcements. District Leadership supports principals through our PLC model, working collaboratively with school-based literacy leadership teams.

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

Amy Cockcroft, Executive Director of Curriculum, Instruction, and Assessment
Laine Obando, 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.?

Yes

Literacy Coaches

Literacy Coaches - Part A

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

Coaches must possess the following:

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

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

i-Ready scores and FSA scores based on our Decision Tree and students that fall within our lowest 25 percentile are used to determine schools with greatest needs. Our District Program Specialists will be providing summer training that will support new and returning coaches with guidance and training around Reading Endorsement, Authentic Literacy Block for K-5, Intensive Reading Block for 6-12, District Framework and the BEST standards. Once the coaches are trained, they will be taking the training back to their schools and the district will continue with ongoing support through their Regional and District program specialists. Regional and district program specialists work directly with the priority schools, as their focus work, based on historical student achievement data, teacher evaluation data, and teacher retention data.

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?

These requirements are included in the literacy coach job description and communicated during monthly principal 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?

Literacy Coaches meet monthly for professional learning provided by the Curriculum and Instruction department. Learning will focus on high impact activities based on need. District and Regional Program specialists also provide site-based coaching support as needed. Coaches will submit monthly coaching logs with time and tasks each month, which will serve as evidence of impact and implementation of learning transfer.

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

The K-5 and 6-12 ELA/Reading Program Specialists.

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

Monthly

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

Principals and district teams review data in order to identify where additional support and professional learning is needed. For example, coaches may engage in coaching cycles with district specialists in order to improve practice.

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?
i-Ready	K-3	Diagnostic	Phonological Awareness, Phonics, Fluency, Vocabulary, Comprehension	3 x A Year
i-Ready	4-5	Diagnostic	Phonological Awareness, Phonics, Fluency, Vocabulary, Comprehension	Annually
FAIR-FS	6-12	Screener, Progress Monitoring, Diagnostic	Oral Language, Phonological Awareness, Phonics, Fluency, Vocabulary, Comprehension	3 x A Year
Achieve 3000	6-12	Screener, Progress Monitoring	Comprehension	Quarterly
FAST - STAR	K-2	Screener, Progress Monitoring, Summative	Oral Language, Phonological Awareness, Phonics, Fluency, Vocabulary, Comprehension	3 x A Year
DIBELS	6-8	Screener, Progress Monitoring	Fluency, Comprehension	3 x A Year
SIPP's Placement Assessment	6-12	Screener	Phonological Awareness, Phonics, Fluency	Annually
SIPP's Mastery Tests		Progress Monitoring	Phonological Awareness, Phonics, Fluency	2 x A Month
REWARDS End of Unit Assessments	6-12	Progress Monitoring	Phonics, Fluency, Vocabulary	2 x A Month
Foundations	K-2	Formative Assessment, Summative	Phonological Awareness, Phonics, Fluency, Vocabulary	Monthly
Wit and Wisdom	K-5	Progress Monitoring, Formative Assessment, Summative	Fluency, Vocabulary, Comprehension	Quarterly
Amplify	6-8	Progress Monitoring, Formative Assessment	Fluency, Vocabulary, Comprehension	Monthly
StudySync	9-12	Progress Monitoring, Formative Assessment	Fluency, Vocabulary, Comprehension	Monthly
Access for ELLS	K-12	Progress Monitoring, Diagnostic	Oral Language, Comprehension	Annually
Rosetta Stone	3-12	Progress Monitoring, Formative Assessment, Diagnostic, Summative	Oral Language, Comprehension	Monthly
ACCESS Newcomers	6-12	Progress Monitoring, Summative	Oral Language	Monthly
News2You Checkpoints	K-12 Access Points	Progress Monitoring, Diagnostic	Comprehension	3 x A Year
FAST - Cambium	3-10	Screener, Progress Monitoring, Summative	Vocabulary, Comprehension	3 x A Year

District-Level Monitoring - Part B

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

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

District Curriculum, Regional Program Specialists, and/or ESE Program Specialists.

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

This is our 2nd year of implementation with Wilson Foundations K-2. Wit and Wisdom Geodes K-2, Great Minds- Wit and Wisdom K-5. We have a 3 year implementation plan. During our first year, K-2 focused on Foundational skills with a major focus on Foundations and Geodes. 3-5 will focus on Wit and Wisdom comprehension. All grades will follow the scope of sequence of the publisher for fidelity. During the 2nd year of implementation we will continue to train teachers in the instruction of delivering explicit foundational instruction using the Wilson Foundations and providing more guidance and training using the Geodes to make the connection with connected text and building background knowledge in grades K-2.

For grades 6-12, students who have been determined as needing support with Foundational skills, will be scheduled into an Intensive Reading intervention course. Students will receive small group, differentiated reading instruction and intervention based on targeted needs, including a focus on word recognition skills, decoding/encoding skills, fluency, vocabulary, and comprehension. Reading Endorsed Intensive Reading Teachers and Literacy Coaches will receive professional learning aligned with Science of Reading and the B.E.S.T. ELA Foundational Standards for Secondary Reading Intervention.

ESE Professional Learning teams meet together 3x/year to provide training on the Access Points instructional framework. Training is additionally provided to teachers on an annual basis regarding N2Y curriculum and student accounts/data. Ongoing training is provided through weekly/monthly N2Y webinars.

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

For grades K-5, we will use the module assessments and unit assessment in Foundations as well as continue to use the scheduled diagnostics, and i-Ready data to form groups and differentiate reading instruction based on profile groups.

For grades 6-12, teachers will use data collected from core ELA curriculum, FAIR-FS administrations as well as from formative assessments aligned to the intervention given in order to differentiate instruction based on individual needs. Literacy Coaches and district staff will also monitor the process through classroom walk-throughs. Curriculum support documents provide guidance with, and recommended, formative assessments as well as how to use the data collected to inform instruction and/or intervention.

Benchmarks in ESE are used to determine the level of support the student receives (Level 1-participatory with primary symbol-supported presentation, Level 2-supportive text with symbol-supported presentation, Level 3-independent with text and graphic illustrations).

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

The district's core curriculum will integrate Social Studies, the Sciences and the Arts to build background knowledge and help lead discussions around numerous texts that will help deepen understanding of core knowledge. The core can be supplemented with the use of DBQ's in Social Studies along with

Social Studies Weekly and Science Core.

The Access Points instructional framework integrates the science and social studies content into monthly units for K-5. 6-12 literacy units also incorporate science and social studies content.

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

Individual building level meetings that include school and district leadership. Superintendent and Executive Cabinet facilitate leadership data chats with every school every fall and spring.

District-Level Monitoring - Part C

Districts must annually evaluate the implementation of their K-12 Reading plan on the form entitled District K-12 CERP Reflection Tool, after conducting a root-cause analysis of student performance data to evaluate the effectiveness of interventions. The evaluation must:

- Analyze elements of the district's plan, including literacy leadership, literacy coaching, standards, curriculum, instruction, intervention, assessment, professional learning and family engagement;
- Include input from teachers, literacy coaches and administrators at the school level;
- Identify elements in need of improvement and evidence-based strategies to increase literacy outcomes for students; and
- Analyze the effectiveness of interventions implemented in the prior year.

Describe how the district's K-12 Reading Plan has been revised to improve literacy outcomes for students based upon the analysis conducted as part of the District K-12 CERP Reflection Tool.

Based on the Reflection Tool findings and group discussion, the K12 CERP has been revised to improve literacy outcomes for students in the following ways: In Section 6 Literacy Coaching, more clarifying language has been added to the chart that communicates how coaches will be supported with prioritizing high impact activities and what problem-solving steps are in place for making decisions regarding coaching time and tasks based on the data; In Section 7 District-Level Monitoring of Plan Implementation and School-Level Monitoring of Plan Implementation, a more comprehensive list of assessments has been included in the assessment chart as well as more clarifying language added to the charts depicting how the district and schools will meet each of the requirements; The Assessment/Curriculum trees mirror more closely the information contained in the charts found in Section 7 of the plan, and; in Section 4 Professional Development, we have included a plan for utilizing mentor teachers and model classrooms as well as specific professional learning opportunities for school-based administrators and coaches.

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 plan is built and reviewed in collaboration with district departments, building administrators, teachers, and literacy coaches. It is reviewed with teachers and coaches during professional development sessions and referenced throughout the year. The plan is posted on external and internal websites. Principals conduct weekly walkthroughs focused on our K-12 Plan and District Instructional Framework. Data collected during walk throughs, as well as District and State data is reviewed at Principal business meetings, and used at school-based Literacy Leadership meetings to determine intervention and student needs.

Who at the district level supports effective implementation?

District Program Specialists

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

The plan is reviewed with literacy coaches monthly and if there are any areas of concern, the department or person(s) in charge are brought into the conversation for further review.

Weekly reading walkthroughs by administrators - Part B

What process is in place to ensure effective implementation?

School level leadership conduct weekly walks Monthly by regional principal teams and quarterly by Regional director and program specialists to collect data through our learning walk tool. All school level administrators receive monthly professional learning on the elements of the learning walk tool. The data is shared with teachers after the walks by the principals. The collective data from all schools is shared at the monthly Principals' meeting by the Assistant Superintendent.

Who at the district level supports effective implementation?

Assistant Superintendent and Regional Executive Directors

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

If the data shows an area of concern the school leadership will work with Literacy coaches through faculty meetings and PLCs to make improvements. If further assistance is needed, the Regional Curriculum Specialists will coordinate with the school leadership to facilitate PLCs or extra training. The Regional Specialists do coordination of services with the District Program Specialist as needed for added support.

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

What process is in place to ensure effective implementation?

Each school is expected to establish and support a school-based Problem Solving Team (PST) who meets to review school-wide and student data, plan interventions, and utilize the 4-Step Problem-Solving model to make instructional decisions during the school year. There are six types of Problem Solving Team meetings and each is unique in its purpose, outcomes, documentation, and expertise needed by the members of the Problem Solving Team. For this reason, the PST includes individuals who have a diverse skill set which can address a variety of behavioral and academic needs.

Who at the district level supports effective implementation?

MTSS Manager

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

Concerns are documented during school PST meetings evidenced by the meeting protocols included in the LCS MTSS Guide.

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.

Third grade Summer Reading Camp teachers are teaching students a variety of reading strategies that will help them retain what they read and become independent readers. The students will also receive instruction around phonics to close the achievement gap through Foundations, Rising Readers. This intervention will give students the opportunity to increase decoding and fluency to increase their reading ability to help comprehension.

Through Lit Camp and Lit Pro, they will be teaching them how a text is organized. Recognizing text structure can build students' understanding of what they are reading. They are discussing the text with students and asking follow-up questions that occur during whole group instruction, independent reading with conferencing and small group instruction. This resource offers a variety of engaging texts both literary and informational to support the goals of improving comprehension. This resource along with LitPro(online eBooks) allows students to have reading choices and the teachers help the students discover the benefits of reading and help create opportunities for them to see themselves as successful readers. This has strong evidence to support a continued use and focus as indicated in the IES Practice Guide entitled "Improving Reading Comprehension in Kindergarten Through 3rd Grade". Our 3rd grade Summer Reading Camp teachers are using Scholastic LitCamp and the LitPro (online eBooks) as their primary resource to implement this practice.

Specific Instructional Strategies taught in Scholastic Lit Camp from IES Practice Guides:

Provide direct and explicit comprehension strategy instruction (Strong Evidence-Recommendation 2 IES/WWC)

Provide opportunities for extended discussion of text meaning and interpretation (Moderate Evidence-Recommendation 3 IES/WWC)

Increase student motivation and engagement in literacy learning (Moderate Evidence-Recommendation 4 IES/WWC)

Provide explicit instruction of appropriate writing strategies using a Model-Practice-Reflect instructional cycle (Strong Evidence-Recommendation 1 IES/WWW)

Integrate writing and reading to emphasize key writing features (Moderate Evidence-Recommendation 2 IES/WWW)

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 who have been identified as substantially deficient in reading evidenced by one or more of the following; i-Ready, Foundations, Literacy Leadership Team data reviews, or State of Florida progress monitoring are invited to attend LCS K-2 Summer Camp. We will utilize Foundations Ready to Rise curriculum to meet the Foundational Skills needs of K-2 students. Leveled Literacy Intervention will be used to provide instruction in fluency, vocabulary and comprehension. The Benchmark Assessment tool will be utilized for the pre/post assessment. Students will also continue practice in their i-Ready path based on their EOY. 4th and 5th grade students have the opportunity to use Wit and Wisdom, LAFS, Scholastic LitCamp.

4th and 5th grade students have the opportunity to use Wit and Wisdom and standards-based lessons from CPALMS. Specific Instructional Strategies taught in Wit and Wisdom from IES Practice Guides: Provide direct and explicit comprehension strategy instruction (Strong Evidence-Recommendation 2 IES/WWC)

Provide opportunities for extended discussion of text meaning and interpretation (Moderate Evidence-Recommendation 3 IES/WWC)

Increase student motivation and engagement in literacy learning (Moderate Evidence-Recommendation 4 IES/WWC)

Provide explicit instruction of appropriate writing strategies using a Model-Practice-Reflect instructional cycle (Strong Evidence-Recommendation 1 IES/WWW)

Integrate writing and reading to emphasize key writing features (Moderate Evidence-Recommendation 2 IES/WWW)

The curriculum is designed around informational and fine-art texts, knowledge building, and integration of reading, writing, speaking, listening, and language so every strand of the standards are woven in.

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.)

350

Students who demonstrate a reading deficiency in grades K-2

540

Students who score Level 1 in grades 4-5

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.)

13%

Students who demonstrate a reading deficiency in grades K-2

7%

Students who score Level 1 in grades 4-5

%

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 with a substantial deficiency in reading are provided access to the LCS Read at Home Support Plan. The LCS Read at Home Plan is shared on district and school websites. The document is linked on our district Literacy Coach page and we encourage our coaches to share the resource with their teachers, so they will use it as a tool during parent/teacher conferences. We have added the new state parent resource website, the FDLRs/ UFLI and New Worlds websites to our district and school website, as well as, to our Literacy Coach page and will use them as tools for supports for coaches, teachers and parents. This year we will be asking our Media Spokesperson to do an advertisement on our District Website to renew interest in the product. The district also facilitates participation in the New Worlds Reading Initiative.

Who at the district is responsible for monitoring this requirement?

K-2 ELA Program Specialist

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?

The K-12 Reading Plan includes the districts' expectation for the Literacy Block. The authentic literacy block is linked to our district curriculum blueprints. All stakeholders have access to these documents through our portal. Literacy Professional Development; such as Literacy Endorsement courses, monthly Literacy Coaches meetings, and school based literacy walks all support implementation of whole group, increasing background knowledge, and small group differentiated instruction.

Master schedules are submitted to the district office detailing the mandated reading block.

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

K-5 ELA Program Specialists and Regional Program Specialists

Use texts to increase students' background knowledge and literacy skills in social studies, science, and the arts.

How does the district support and monitor implementation?

The K-12 Reading Plan includes the districts' expectation for the Literacy Block. The authentic literacy block is linked to our district curriculum blueprints. All stakeholders have access to these documents through our portal. Literacy Professional Development; such as Literacy Endorsement courses, monthly Literacy Coaches meetings, and school based literacy walks all support implementation of whole group, increasing background knowledge, and small group differentiated instruction.

Master schedules are submitted to the district office detailing the mandated reading block.

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

K-5 ELA Program Specialists and K-5 Curriculum Manager

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

How does the district support and monitor implementation?

The K-12 Reading Plan includes the districts' expectation for the Literacy Block. The authentic literacy block is linked to our district curriculum blueprints. All stakeholders have access to these documents through our portal. Literacy Professional Development; such as Literacy Endorsement courses, monthly Literacy Coaches meetings, and school based literacy walks all support implementation of whole group, increasing background knowledge, and small group differentiated instruction.

Master schedules are submitted to the district office detailing the mandated reading block.

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

K-5 ELA Program Specialists and Regional Program Specialists

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 Literacy Framework details the outline for core instruction. K-12 Scheduling includes 30 additional minutes of intervention 4 times a week. K-12 decision trees (see below) guide the process for the Formula for Success in conjunction with the district's MTSS PST Forms.

How does the district support and monitor implementation?

Data Chats
 Learning Walks
 IEP Monitoring
 Section 504 Monitoring
 ELL Plan Monitoring

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

Curriculum, Instruction, and Assessment and
 Academic Services & Interventions:
 - Exceptional Student Education
 - Student Services
 - Federal Programs

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)*

i-Ready - 360 or above

STAR Early Literacy - 40th percentile or above

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.

Wilson Foundations core adopted instructional materials for K-2 phonics/foundational skills. This program incorporates the science of reading and writing to address critical foundational skills, spelling, and handwriting program in a multisensory, structured literacy approach for all students. The program focuses on student development, differentiation of instruction and active engagement for student learning. It has a “Promising Evidence” on the ESSA evidence scale . An independent review by the Florida Center for Reading Research noted eight major strengths and no program weaknesses.

Great Minds/Wit and Wisdom does not meet strong, moderate, or promising levels of evidence however, the following IES Practice Guide Recommendation(s) support the program:

Improving Reading Comprehension in Kindergarten through 3rd Grade

Recomm 1: Teach students how to use reading comprehension strategies. (Strong Evidence)

Recomm 2: Teach students to identify and use the text’s organizational structure to comprehend, learn and remember content. (Moderate Evidence)

Improving Adolescent Literacy : Effective Classroom and Intervention Practices:

Recomm 1: Provide explicit vocabulary instruction. Strong Evidence)

Recomm 2: Provide opportunities for extended discussion of text meaning and interpretation (Moderate Evidence)

Recomm 4: Increase student motivation and engagement in literacy learning. (Moderate Evidence)

Teaching Elementary School Students to Be Effective Writers

Recomm 2: Teach students to use the writing process for a variety of purposes (Strong Evidence)

Recomm 3: Teach students to become fluent with handwriting, spelling, sentence construction, typing and word processing. (Moderate Evidence)

These recommendations were built into the curriculum through the use of rich informational, narrative and fine-art texts, knowledge building, and integration of reading, writing, speaking, listening, and language so every strand of the standards are woven in through the four modules. Over the course of the module, students are engaged in a variety of complex texts, through read aloud, shared reading, paired and independent reading. Lessons are designed to build background knowledge, to support their reading comprehension as they deepen their understanding around specific topics. The modules are also designed to provide daily writing opportunities that build from grade level to grade level. Students have multiple opportunities daily to express themselves through collaborative conversations. They practice and apply these skills through diverse speaking and listening opportunities built into the curriculum, including oral retellings, oral rehearsal for writing and Socratic Seminars. The district will support and monitor implementation of this curriculum by providing support documents in the way of blueprints, scope and sequence and pacing guides to guide planning. We will engage in collaborative planning, student data analysis, conduct classroom visits and provide continuous professional learning

Grade Levels: Kindergarten

opportunities that include, collaborative planning sessions, modeling lessons, observation of demonstration lessons and workshop-style learning sessions throughout the year.

Progress Monitoring**Assessment & Frequency**

Daily Formative Assessments

Weekly Progress Check - ins

Standards-based comprehension assessments based on the end of the module.

i-Ready BOY

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

Demonstrates mastery of 80% or higher on Foundations Unit Assessments

Standards-based comprehension assessments based scoring 70% or higher

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

Universal data analysis is initially engaged in by the Problem Solving Team (PST) at the beginning of the school year through the Step Zero Process, followed by midyear and end-of-year data analysis and reflection on the school improvement process. The PST determines areas of academic support and enrichment needed within core instruction. A list of students is created during the data analysis to identify students in need of Tier 2 interventions.

How is the effectiveness of Tier 1 instruction being monitored?

Instruction is differentiated as needed with flexible small groups in order to provide re-teaching or enrichment. Progress monitoring will occur using grade level assessments and i-Ready Diagnostics. Instruction in Foundations should be effective for 80% of all students.

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?

Step 1: What is the Problem?

- Set strategic goal
- Set targets

Step 2: Problem Analysis: Why is it occurring?

- Brainstorm resources and barriers
- Prioritize barriers and select one to address

Step 3: Intervention Design: What can be about the problem?

- Brainstorm and prioritize strategies to eliminate or reduce the selected strategy
- Provide the rationale for each strategy
- Develop an action plan for the strategy, identify who, what, when, and evidence
- Determine how the action plan will be monitored for fidelity

Step 4: Response to Intervention: Did the intervention work?

- Determine how the strategy will be monitored for effectiveness of eliminating or reducing the barrier
- Determine how progress towards the goal and targets will be monitored

How is the effectiveness of Tier 1 curriculum being monitored?

Progress monitoring will occur using grade level assessments and i-Ready Diagnostics in order to determine the effectiveness of the curriculum.

Grade Levels: Kindergarten

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

Step 1: What is the Problem?

- Set strategic goal
- Set targets

Step 2: Problem Analysis: Why is it occurring?

- Brainstorm resources and barriers
- Prioritize barriers and select one to address

Step 3: Intervention Design: What can be about the problem?

- Brainstorm and prioritize strategies to eliminate or reduce the selected strategy
- Provide the rationale for each strategy
- Develop an action plan for the strategy, identify who, what, when, and evidence
- Determine how the action plan will be monitored for fidelity

Step 4: Response to Intervention: Did the intervention work?

- Determine how the strategy will be monitored for effectiveness of eliminating or reducing the barrier
- Determine how progress towards the goal and targets will be monitored

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

Instruction is offered through the platform of Google Classroom in which teachers develop virtual sessions to enhance student-to-student collaboration as well as to provide direct instruction on standards and curriculum via Google Suite; teachers are encouraged to schedule regular virtual meetings with individual/small groups of students as needed to provide additional intervention and instruction. i-Ready Reading instruction is utilized as another support in providing additional learning. Teachers utilized Foundations to deliver Phonics and Phonemic Awareness instruction. Teachers regularly review lesson pass rates and create instructional groupings based on i-Ready scale scores in order to differentiate instruction. i-Ready computer instruction and teacher directed instruction was cited by ESSA to show Moderate evidence.

Grade Levels: 1-5**IF Student meets the following criteria at the beginning of the school year:**

(Enter assessment criteria that will be used)

Fall i-Ready scores FSA ELA: FAST:

First Grade 434 or above 40th Percentile or Above

Second Grade 489 or above 40th Percentile or Above

Third Grade 511 or above 40th Percentile or Above

Fourth Grade 557 or above Level 3 or above 40th Percentile or Above

Fifth Grade 581 or above Level 3 or above 40th Percentile or Above

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.

2020-2021 Adopted Instructional Materials - Foundations- This program incorporates the science of reading and writing to address critical foundational skills, spelling, and handwriting program in a multisensory, structured literacy approach for all students. The program focuses on student development, differentiation of instruction and active engagement for student learning. An independent review by the Florida Center for Reading Research noted eight major strengths and no program weaknesses.

Great Minds/Wit and Wisdom does not meet strong, moderate, or promising levels of evidence however, the following IES Practice Guide Recommendation(s) support the program:

Improving Reading Comprehension in Kindergarten through 3rd Grade

Recomm 1: Teach students how to use reading comprehension strategies. (Strong Evidence)

Recomm 2: Teach students to identify and use the text's organizational structure to comprehend, learn and remember content. (Moderate Evidence)

Improving Adolescent Literacy : Effective Classroom and Intervention Practices:

Recomm 1: Provide explicit vocabulary instruction. (Strong Evidence)

Recomm 2: Provide opportunities for extended discussion of text meaning and interpretation (Moderate Evidence)

Recomm 4: Increase student motivation and engagement in literacy learning. (Moderate Evidence)

Teaching Elementary School Students to Be Effective Writers

Recomm 2: Teach students to use the writing process for a variety of purposes (Strong Evidence)

Recomm 3: Teach students to become fluent with handwriting, spelling, sentence construction, typing and word processing. (Moderate Evidence)

These recommendations were built into the curriculum through the use of rich informational, narrative and fine-art texts, knowledge building, and integration of reading, writing, speaking, listening, and language so every strand of the standards are woven in through the four modules. Over the course of the module, students are engaged in a variety of complex texts, through read alouds, shared reading, paired and independent reading. Lessons are designed to build background knowledge, to support their reading comprehension as they deepen their understanding around specific topics. The modules are also designed to provide daily writing opportunities that build from grade level to grade level. Students have multiple opportunities daily to express themselves through collaborative conversations. They practice and apply these skills through diverse speaking and listening opportunities built into the curriculum, including oral retellings, oral rehearsal for writing and Socratic Seminars. The district will support and monitor implementation of this curriculum by providing support documents in the way of

Grade Levels: 1-5

blueprints, scope and sequence and pacing guides to guide planning. We will engage in collaborative planning, student data analysis, conduct classroom visits and provide continuous professional learning opportunities that include, collaborative planning sessions, modeling lessons, observation of demonstration lessons and workshop-style learning sessions throughout the year.

Progress Monitoring**Assessment & Frequency**

Universal screening to monitor progress of all students 3 times per year.

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

Universal data analysis is initially engaged in by the Problem Solving Team (PST) at the beginning of the school year through the Step Zero Process, followed by midyear and end-of-year data analysis and reflection on the school improvement process. The PST determines areas of academic support and enrichment needed within core instruction. A list of students is created during the data analysis to identify students in need of Tier 2 interventions.

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

Universal data analysis is initially engaged in by the Problem Solving Team (PST) at the beginning of the school year through the Step Zero Process, followed by midyear and end-of-year data analysis and reflection on the school improvement process. The PST determines areas of academic support and enrichment needed within core instruction. A list of students is created during the data analysis to identify students in need of Tier 2 interventions.

How is the effectiveness of Tier 1 instruction being monitored?

The school level PST has monthly and quarterly data chats the purpose of reviewing Universal screening and Response to Instruction and intervention data.

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?

District teams and school level Problem Solving Teams review assessment data in order to identify where additional support and professional learning is needed.

How is the effectiveness of Tier 1 curriculum being monitored?

Weekly learning walks to help school leadership teams and coaches to monitor the effectiveness of our curriculum, blueprints and District Framework. Weekly PLCs with grade level help teachers to make adjustments as needed.

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

- The Curriculum & Instruction Department provides surveys to all school-based staff and analyzes data on effectiveness of Curriculum Scope & Sequence and Unit Blueprints
- Curriculum & Instruction leads teams of teachers in revising and improving curriculum support documents.
- We observe how peer groups respond to curricular demands, how target student groups respond to curricular demands.

Grade Levels: 1-5

- The Curriculum and Instruction Department interviews stakeholders about content and outcomes, technology integration and data based decision making.

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

Instruction is offered through the platform of Google Classroom in which teachers develop virtual sessions to enhance student-to-student collaboration as well as to provide direct instruction on standards and curriculum via Google Suite; teachers are encouraged to schedule regular virtual meetings with individual/small groups of students as needed to provide additional intervention and instruction. i-Ready Reading instruction is utilized as another support in providing additional learning. Teachers regularly review lesson pass rates and create instructional groupings based on i-Ready scale scores in order to differentiate instruction.

Grade Levels: 6-12**IF Student meets the following criteria at the beginning of the school year:**

(Enter assessment criteria that will be used)

ALL students receive Tier 1 Core instruction that is high quality and aligned to the B.E.S.T. Standards for English Language Arts.

For students who score a Level 1 or Level 2 on the 2021-22 FSA ELA, it is encouraged that school teams review additional data which includes but is not limited to previous academic performance, previous local and high-stakes assessment data, and previous and current stakeholder input, in order to determine an accurate measure of each student's literacy skills and needs.

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.

Grades 6-8: Amplify ELA Florida ©2020 adopted as core instructional materials for Grades 6-8 Language Arts and Honors courses. Amplify ELA Florida ©2020 does not meet strong, moderate or promising levels of evidence; however, the following IES Practice Guide Recommendation(s) support the program:

Improving Adolescent Literacy: Effective Classroom and Intervention Practices:

Recomm 1: Provide explicit vocabulary instruction (Strong Evidence);

Recomm 2: Provide direct and explicit comprehension strategy instruction (Strong Evidence);

Recomm 3: Provide opportunities for extended discussion of text meaning and interpretation (Moderate Evidence), and;

Recomm 4: Increase student motivation and engagement in literacy learning (Moderate Evidence)

Teaching Secondary Students to Write Effectively:

Provide explicit instruction of appropriate writing strategies using a Model-Practice-Reflect instructional cycle (Strong Evidence), and;

Integrate writing and reading to emphasize key writing features (Moderate Evidence)

These recommendations were built into the program through lessons designed around vocabulary instruction/practice, close reading of text, class discussion, and writing. In Amplify ELA, students practice vocabulary skills in three main ways: through Reveal words, Vocabulary Modules, and daily practice provided through the embedded Vocab App. Amplify ELA Florida lessons provide students opportunities to explore the most compelling aspects of text passages with instruction that integrates analytic reading practices, evidence-based writing, and academic discussion. Daily lessons are also designed to engage every student with great text, built-in scaffolds, multimedia with visual aesthetic, rich discussions and debates centered around the text and driven by students' ideas. The district will support and monitor implementation of this program by providing curriculum support documents that support pacing and sequence of instruction, engaging in collaborative student data analysis, conducting classroom visits and providing professional learning that includes, curriculum check-ins, collaborative planning sessions, observation of demonstration lessons, and workshop-style learning sessions.

Grades 9-12: McGraw-Hill Florida StudySync ©2020 adopted as core instructional materials for Grades 9-12 English Language Arts and Honors courses. StudySync does not meet strong, moderate or promising levels of evidence; however, the following IES Practice Guide Recommendation(s) support

Grade Levels: 6-12

the program:

Improving Adolescent Literacy: Effective Classroom and Intervention Practices:

Recomm 1: Provide explicit vocabulary instruction (Strong Evidence);

Recomm 2: Provide direct and explicit comprehension strategy instruction (Strong Evidence);

Recomm 3: Provide opportunities for extended discussion of text meaning and interpretation (Moderate Evidence), and;

Recomm 4: Increase student motivation and engagement in literacy learning (Moderate Evidence)

Teaching Secondary Students to Write Effectively:

Provide explicit instruction of appropriate writing strategies using a Model-Practice-Reflect instructional cycle (Strong Evidence), and;

Integrate writing and reading to emphasize key writing features (Moderate Evidence)

These recommendations were built into the program through lessons designed around vocabulary instruction/practice, close reading of text, class discussion, and writing. In StudySync, students engage in research-based routines that promote learning transfer. Over the course of a unit, students engage with a variety of texts through close, independent, and paired reading. StudySync lessons are designed to include multiple reads of complex text, annotation, discussion and writing. Lessons on vocabulary, characteristics and features of genre, as well as relevant literary movements build background and create access to complex text. The district will support and monitor implementation of this program by providing curriculum support documents that support pacing and sequence of instruction, engaging in collaborative student data analysis, conducting classroom visits and providing professional learning that includes, curriculum check-ins, collaborative planning sessions, observation of demonstration lessons, and workshop-style learning sessions.

Progress Monitoring

Assessment & Frequency

Florida Assessment of Student Thinking (FAST)-Florida's Coordinated Screening and Progress Monitoring System for grades 3-10, 3 times per year.

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

Student's score meets or exceeds grade level benchmark.

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

Student's score falls below grade level proficiency score; Early Warning Systems (EWS) data reflect the need for additional support.

Progress Monitoring

Assessment & Frequency

Amplify Lesson Exit Tickets-Daily or Weekly

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

Student is performing above the 50th percentile as compared to peers on CBM for that benchmark.

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

Below 50th percentile as compared to peers on CBM for that benchmark.

Grade Levels: 6-12

Progress Monitoring

Assessment & Frequency

StudySync Lesson Quiz, Write, and Think Questions-Daily or Weekly

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

Student is performing above the 50th percentile as compared to peers on CBM for that benchmark.

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

Below 50th percentile as compared to peers on CBM for that benchmark.

How is the effectiveness of Tier 1 instruction being monitored?

Classroom walkthroughs, monitoring of EWS Indicators, and District monitoring of performance on coordinated progress monitoring system.

School level Problem Solving Teams (PST) and Collaborative Teams, as part of a PLC, conduct regular data chats to review ongoing progress monitoring data related to core ELA instruction and/or intervention.

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?

Collaborative teams meet regularly.

Teachers engage in regular coaching sessions with school-based and district based coaches.

School-based leadership teams conduct regular data chats to monitor and analyze walkthrough data trends.

District teams and school level Problem Solving Teams review assessment data in order to identify where additional support and professional learning is needed.

How is the effectiveness of Tier 1 curriculum being monitored?

Analysis of student performance on common assessments from core curriculum and frequent classroom learning walks.

Collaborative Teams, as part of a PLC, conduct regular data chats to review ongoing progress monitoring data related to core ELA instruction and/or intervention.

Data provided by curriculum partners with usage report.

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

During PST meetings, common planning, and team data meetings, teachers and leaders analyze data and plan/determine next steps.

District ELA program specialists conduct regular "Curriculum Chats" with ELA teachers to monitor implementation and effectiveness of Tier 1 Core ELA Curriculum.

Grade Levels: 6-12

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

Students have access to instructional materials through Google Classroom as well as the Core ELA materials online platforms. Teachers are able to assign, receive, and provide feedback on learning through these platforms.

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

i-Ready 354-287

STAR Early Literacy 25th - 39th percentile

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

Foundations Tier 2 Intervention - Promising Evidence, ESSA

i-Ready Toolbox and online instruction - Promising Evidence, ESSA

Assessment & Frequency

Progress monitoring will occur monthly or as specified by the intervention protocol being used.

Performance Criteria to discontinue Tier 2 interventions

A determination to fade intervention would be determined by the Problem Solving Team if the intervention indicates that the learning gap in relation to peer data has closed.

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

We have a 120 minute reading block. Tier 1 Core instruction is delivered during the uninterrupted 90 minute block. Tier 2 intervention is delivered outside the 90 minutes during small group instruction, but may be within the 120 minute block.

Performance Criteria that prompts the addition of Tier 3 interventions

If the student's response to intervention is positive and the achievement gap is changing at the rate of expectancy the intervention(s) would continue as implemented.

Intervention will be adjusted according to next steps identified as a result of the Rtl meetings held by the Problem Solving Team.

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

Strategy - Small Group Instruction: Teacher can use activities from FCRR (Florida Reading Research Center)

Assessment & Frequency

Progress monitoring will occur monthly or as specified by the intervention protocol being used.

Performance Criteria to discontinue Tier 2 interventions

A determination to fade intervention would be determined by the Problem Solving Team if the intervention indicates that the learning gap in relation to peer data has closed.

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

We have a 120 minute reading block. Tier 1 Core instruction is delivered during the uninterrupted 90 minute block. Tier 2 intervention is delivered outside the 90 minutes during small group instruction, but may be within the 120 minute block.

Performance Criteria that prompts the addition of Tier 3 interventions

If the student's response to intervention is positive and the achievement gap is changing at the rate of expectancy the intervention(s) would continue as implemented.

Grade Levels: K**Progress Monitoring**

Intervention will be adjusted according to next steps identified as a result of the Rtl meetings held by the Problem Solving Team.

Number of times per week intervention provided

3-5 times per week

Number of minutes per intervention session

20-30 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?

The problem solving team engages in learning walks during the specified intervention block to observe interventions and identify potential barriers to instruction. Data is collected and analyzed during problem solving meetings.

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

Wilson, Foundations is the core foundations curriculum for Kindergarten. When students are not meeting 80% mastery teachers can provide Tier 2 interventions by focusing on student need from unit tests. This program is grounded in research to support strong evidence of its effectiveness to help students reach mastery of foundation skills when used with fidelity and taught explicitly and systemically.

i-Ready teacher-led instruction is delivered through direct instruction in small groups. We continue to educate teachers on how to use the lessons based on students' diagnostic results in order to inform Tier 2 interventions. i-Ready computer instruction and teacher directed instruction was cited by ESSA to show Moderate evidence.

Strategy: Small Group Instruction

FCRR materials used in small groups for skill based interventions.

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

Instruction is offered through the platform of Google Classroom in which teachers develop virtual sessions to enhance student-to-student collaboration as well as to provide direct instruction on standards and curriculum via Google Suite; teachers are encouraged to schedule regular virtual meetings with individual/small groups of students as needed to provide additional intervention and instruction. i-Ready Reading instruction is utilized as another support in providing additional learning. Teachers regularly review lesson pass rates and create instructional groupings based on i-Ready scale scores in order to differentiate instruction. Students meet in small groups through Google Meets to work on skills.

Grade Levels: 1-5

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

(Enter assessment criteria that will be used)

Fall 2020 i-Ready: FSA ELA: STAR Early Literacy:

First Grade 336-433 25th - 39th percentile

Second Grade 400-488 25th - 39th percentile

Third Grade 453-510 25th - 39th percentile

Fourth Grade 475-556 Level 2 25th - 39th percentile

Fifth Grade 496-580 Level 2 25th - 39th percentile

THEN TIER 1 Instruction and TIER 2 Interventions

Progress Monitoring

Tier 2 Programs/Materials/Strategies & Duration

Fundations - 2020-2021 Adopted Instructional Materials

i-Ready Scaffolding Tools for Instruction Lessons - Promising Evidence per ESSA

SIPPS - Promising Evidence IES

Leveled Literacy Intervention - Strong Evidence per ESSA

Read Naturally - Promising, WWC

Reading Mastery -Promising, WWC

Lexia - Strong Evidence per ESSA

Supplemental Resource - FCRR: Florida Center for Reading Research materials used in small groups for skill based interventions.

Assessment & Frequency

Progress monitoring will occur monthly or as specified by the protocol being used.

Performance Criteria to discontinue Tier 2 interventions

A determination to fade intervention would be determined by the Problem Solving Team if the intervention indicates that the learning gap in relation to peer data has closed.

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

We have a 120 minute reading block. Tier 1 instruction is delivered during the uninterrupted 90 minute block. Tier 2 intervention is delivered outside the 90 minutes during small group instruction.

Performance Criteria that prompts the addition of Tier 3 interventions

If the student's response to intervention is positive and the achievement gap is changing at the rate of expectancy the intervention(s) would continue as implemented.

Intervention will be adjusted according to results determined through the problem solving team.

Number of times per week intervention provided

2-3 times a week

Number of minutes per intervention session

20-30 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?

Grade Levels: 1-5

The school-based problem solving team meets to review ongoing intervention data documented in Performance Matters. Students exhibiting a substantial reading deficiency are provided intensive, explicit, and multisensory reading instruction. The problem solving team reviews student progress of the intensive intervention documented in Performance Matters. The problem solving team engages in learning walks during the specified intervention block to observe interventions and identify potential barriers to instruction. Data is collected and analyzed during problem solving meetings. See problem solving framework in the appendix.

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

Foundations - 2020-2021 Adopted Instructional Materials.

i-Ready - ESSA results show Promising Evidence but, when delivered through direct instruction.

SIPPS - Phonics instruction when taught systematically and explicitly. By teaching students to decode words, analyze word parts, and write and recognize words this is Strong Evidence to support a continued use as indicated in the IES Practice Guide entitled "Foundational skills to Support Reading for Understanding Through 3rd Grade."

Quick Reads – 2-5 Strong Evidence per ESSA

LLI - Shows Strong Evidence for improvement in comprehension, vocabulary, and fluency through ESSA

Lexia - Strong Evidence per ESSA

Read Naturally - Promising, WWC

Reading Mastery -Promising, WWC

Supplemental Resource - FCRR: Florida Center for Reading Research materials used in small groups for skill based inventions.

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

Instruction is offered through the platform of Google Classroom in which teachers develop virtual sessions to enhance student-to-student collaboration as well as to provide direct instruction on standards and curriculum via Google Suite; teachers are encouraged to schedule regular virtual meetings with individual/small groups of students as needed to provide additional intervention and instruction. i-Ready Reading instruction is utilized as another support in providing additional learning. Teachers regularly review lesson pass rates and create instructional groupings based on i-Ready scale scores in order to differentiate instruction. Students meet in small groups through Google Meets to work on skills.

Grade Levels: 6-12**IF Student meets the following criteria at the beginning of the school year:**

(Enter assessment criteria that will be used)

2021-22 FSA ELA score of 2 or below and additional data collected such as the following indicates need for Tier 2 support:

Score equivalent of below grade level across prior year's District progress monitoring ELA Assessments.

IEP targeted intervention goal data; IEP end-of-year articulation.

Score below 4 on Reading component of ACCESS for ELLs; or an IPT score of NES, LES, or IPT Reading and Writing below 32%.

Student received interventions in the previous year and the PST determines interventions should continue

Teacher observation/recommendation based on formal and informal assessments.

*Schools should make individual determinations based on multiple data points including, but not limited to, relevant historical data.

THEN TIER 1 Instruction and TIER 2 Interventions

Progress Monitoring

Tier 2 Programs/Materials/Strategies & Duration

Small group, differentiated instruction within the “walk-to” intervention time using Core ELA embedded supports and/or other evidence-based interventions and strategies that the PST has determined matches the individual student's specific area of need.

The following IES Practice Guide Recommendation(s) support the program: Providing Reading Interventions for Students in Grades 4-9:

Recomm 1: Building students' decoding skills so they can read complex multisyllabic words (Strong Evidence)

Recomm 2: Providing purposeful fluency-building activities to help students read effortlessly (Strong Evidence)

Recomm 3A: Building students' world and word knowledge so they can make sense of the text (Strong evidence)

Recomm 3B: Consistently provide students with opportunities to ask and answer questions to better understand the text they read (Strong evidence)

Recomm 3C: Teaching students a routine for determining the gist of a short section of text (Strong evidence)

Recomm 3D: Teaching students to monitor their comprehension as they read (Strong evidence)

Recomm 4: Providing students with opportunities to practice making sense of stretch text (i.e. challenging text) that will expose them to complex ideas and information (Moderate evidence)

Duration: 9-18 weeks

Assessment & Frequency

Progress monitoring assessments based on student's needs and assessment parameters; progress is monitored at least monthly.

Data from interventions should also be monitored using the District system, Performance Matters.

Performance Criteria to discontinue Tier 2 interventions

Student performance demonstrates a positive response to intervention using both performance

Grade Levels: 6-12**Progress Monitoring**

criteria and rate of growth; adjustments to the intervention will be determined in accordance with next steps captured through data-based problem solving as a result of Tier 2 Rtl meetings. Student's scores are at or above the established criterion for either performance level or rate of growth.

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

If the student's response to intervention is positive and the achievement gap is changing at the rate of expectancy but the gap is still not closed, the intervention(s) would continue as implemented. Intervention will be implemented in accordance with next steps captured through data-based problem solving as a result of Tier 2 Rtl meetings.

Performance Criteria that prompts the addition of Tier 3 interventions

Student's proficiency falls significantly below their peers, and though the student's Rtl data may indicate that the gap is closing, it is closing at a rate in which it is impossible to determine when it will close; Early Warning Systems (EWS) data reflect the need for additional support. Intervention will be determined in accordance with next steps captured through data-based problem solving as a result of Tier 2 Rtl meetings.

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

For students whose data indicates performance within the schools lowest quartile:
Placement in the Intensive Reading Course or Developmental Language Arts Through ESOL-Reading Course with additional diagnostic assessments to determine individual needs
Duration: 9-18 weeks

Assessment & Frequency

Achieve 3000 Level Set: 3 times per year
Achieve3000 Secondary Evidence: Strong

Performance Criteria to discontinue Tier 2 interventions

6th - 925
7th - 970
8th - 1010
9th - 1050
10th - 1080
11/12th - 1185

Adjustments to the intervention will be determined in accordance with next steps captured through data-based problem solving as a result of Tier 2 RTI meetings.

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

6th - <925
7th - <970
8th - >1010
9th - <1050
10th - <1080
11th/12th - <1185

Adjustments to the intervention will be determined in accordance with next steps captured through data-based problem solving as a result of Tier 2 RTI meetings.

Grade Levels: 6-12**Progress Monitoring****Performance Criteria that prompts the addition of Tier 3 interventions**

6th - <560

7th - <630

8th - <665

9th - <780

10th - <835

11th/12th - <955

Adjustments to the intervention will be determined in accordance with next steps captured through data-based problem solving as a result of Tier 2 RTI meetings.

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

For students whose data indicates performance within the schools lowest quartile:

Placement in the Intensive Reading Course or Developmental Language Arts Through ESOL-Reading Course with additional diagnostic assessments to determine individual needs

Duration: 9-18 weeks

Assessment & Frequency

FAIR-FS; 3 times per year

Newcomers (0 to 2 years in ESOL Program) - Rosetta Stone Unit test; at least monthly

Data from interventions should also be monitored using the District system, Performance Matters.

Performance Criteria to discontinue Tier 2 interventions

Student performance demonstrates a positive response to intervention using both performance criteria and rate of growth; adjustments to the intervention will be determined in accordance with next steps captured through data-based problem solving as a result of Tier 2 Rtl meetings.

Student scores above the 50th percentile in all tasks (FAIR-FS)

Student scores above the 80 percent (Rosetta Stone)

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

Student's proficiency falls in the lowest 20th percentile as compared to their peers; Early Warning Systems (EWS) data reflect the need for additional support.

Performance Criteria that prompts the addition of Tier 3 interventions

Student's proficiency falls in the lowest 20th percentile as compared to their peers or student is not demonstrating a positive response to intervention in either performance criteria nor rate of growth; Early Warning Systems (EWS) data reflect the need for additional support.

Intervention will be determined in accordance with next steps captured through data-based problem solving as a result of Tier 2 RTI meetings.

Student scores below the 80th percentile (Rosetta Stone).

Number of times per week intervention provided

3-5 times per week

Number of minutes per intervention session

15-20 minutes

Grade Levels: 6-12**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?**

Administrators review Learning Walk Data, provide school based and district led professional learning, contact Regional and District Program Specialists for additional support, train and follow up on the District Instructional Framework to support core curriculum and instruction. For students who have not responded to a specific reading intervention delivered with fidelity and with the initial intensity provided (time and group size), reading intervention instruction and/or materials may be changed based on student data. Diagnostic assessments will be required to identify specific needs (areas of strength and weakness). Further, schools are supported with district MTSS Staff and meet regularly to review student data, progress, and intervention materials. Additionally, schools follow the CERP and MTSS guidebook which indicates evidence-based materials and instructional practices available for intervention. If Student data does not show progress, at a Tier or with a specific intervention material, then adjustments are made (teacher: student ratio; time in intervention; intervention materials; instruction).

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

Amplify ELA Florida for grades 6-8 is approved as a state adopted ELA material.

Florida Studysync grades 9-12 is approved as a state adopted ELA material.

Rosetta Stone materials is to increase English language acquisition that will support reading.

Also, as stated above, instructional strategies are supported by Strong and Moderate Evidence reported in the WWC Practice Guide: Providing Reading Interventions for Students in Grades 4-9 published by the Institute of Education Sciences.

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

Students have access to intervention materials through Google Classroom as well as the Core ELA materials online platforms. Teachers are able to assign, receive, and provide feedback on learning through these platforms. Teachers are also able to provide Tier 2 interventions virtually, in small groups or one-on-one as needed.

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

i-Ready: 288 or below

STAR Early Literacy: 24th percentile or below

THEN TIER 1 instruction, TIER 2 interventions, and TIER 3 intensive interventions**Progress Monitoring****Tier 3 Programs/Materials/Strategies & Duration**

SIPPS Intervention - IES Strong Evidence

Leveled Literacy Intervention - Strong Evidence ESSA

Students that do not respond to reading interventions will be remediated during the intervention block scheduled outside of the mandatory reading block. Interventions occur in small group instruction based on student data in the areas of deficiency.

Assessment & Frequency

Once every two weeks, or as indicated by the intervention protocol.

Performance Criteria to discontinue Tier 3 interventions

If the student's response to intervention is positive and the achievement gap is changing at the rate of expectancy of 288 or higher through progress monitoring of i-ready; the intervention(s) can be discontinued or the frequency of the intervention can be lessened.

Intervention will be adjusted according to results determined through the problem solving team.

Performance Criteria indicating continuation of Tier 3 interventions

If the student's response to intervention is positive and the achievement gap is changing at the rate of expectancy but still less than 288; the intervention(s) would continue as implemented.

Intervention will be adjusted according to results determined through the problem solving team.

Performance Criteria that prompts intensified Tier 3 interventions

If the student's response to intervention is not progressing and the achievement gap is not changing at the the rate of expectancy; this would prompt the PST to develop a more intensified Tier 3 intervention such as:

Focusing on their individual skill deficit to determine their specific intervention.

Number of times per week intervention provided

3-5 days per week in addition to Tier 1 and 2

Number of minutes per intervention session

15-30 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?

The problem solving team engages in learning walks during the specified intervention block to observe interventions and identify potential barriers to instruction. Data is collected and analyzed during problem solving meetings. See problem solving framework in the appendix.

Grade Levels: K

The only difference is when comparing students to their peers in Tier 2 and Tier 3 we are looking at individual student needs.

Students identified as in need of intensive intervention through reading data are also provided opportunities for additional tutoring that may occur before or after school or during non-instructional time within the school day.

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

Our kindergarten students are taught through direct instruction. Using systematic and explicit phonic through our Wilson Foundations core curriculum, state adopted materials.

SIPPS - The students work in small groups, independently or in teacher-led groups to practice skills in decoding words, analyzing word parts and writing and recognizing words. This has strong evidence to support a continued use and focus as indicated in the IES Practice guide entitled "Foundational Skills to Support Reading for Understanding in Kindergarten through 3rd grade", .i-Ready - ESSA results show promising evidence. Students follow their instructional path based on the diagnostic testing.

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

Student groups of 3 or less receiving Tier 3 interventions are provided virtual instruction that is explicit, systematic, and interactive using Google APPS for Education.

Grade Levels: 1-5**IF Student meets the following criteria at the beginning of the school year:**

(Enter assessment criteria that will be used)

Grade Level Fall 2020 i-Ready FSA ELA STAR Early Literacy:

First Grade 335 or below 24th percentile or below

Second Grade 399 or below 24th percentile or below

Third Grade 452 or below 24th percentile or below

Fourth Grade 474 or below Level 1 24th percentile or below

Fifth Grade 495 or below Level 1 24th percentile or below

*Notify parents of substantial reading deficiency as required in Section 1008.25, F.S. (determined by i-Ready Diagnostic and Grade level assessments) We will use our district's MTSS criteria to identify students to be referred to the school based Response to Intervention Team.

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

Progress Monitoring

Tier 3 Programs/Materials/Strategies & Duration

SIPPS- Moderate Evidence by ESSA By teaching students to decode words, analyze word parts, and write and recognize words this is strong evidence to support a continued use as indicated in the IES Practice Guide entitled "Foundational skills to Support Reading for Understanding Through 3rd Grade."

individualized skills-based instruction.

Reading Mastery - Promising, WWC

LLI - Strong Evidence for improvement in vocabulary, fluency, and comprehension per ESSA

Quick Reads - Strong Evidence per ESSA

Lexia - Promising Evidence per ESSA

i-Ready Tools for Instruction Lessons - Promising Evidence per ESSA

Read Naturally - Promising, WWC

Rosette Stone - Newcomers (3rd - 5th grade) and 0 - 2 years in ESOL program. Moderate Evidence per ESSA

Supplemental Resource - FCRR: Florida Center for Reading Research materials used in small groups for skill based interventions.

Assessment & Frequency

Weekly Progress Monitoring or what protocol calls for.

Performance Criteria to discontinue Tier 3 interventions

If the student's response to intervention is positive and the achievement gap is changing at the rate of expectancy. The intervention will be adjusted back to tier 2 interventions to continue the progress monitoring at the lessened rate.

This will happen according to results determined through the problem solving team.

Performance Criteria indicating continuation of Tier 3 interventions

If the student's response to intervention is positive and the achievement gap is changing at the rate of expectancy. The intervention will be adjusted according to results determined through the problem solving team.

Performance Criteria that prompts intensified Tier 3 interventions

If the student's response to intervention is not progressing and the achievement gap is not changing at the the rate of expectancy; this would prompt the PST to develop a more intensified Tier 3

Grade Levels: 1-5

Progress Monitoring

intervention such as:

Focusing on their individual skill deficit to determine their specific intervention.

Number of times per week intervention provided

3-5 days per week

Number of minutes per intervention session

15-20 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?

The school-based problem solving team meets to review ongoing intervention data documented in Performance Matters. The same 4-step problem solving is used for each tier. Students exhibiting a substantial reading deficiency are provided intensive, explicit, and multisensory reading instruction. The problem solving team reviews student progress of the intensive intervention documented in Performance Matters.

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

LLI - Strong Evidence for improvement in vocabulary, fluency and comprehension per ESSA

Quick Reads - Strong Evidence per ESSA

Lexia - Promising Evidence per ESSA

i-Ready Tools for Instruction Lessons - Promising Evidence per ESSA

Read Naturally - Promising, WWC

Reading Mastery - Promising, WWC

SIPPS - Moderate Evidence per ESSA. By teaching students to decode words, analyze word parts, and write and recognize words this is strong evidence to support a continued use as indicated in the IES Practice Guide entitled "Foundational skills to Support Reading for Understanding Through 3rd Grade."

Reading Horizons - individualized skills-based instruction Promising Evidence per ESSA

Rosetta Stone - Moderate Evidence per ESSA. The materials are to increase English language acquisition that will support reading. Title III is a federal entitlement through ESSA that focuses on supplemental services for English Learners (EL) and recently arrived immigrants. The purpose of Title III funding is to provide student support for language acquisition and student achievement (fldoe.org).

Grade Levels: 1-5

Supplemental Resource - FCRR: Florida Center for Reading Research materials used in small groups for skill based inventions.

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

Student groups of 3 or less receiving Tier 3 interventions are provided virtual instruction that is explicit, systematic, and interactive using Google APPS for Education.

i-Ready - Promising Evidence per ESSA

SIPPS - Moderate Evidence per ESSA. By teaching students to decode words, analyze word parts, and write and recognize words this is strong evidence to support a continued use as indicated in the IES Practice Guide entitled “Foundational skills to Support Reading for Understanding Through 3rd Grade.”

Quick Reads – 2-5 Strong Evidence per ESSA

LLI - Strong Evidence for improvement in comprehension, vocabulary, and fluency per ESSA

Lexia - Strong Evidence per ESSA

Read Naturally - Promising, WWC

Supplemental Resource - FCRR: Florida Center for Reading Research materials used in small groups for skill based inventions.

Grade Levels: 6-12

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

(Enter assessment criteria that will be used)

2021-22 FSA ELA score of 1 and additional data collected such as the following indicates need for Tier 3 support:

Score equivalent of far below grade level across prior year’s District progress monitoring ELA Assessments.

IEP targeted intervention goals.

Score below 4 on Reading component of ACCESS for ELLs; or an IPT score of NES, LES, or IPT Reading and Writing below 32%.

Student received intensive interventions in the previous year and the PST determines intensive interventions should continue.

Teacher observation/recommendation based on formal and informal assessments.

*Schools should make individual determinations based on multiple data points including, but not limited to, relevant historical data.

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

Progress Monitoring

Tier 3 Programs/Materials/Strategies & Duration

Placement in the Intensive Reading Course with additional diagnostic assessments to determine individual needs.

Duration: Based on individual student’s needs and response to intervention (9-36 weeks)

*

For English Language Learners who meet placement criteria, placement in the Developmental Language Arts Through ESOL-Reading Course with additional diagnostic assessments to determine individual needs.

Duration: Based on individual student’s needs and response to intervention (9-36 weeks)

*

Achieve 3000 Literacy 5-Step Literacy Plan with Teacher-directed, small group, differentiated, direct and explicit instruction in comprehension and vocabulary utilizing the stretch text. Achieve 3000 Literacy meets strong levels of ESSA Evidence.

The following IES Practice Guide Recommendation(s) also support the program: Providing Reading Interventions for Students in Grades 4-9:

Recomm 1: Building students’ decoding skills so they can read complex multisyllabic words (Strong Evidence)

Recomm 3A: Building students’ world and word knowledge so they can make sense of the text (Strong evidence)

Recomm 3B: Consistently provide students with opportunities to ask and answer questions to better understand the text they read (Strong evidence)

Recomm 3C: Teaching students a routine for determining the gist of a short section of text (Strong evidence)

Recomm 3D: Teaching students to monitor their comprehension as they read (Strong evidence)

Recomm 4: Providing students with opportunities to practice making sense of stretch text (i.e. challenging text) that will expose them to complex ideas and information (Moderate evidence)

Grade Levels: 6-12

Progress Monitoring

Duration: Based on individual student’s needs and response to intervention (9-36 weeks)

*

Small group, differentiated, direct and explicit instruction in passage reading fluency.

The following IES Practice Guide Recommendation(s) support the program: Providing Reading Interventions for Students in Grades 4-9:

Recomm 2: Providing purposeful fluency-building activities to help students read effortlessly (Strong Evidence)

Duration: Based on individual student’s needs and response to intervention (9-36 weeks)

*

Small group, differentiated, direct and explicit instruction in word reading fluency.

The following IES Practice Guide Recommendation(s) support the program: Providing Reading Interventions for Students in Grades 4-9:

Recomm 1: Building students’ decoding skills so they can read complex multisyllabic words (Strong Evidence)

Possible purchase of REWARDS: Short-term reading and writing intervention-(Strong Evidence)

Duration: Based on individual student’s needs and response to intervention (20+ weeks)

*

For those students in 11/12th grade who have not passed the FSA or met a concordant score will receive small group, differentiated instruction utilizing Sylvan ACT Prep materials and/or Khan Academy SAT Prep materials.

Assessment & Frequency

Assessments will align with the components of Reading as determined by the intervention that may include the following:

- DIBELS, 8th Progress Monitoring Oral Reading Fluency-3 Times a year
- Achieve 3000 LevelSet-3 times a year
- Data from interventions should also be monitored using the District system, Performance Matters.

*

Newcomers (0 to 2years in ESOL Program) - ACCESS Newcomers Unit test; weekly.

*

Achieve:

- Levelset, 3 times per year
- Monthly Lexile Adjustment
- Daily/weekly activity score
- DIBELS 8th MAZE Assessment

*

Oral Reading Fluency Probes and/or CBM; at least bi-weekly

*

FAIR ORT Phonics Diagnostic and/or CBM Spelling Inventory
DIBELS 8th Assessment

Oral Reading Fluency Probes and/or CBM; at least bi-weekly

*

Formative Assessments within published materials; administered at least bi-weekly

Performance Criteria to discontinue Tier 3 interventions

Student performance demonstrates a positive response to intervention using both performance criteria and rate of growth; adjustments to the intervention will be determined in accordance with next steps captured through data-based problem solving as a result of Tier 3 Rtl meetings.

Student ability scores are at or above the grade level median for each task.

*

Grade Levels: 6-12

Progress Monitoring

Student performance demonstrates a positive response to intervention; Problem Solving Team determines that the learning gap in relation to peer data has closed. Student scores above the 30th percentile

Student scores above the 70% percent.

*

6th 7th 8th
>560 >630 >665
9th 10th 11/12th
>780 >835 >955

*

Student performance demonstrates a positive response to intervention; Problem Solving Team determines that the learning gap in relation to peer data has closed.

*

Student scores above the 30th percentile

*

Student meets concordant score.

Performance Criteria indicating continuation of Tier 3 interventions

Performance Criteria will continue based on:

- Student's scores remain below 30th percentile; Early Warning Systems (EWS) data reflect the need for additional support.
- Student does not meet concordant score.
- Levels;

6th 7th 8th
>560 >630 >665
9th 10th 11/12th
>780 >835 >955

Performance Criteria that prompts intensified Tier 3 interventions

Student's ability scores are not increasing.

Student's Lexile is showing no growth along projected growth line.

Student's oral reading fluency is showing no growth along projected growth line.

Student's reading proficiency is showing no growth along projected growth line.

Number of times per week intervention provided

3-5 times per week

Number of minutes per intervention session

15-20 minutes per session

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?

Administrators review Learning Walk Data, provide school based and district led professional learning, contact Regional and District Program Specialists for additional support, train and follow up on the District Instructional Framework to support core curriculum and instruction. For students who have not responded to a specific reading intervention delivered with fidelity and with the initial intensity provided

Grade Levels: 6-12

(time and group size), reading intervention instruction and/or materials may be changed based on student data. Diagnostic assessments will be required to identify specific needs (areas of strength and weakness). Further, schools are supported with district MTSS Staff and meet regularly to review student data, progress, and intervention materials. Additionally, schools follow the CERP and MTSS guidebook which indicates evidence-based materials and instructional practices available for intervention. If Student data does not show progress, at a Tier or with a specific intervention material, then adjustments are made (teacher:student ratio; time in intervention; intervention materials; instruction).

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

Achieve 3000 Literacy meets strong levels of ESSA Evidence.

Khan Academy and Sylvan ACT/SAT prep materials do not meet strong, moderate or promising levels of evidence; however, the following IES Intervention supports the programs: ACT/SAT Test Preparation and Coaching Programs (Strong Evidence).

Rosetta Stone materials and ACCESS Newcomers do not meet strong, moderate or promising levels of evidence; however, the following IES Practice Guide Recommendation(s) support the program: Teaching Academic Content and Literacy to English Language Learners in Elementary and Middle School:

Recomm 1: Teach a set of academic vocabulary words intensively across several days using a variety of instructional activities (Strong Evidence);

Recomm 2: Integrate oral and written English language instruction into content-area teaching (Strong Evidence), and;

Recomm 4: Provide small-group instructional intervention to students struggling in areas of literacy and English language development (Moderate Evidence)

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

Students have access to intervention materials through Google Classroom as well as the Achieve 3000 and Khan Academy online platforms. Teachers are able to assign, receive, and provide feedback on learning through these platforms. Teachers are also able to provide Tier 3 interventions virtually, in small groups or one-on-one as needed.

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.

With each universal screening and progress monitoring assessment we provide a district level, school level, and classroom level data chat. Students meeting the criteria listed above will be identified as having a substantial deficiency in reading and referred to the problem solving team for an intervention plan.