

The School District of Palm Beach County



2022-23 Reading Plan

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Contact Information, Communication Plan, and Student Achievement Goals

Contact Information - Part A

District Contact Information

Reading Contacts

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

Contact	Name, Title, Email, Phone
Main District Reading Contact	Howard, Adrienne Director of Elementary Education adrienne.howard@palmbeachschools.org 561-434-8454
Elementary English Language Arts (ELA)	Holcombe, Vivian Elementary Literacy Program Planner vivian.holcombe@palmbeachschools.org 561-434-8015
Secondary ELA	Coates, Kenisha Secondary ELA Program Planner kenisha.coates@palmbeachschools.org 561-969-5863
Reading Endorsement	Sherman, Gail 6-12 Reading Intervention Program Planner gail.sherman@palmbeachschools.org 561-434-5880
Reading Curriculum	Colbert, Mary Ann Manager K-12 Reading Interventions, Elementary Social Studies, and Community Partnerships maryann.colbert@palmbeachschools.org 561-434-8854
Professional Development	Daniels, Vonda Director of Professional Development vonda.daniels@palmbeachschools.org 561-649-6839
Assessment	Houchens, Paul Director Department of Research Evaluation & State Assessment paul.houchens@palmbeachschools.org 561-434-8851
Data Element	Houchens, Paul Director Department of Research Evaluation & State Assessment paul.houchens@palmbeachschools.org 561-434-8851
Summer Reading Camp	Colbert, Mary Ann Manager K-12 Reading Interventions, Elementary Social Studies, and Community Partnerships maryann.colbert@palmbeachschools.org 561-434-8854
Third Grade Promotion	Holcombe, Vivian Elementary Literacy Program Planner vivian.holcombe@palmbeachschools.org 561-434-8015
300 Lowest-Performing Elementary Schools	Ordonez Feliciano, Patricia Director - Administration and Compliance patricia.ordonez-feliciano@palmbeachschools.org 561-649-6888
Multi-Tiered System of Supports (MTSS)	Rullo, Carrie Instructional Specialists Exceptional Student Education carrie.rullo@palmbeachschools.org 561-804-3277
Multi-Tiered System of Supports (MTSS)	Robol, Lisa Instructional Specialists Exceptional Student Education

Contact	Name, Title, Email, Phone
	lisa.robol@palmbeachschools.org 561-804-3276

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 District will communicate the CERP to all stakeholders with information by posting the plan on the District website. Additionally, an overview of the CERP will be presented in the District principal meetings and frequently referenced during regular principal supervisor meetings/walkthroughs with their networks of schools, where teams will use the CERP to further examine and reflect on the implementation.

Student Achievement Goals - Part B

Measurable Student Achievement Goals

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

Previous School Year

Kindergarten - % of Students "Ready" on FLKRS 62%

Previous School Year

Kindergarten - % of Students "Ready" on FLKRS 63%

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

Strategy 1. Support the Early Learning Coalition of Palm Beach County with its efforts to raise children's readiness scores in private sector child care centers through participation in collaborative work in select under-resourced communities, such as Riviera Beach, Lake Worth, Delray Beach, West Palm Beach, and the Glades. The model for this work is the Riviera Beach PreK Collaborative initiated by SDPBC Board Member Dr. Debra Robinson.

Strategy 2. Work in partnership with the Children's Services Council and other community stakeholders to support the countywide Strong Minds Network, a quality improvement system for private child care centers and public schools that choose to participate. This work will be funded by a \$1.5 million CSC grant to provide onsite coaching and technical assistance to public and private providers of early learning services for children ages birth to kindergarten entry.

Strategy 3: Provide District operated VPK and Head Start programs in 65 school sites with the capacity to serve approximately 2,500 students, including 10 school sites that offer the year-round, 10-hours per day Head Start program with the capacity to serve 528 high-risk children and their families. Offer VPK "enrichment hours" to extend the free VPK program from 3 hours to a full 6-hour instructional day through Title I, parent fees, partnerships, and grants.

Strategy 4: In all District VPK and Head Start classrooms, implement a standards-aligned, research-based early learning curriculum with onsite coaching support. Use a child's assessments to monitor progress and help individualize instruction, including but not limited to the mandated Star Early Literacy online assessment to be administered 3 times during the school year, along with the ongoing Teaching Strategies GOLD online child portfolio system.

Strategy 5. Expand the District’s VPK/PreK ESE Inclusion program by adding three additional classrooms to provide more opportunities for inclusive VPK settings in partnership with the ESE Department to infuse school readiness expectations with the implementation of prekindergarten students’ IEPs and provide an enriched experience for non-disabled students.

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	26	20	26	20	8	25	19	27	21	8
4	20	18	25	23	14	19	17	26	24	14
5	23	20	24	21	12	22	19	25	22	12
6	24	22	20	23	11	23	21	21	24	11
7	29	20	21	18	12	28	19	22	19	12
8	28	21	22	17	12	27	20	23	18	12
9	26	20	20	22	12	25	19	21	23	12
10	26	22	20	21	11	25	21	21	22	11

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

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

The District goal for FY23 is to be at or above the state average in each grade K-2 on the 3rd administration of the Star Literacy Assessment.

District Budget for Evidence-Based Reading Instruction Allocation

Budget		
1	Estimated proportional share distributed to district charter	\$1,314,119.00
	FTE	2022-23
		\$1,314,119.00
2	Reading coaches assigned to elementary schools	\$0.00
	FTE	2022-23
		\$0.00
3	Reading coaches assigned to secondary schools	\$162,260.00
	FTE	2022-23
	2.0	\$162,260.00
4	Intervention teachers assigned to elementary schools	\$0.00
5	Intervention teachers assigned to secondary schools	\$0.00

6	Supplemental materials or interventions for elementary schools	\$582,699.00
	FTE	2022-23
		\$582,699.00
7	Supplemental materials or interventions for secondary schools	\$0.00
8	Intensive interventions for elementary students reading below grade level	\$0.00
9	Intensive interventions for secondary students reading below grade level	\$0.00
10	Professional development	\$1,765,008.00
	FTE	2022-23
		\$1,765,008.00
11	Helping teachers earn the reading endorsement	\$0.00
12	Summer reading camps	\$2,287,337.00
	FTE	2022-23
		\$2,287,337.00
13	Additional hour for 300 lowest-performing elementary schools	\$5,217,186.00
	FTE	2022-23
		\$5,217,186.00
14	Early literacy instruction/intervention for VPK completers pursuant to s. 1008.25(8)(c), F.S.	\$0.00
	Total:	\$11,328,609.00

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.

We plan to use the funds to prioritize K-3 students identified with a substantial reading deficiency and impact student achievement by paying for salaries and benefits for 1 reading intervention manager who will provide reading intervention support to elementary and secondary school level administrators. They will also coordinate professional development services for schools based on need and ensure that schools have appropriate reading intervention materials and implementation support. Funds will also go towards 6.5 elementary literacy specialists, 1 elementary literacy resource teacher, and 2 elementary reading intervention specialists to implement professional development and coaching support around pedagogy and curriculum/intervention implementation at the teacher and school level. Additional funds will be used for supplemental materials for elementary schools to improve literacy instruction

School Literacy Leadership Teams

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

The District will inform the School Literacy Leadership Team requirement to the principals through a District Bulletin. Principals will be informed through a District bulletin at the beginning of the year and reminders will be communicated during District Principal Leadership Academies and Principal Portfolio meetings at various times throughout the year.

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

Regional and Instructional Superintendents

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

Regional and Instructional Superintendents

Professional Development

Describe the reading professional development that will be provided by the district and/or schools, aligned to the requirements below:

- Provide professional development required by Section 1012.98(4)(b)11., F.S., which includes training to help teachers integrate phonemic awareness, phonics, word study and spelling, fluency, vocabulary, and text comprehension strategies into an explicit, systematic, and sequential approach to reading instruction, including multisensory intervention strategies;
- Differentiate and intensify professional development for teachers based on progress monitoring data;
- Identify mentor teachers and establish model classrooms within the school; and
- Ensure that time is provided for teachers to meet weekly for professional development.

The district will provide district-wide professional development required by Section 1012.98(4)(b)11., F.S., which includes opportunities for training throughout the summer and across the year 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 through McGraw Hill FL StudySync, Benchmark Advance/ Adelante, and all evidence-based intervention systems, programs and strategies. District and school leaders will identify mentor teachers, establish model classrooms within the school, and ensure that time is provided for teachers to meet weekly for professional development through Professional Learning Community (PLC) meetings, cadres, workshops, etc. School leaders will engage in classroom walkthroughs and data chats with teachers to monitor progress and differentiate and intensify professional development for teachers based on needs/progress monitoring data.

Additionally, the District Reading Collaboration Team will continue to provide a series of training to all school-based administrators on the science of reading and evidence-based strategies, state statutes for providing students who exhibit a need for reading interventions, and processes for monitoring implementation and evaluating the effectiveness of interventions.

Lastly, the District Reading Collaboration team will continue to train and expand training, for all School Level Literacy Leadership teams and teachers, on the following:

--CERP Rule requirements

--An operational plan for the collection and regular review of progress monitoring data to evaluate the effectiveness of instruction in core (Tier 1) and to monitor progress of students receiving supplemental (Tier 2) and intensive (Tier 3) interventions.

--Fidelity of implementation of core (Tier 1) literacy instruction and improvement of supplemental (Tier 2) and intensive (Tier 3) intervention processes for monitoring implementation and evaluating the effectiveness of interventions.

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

Professional Development requirements are communicated regularly through Principal Leadership Academies, Daily Principal CAO Updates, and their Regional and Instructional Superintendents. The Regional Superintendent follows up with any additional training needed.

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

The District Reading Collaboration team provides the professional development, and the Regional and Instructional Superintendents monitor and support the professional development requirements. In addition, principals submit their professional development requests to their supervisors.

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.

The district-level coaching staff will provide targeted support based upon the greatest needs demonstrated by FSA ELA data and current district data that is collected throughout the year. The District Reading Collaboration team works closely with the Regional Superintendents to determine which schools need targeted support within their portfolio. Together they support these schools. Based on student achievement data, schools identified with the most need will receive priority scheduling and more support than schools with less need (based on student achievement data). As available and appropriate, literacy coaches will provide training and coaching to schools identified with less need (based on student achievement data). Literacy coaches are required to be reading endorsed or have reading certification per FL State Statute.

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?

A meeting with the school's principal, leadership team, coach, and district administrator is conducted. In this meeting, the role of the coach is reviewed in depth.

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?

School administrators, assistant principals, and district literacy specialists assist coaches and are charged with monitoring and adjusting coaching practices based on individual school evidence and data. This includes the establishment of centralized school literacy goals and action plans. The District will offer coaching and support in making a plan with their principals around implementing a consistent program of improving reading achievement using strategies that demonstrate a statistically significant effect on improving student outcomes. On-going professional development is provided in quality reading instruction and infusing reading strategies into instruction, data analysis, and goal setting for different

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

Program Planners, who are administrators at the district, review the coach's calendar and logs of coaching activities as a means of determining the effectiveness of coaching provided. District staff also conduct support visits to schools and maintain logs documenting their observations and determining how effective coaches are implementing district initiatives and offering individual support to coaches when the need arises. Site visits to schools include conversations between district staff, coaches and teachers, to collaboratively determine the next action steps, which will further promote effective literacy practices throughout the school.

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

Coaching time, tasks, and impact data are reported and reviewed by the district bi-weekly during literacy leadership team meetings. The leadership team includes the school administrator, district literacy specialists, department heads, and the school's literacy coach. Literacy data is collected and analyzed for each school to determine specific support needs. Schools are prioritized, and tiers of support are implemented based on the individual level of literacy needs.

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

The Literacy coaches conduct daily classroom visits, analyze student data, model lessons for teachers, provide continuous feedback, and develop improvement plans. The Literacy coaches monitor their coaching effectiveness by measuring the impact that their teachers' instructional practices have on students' academic growth. The Literacy coaches work with individual teachers and collaborative teams of teachers through the analyses of student work, lesson design, modeling of instruction, and providing professional development based on the school's needs.

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?
Imagine Learning Language & Literacy Embedded Benchmark Assessments	Grades K-5 ELLs students with beginning proficiency level	Formative Assessment	Oral Language, Phonological Awareness, Phonics, Fluency, Vocabulary, Comprehension	Annually
Benchmark Universe Oral Reading Records and Concepts About Print Assessment	Grades K-5 identified students based on need	Formative Assessment	Oral Language, Phonological Awareness, Phonics, Fluency, Comprehension	Quarterly
i-Ready	Grades K-5 students *Does not include ELL students who are a Level B. Diagnostic	Diagnostic	Phonological Awareness, Phonics, Fluency, Vocabulary, Comprehension	Annually
Istation (ISIP)	Grades K-5 Dual Language students	Formative Assessment	Phonological Awareness, Phonics, Fluency, Vocabulary, Comprehension	Monthly
Benchmark Advance/ Adelante Unit Assessments	Grades 2-5 Students	Formative Assessment	Phonological Awareness, Phonics, Fluency, Vocabulary, Comprehension	Monthly
Benchmark Advance/ Adelante Unit Assessments	Grade 1- trimesters 2 & 3	Formative Assessment	Phonological Awareness, Phonics, Fluency, Vocabulary, Comprehension	Monthly
Reading Plus InSight Benchmark Assessment	Grades 6-12 students	Progress Monitoring, Formative Assessment	Fluency, Vocabulary, Comprehension	3 x A Year
District Developed Assessment	Grades 6-10	Formative Assessment	Vocabulary, Comprehension	Monthly
HMH Phonics Inventory	Grades 6-12 identified students based on need	Progress Monitoring, Formative Assessment	Phonics	3 x A Year
Achieve 3000	Grades 6-10 ESOL Language Arts and DLR-A students	Progress Monitoring, Formative Assessment	Comprehension	3 x A Year
FAST - STAR	K-2	Screener, Progress Monitoring, Summative	Oral Language, Phonological Awareness, Phonics, Fluency, Vocabulary, Comprehension	3 x A Year
FAST - Cambium	3-10	Screener, Progress Monitoring, Summative	Vocabulary, Comprehension	3 x A Year
CBM	Grades K-8 identified based on need	Progress Monitoring	Phonological Awareness, Phonics, Comprehension	Weekly
Acadience Reading	Grades K-6 identified students based on need	Progress Monitoring	Phonological Awareness, Phonics, Comprehension	Weekly

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?
FastBridge Learning	Grades K-6 identified students based on need	Progress Monitoring	Phonological Awareness, Phonics, Vocabulary, Comprehension	Weekly

District-Level Monitoring - Part B

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

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

Chief Academic Officer, Assistant Superintendent of Teaching and Learning, Regional and Instructional Superintendents and District Staff

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

The District has chosen high quality literacy materials that are evidence-based, including a scope and sequence aligned to standards. In addition, the District uses the MTSS process to identify and support students who need intervention within the foundational skills. The Regional and Instructional Superintendents monitor the fidelity through walkthroughs, instructional rounds, etc. The District Reading Collaboration team provides ongoing professional development.

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

Regional and Instructional Superintendents monitor school data and meet with principals on a regular basis. School leaders and teachers have regular data chats/analyses using formative assessments during PLCS, individual grade levels, etc., about student progress. Then they make plans to revise and adjust instruction to meet student needs in whole and small group settings.

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 in grades K-5 (Benchmark Advance/Adelante) and 6-12 (McGraw Hill StudySync) adopted a content-based literacy program. These include opportunities for students to think, talk about, and study content across their class, in small groups and one to one.

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

Regional and Instructional Superintendents meet with principals during regularly scheduled school visits, portfolio meetings, and 1-1 data chats to monitor and review schoolwide data, individual student progress, and plan implementation. Adjustments are made based on data and discussions, which may include professional development from District Staff, revision of instruction plans, changes in student academic plans, etc.

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 following sections of the CERP have been revised as explained below:

(1)(b) Revised how the District communicates the CERP to all stakeholders with information by including a plan that provides the following: an overview of the CERP in the District principal meetings, further examination of the CERP, and follow up to ensure that it is referenced frequently and actively implemented through the meetings led by the principal supervisors with their networks of schools and regular school walkthroughs.

(6)(b) Revised how the District supports coaches by including coaching and support for Literacy Coaches in making a plan with their principals around implementing a consistent program of improving reading achievement using strategies that demonstrate a statistically significant effect on improving student outcomes.

(4)(a) and (4)(b) Revised to include a more specific plan of action on the reading professional development that will be provided,

--Continue with a series of training to all school-based administrators on the science of reading and evidence-based strategies, state statutes for providing students who exhibit reading deficiency interventions, and processes for monitoring implementation and evaluating the effectiveness of interventions.

--Continue to train and expand training, for all School Level Literacy Leadership teams and teachers, on the following

----CERP Rule requirements.

an operational plan for the collection and regular review of progress monitoring data to evaluate the effectiveness of instruction in core (Tier 1) and to monitor progress of students receiving supplemental (Tier 2) and intensive (Tier 3) interventions.

----Fidelity of implementation of core (Tier 1) literacy instruction and improvement of supplemental (Tier 2) and intensive (Tier 3) interventions processes for monitoring implementation and evaluating the effectiveness of interventions.

--Integrate phonological 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

(8) Revised to including the following:

- Schedule regular (i.e., quarterly) data collection and review meetings between District Reading Collaboration team members and Regional/Instructional Superintendents to determine individual school needs and provide additional training and support.
- School admin and Literacy Leadership Teams attend training on the operational plan for collection and regular review of progress monitoring data to evaluate the effectiveness of instruction in core (Tier 1) and to monitor progress of students receiving supplemental (Tier 2) and intensive (Tier 3) interventions. School leaders share the plan with staff in faculty meetings and PLCs. The principal monitors the implementation through walkthroughs, instructional rounds, PLCs, etc. ensuring the plan is implemented effectively.

School-Level Monitoring of Plan Implementation

School-level Reading Plan implementation - Part A

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

What process is in place to ensure effective implementation?

School admin and Literacy Leadership Teams attend training on the operational plan for collection and regular review of progress monitoring data to evaluate the effectiveness of instruction in Core (Tier 1) and to monitor progress of students receiving Supplemental (Tier 2) and Intensive (Tier 3) interventions.

School leaders share the plan with staff in faculty meetings and PLCs. The principal monitors the implementation through walkthroughs, instructional rounds, PLCs, etc. to ensure the plan is implemented effectively.

Who at the district level supports effective implementation?

The Regional and Instructional Superintendents monitor the implementation, and the District Reading Collaboration team provides professional development.

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

The Instructional and Regional Superintendents are responsible for ensuring that principals follow the School-level Reading Plan implementation and monitor progress.

Regular (i.e., quarterly) data collection and review meetings will be scheduled between the District Reading Collaboration team and Regional/Instructional Superintendents to determine individual school needs and provide additional training and support.

The District Reading Collaboration team provides professional development to schools based on

Weekly reading walkthroughs by administrators - Part B

What process is in place to ensure effective implementation?

School Leaders are provided Look Fors and other criteria from the District Reading Collaboration team to weekly monitor and support reading instruction and intervention throughout their campus.

Who at the district level supports effective implementation?

The Regional and Instructional Superintendents join and have discussions with the principals on these walkthroughs at least monthly to monitor the reading instruction and intervention. The District Reading Collaboration team also do walkthroughs with school leaders around reading instruction and intervention.

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

The Regional and Instructional Superintendents and School leaders both identify areas of strength and next steps. The District Reading Collaboration team provides professional development.

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

What process is in place to ensure effective implementation?

The School District of Palm Beach County follows the Multi-Tiered System of Supports (MTSS) framework to ensure students are provided with the specific instruction, resources, time, and intensity needed for success. The district has created an Intervention Handbook with guidelines for schools to determine students who need additional reading support (intervention) and guidelines to assist schools with selecting appropriate interventions that match student reading deficiencies for Supplemental (Tier 2) and Intensive (Tier 3) support

Who at the district level supports effective implementation?

The Instructional and Regional Superintendents and the District Reading Collaboration team.

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

The Instructional and Regional Superintendents are responsible for ensuring that principals follow the guidelines appropriately and monitor students' progress. The District Reading Collaboration team supports schools with implementing the processes and guidelines outlined in the District Reading Intervention Handbook and the School Based Teams Guidelines for implementation.

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.

FY22 Summer Reading Camp Evidence-Based Instructional Materials:

Reading Horizons - This reading intervention program provides comprehensive, explicit, and systematic instruction in phonological awareness & phonics. What Works Clearinghouse Recommendations: IES Practice Guide--Foundational Skills to Support Reading for Understanding in Kindergarten Through 3rd Grade:

-Teach students to decode words, analyze word parts, and write and recognize words. Strong Evidence.
-Ensure that each student reads connected text every day to support reading accuracy, fluency, and comprehension.

Teacher Created Materials- Building Vocabulary from Word Roots - provides a systematic approach to teaching vocabulary and word awareness using Greek and Latin prefixes, suffixes, and bases. Students learn strategies for deciphering roots and their meanings across multiple content areas. What Works Clearinghouse Recommendations IES Practice Guide--Foundational Skills to Support Reading for Understanding in Kindergarten Through 3rd Grade

-Teach students to decode words, analyze word parts, and write and recognize words.

Teacher Created Materials- SAT-10 Test Prep Book- provides assistance in supporting students with test-taking strategies to prepare them for the administration of the SAT-10 Assessment.

Recommendations: IES Practice Guide--Improving Reading Comprehension in Kindergarten Through 3rd Grade

-Teach students to identify and use the text's organizational structure to comprehend, learn, and remember content. Moderate Evidence Teacher Created Materials:

Teacher Created Materials - STEAM-based Projects - Builds students' literacy skills while fostering curiosity, creativity, and innovation! Created in collaboration with the Smithsonian Institution, this STEAM curriculum uses real-world examples to give students insight into how the engineering design process is used to solve real-world problems. The books feature dynamic images and text features that enhance the reading experience and build visual literacy. Recommendations: IES Practice Guide--Improving Reading Comprehension in Kindergarten Through 3rd Grade

-Teach students how to use reading comprehension strategies. Strong Evidence

Please note: Reading Horizons, Building Vocabulary from Root Words, SAT 10 Prep, and STEAM-Based Projects (See 11C)

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.

FY22 Grade 1 & 2 (Rising 2nd and 3rd Graders Summer Program)

Selected students rising to grades 2 and 3 will have the opportunity to improve and accelerate achievement in reading and math through a program that provides engaging instructional practices and hands-on learning. Students will extend their learning through the use of Florida Benchmark Advance. They will focus on the ELA standards, while also building background knowledge in Physical Science. Teachers will enhance this science background knowledge through the use of hands-on labs and explicit teaching of science standards.

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.)

1,867

Students who demonstrate a reading deficiency in grades K-2

1,213

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

27%

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.

In accordance with Section 1008.25(5)(c), F.S., the link to the Read-at-Home Plan is embedded in the Reading Deficiency Letter and Monthly Parent Notification Letter provided to all parents upon identification of a student with a substantial deficiency in reading. Additionally, a parent brochure, "Strategies to Support Your Child with Reading at Home," is printed and sent home with all students identified with a substantial deficiency in reading. This brochure is available in English, Spanish, Creole, and Portuguese. The Read-at-Home Plan includes multisensory strategies and prompts for parents to use with their child in the areas of Oral Language, Phonemic Awareness, Phonics, Fluency, Vocabulary, Text Processing, and Comprehension. The New Worlds Reading Initiative (NWRI) is an additional resource program the district participates in for each eligible enrolled K-5 grade student to receive a new book mailed to them each month.

Who at the district is responsible for monitoring this requirement?

The Regional and Instructional Superintendents are responsible for meeting with their principals to ensure that schools are supporting parents of students who have been identified with a substantial reading deficiency through the MTSS process and using the District created Reading Intervention Handbook, curriculum nights, family literacy events, conferences with parents, sending home the read-at-home-plan, etc., collaborating with community organizations, such as BRIDGES.

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 Regional or Instructional Superintendent does walkthroughs with principals regularly to monitor implementation and oversight. The District Division of Teaching and Learning teams support schools by providing high quality curriculum

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

The Regional or Instructional Superintendents and the District Division of Teaching and Learning Teams

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 Regional or Instructional Superintendent does walkthroughs with principals and attends PLCs to monitor implementation and oversight. The District Division of Teaching and Learning teams support schools with text selection through PLCs, workshops, and coaching in the classroom.

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

The Regional or Instructional Superintendents and the District Division of Teaching and Learning Teams

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

How does the district support and monitor implementation?

The Regional or Instructional Superintendent does walkthroughs with principals on a regular basis to monitor implementation and oversight. The District Division of Teaching and Learning teams support schools with differentiated instructions through PLCs, workshops, and coaching in the classroom.

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

The Regional or Instructional Superintendents and the Division of District Teaching and Learning Teams

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 Core instructional materials for grades K-5 are Benchmark Advance/Adelante (FDOE Adoption List), designed using the Science of Reading. These curriculum materials address the six components of reading through a gradual release model. All students are provided with Core Instruction and are monitored using screening, progress monitoring/formative assessment, diagnosis, and summative assessments. Those students who have a reading deficiency will be provided Core (Tier 1) Instruction and Supplemental (Tier 2) Intervention. Students who exhibit a substantial reading deficiency will be provided with Intensive (Tier 3) Intervention, in addition to and in alignment with the Core (Tier 1) Instruction and Supplemental (Tier 2) Intervention. To shift the mindset around MTSS and RtI, we have replaced the tiered language with Core, Supplemental and Intensive. Students are not in a tier or on a tier but receive the level of support they need to be successful. Within the MTSS framework, students can move up and down the continuum based on their needs at any given time.

The process begins by using Elementary Decision trees and additional resources to determine the level of support and targets. We then develop a Progress Monitoring Plan to document the need and initiate support. When students receive support and are not responding to those supports, a referral is made to the Problem Solving/School Based Team (PS/SBT). The team evaluates data and then may develop a plan monitored by the PS/SBT, and the student data is then reviewed 8-10 weeks later. This individual student plan includes the alignment of an evidence-based intervention, an aligned progress monitoring

tool, and a SMART goal. Student data is collected bi-weekly for those students receiving Supplemental (Tier 2) support and weekly for those students receiving Intensive (Tier 3) intervention. Initial meetings and subsequent review meetings are documented for SBT/RtI tracking purposes within the Student Information System (SIS).

This problem solving process integrates all levels of support to ensure students needs are met through Core and intervention instruction. This information is included in the District created Reading Intervention Handbook and School Based Team Guidelines for Implementation. All levels of problem solving include using various assessment data to determine student performance and response to intervention.

How does the district support and monitor implementation?

The Instructional and Regional Superintendents are responsible for ensuring that principals implement the Core Instruction and follow the intervention guidelines appropriately and monitor students' progress. The District Reading Collaboration team provides professional development around core instruction and the MTSS and RtI processes, including small and large group comparisons, progress monitoring, intervention implementation, and ensuring the fidelity of implementation.

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

Regional and Instructional Superintendents
Department of K-12 Teaching and Learning Curriculum and Reading Intervention Teams
Department of Multicultural Education
Department of Exceptional Student Education

Assessment/Curriculum Decision Trees - Part C

Requirements

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

The Decision Trees must contain the following information:

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

Tier 1

Core Instruction:

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

Grade Levels: K-5

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

(Enter assessment criteria that will be used)

Kindergarten-

FAST- STAR: At or above 40%

i-Ready: Scale Score 322 or above

Istation Espanol: Scale Score 659 or above

Benchmark Universe Oral Reading Records: A Independent or Above

Grade 1-

i-Ready: Scale Score 367 or above

FAST- STAR: At or above 40%

Istation Espanol: Scale Score 747 or above

Benchmark Universe Oral Reading Records: E independent or above

Grade 2-

i-Ready: Scale Score 419 or above

FAST- STAR: At or above 40%

Istation Espanol: Scale Score 830 or above

Benchmark Universe Oral Reading Records: J independent or above

Grade 3-

i-Ready: Scale Score 474 or above

FAST- Cambium: Level 3 or above

Istation Espanol: Scale Score 893 or above

Benchmark Universe Oral Reading Records: reading continuous text at level M independent or above

Grade 4-

i-Ready: Scale Score 496 or above

FAST- Cambium: Level 3 or above

Istation Espanol: Scale Score 1843 or above

Benchmark Universe Oral Reading Records: reading continuous text at level P independent or above

Grade 5-

i-Ready: Scale Score 542 or above

FAST-Cambium: Level 3 or above

Istation Espanol: Scale Score 1892 or above

Benchmark Universe Oral Reading Records: reading continuous text at level S independent or above

*To ensure the appropriate level of support is identified for all students, look across multiple data sources (i.e., diagnostics, formative assessments, teacher observation data) for patterns showing a need for intervention. Do not make final decisions based on one assessment alone.

*Intervention for ELLs, please see the FY23 Elementary ELL Course Code Notes

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.

Grade Levels: K-5

Our K-5 teachers are implementing Benchmark Advance/Adelante and teaching students to:

1. Teach students academic language skills, including the use of inferential and narrative language, and vocabulary knowledge.
2. Develop awareness of the segments of sounds in speech and how they link to letters.
3. Decode words, analyze word parts, and write and recognize words.
4. Ensure that each student reads connected text every day to support reading accuracy, fluency, and comprehension.
5. Teach students how to use reading comprehension strategies.
6. Teach students to identify and use the text's organizational structure to comprehend, learn, and remember content.
7. Guide students through a focused, high-quality discussion on the meaning of the text.

These practices have strong, moderate, or promising evidence to support the continued use and focus as indicated in the IES Practice Guides entitled "Foundational Skills to Support Reading for Understanding in Kindergarten through 3rd Grade" and "Improving Reading Comprehension in Kindergarten Through 3rd Grade".

Our K-5 teachers are using Benchmark Advance/Adelante (on the FDOE ELA Adoption list) as their primary resource to implement these practices. Additionally, K-5 teachers are using Istation Espanol Adaptive Technology (Dual Language) (Strong Evidence) and i-Ready Adaptive Technology (Promising Evidence).

Progress Monitoring

Assessment & Frequency

Benchmark Universe Unit Tests
(Gr 2-5) every four weeks, at end of unit
(Gr 1) trimesters 2 & 3
Benchmark Universe Oral Reading
Records (KG-5) as needed
Concepts About Print
Assessment (KG only) (3 times per year)
Istation Espanol ISIP Assessments
(once per month Dual Language schools only)
FAST: STAR K-2 (3 times per year)
FAST: Cambium 3-5 (3 times per year)

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

Dec.-Feb. (2nd trimester)
Grade KG-
FAST- STAR: At Grade Level
ORR B ind. or above
Istation Espanol: 670 or above
Grade 1-
FAST- STAR: At Grade Level
ORR G ind. or above
Istation Espanol: 763 or above

Grade Levels: K-5

Progress Monitoring

Grade 2-
 FAST- STAR: At Grade Level
 ORR K ind. or above
 Istation Espanol: 837 or above
 Grade 3-
 FAST- Cambium (Level 3 or above)
 ORR N ind or above
 Istation Espanol: 910 or above
 Grade 4-
 FAST- Cambium (Level 3 or above)
 ORR Q ind. or above.
 Istation Espanol: 1866 or above
 Grade 5-
 FAST- Cambium (Level 3 or above)
 ORR T ind. or above
 Istation Espanol: 1894 or above
 March-May (3rd Trimester)
 Grade KG-
 FAST- STAR: At Grade Level
 ORR C ind. or above
 Istation Espanol: 681 or above
 Grade 1-
 FAST- STAR: At Grade Level
 ORR H ind. or above
 Istation Espanol: 788 or above
 Grade 2-
 FAST- STAR: At Grade Level
 ORR L ind. or above
 Istation Espanol: 858 or above
 Grade 3-
 FAST-Cambium (Level 3 or above)
 ORR O ind. or above
 Istation Espanol: 930 or above
 Grade 4-
 FAST-Cambium (Level 3 or above)
 ORR R ind. or above
 Istation Espanol: 1866 or above
 Grade 5-
 FAST-Cambium (Level 3 or above)
 ORR U ind. or above
 Istation Espanol: 1902 or above

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

Dec.-Feb. (2nd Trimester)
 Grade KG-
 FAST- STAR: Below Grade Level
 ORR A ind.
 Istation Espanol: 660-669
 Grade 1-

Grade Levels: K-5

Progress Monitoring

FAST- STAR: Below Grade Level
 ORR D-F ind.
 Istation Espanol: 733-762
 Grade 2-
 FAST- STAR: Below Grade Level
 ORR H-J ind.
 Istation Espanol: 796-836
 Grade 3-
 FAST- Cambium (Level 2)
 ORR I-M ind.
 Istation Espanol: 861-909
 Grade 4-
 FAST- Cambium (Level 2)
 ORR M-P ind.
 Istation Espanol: 1790-1865
 Grade 5-
 FAST- Cambium (Level 2)
 ORR Q-S ind.
 Istation Espanol: 1806-1893
 March-May (3rd Trimester)
 Grade KG-
 FAST- STAR: Below Grade Level
 ORR B ind.
 Istation Espanol: 665-680
 Grade 1-
 FAST- STAR: Below Grade Level
 ORR F-G ind.
 Istation Espanol: 758-787
 Grade 2-
 FAST- STAR: Below Grade Level
 ORR J-K ind.
 Istation Espanol: 815-857
 Grade 3-
 FAST- Cambium (Level 2)
 ORR K-N ind.
 Istation Espanol: 877-929
 Grade 4-
 FAST- Cambium (Level 2)
 ORR O-Q ind.
 Istation Espanol: 1805-1885
 Grade 5-
 FAST- Cambium (Level 2)
 ORR R-T ind.
 Istation Espanol: 1809-1901

How is the effectiveness of Tier 1 instruction being monitored?

District, Regional, and school leaders work in concert to implement the instructional rounds process to evaluate the effectiveness of instruction District, Regional, and school leaders monitor student data

Grade Levels: K-5

(i.e., group comparisons, % of students in need of intervention)
Walkthroughs by administration
Teacher evaluations

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?

Regional and instructional Superintendents, school leaders, and teachers identify problems by having data chats to monitor the effectiveness of standards-based instruction (in-person and distance learning). Once a problem is identified District and school-level professional development is provided to teachers. School leaders and teachers meet regularly in PLC/Common Planning Meetings to make plans for instruction, monitor student progress and revise the instructional plans to meet students' needs.

How is the effectiveness of Tier 1 curriculum being monitored?

District, Regional, and school leaders monitor student data (i.e., group comparisons, % of students in need of intervention) District, Regional, and school leaders work in concert to implement the instructional rounds process to evaluate the effectiveness of the curriculum.

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

Regional and Instructional Superintendents, school leaders, and teachers use student data (i.e., Benchmark Oral Reading Records, Unit Tests, FAST-STAR (K-2), FAST-Cambium (3-5), and other formative assessments) to monitor student progress in relation to the B.E.S.T. standards and identify trends in curricular strengths and weaknesses. School leaders and teachers meet in PLC/Common Planning meetings looking for alignment between standards and curriculum. Curricular gaps are identified and a plan is created to address the gaps.

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

Providing blended instruction through both synchronous and asynchronous formats
Providing whole group and differentiated reading instruction via Google Classroom, and Google Meet
Teacher-student communication (e.g., phone calls, Google Meet, email, etc.)
Utilizing educational technology tools that promote student engagement and collaboration

Grade Levels: 6-12

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

(Enter assessment criteria that will be used)

The student scored a Level 3, 4, or 5 on the most recent FSA./District Diagnostic Data.

*Scheduling for ELLs, please see the FY23 ELL Course Suggested Placement Flow Chart (link).
criteria that will be used)

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.

SDPBC’s core curriculum includes six units of study using McGraw Hill StudySync instructional materials (on the FDOE ELA Adoption list) in addition to ancillary materials/texts that build background and infuse statutory mandates. The core curriculum is framed around different components of Balanced Literacy, Multi-Tiered System of Supports (MTSS), and the Focused Instructional Model (FIM), each of which are supported by strong evidence. Tier 1 – Strong Evidence: supported by one or more well-designed and well-implemented randomized control experimental studies. Tier 1 core curriculum services (time and focus) may differ by school. Core curriculum:

- is aligned to Florida's B.E.S.T. ELA Standards
- addresses reading comprehension, vocabulary, text-based writing, speaking and listening, and language
- consists of print-rich, on grade-level, culturally relevant and high-interest texts
- provides whole group and explicit, systematic, scaffolded differentiated instruction
- allows multiple opportunities for practice and application of standards-based instruction, literacy skills and strategies with meaningful texts/contexts
- incorporates writing in response to reading
- promotes gradual release of information through the sequence of modeled instruction, guided practice, and independent practice
- embeds ongoing formative assessments at varying points of instruction
- uses a variety of progress monitoring tools such as curriculum-based measures
- utilizes Tier 1 interventions and strategies for all students
- includes resources for accommodations and scaffolds (i.e., ESOL, 504, IEP)
- includes resources for students with disabilities (i.e., Access Points Curriculum)
- provides multiple means of engagement, representation, and action/expression (i.e., UDL)

Progress Monitoring

Assessment & Frequency

- F.A.S.T. English Language Arts - administered 3x annually
- SDPBC Secondary English Language Arts Diagnostic -administered annually (Grades 6-10)
- SDPBC Secondary English Language Arts Formative Assessment System: Florida Standard Quizzes and Unit Standard Assessment - each assessment is administered 6 times per year/once per unit of instruction (Grades 6-10)
- Achieve 3000 (English Language Arts - ESOL)

Performance Criteria that indicates Tier 1 is sufficient for at least 80% of students
On or above grade level

Grade Levels: 6-12

Progress Monitoring

75% or above passing rate
On Track (Meets & Exceeds)

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

Below proficiency scores on SDPBC Secondary English Language Arts
2 or more years below grade level
Pattern of students with a passing rate below 75% over time on specific standards.
Not On Track (Approaches & Falls Far Below)
Reading Plus InSight Assessment given to determine reading level

How is the effectiveness of Tier 1 instruction being monitored?

School Improvement Planning and Instructional Reviews by Principals, School Leadership Teams, Regional or Instructional Superintendents, and District Leadership.

SDPBC Classroom Teacher Evaluation System- Focused Instructional Model.

System-wide data-based problem solving by Principals, School Leadership teams, Regional or Instructional Superintendents, and District Leadership teams.

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?

Identifying, promoting, and training school administrators and Reading Leadership Teams in evidence-based instructional practices for all students. Identifying, promoting, and training teacher mentors at school sites. Establishing model classrooms at school sites.

Implementing collaborative problem solving through PS/SBT to develop, implement, and monitor Tier 1 instructional practice/interventions.

Analyzing student data from district formative and statewide summative assessments to identify gaps and supports to sustain effective Tier 1 instructional practices at the school/classroom level.

Promoting systematic planning through Lesson Study Groups and/or Professional Learning Communities to assess effectiveness of Tier 1 instruction/interventions.

Providing professional development that supports the use of an evidence-based problem-solving process with fidelity and assists educators with assessing the effectiveness and fidelity of implementation of Tier 1 instruction/interventions.

Providing instructional coaching for Tier 1 interventions.

Utilizing “decision rules”/student response to instruction/intervention for instructional decision making (i.e., positive, questionable, poor based on rate of student performance).

How is the effectiveness of Tier 1 curriculum being monitored?

School Improvement Planning.

Grade Levels: 6-12

Curriculum review and program evaluation by school and district leadership teams.

System-wide data-based problem-solving by school and district leadership teams.
Data analysis/charts by school and district leadership teams.

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

Training school administrators and Reading Leadership Teams in Tier 1 Core curriculum resources.

Analyzing student data from district formative and statewide summative assessments to identify gaps and supports necessary for sustaining effective Tier 1 Core curriculum.

Promoting systematic planning through Lesson Study Groups and/or Professional Learning Communities to assess effectiveness of Tier 1 curriculum.

Providing professional development that supports the use of an evidence-based problem-solving process with fidelity and assists educators with assessing the effectiveness and fidelity of implementation of Tier 1 curriculum.

Providing instructional coaching for implementation of Tier 1 Core curriculum

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

Providing blended instruction through both synchronous and asynchronous formats
Providing whole group and differentiated reading instruction via Google Classroom and Google Meet
Teacher-student communication (e.g., phone calls, Google Meet, email, etc.)
Foundational content addressed and/or missed during FY21-22 core curriculum
Utilizing educational technology tools that promote student engagement and collaboration

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-5

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

(Enter assessment criteria that will be used)

Kindergarten-

Follow the beginning of school year criteria below for KG, students who have completed the Voluntary Prekindergarten Education Program:

FAST-STAR: Score 10-24%

i-Ready: Scale Score 295-321

Istation Espanol: Scale Score 647-655

Concepts About Print Assessment (Benchmark): 1-3

For all other KG students, beginning of the year instruction will be used to assist the students in acclimating to the school setting and Kindergarten expectations until additional data can be gathered (Sep.-Nov.) to better determine intervention needs.

Grade 1-

i-Ready: Scale Score 347-366

FAST-STAR: Score 10-24%

Istation Espanol: Scale Score 724-746

Benchmark Universe Oral Reading Records: C-D

Grade 2-

i-Ready: Scale Score 390-418

FAST-STAR: Score 10-24%

Istation Espanol: Scale Score 804-829

Benchmark Universe Oral Reading Records: G-I

Grade 3-

i-Ready: Scale Score 419-473

FAST- Cambium (Level 2)

Istation Espanol: Scale Score 858-892

Benchmark Universe Oral Reading Records: reading continuous text at level H-L independent

Grade 4-

i-Ready: Scale Score 474-495

FAST- Cambium (Level 2)

Istation Espanol: Scale Score 1768-1842

Benchmark Universe Oral Reading Records: reading continuous text at level L-O independent

Grade 5-

i-Ready: Scale Score 496-541

FAST- Cambium (Level 2)

Istation Espanol: Scale Score 1807-1891

Benchmark Universe Oral Reading Records: reading continuous text at level P-R independent

*To ensure the appropriate level of support is identified for all students, look across multiple data sources (i.e., diagnostics, formative assessments, teacher observation data) for patterns showing a

Grade Levels: K-5

need for intervention. Do not make final decisions based on one assessment alone.

*Intervention for ELLs, please see the FY23 Elementary ELL Course Code Notes

THEN TIER 1 Instruction and TIER 2 Interventions

Progress Monitoring

Tier 2 Programs/Materials/Strategies & Duration

IStation Espanol Teacher Directed Lessons (K-5)
 (Phonological Awareness, Phonics, Text Processing to include Fluency, Comprehension)
 Soluciones (K-2) (Text Processing to include Fluency, Comprehension)
 S.P.I.R.E Reading (K-5)
 (Phonological Awareness, Phonics)
 HD Word (2-5)
 (Phonics, Phonological Awareness)
 Sounds Sensible (KG)
 (Phonological Awareness, Phonics)
 Voyager Passport (K-5)
 (Phonemic Awareness, Phonics, Vocabulary, Fluency, Comprehension)
 Estrellita (K-1)
 (Phonological Awareness, Phonics)
 Incremental Rehearsal (K-5)
 (Phonics)
 See, Say, Move (K-5)
 (Phonics)
 See, Say, Listen, Match (K-5)
 (Phonics)
 Clap, Sort, Write (K-5)
 (Phonics)
 Stretch a Word, Blend a Word (K-5)
 (Phonemic Awareness)
 Great Leaps (K-5)
 (Text Processing to include Fluency)
 Read Naturally (2-4)
 (Text Processing to include Fluency)
 HELPS Program (2-5)
 (Text Processing to include Fluency)
 Repeated Reading (K-5)
 (Text Processing to include Fluency)
 Echo Reading (K-5)
 (Text Processing to include Fluency)
 Shared Reading (K-5)
 (Text Processing to include Fluency, Comprehension, Vocabulary)
 Guided Reading (K-5)
 (Text Processing to include Fluency, Comprehension, Vocabulary)
 Repeated Reading with Oral/Written Retell (K-5) (Text Processing to include Fluency, Comprehension)
 Ask, Read, Tell (K-5)
 (Comprehension)
 Reciprocal Teaching (3-5)
 (Comprehension)

Grade Levels: K-5

Progress Monitoring

Reading Recovery/DLL (1)
 (Phonics, Phonological Awareness, Text Processing to include Fluency, Comprehension)
 Wilson Just Words (4-5)
 (Phonics)
 Leveled Literacy Intervention (LLI) (K-5)
 (Phonics, Phonological Awareness, Text Processing to include Fluency, Comprehension, Vocabulary)

Assessment & Frequency

Program Embedded Assessments
 Easy CBM
 FastBridge
 Acadience

Performance Criteria to discontinue Tier 2 interventions

A student has a positive response to intervention and is now indicating Tier 1 is sufficient based on individual progress monitoring data and/or Benchmark Oral Reading Records, FAST-STAR (K-2), FAST-Cambium (3-5), and Istation Espanol ISIP (DLL schools only) assessment criteria for that time of year.

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

A student has a positive response to intervention based on individual progress monitoring data and/or performance criteria indicates a continuation of Tier 2 based on Benchmark Oral Reading Records, FAST-STAR (K-2), FAST-Cambium (3-5), and Istation Espanol ISIP Diagnostic (DLL schools only) assessment criteria for that time of year (see chart above).
 **NOTE: If a questionable response to intervention, the team may need to reevaluate the target/deficiency and/or intervention.

Performance Criteria that prompts the addition of Tier 3 interventions

A student has a poor response to intervention based on individual progress monitoring and/or performance criteria indicates a Tier 3 intervention is needed based on individual progress monitoring data and/or Benchmark Oral Reading Records, FAST-STAR (K-2), FAST:Cambium (3-5), and Istation Espanol ISIP Diagnostic (DLL schools only) assessment criteria for that time of year (see chart above).
 **NOTE: If a questionable response to intervention, the team may need to reevaluate the target/deficiency and/or intervention

Number of times per week intervention provided

5 days per week

Number of minutes per intervention session

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: K-5

Walkthroughs by administration

Data chats

Professional development/coaching

Meeting with Problem Solving/School-Based Team to conduct data analysis, evaluate the effectiveness of Tier 2

instruction through small group data comparisons, determine students' response to intervention and modify

intervention plans as needed

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

Voyager Passport (Strong)- Evidence for ESSA

Reading Recovery (Strong)- Evidence for ESSA

Leveled Literacy Intervention (Strong)- Evidence for ESSA

Reading Recovery/DLL (Strong) - Evidence for ESSA

The following strategies/programs for Phonemic Awareness do not meet strong, moderate or promising levels of evidence;

See, Say, Move

Stretch a Word, Blend a Word

See, Say, Listen Match

S.P.I.R.E Reading (K-5)

HD Word (2-5)

IStation Espanol Teacher-Directed Lessons (K-5)

Estrellita (K-1)

However, the following IES Practice Guide Foundational Skills to Support Reading for Understanding In Kindergarten Through 3rd Grade recommendation(s) are embedded through the instruction of these strategies through direct, explicit instruction and consistent progress monitoring:

Recommendation 2: Develop awareness of the segments of sounds in speech and how they link to letters.

The following strategies/programs for Phonics do not meet strong, moderate or promising levels of evidence;

Incremental Rehearsal

See, Say Move

See, Say, Listen Match

Clap, Sort, Write

Sounds Sensible (KG)

S.P.I.R.E Reading (K-5)

Wilson Just Words (4-5)

HD Word (2-5)

IStation Espanol Teacher-Directed Lessons (K-5)

Estrellita (K-1)

However, the following IES Practice Guide Foundational Skills to Support Reading for Understanding In Kindergarten Through 3rd Grade recommendation(s) are embedded through the instruction of these strategies through direct, explicit instruction and consistent progress monitoring:

Recommendation 2: Develop awareness of the segments of sounds in speech and how they link to letters.

Grade Levels: K-5

The following strategies/programs for Text Processing & Fluency do not meet strong, moderate or promising levels of evidence;

Repeated Reading

Echo Reading

Shared Reading

Guided Reading

S.P.I.R.E Reading (K-5)

Great Leaps (K-5)

Read Naturally (2-4)

HELPS Program (2-5)

However, the following IES Practice Guide Foundational Skills to Support Reading for Understanding In Kindergarten Through 3rd Grade recommendation(s) are embedded through the instruction of these strategies through direct, explicit instruction and consistent progress monitoring:

Recommendation 4: Ensure that each student reads connected text every day to support reading accuracy, fluency, and comprehension

The following strategies/programs for Comprehension & Vocabulary do not meet strong, moderate or promising levels of evidence;

Repeated Reading with Oral/Written Retell

Ask, Read, Tell

Reciprocal Teaching

Shared Reading

Guided Reading

IStation Espanol Teacher-Directed Lessons (K-5)

Soluciones (K-2)

However, the following IES Practice Guide Foundational Skills to Support Reading for Understanding In Kindergarten Through 3rd Grade recommendation(s) are embedded through the instruction of these strategies through direct, explicit instruction and consistent progress monitoring:

Recommendation 4: Ensure that each student reads connected text every day to support reading accuracy, fluency, and comprehension

These programs and strategies will be monitored through regular walkthroughs and coaching and support from school and district personnel.

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

Providing blended instruction through both synchronous and asynchronous formats

Providing whole group and differentiated reading instruction via Google Classroom, and Google Meet
Teacher-student communication (e.g., phone calls, Google Meet, email, etc.)

Utilizing educational technology tools that promote student engagement and collaboration

Grade Levels: 6-12

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

(Enter assessment criteria that will be used)

The student scored a Level 1 or 2 on the most recent FSA/District Diagnostic Data.
Administer the Reading Plus InSight Assessment OR use the student's FY22 Diagnostic Predicted FSA ELA Level to determine placement.

THEN TIER 1 Instruction and TIER 2 Interventions

Progress Monitoring

Tier 2 Programs/Materials/Strategies & Duration

- Reading Plus Adaptive Literacy Intervention
(Comprehension, Text Processing Including Fluency)
- Blended Learning/Rotational Model: Teengagement
(Oral Language & Comprehension; Vocabulary & Comprehension)
- S.P.I.R.E Reading
(Phonological Awareness, Phonics, Text Processing Including Fluency)
- Wilson Just Words
(Phonics, Phonological Awareness and Text Processing)
- HD Word
(Phonological Awareness/Phonics, Text Processing)
- Achieve 3000
(Text Processing including Fluency and Comprehension)
- Project C.R.I.S.S
(Comprehension)
- Repeated Reading
(Text Processing/Fluency with Oral Written Retell)
- Reciprocal Teaching
(Comprehension)
- Ask, Read, Tell
(Comprehension)

Assessment & Frequency

- Reading Plus Adaptive Literacy Intervention:
- Reading Plus Insight Assessment - Ongoing progress monitoring administered 3 times per year (beginning, middle, end)
- Bi-weekly Reading Plus average comprehension
- Bi-weekly curriculum-based measures used for Text Processing (including Fluency) (FastBridge, Acadience or easyCBM)
- Blended Learning/Rotational Model: Teengagement:
- SDPBC Secondary English Language Arts Diagnostic - administered annually (Grades 6-10)
- SDPBC Secondary English Language Arts Formative Assessment System: Florida Standards Quizzes and Uniform Standards Assessment -each assessment is administered 6 times per year/ once per unit of instruction (Grades 6-10)
- Biweekly curriculum-based measures (FastBridge, Acadience or easyCBM)
- S.P.I.R.E Reading:
- **Note:** Placement for S.P.I.R.E. includes administering the initial placement test to determine level for implementation. For each level administer a pretest, mid-level test, fluency drills (optional), concept assessments and a postlevel assessment. These assessments are used within the program and not for progress monitoring.
- Weekly curriculum -based measures (FastBridge, Acadience or easyCBM)

Grade Levels: 6-12

Progress Monitoring

Wilson Just Words:
 Biweekly curriculum-based measures (FastBridge, Acadience or easyCBM)
 HD Word:
 Bi-weekly curriculum-based measures (FastBridge, Acadience or easyCBM)
 Achieve 3000:
 Biweekly Based-Curriculum Achieve 3000 Average 1st Attempt
 Project C.R.I.S.S:
 Bi-weekly curriculum-based measures (FastBridge, Acadience or easyCBM)
 Repeated Reading:
 Bi-weekly curriculum-based measures (FastBridge, Acadience or easyCBM)
 Reciprocal Teaching:
 Bi-weekly curriculum -based measures (FastBridge, Acadience or easyCBM)
 Ask, Read, Tell:
 Bi-weekly curriculum -based measures (FastBridge, Acadience or easyCBM)

Performance Criteria to discontinue Tier 2 interventions

Reading Plus InSight Assessment - At or above grade level performance score
 Student has a positive response to intervention and is now indicating Tier 1 is sufficient based on individual progress monitoring data
 Predicted level 3 on SDPBC Secondary English Language Arts Diagnostic
 Above proficiency scores on SDPBC Secondary English Language Arts Formative Assessments:
 Florida Standards Quizzes and Uniform Standards Assessment

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

Reading Plus InSight Assessment -2 years below grade level performance score
 Student has a positive or questionable response to intervention based on individual progress monitoring data
 **NOTE: If questionable response to intervention team may need to reevaluate target/deficiency and/or intervention
 Predicted level 2 on SDPBC Secondary English Language Arts Diagnostic
 Below proficiency scores on SDPBC Secondary English Language Arts Formative Assessments:
 Florida Standards Quizzes and Uniform Standards Assessment

Performance Criteria that prompts the addition of Tier 3 interventions

Reading Plus InSight Assessment - More than 2 years below grade level performance score
 Student has a questionable or poor response to intervention based on individual progress monitoring
 **NOTE: If questionable response to intervention team may need to reevaluate target/deficiency and/or intervention
 Predicted level 1 on SDPBC Secondary English Language Arts Diagnostic
 Below proficiency scores on SDPBC Secondary English Language Arts Formative Assessments:
 Florida Standards Quizzes and Uniform Standards Assessment

Number of times per week intervention provided

5 days per week.

Grade Levels: 6-12

Number of minutes per intervention session

40-50 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?

Walkthroughs by administration

Data chats

Professional development/coaching

Meeting with School Based Team to conduct data analysis, determine students' response to intervention, and modify intervention plans as needed

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

Reading Plus Evidence for ESSA (Strong)

System 44 National Center on Intensive Intervention

Blended Learning/Rotational Model Instructional Scheduling Model Research

The following strategies/programs for Phonological Awareness do not meet strong, moderate, or promising levels of evidence;

S.P.I.R.E. Reading

HD Word

Lively Letters

However, the following IES Practice Guide Improving Adolescent Literacy: Effective Classroom and Intervention Practices recommendation(s) are embedded through the instruction of these strategies through direct, explicit instruction and consistent progress monitoring:

Recommendation 5: Make available intensive and individualized interventions for struggling readers that can be provided by trained specialists.

The following strategies/programs for Phonics do not meet strong, moderate or promising levels of evidence;

S.P.I.R.E. Reading

Lively Letters

HD Word

Wilson Just Words

However, the following IES Practice Guide Improving Adolescent Literacy: Effective Classroom and Intervention Practices recommendation(s) are embedded through the instruction of these strategies through direct, explicit instruction and consistent progress monitoring:

Recommendation 5: Make available intensive and individualized interventions for struggling readers that can be provided by trained specialists.

The following strategies/programs for Text Processing and Fluency do not meet strong, moderate or promising levels of evidence;

S.P.I.R.E. Reading

Achieve 3000

Repeated Reading with Oral/Written Retell

However, the following IES Practice Guide Improving Adolescent Literacy: Effective Classroom and Intervention Practices recommendation(s) are embedded through the instruction of these strategies

Grade Levels: 6-12

through direct, explicit instruction and consistent progress monitoring:

Recommendation 5: Make available intensive and individualized interventions for struggling readers that can be provided by trained specialists.

The following strategies/programs for Comprehension and Vocabulary do not meet strong, moderate or promising levels of evidence;

Achieve 3000

Repeated Reading with Oral/Written Retell

Ask, Read, Tell

Reciprocal Teaching

Project C.R.I.S.S. Strategies

However, the following IES Practice Guide Improving Adolescent Literacy: Effective Classroom and Intervention Practices recommendation(s) are embedded through the instruction of these strategies through direct, explicit instruction and consistent progress monitoring:

Recommendation 1: Provide explicit vocabulary instruction

Recommendation 2: Provide direct and explicit comprehension strategy instruction.

Recommendation 3: Provide opportunities for an extended discussion of text meaning and interpretation.

These programs and strategies will be monitored through regular walkthroughs and coaching and support from school and district personnel.

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

Providing blended instruction through both synchronous and asynchronous formats

Providing whole group and differentiated reading instruction via Google Classroom, and Google Meet Teacher-student communication (e.g., phone calls, Google Meet, email, etc.)

Foundational content addressed and/or missed during FY21 distance learning in FY22 core curriculum

Utilizing educational technology tools that promote student engagement and collaboration

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-5

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

(Enter assessment criteria that will be used)

Kindergarten-

Follow the beginning of school year criteria below for KG students who have completed the Voluntary Prekindergarten Education Program and who are at risk of being identified as having a substantial deficiency in early literacy skills under Section 1008.25(8)(c), F.S.

FAST-STAR: Score Below 10%

i-Ready: Scale Score 100-294

Istation Espanol: Scale Score below 647

Concepts About Print Assessment: 0

For all other KG students, beginning of the year instruction will be used to assist the students in acclimating to the school setting and Kindergarten expectations until additional data can be gathered (Sep.-Nov.) to better determine intervention needs.

Grade 1-

i-Ready: Scale Score 100-346

FAST-STAR: Score Below 10%

Istation Espanol: Scale Score below 724

Benchmark Universe Oral Reading Records: B Independent or below

Grade 2-

i-Ready: Scale Score 100-389

FAST-STAR: Score Below 10%

Istation Espanol: Scale Score below 804

Benchmark Universe Oral Reading Records: F Independent or below

Grade 3-

i-Ready: Scale Score 100-418

FAST-Cambium (Level 1)

Istation Espanol: Scale Score below 858

Benchmark Universe Oral Reading Records: reading continuous text at level G independent or below

Grade 4-

i-Ready: Scale Score 100-473

FAST-Cambium (Level 1)

Istation Espanol: Scale Score below 1768

Benchmark Universe Oral Reading Records: reading continuous text at level K Independent or below

Grade 5-

i-Ready: Scale Score 100-495

FAST-Cambium (Level 1)

Istation Espanol: Scale Score below 1807

Benchmark Universe Oral Reading Records: reading continuous text at level O independent or below

*To ensure the appropriate level of support is identified for all students, look across multiple data sources (i.e., diagnostics, formative assessments, teacher observation data) for patterns showing a

Grade Levels: K-5

need for intervention. Do not make final decisions based on one assessment alone.

*Intervention for ELLs, please see the FY23 Elementary ELL Course Code Notes

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

Progress Monitoring

Tier 3 Programs/Materials/Strategies & Duration

- Wilson Reading System (2-5)
(Phonics, Phonological Awareness, Text Processing including Fluency)
- HD Word (2-5)
(Phonics, Phonological Awareness)
- Sounds Sensible (KG)
(Phonemic Awareness, Phonics)
- IStation Espanol Teacher-Directed Lessons (K-5)
(Phonemic Awareness & Phonological Awareness, Text Fluency, Comprehension)
- Soluciones (K-2)
(Text Processing to include Fluency, Comprehension)
- Incremental Rehearsal (K-5)
(Fluency)
- See, Say, Move (K-5)
(Phonics, Phonological Awareness)
- See, Say, Listen, Match (K-5)
(Phonics, Phonological Awareness)
- Clap, Sort, Write (K-5)
(Phonics)
- Stretch a Word, Blend a Word (K-5)
(Phonemic Awareness)
- Ask, Read, Tell (K-5)
(Comprehension)
- Repeated Reading (K-5)
(Text Processing to include Fluency)
- Echo Reading (K-5)
(Text Processing to include Fluency)
- Shared Reading (K-5)
(Text Processing to include Fluency, Comprehension, Vocabulary)
- Guided Reading (K-5)
(Text Processing to include Fluency, Comprehension, Vocabulary)
- Repeated Reading with Oral/Written Retell (K-5)
(Text Processing to include Fluency, Comprehension)
- Reciprocal Teaching (3-5)
(Comprehension)
- SPIRE (K-5)
(Phonics, Phonological Awareness)
- Leveled Literacy Intervention (LLI) (K-5)
(Phonics, Phonological Awareness, Text Processing to include Fluency, Comprehension)

Assessment & Frequency

- Program Embedded Assessments
- EASY CBM
- Acadience
- FastBridge

Grade Levels: K-5

Progress Monitoring

Performance Criteria to discontinue Tier 3 interventions

A student has a positive response to intervention based on individual progress monitoring data and/or performance criteria indicates a continuation of Tier 2 only based on Benchmark Oral Reading Records, FAST-STAR (K-2), FAST-Cambium (3-5), and Espanol ISIP Diagnostic (DLL schools only) assessment criteria for that time of year.

Performance Criteria indicating continuation of Tier 3 interventions

A student has a positive response to intervention based on individual progress monitoring data and/or performance criteria indicate a continuation of Tier 3 based on Benchmark Oral Reading Records, FAST-STAR (K-2), FAST-Cambium (3-5), and Istation Espanol ISIP Diagnostic (DLL schools only) assessment criteria for that time of year

****NOTE:** If a questionable response to intervention, the team may need to reevaluate the target/ deficiency and/or intervention

Performance Criteria that prompts intensified Tier 3 interventions

A student has a poor response to intervention based on individual progress monitoring data and/or performance criteria indicating a change in Tier 3 interventions is needed based on Benchmark Oral Reading Records, FAST-STAR (K-2), FAST-Cambium (3-5), and Istation Espanol ISIP Diagnostic (DLL schools only) assessment criteria for that time of year

****NOTE:** If a questionable response to intervention, the team may need to reevaluate the target/ deficiency and/or intervention.

Number of times per week intervention provided

5 days per week

Number of minutes per intervention session

Number of min. per intervention as prescribed by program or strategy

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?

Walkthroughs by administration

Data chats

Professional development/coaching

Meeting with Problem Solving/School-Based Team to conduct data analysis, evaluate the effectiveness of Tier 3 instruction through small group data comparisons, determine students' response to intervention, and modify intervention plans as needed

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

Wilson Reading System (Strong)- Evidence for ESSA

Leveled Literacy Intervention (Strong)- Evidence for ESSA

Grade Levels: K-5

The following strategies/programs for Phonemic Awareness do not meet strong, moderate or promising levels of evidence;

See, Say, Move

Stretch a Word, Blend a Word

See, Say, Listen Match

S.P.I.R.E Reading (K-5)

Sound Sensible(K)

HD Word (2-5)

IStation Espanol Teacher-Directed Lessons (K-5)

However, the following IES Practice Guide Foundational Skills to Support Reading for Understanding In Kindergarten Through 3rd Grade recommendation(s) are embedded through the instruction of these strategies through direct, explicit instruction and consistent progress monitoring:

Recommendation 2: Develop awareness of the segments of sounds in speech and how they link to letters.

The following strategies/programs for Phonics do not meet strong, moderate or promising levels of evidence;

Incremental Rehearsal

See, Say Move

See, Say, Listen Match

Clap, Sort, Write

Sounds Sensible (KG)

S.P.I.R.E Reading (K-5)

HD Word (2-5)

IStation Espanol Teacher-Directed Lessons (K-5)

However, the following IES Practice Guide Foundational Skills to Support Reading for Understanding In Kindergarten Through 3rd Grade recommendation(s) are embedded through the instruction of these strategies through direct, explicit instruction and consistent progress monitoring:

Recommendation 2: Develop awareness of the segments of sounds in speech and how they link to letters.

The following strategies/programs for Text Processing & Fluency do not meet strong, moderate or promising levels of evidence;

Repeated Reading

Echo Reading

Shared Reading

Guided Reading

S.P.I.R.E Reading (K-5)

However, the following IES Practice Guide Foundational Skills to Support Reading for Understanding In Kindergarten Through 3rd Grade recommendation(s) are embedded through the instruction of these strategies through direct, explicit instruction and consistent progress monitoring:

Recommendation 4: Ensure that each student reads connected text every day to support reading accuracy, fluency, and comprehension

The following strategies/programs for Comprehension & Vocabulary do not meet strong, moderate or promising levels of evidence;

Repeated Reading with Oral/Written Retell

Ask, Read, Tell

Grade Levels: K-5

Reciprocal Teaching

Shared Reading

Guided Reading

Station Español Teacher-Directed Lessons (K-5)

However, the following IES Practice Guide Foundational Skills to Support Reading for Understanding In Kindergarten Through 3rd Grade recommendation(s) are embedded through the instruction of these strategies through direct, explicit instruction and consistent progress monitoring:

Recommendation 4: Ensure that each student reads connected text every day to support reading accuracy, fluency, and comprehension

These programs and strategies will be monitored through regular walkthroughs and coaching and support from school and district personnel.

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

Providing blended instruction through both synchronous and asynchronous formats

Providing whole group and differentiated reading instruction via Google Classroom, and Google Meet
Teacher-student communication (e.g., phone calls, Google Meet, email, etc.)

Utilizing educational technology tools that promote student engagement and collaboration

Grade Levels: 6-12

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

(Enter assessment criteria that will be used)

The student scored a Level 1 or 2 on the most recent FSA:

Administer the Reading Plus InSight Assessment OR use the student’s FY22 Diagnostic Predicted FSA ELA Level to determine placement.

If the student scored 2 or more years below grade-level on the Reading Plus InSight Assessment OR has an FY22 Diagnostic Predicted FSA ELA Level 1, then administer the HMH Phonics Inventory.

-If the student scored 23 or above on the HMH Phonic Inventory (Developing or Advanced Decoder) , place the student into an Intensive Reading class and a content area class with an appropriately trained teacher.

-If the student scored 0 - 22 on the Phonics HMH Inventory (Pre- or Beginning Decoder), place the student into an Intensive Reading class that includes a phonics-based intervention AND a content area class with an appropriately trained teacher or an additional period of Intensive Reading.

*Scheduling for ELLs, please see the FY23 ELL Course Suggested Placement Flow Chart.

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

Progress Monitoring

Tier 3 Programs/Materials/Strategies & Duration

- Reading Plus Adaptive Literacy Intervention
(Comprehension, Text Processing Including Fluency)
- Blended Learning/Rotational Model: Teengagement
(Oral Language, Phonemic Awareness, Phonics, Fluency, Vocabulary & Comprehension)
- HD Word
(Phonological Awareness/Phonics)
- Wilson Reading System
(Phonics, Phonological Awareness, Text Processing)
- Wilson Just Words
(Phonics, Phonological Awareness and Text Processing)
- Achieve 3000 Teacher Directed Lessons
(Text Processing including Fluency and Comprehension)
- Project C.R.I.S.S
(Comprehension)
- Repeated Reading
(Text Processing/ Fluency with Oral Written Retell)
- Reciprocal Teaching
(Comprehension)
- Ask, Read, Tell
(Comprehension)
- S.P.I.R.E. Reading
(Phonological Awareness, Phonics, Text Processing Including Fluency)
- System 44 Resources for Differentiated Instruction (6-12)
(Phonics, Phonological Awareness, Text Processing)

Assessment & Frequency

Reading Plus Insight Assessment Ongoing progress monitoring administered 3 times per year (beginning, middle, end)

Grade Levels: 6-12

Progress Monitoring

Reading Plus bi-weekly average comprehension for Supplemental
 Bi-weekly curriculum-based measures used for Text Processing (including Fluency) (FastBridge, Acadience or easyCBM)
 SDPBC Secondary English Language Arts Formative Assessment System: Florida Standards Quizzes and Uniform Standards Assessment - each assessment is administered 6 times per year/ once per unit of instruction (Grades 6-10)
 Weekly curriculum-based measures (FastBridge, Acadience or easyCBM)
 **Note: Placement for S.P.I.R.E. includes administering the initial placement test to determine level for implementation. For each level administer a pretest, mid-level test, fluency drills (optional), concept assessments and a postlevel assessment. These assessments are used within the program and not for progress monitoring.

Performance Criteria to discontinue Tier 3 interventions

Reading Plus InSight Assessment - at or above grade level performance score
 Student has a positive response to intervention and is now indicating Tier 2 is sufficient based on individual progress monitoring data
 Predicted level 2 on SDPBC Secondary English Language Arts Diagnostic
 Below proficiency scores on SDPBC Secondary English Language Arts Formative Assessments: Florida Standards Quizzes and Uniform Standards Assessment

Performance Criteria indicating continuation of Tier 3 interventions

Reading Plus InSight Assessment- 2 years below grade level performance score
 Student has a positive or questionable response to intervention based on individual progress monitoring data
 **NOTE: If questionable response to intervention team may need to reevaluate target/deficiency and/or intervention
 Predicted level 1 on SDPBC Secondary English Language Arts Diagnostic
 Below proficiency scores on SDPBC Secondary English Language Arts Formative Assessments: Florida Standards Quizzes and Uniform Standards Assessment

Performance Criteria that prompts intensified Tier 3 interventions

Reading Plus InSight Assessment - More than 2 years below grade level performance score
 Student has a questionable or poor response to intervention based on individual progress monitoring
 **NOTE: If questionable response to intervention team may need to reevaluate target/deficiency and/or intervention
 Predicted level 1 on SDPBC Secondary English Language Arts Diagnostic
 Below proficiency scores on SDPBC Secondary English Language Arts Formative Assessments: Florida Standards Quizzes and Uniform Standards Assessment

Number of times per week intervention provided

5 days per week.

Number of minutes per intervention session

40-50 minutes

Grade Levels: 6-12

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?

Walkthroughs by administration

Data chats

Professional development/coaching

Meeting with School Based Team to conduct data analysis, determine students' response to intervention, and modify intervention plans as needed

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

Reading Plus Evidence for ESSA (Strong)

Wilson Reading System Evidence for ESSA (Strong)

System 44 Resources for Differentiated Instruction National Center on Intensive Intervention

The following strategies/programs for Phonological Awareness do not meet strong, moderate or promising levels of evidence;

S.P.I.R.E. Reading

HD Word

Lively Letters

However, the following IES Practice Guide Improving Adolescent Literacy: Effective Classroom and Intervention Practices recommendation(s) are embedded through the instruction of these strategies through direct, explicit instruction and consistent progress monitoring:

Recommendation 5: Make available intensive and individualized interventions for struggling readers that can be provided by trained specialists.

The following strategies/programs for Phonics do not meet strong, moderate or promising levels of evidence;

S.P.I.R.E. Reading

Lively Letters

HD Word

However, the following IES Practice Guide Improving Adolescent Literacy: Effective Classroom and Intervention Practices recommendation(s) are embedded through the instruction of these strategies through direct, explicit instruction and consistent progress monitoring:

Recommendation 5: Make available intensive and individualized interventions for struggling readers that can be provided by trained specialists.

The following strategies/programs for Text Processing and Fluency do not meet strong, moderate or promising levels of evidence;

S.P.I.R.E. Reading

Repeated Reading with Oral/Written Retell

However, the following IES Practice Guide Improving Adolescent Literacy: Effective Classroom and Intervention Practices recommendation(s) are embedded through the instruction of these strategies through direct, explicit instruction and consistent progress monitoring:

Recommendation 5: Make available intensive and individualized interventions for struggling readers that can be provided by trained specialists.

The following strategies/programs for Comprehension and Vocabulary do not meet strong, moderate or promising levels of evidence;

Repeated Reading with Oral/Written Retell

Grade Levels: 6-12

Ask, Read, Tell

Reciprocal Teaching

Achieve 3000 Teacher Directed Lessons

Project C.R.I.S.S. Strategies

However, the following IES Practice Guide Improving Adolescent Literacy: Effective Classroom and Intervention Practices recommendation(s) are embedded through the instruction of these strategies through direct, explicit instruction and consistent progress monitoring:

Recommendation 1: Provide explicit vocabulary instruction

Recommendation 2: Provide direct and explicit comprehension strategy instruction.

Recommendation 3: Provide opportunities for an extended discussion of text meaning and interpretation.

These programs and strategies will be monitored through regular walkthroughs and coaching and support from school and district personnel.

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

Providing blended instruction through both synchronous and asynchronous formats

Providing whole group and differentiated reading instruction via Google Classroom and Google Meet

Teacher-student communication (e.g., phone calls, Google Meet, email, etc.)

Foundational content addressed and/or missed during FY20 distance learning in FY21 core curriculum

Utilizing educational technology tools that promote student engagement and collaboration

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.

Grades K-2: When identifying students with a substantial deficiency in reading, the district follows this process:

1. Review students' most recent FAST:STAR (K-2), iReady Diagnostic, Istation (Dual Language schools only), or Benchmark Oral Reading Record assessment data;
 - a. If the student falls below grade level expectations, refer to the grade specific Decision Tree Guides, which provides publisher criteria for identifying students with a substantial deficiency
 - b. If the students meet publisher criteria outlined in the grade specific Decision Tree Guides for a substantial reading deficiency, then analyze the information further on the standardized assessment(s) above to determine the area of reading you need to start the intervention (phonological awareness; phonics; vocabulary, including oral language skills; reading fluency; and reading comprehension).
 - c. Provide Intensive (Tier 3) explicit instruction in alignment with (Tier 1) and Supplemental (Tier 2) intervention to meet the needs of students daily. Time allotted is determined by the intervention used.

Grades 3-5: When identifying students with a substantial deficiency in reading, the district follows this process:

2. Review students' most recent FAST-Cambium (3-5), iReady Diagnostic, Istation (Dual Language schools only), or Benchmark Oral Reading Record assessment data
 - a. If the student falls below grade level expectations, refer to the grade specific Decision Tree Guides, which provides publisher criteria for identifying students with a substantial deficiency
 - b. If the students meet publisher criteria outlined in the grade specific Decision Tree Guides for a substantial reading deficiency, then analyze the information further on the standardized assessment(s) above to determine the area of reading you need to start the intervention (phonological awareness; phonics; vocabulary, including oral language skills; reading fluency; and reading comprehension).
 - c. Provide Intensive (Tier 3) explicit instruction in alignment with (Tier 1) and Supplemental (Tier 2)

intervention to meet the needs of students daily. Time allotted is determined by the intervention used.

Grades 6 - 12: When identifying students with a substantial deficiency in reading, the district follows this process:

3. Review Student's Most Recent FSA ELA/District Diagnostic Data

a. If the student scored a 1 or 2, administer the Reading Plus InSight Assessment or use the student's FY22 Diagnostic Predicted FSA ELA Level to determine placement.

b. If the student scored 2 or more years below grade-level on the Reading Plus InSight Assessment, or has an FY22 Diagnostic Predicted FSA ELA Level 1, administer the HMH Phonics Inventory.

- If the student scored 23 or above on the HMH Phonics Inventory (Developing or Advanced Decoder), place the student into an Intensive Reading class and a content area class with an appropriately trained teacher.

- If the student scored 0 - 22 on the HMH Phonics Inventory (Pre- or Beginning Decoder). Place the student into an Intensive Reading class that includes a phonics-based intervention AND a content area class with an appropriately trained teacher or an additional period of Intensive Reading.