Calhoun County School District

2022-23 Reading Plan

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Contact Information, Communication Plan, and Student Achievement Goals

Contact Information - Part A

District Contact Information

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

Contact	Name, Title, Email, Phone
Main District Reading Contact	Taylor, Tracie Curriculum and Instruction Director tracie.taylor@calhounflschools.org 850-674-8734 ext. 232
Assessment	Taylor, Tracie Curriculum and Instruction Director tracie.taylor@calhounflschools.org 850-674-8734 ext. 232
Data Element	Taylor, Tracie Curriculum and Instruction Director tracie.taylor@calhounflschools.org 850-674-8734 ext. 232
Summer Reading Camp	Taylor, Tracie Curriculum and Instruction Director tracie.taylor@calhounflschools.org 850-674-8734 ext. 232
Third Grade Promotion	Taylor, Tracie Curriculum and Instruction Director tracie.taylor@calhounflschools.org 850-674-8734 ext. 232
Multi-Tiered System of Supports (MTSS)	Taylor, Tracie Curriculum and Instruction Director tracie.taylor@calhounflschools.org 850-674-8734 ext. 232
Elementary English Language Arts (ELA)	Alday, Cindy Curriculum Coach cindy.alday@calhounflschools.org 850-674-8734 ext. 238
Elementary English Language Arts (ELA)	Bryant, Paulette Curriculum Coach paulette.bryant@calhounflschools.org 850-674-8734 ext. 240
Secondary ELA	Alday, Cindy Curriculum Coach cindy.alday@calhounflschools.org 850-674-8734 ext. 238
Secondary ELA	Bryant, Paulette Curriculum Coach paulette.bryant@calhounflschools.org 850-674-8734 ext. 240
Reading Endorsement	Alday, Cindy Curriculum Coach cindy.alday@calhounflschools.org 850-674-8734 ext. 238
Reading Endorsement	Bryant, Paulette Curriculum Coach paulette.bryant@calhounflschools.org 850-674-8734 ext. 240
Reading Curriculum	Taylor, Tracie Curriculum and Instruction Director tracie.taylor@calhounflschools.org 850-674-8734 ext. 232

Contact	Name, Title, Email, Phone
Professional Development	Taylor, Tracie Curriculum and Instruction Director tracie.taylor@calhounflschools.org 850-674-8734

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.

Calhoun County Schools will communicate the contents of the K-12 Comprehensive Evidence Based Reading Plan in the following ways:
*Staff meetings with district administrators, principals, and assistant principals during the summer
*Meetings with teachers during the summer as well as preschool planning days
*The K12 Reading Plan will be posted on the district website.
*The K12 Reading Plan will be shared with the CCSB members during a school board meeting.
*The K12 Reading Plan will be shared with School Advisory Councils during the summer as well as in the fall.
*The K12 Reading Plan will be shared/referenced during parent conferences in the fall and throughout the school year.
*The K12 Reading Plan is a working document that will be revisited throughout the school year in district administration meetings, school administration meetings, teacher meetings, and parent conferences to ensure that it is being implemented with fidelity.

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 53%

Previous School Year
Kindergarten - % of Students "Ready" on FLKRS 60%

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

Calhoun County Schools partnered with parents, daycare centers, churches, as well as other agencies to help get information out regarding the importance of "Kindergarten Readiness". Each elementary school in Calhoun County hosted a "SOARing into Kindergarten Night" this spring for the incoming 2022-2023 kindergarten students. Kindergarten teachers along with district staff shared information about what it means to be "Kindergarten Ready". Academics, social emotional skills, self-care skills, and ways to enrich vocabulary through summer experiences were just some of the topics shared during this meeting. Parents were encouraged to enroll incoming kindergarten students into the "SOARing into Kindergarten Acceleration Camp" for the month of June. Certified teachers will be teaching the camp, using research based reading strategies, as a way to ensure that incoming kindergarten students enter kindergarten more prepared and "Ready for Kindergarten". Parents will receive alphabet cards, number cards, as well as ideas and strategies on how to use the alphabet and number cards during the summer. Each "Rising Kindergartner" that attends will receive a book to read along with a bookmark for parents with questioning tips to ask during reading. Teachers will

provide parents information on educational apps and websites that are great tools to use with "Rising Kindergartners" during the summer and throughout the 2022-2023 school year.
Administer STAR Early Literacy to incoming kindergarten students during the first thirty days of school to proivde a closer look at student performance data at the school, teacher, and student level. STAR Early Literacy data will be an additional piece of data used to identify students who might be in need of intensive intervention. Students who have a scale score below 500 on the STAR Early Literacy Assessment will recieve intervention using a program that is explicit, systematic, multi-sensory, and intensive to address the needs of all learners.

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	18	27	37	15	3	16	22	30	24	8
4	22	24	29	22	3	14	24	32	23	7
5	19	21	33	18	8	18	20	26	26	10
6	25	28	20	23	5	15	23	28	24	10
7	31	29	22	14	3	22	16	28	26	8
8	29	20	27	17	7	25	27	22	20	6
9	22	25	22	17	14	12	27	31	20	10
10	22	39	16	15	8	20	21	27	24	8

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%).

Kindergarten district data will increase the percentage of students scoring above 500 from the August STAR Early Literacy Assessment to the January STAR Early Literacy Assessment by 10%.
First and second grade iReady Diagnostic data from APM1 to APM 3 will increase the percentage of students scoring at or above grade level by 5%.

District Budget for Evidence-Based Reading Instruction Allocation

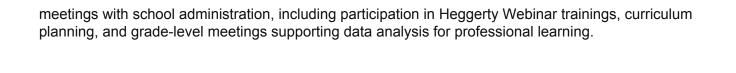| Budget			
1	Estimated proportional share distributed to district charter		$0.00
2	Reading coaches assigned to elementary schools		$0.00
3	Reading coaches assigned to secondary schools		$0.00
4	Intervention teachers assigned to elementary schools		$219,088.00
		FTE	2022-23
		4.5	$219,088.00
5	Intervention teachers assigned to secondary schools		$0.00
6	Supplemental materials or interventions for elementary schools		$0.00

7	Supplemental materials or interventions for secondary schools	$0.00
8	Intensive interventions for elementary students reading below grade level	$0.00
9	Intensive interventions for secondary students reading below grade level	$0.00
10	Professional development	$0.00
11	Helping teachers earn the reading endorsement	$0.00
12	Summer reading camps	$0.00
13	Additional hour for 300 lowest-performing elementary schools	$0.00
14	Early literacy instruction/intervention for VPK completers pursuant to s. 1008.25(8)(c), F.S.	$0.00
	Total:	$219,088.00

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.

Funds will be used to provide explicit, systematic, and multi-sensory interventions for students in kindergarten, first, second, and third grade. Kindergarten, first, second, and third grade instruction will be supported through the implementation of Heggerty in Kindergarten and first grade. Reading Horizons will also be used as a reading supplement in addition to using SAVVAS as the core reading curriculum. Reading endorsed or reading certified teachers will provide students identified as having a reading deficiency Tier 2 and Tier 3 interventions in small groups daily, in order to close achievement gaps. SAVVAS, Reading Horizons, and iReady will be used to provide students with Tier 2 instruction. S.P.I.R.E. will be used to provide intensive interventions to students receiving Tier 3 instruction.
Reading Horizons does not meet strong, moderate or promising levels of evidence for grades K-3; however, the following IES Practice Guide Recommendations support the program: Foundational Skills to Support Reading for Understanding in Kindergarten Through 3rd Grade: Recommendation 1: Teach students academic language skills, including the use of inferential and narrative language, and vocabulary knowledge, Minimal Evidence. Recommendation 2: Develop an awareness of the segments of sounds in speech and how they link to letters, Strong Evidence. Recommendation 3: Teach students to decode words, analyze word parts, and write and recognize words, Strong Evidence. Recommendation 4: Ensure that each student reads connected text every day to support reading accuracy, fluency, and comprehension, Moderate Evidence. The district will support and monitor implementation of this program by regular walkthroughs conducted by district and school-based staff, lesson plans, and grade-level meetings with school administration, including professional development throughout the year from Reading Horizons staff to provide and strengthen professional learning.
Heggerty does not meet strong, moderate, or promising levels of evidence for grades K-1; however, the following IES Practice Guide Recommendations support the program: Foundational Skills to Support Reading for Understanding in Kindergarten Through 3rd Grade: Recommendation 2: Develop awareness of the segments of sounds in speech and how they link to letters, Strong Evidence. Recommendation 3: Teach students to decode words, analyze word parts, and write and recognize words, Strong Evidence. IES Practice Guide Assisting Students Struggling with Reading: Response to Intervention (RtI) and Multi-Tier Interventions in the Primary Grades: Recommendation 3: Provide intensive, systematic instruction on up to three foundational reading skills in small groups to students who score below the benchmark score on universal screening, Strong Evidence. The district will support and monitor implementation of this program by regular walkthroughs conducted by district and school-based staff, lesson plans, and grade-level

meetings with school administration, including participation in Heggerty Webinar trainings, curriculum planning, and grade-level meetings supporting data analysis for professional learning.

School Literacy Leadership Teams

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

The School Literacy Leadership Team requirement is communicated to principals during district staff meetings. Principals are members of the School Literacy Leadership Team and are responsible for ensuring that the SLLT meets regularly and documents minutes of each meeting.

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

Principals at each school share the School Literacy Leadership Team rosters with Tracie Taylor, Curriculum and Instruction Director.

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

Tracie Taylor, Curriculum and Instruction Director, ensures compliance of each School Level Literacy Leadership Team.

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 Calhoun County School District Professional Development Plan includes training for ELA teachers in the areas of phonemic awareness, phonics, and word study. The training will address all reading standards related to the lower strands of Scarborough's Reading Rope: phonemic awareness, phonics, sight word reading as well as how to include decodable text as a way to help students increase their fluency and automaticity. The training will focus on how to implement instruction using explicit, systematic, and multi-sensory strategies that will aid in a sequential approach to teaching reading. Professional development will be provided prior to the start of the 2022-2023 school year.

PAEC will provide opportunities for teachers to take Reading Endorsement courses throughout the summer and during the 2022-2023 school year.

Just Read Florida Coaches will provide professional development training for 6th-12th grade teachers during preschool.

The Just Read Florida Coach, assigned to our district, will also provide professional development throughout the school year as needed.

Progress monitoring data will be reviewed a minimum of 3 times throughout the year. Teachers will receive additional professional development if needed as a result of low to no growth on progress monitoring data. Curriculum Coaches will utilize a "coteaching model" to go into classrooms and assist teachers whose student data reflects little to no growth. Strategies will be suggested for implementation and monitored throughout the rest of the school year

Mentor Teachers and Model Classrooms will be chosen by school principals and utilized to allow teachers to observe during the 2022-2023 school year. Teachers in need of additional training will be able to go and observe Mentor Teachers. Mentor Teachers will provide guidance on the identified area/areas of concern based on data identified as needing improvement for the observing teacher. Additional time for professional development will be provided by Mentor Teachers or Curriculum Coaches during the day via common planning time or after school.

Teachers will be able to participate in professional development activities weekly during planning or after school.

Kindergarten, first, second, third, fourth, and fifth grade, district meetings will be held at least two times a year with the option of additional meetings if necessary.

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.

The Curriculum and Instruction Director will be responsible for monitoring professional development requirements and ensuring compliance. Communication regarding professional development will also be relayed to principals via staff meetings as well as regular emails. Monthly staff meetings will be held throughout the year to support principals with fulfilling the professional development plan.

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

The Curriculum and Instruction Director will be responsible for supporting and monitoring the professional development requirements and ensuring compliance.

Charter Schools
Charter schools must utilize their proportionate share of the evidence-based reading allocation in accordance with Sections 1002.33(7)(a)2. a. and 1008.25(3)(a), F.S. All intensive reading interventions specified by the charter must be delivered by a teacher who is certified or endorsed in reading.

Does the district ensure charter schools will utilize their proportionate share of the evidence-based reading allocation in accordance with Sections 1002.33(7)(a)2.a. and 1008.25(3)(a), F.S.?

NA

Literacy Coaches

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

Coaches must possess the following:

- bachelor's degree and reading endorsement or reading certification;

- highly effective rating on most recent available evaluation that contains student achievement data;

- experience as successful classroom teachers;

- knowledge of evidence-based reading research;

- special expertise in quality reading instruction and infusing reading strategies into instruction;

- data management skills;

- strong knowledge base in working with adult learners;

- excellent communication skills; and

- outstanding presentation, interpersonal, and time-management skills.

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

The Calhoun County School District does not have Reading/Literacy Coaches at the school level that are funded from the reading allocation budget.
District Curriculum Coaches will be utilized to provide reading support to elementary schools with the greatest need based on student performance.

Upload rubric, if applicable
The following documents were submitted as evidence for this section:

No files were uploaded

Literacy Coaches - Part B

Requirements of the Just Read, Florida! Coaching Model

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

  - administration and analysis of instructional assessments; and

  - providing differentiated instruction and intensive intervention.

- Model effective instructional strategies for teachers.

- Facilitate study groups.

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

- Coach and mentor teachers daily.

- Provide daily support to classroom teachers.

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

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

- Participate in reading leadership teams.

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

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

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

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

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

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

No

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

No files were uploaded

If yes, please complete the next section:

How are these requirements being communicated to principals?

The Calhoun County Coaching Model is reviewed and discussed each summer with principals during staff meetings.

How is the district supporting coaches with prioritizing high impact activities, such as conducting data analysis with teachers to establish goals and create action plans, coaching, and providing professional development based on need?

Curriculum Coaches provide intense professional development to teachers based on need according to progress monitoring data, walkthrough data, and/or request from administration or teachers. Curriculum Coaches initially meet with teachers and establish a plan prior to going into classrooms to provide intense professional development. The "co-teaching model" is implemented beginning with Curriculum Coaches spending multiple days at a time in the teacher's classroom observing. Curriculum Coaches then provide professional development based on observations and student data. Curriculum Coaches then provide detailed next steps for the teacher/teachers following the implementation of the professional development. Curriculum Coaches will continue to conduct walkthroughs periodically to ensure that implementation of the professional development is being implemented with fidelity and teachers are seeing some success.

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

The Curriculum and Instruction Director will support and monitor coaching time and assignments.

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

Data is reviewed after each progress monitoring assessment at the district level. Coaching time and tasks as well as school progress is reviewed to identify strengths and weaknesses as well as to identify where additional support is needed based on the results of progress monitoring data.

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

The 4-step problem solving process described below is utilized to problem solve and make informed decisions regarding coaching time and tasks based on data. District administrators, school administrators, and coaches work together to problem solve using the 4-step process below to find ways to better support students.
Step 1: Define the goal to be attained
Step 2: Identify possible reasons why the desired goal in not being attained
Step 3: Develop and implement a well supported plan involving evidence-based strategies to attain the desired goal
Step 4: Evaluate the effectiveness of the plan in relation to stated goals

District-Level Monitoring of Plan Implementation

District-Level Monitoring - Part A

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

- Provide an explanation of the data that will be collected, how it will be collected, and the frequency of review must be provided. Districts must also explain how concerns are communicated if it is determined that the District K-12 Comprehensive Evidence-Based Reading Plan is not being implemented in a systematic and explicit manner, based on data to meet the needs of students;

- Ensure all instruction in reading is systematic and explicit, based on data, and uses an evidence-based sequence of reading instruction and strategies to meet the needs of students at the school level and determining appropriate instructional adjustments;

- Ensure that data from formative assessments are used to guide differentiation of reading instruction;

- Ensure incorporation of reading and literacy instruction by all content area teachers into subject areas to extend and build discussions of text in order to deepen understanding; and

- Evaluate District K-12 Comprehensive Evidence-Based Reading Plan implementation and impact on student achievement.

Assessments

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

- the full name of the assessment;

- the grade level(s) the assessment is administered, and, where applicable, criteria for identifying students who will be assessed; and

- the components of reading (oral language, phonological awareness, phonics, fluency, vocabulary, comprehension) or the standards strand (reading, communication) that will be assessed, the type of assessment, and how often the data will be collected and analyzed to support instruction.

Name of the Assessment	To whom is the assessment administered?	Assessment type	What component of the reading/ strand of standard is being assessed?	How often is the data being collected?
FAST - STAR	PreK, K, 1st, and 2nd	Screener, Progress Monitoring, Diagnostic	Phonological Awareness, Phonics, Fluency, Vocabulary, Comprehension	Quarterly
i-Ready	K-8th Grade	Progress Monitoring, Diagnostic	Phonological Awareness, Phonics, Fluency, Vocabulary, Comprehension	3 x A Year
DIBELS	K-5th Grade	Progress Monitoring	Phonological Awareness, Phonics, Fluency	Quarterly
i-Ready	K-5th Grade	Progress Monitoring	Phonological Awareness, Phonics, Fluency	3 x A Year
FAST - Cambium	3rd - 10th grade students	Progress Monitoring, Summative	Phonological Awareness, Phonics, Fluency, Vocabulary, Comprehension	3 x A Year
STAR Early Literacy	All incoming Kindergarten students	Screener, Formative Assessment	Oral Language	Quarterly
Sound Sensible	Kindergarten Tier 3 students	Progress Monitoring	Oral Language, Phonological Awareness, Phonics	Weekly
SPIRE	First - Fifth Grade Tier 3 students	Progress Monitoring	Oral Language, Phonics, Fluency, Vocabulary, Comprehension	Weekly
iLit - 45	Grade 6-8 students receiving Tier 3 Instruction	Progress Monitoring, Diagnostic	Oral Language, Fluency, Vocabulary, Comprehension	Weekly
SAVVAS	Grades 9-12 TIER 3 students	Progress Monitoring, Formative Assessment	Fluency, 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?

Curriculum and Instruction Director, ESE Director

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

Curriculum used by the Calhoun County School District is state approved and research based. SAVVAS is grounded in the science of reading and comprehensively covers, through explicit and systematic instruction, each of the evidence-based skills that students need to read effectively: phonemic awareness, phonics, vocabulary, fluency, and comprehension. Training has been provided on the B.E.S.T. ELA Standards and the SAVVAS platform. The weekly walkthrough tool will be utilized by Curriculum Coaches, School Administrators, and District Administrators to ensure that all instruction in foundational reading skills is systematic and explicit and all reading instruction is implemented using evidenced based reading strategies. Master schedules allow time for ELA instructional blocks to be 90-120 minutes with a separate intervention time at all elementary schools. iLit45, by SAVVAS, is the core resource used in the Intensive Language Arts courses at the middle school level. Professional

development/coaching has been provided and will continue during the 2022-2023 school year to iLit45 teachers that include feedback and modeling on an as needed basis.

Elementary, middle, and high school principals along with District Administration, Curriculum Coaches, and the Just Read Florida Coach will ensure that instruction is effectively being implemented through walk throughs, collaborative meetings, data chats, and lesson plans. Support will be provided to teachers when deemed necessary by progress monitoring data, walk through data, school-based requests, and/or state requirements.

Teachers will continue to use the processes described below for ensuring ELA instruction includes foundational reading skills are being taught using evidence based materials in conjunction with systematic and explicit instruction.

Systematic:
Teachers use the ELA B.E.S.T. Standards to guide instruction. Curriculum maps are developed by grade level teams using the ELA CORE Curriculum.

Explicit:
Teachers use the characteristics of explicit instruction listed below to provide instruction.

Characteristics of explicit instruction:

Instruction is focused on critical content.
Skills follow a logical sequence. Curriculum follows a scope and sequence that is sequential and cumulative.
The teacher:
breaks down skills and strategies into smaller instructional units.
designs organized and focused lessons.
begins the lesson with a clear statement of the goal of the lesson.
provides interactive review of prior skills and knowledge before beginning instruction.
provides a step by step demonstration of the skill. Teacher modeling is critical to student success and mastery.
uses clear and concise language.
provides an adequate range of examples and non-examples.
provides guided and supported practice that is sufficient for student mastery.
requires frequent responses to ensure students are following.
monitors student performance closely.
teacher provides immediate affirmative and corrective feedback.
delivers the lesson at a brisk pace.
helps students organize knowledge.
provides practice based on data that is collected and analyzed to guide instructional planning.

Evidence-based:

Evidence-based practices are essential to reading achievement, because they have demonstrated a significant level of effectiveness that translates well in a classroom setting. Teachers often encounter instructional practices and instructional materials that are widely used (i.e., Teacher Pay Teacher) but lack the research and level of effectiveness to define them as evidence-based.

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

Formative assessments are planned, ongoing processes that educators use to understand and improve student learning outcomes and support students in becoming self-directed learners. Teachers are expected to use formative assessments to identify critical information about what students understand and what they don't. Administrators will monitor lesson plans to ensure that formative assessments are being used in the classroom in addition to summative assessments.

District administrators, school administrators, and the school's MTSS team will have regularly scheduled data chats with teachers to discuss ELA instruction, formative and summative assessments, and review progress monitoring data for each student.

Meeting agendas that include a "Next Steps" section will serve as a document to ensure that formative assessments are being utilized and discussed to identify strengths and weaknesses in students as a way of planning for classroom instruction.

Teachers will use some of the examples of formative assessments listed below during the 2022-2023 school year.

Summaries/Reflections - Students stop and reflect, make sense of what they have heard or read, derive personal meaning from their learning experiences, and/or increase their metacognitive skills. These require that students use content-specific language.

Lists, Charts, and Graphic Organizers - Students will organize information, make connections, and note relationships through the use of various graphic organizers.

Visual Representations of Information - Students will use both words and pictures to make connections and increase memory, facilitating retrieval of information later on. This "dual coding" helps teachers address classroom diversity, preferences in learning style, and different ways of "knowing."

Collaborative Activities - Students have the opportunity to move and/or communicate with others as they develop and demonstrate their understanding of concepts.
•Exit Cards
•Observations
•Discussions
•Projects
•Self-assessments
•Think–pair–share activities

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

School Level Literacy Teams will discuss ways to incorporate literacy instruction within all content areas. School Level Literacy Teams will include content area teachers as much as possible. The ultimate goal of literacy instruction is to build a student's comprehension, writing skills, and overall skills in communication. The School Literacy Leadership Team will provide ways to implement literacy instruction in all subject areas to teachers.

Content Areas
Students need instructional guidance on how to read critically, understand the material and implement what they have learned. All teachers can provide the necessary framework using concepts such as previewing text, reading with a purpose, predicting and making connections as well as the use of graphic organizers.

Professional development will be provided to those that need a better understanding of how to incorporate literacy instruction into all content areas.

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

If it is determined through classroom walk throughs and review of student/school data that the plan is not meeting the needs of students the first step is consultation with school leadership and teachers. During this face to face consultation we would problem solve to determine areas of concern and determine strategies for improvement. Differentiated support is provided to specific schools and teachers based on identified need.

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.

Several strengths that have been implemented as a result of the K12 Reading plan were: active School Based Literacy Leadership Teams, implementing fluency checks and providing feedback as well as next steps to teachers after each assessment. District wide grade alike meetings for K-2nd grade teachers throughout the school year to discuss strengths and weaknesses of the reading series. Teachers were allowed time to collaborate and share ideas during these meetings.
Several weaknesses that need to be addressed during the 2022-2023 school year are: providing additional professional development in phonemic awareness, phonics, as well as an overview of the Science of Reading.
Model Classrooms also need to be established and implemented in 2022-2023. Expand the grade alike meetings to 3rd, 4th, 5th, and 6th grade teachers for the 2022-2023 school year.

School-Level Monitoring of Plan Implementation

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

What process is in place to ensure effective implementation?

The Director of Curriculum and Instruction and the School Level Administration Team meet quarterly to discuss data and instructional implementation. Next steps/plans are reviewed or created based on areas identified as a need for improvement. Dates are set to revisit next steps/plans that have been implemented to ensure that the area in need of support is being addressed. Intensive coaching support as well as ongoing professional development is provided if needed.

The process listed below is utilized by the district in addition to the process listed above to ensure effective implementation of the K-12 Reading Plan.

The principal utilizes the School Based Literacy Leadership Team in conjunction with teacher leaders for the purpose of helping to ensure the fidelity of the implementation of the K-12 Reading Plan. This is accomplished through quarterly leadership team meetings. The following elements are reviewed during these meetings.
*Review of student and teacher schedules
*Review of weekly walk-through data to determine fidelity of implementation of reading curriculum and intensive supports.
*Reveiw of Tier 1 lesson plans as well as Tier 2 and Tier 3 lesson plans
*Review of progress monitoring data to ensure assessments are completed during the window and to determine tiered instructional needs of individual students.
*Review of any other relevant information
*The Principal and the School Based Literacy Leadership Team are responsible for problem-solving areas of the reading plan that are not effectively being implemented.
Next steps/plan are noted in the minutes of the School Based Literacy Leadership Team meeting and a date is set to revisit the plan to ensure that any area in need of support is being addressed.

Who at the district level supports effective implementation?

The district leadership team that supports effective implementation of the K12 Reading Plan includes: the Assistant Superintendent, the Curriculum and Instruction Director, Curriculum Coaches, and the ESE Director.

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

District and school leadership teams use progress monitoring data, walk-through data, lesson plans, oral reading fluency data, and collaborative conversations to determine effective implementation as well as identify any areas in need of improvement.

Weekly reading walkthroughs by administrators - Part B

What process is in place to ensure effective implementation?

A district created data collection tool using Google Docs will be used for Weekly Reading Walkthroughs. This data will be shared among School Administrators, Curriculum Coaches, and District Administrators

to ensure that the K12 Reading Plan is being implemented with fidelity. The data collection tool will also meet additional needs in terms of being able to pinpoint strengths and weaknesses in classrooms. School administrators will develop a schedule at the beginning of the school year to ensure classroom walkthroughs are getting done weekly in all reading classes. As administrators complete walkthroughs they will document lessons,
instructional delivery methods (whole group, small group, one on one etc.) as well as use of materials, resources, assessments, instructional strategies, interventions, etc. Data will be analyzed after each FAST assessment and iReady Diagnostic Assessment to determine if students are making growth. Principals will meet with teachers to identify and discuss student growth as well as identify any weaknesses. Professional development will be provided for those that might need extra support.

Who at the district level supports effective implementation?

The district leadership team that includes the Assistant Superintendent, Curriculum and Instruction Director, and ESE Director will support the implementation of the K-12 Reading Plan.

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

The process that will be in place to identify any areas that are in need of improvement for effective implementation will be classroom walk-through data, student data, lesson plans, and collaborative chats with teachers. The K-12 District Reading Plan, district assessment calendar, and ELA curriculum maps will also be used as a guide for effective implementation as well as identify areas in need of improvement. Principals will meet regularly to discuss areas of strength as well as areas that need to be improved based on student data, lesson plans, or classroom walk-through data. District and school leadership teams collaborate quarterly to determine effective implementation as well as identify areas in need of improvement. Professional development as well as Intensive Coaching support will be provided for those that might need extra support or guidance.

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

What process is in place to ensure effective implementation?

District level administrators and school level administrators will meet after each progress monitoring assessment to analyze individual student data, classroom data, and school-wide data. Next steps will be determined and put in place in order for students to continue to show growth throughout the school year. Tier 2 and Tier 3 placement will be reviewed at each meeting.

Who at the district level supports effective implementation?

The district leadership team that includes the Assistant Superintendent, Curriculum and Instruction Director, Curriculum Coaches, and ESE Director will support the implementation of the K-12 Reading Plan.

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

To identify areas in need of improvement for effective implementation, principals work with district administrators to analyze iReady progress monitoring data, FAST progress monitoring data, input from collaborative common planning chats with teachers, district team data chats, and walk-through data to identify an area/areas in need of improvement.

District and school leadership teams utilize all forms of data to ensure that the interventions and supports are adequately meeting the needs of students.

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.

Summer Reading Camp will be provided to incoming Kindergarten students, retained Kindergarten students, and third grade students in need of remediation. Every effort will be made to attain teachers that are highly effective and Reading Endorsed. *All Summer Reading Camp teachers were Reading Endorsed.
Teachers will utilize the instructional materials listed below:
*S.P.I.R.E
*iReady/iReady Toolkit
*FCRR activities
*QuickReads
*SRA materials
*Great Leaps

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.

Summer Reading Camp will be provided to retained Kindergarten students to build foundational skills. Students will be provided explicit and systematic instruction in phonological awareness, phonemic awareness, and phonics through FCRR activities and Heggerty. Multi-sensory activities will also be included. FCRR activities are based on the science of reading and both programs use evidence-based instructional practices. Heggerty does not meet strong, moderate, or promising levels of evidence for grades K-1; however, the following IES Practice Guide Recommendations support the program: Foundational Skills to Support Reading for Understanding in Kindergarten Through 3rd Grade: Recommendation 2: Develop awareness of the segments of sounds in speech and how they link to letters, Strong Evidence. Recommendation 3: Teach students to decode words, analyze word parts, and write and recognize words, Strong Evidence. IES Practice Guide Assisting Students Struggling with

Reading: Response to Intervention (RtI) and Multi-Tier Interventions in the Primary Grades: Recommendation 3: Provide intensive, systematic instruction on up to three foundational reading skills in small groups to students who score below the benchmark score on universal screening, Strong Evidence. The district will support and monitor implementation of this program by regular walkthroughs conducted by district and school-based staff, lesson plans, and grade-level meetings with school administration, including participation in Heggerty Webinar trainings, curriculum planning, and grade-level meetings supporting data analysis for professional learning. Read-alouds were also used as an instructional tool with the Kindergarten students. The following evidence-based practices are to be implemented through read-alouds, based on the IES Practice Guide "Improving Reading Comprehension in Kindergarten Through 3rd Grade ": teach students how to use reading comprehension strategies, Strong Evidence; guide students through focused, high-quality discussion on the meaning of text, Minimal Evidence; Select texts purposefully to support comprehension development, Minimal Evidence; establish an engaging and motivating context in which to teach reading comprehension, Moderate Evidence.

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

Number of Students Attending Summer Reading Camp

Third grade students who score Level 1 and at risk of retention (1008.25(7)(a)2., F.S.)
13

Students who demonstrate a reading deficiency in grades K-2

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.)
92%

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

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

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

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

Pre-K through 5th teachers will invite parents to attend parent conferences after progress monitoring assessments have been completed in August. Progress monitoring data strengths and weaknesses will be shared with parents. Parents of students that are identified as having a substantial deficiency in reading, according to data points described in the K12 Reading Plan or 2022 FSA data, are notified of the student's deficiency during the conference and will recieve an individualized progress monitoring plan/intervention plan that will be implemented at school as well as at home. All students identified as having a reading deficiency will either receive Tier 2 or Tier 3 instruction. Tier 2 instruction will be provided by the classroom teacher and Tier 3 instruction will be provided by a reading certified or reading endorsed resource teacher outside of the classroom. Classroom teachers will provide parents with a copy of the Read-At-Home plan as well as strategies or tasks that can be practiced at home in order to help close the gap in reading. Teachers will also share with parents how to sign up for the New Worlds Reading Initiative if his or her child has been identified as having a substantial deficiency in reading. The relationship between home and school is critical to the child's success in school.

All students in PreK through 2nd grade will receive 2 free books during the 2022-2023 school year. Questioning tips will be sent home with each book.

The Renaissance Accelerated Reading Program is used at all schools in Calhoun County to promote and encourage independent reading at home in the child's zone of proximal development level. Computer based Accelerated Reader quizzes are administered at school to ensure reading comprehension is monitored and mastered. Teachers encourage parents at the beginning of school to be an integral part of the AR program throughout the school year by checking the Renaissance Home Connect site to monitor his/her child's progress. The Renaissance Home Connect site provides real time access to his or her child's account. Information regarding the Renaissance Accelerated Reading Program is communicated during parent conferences, weekly newsletters, and through ParentSquare. Parents of Kindergarten through fifth grade students are given a copy of his or her child's current reading level during the initial parent conference. Teachers send Accelerated Reader books home with students in order for them to practice reading at home with reading materials that are on his or her reading level.

Who at the district is responsible for monitoring this requirement?

The Curriculum and Instruction Director is responsible for making sure that schools notify parents if they have a child that has been identified as having a reading deficiency and is in need of a read-at-home plan.

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 district supports whole group reading instruction by providing teachers with research based materials that have been approved by the state. Teachers on the 2021-2022 ELA textbook adoption committee chose SAVVAS K-12 to use as the core reading program. Heggerty will be implemented during the 2022-2023 school year as a supplement in kindergarten and first grade. Reading Horizons will be implemented during the 2022-2023 school year as a phonics/phonemic awareness supplement in kindergarten through third grade. District administration and school administration collaborate during the summer to ensure schedules provide a daily, uninterrupted block of time for reading instruction. Curriculum maps are revised during the summer to ensure that all standards have been covered. Implementation is monitored by analyzing the following: classroom walk-through data gathered while observing whole group instruction, lesson plans, schedules, student data, and curriculum maps. The district provides Curriculum Coaches to mentor and coteach with teachers identified as having difficulty with the implementation of evidence-based reading instruction. Reading Horizons does not meet strong, moderate or promising levels of evidence for grades K-3; however, the following IES Practice Guide Recommendations support the program: Foundational Skills to Support Reading for Understanding in Kindergarten Through 3rd Grade: Recommendation 1: Teach students academic language skills, including the use of inferential and narrative language, and vocabulary knowledge, Minimal Evidence. Recommendation 2: Develop an awareness of the segments of sounds in speech and how they link to letters, Strong Evidence. Recommendation 3: Teach students to decode words, analyze word parts, and write and recognize words, Strong Evidence. Recommendation 4: Ensure that each student reads connected text every day to support reading accuracy, fluency, and comprehension, Moderate Evidence. The district will support and monitor implementation of this program by regular walkthroughs conducted by district and school-based staff, lesson plans, and grade-level meetings with school administration, including professional development throughout the year from Reading Horizons staff to provide and strengthen professional learning.
Heggerty does not meet strong, moderate, or promising levels of evidence for grades K-1; however, the following IES Practice Guide Recommendations support the program: Foundational Skills to Support Reading for Understanding in Kindergarten Through 3rd Grade: Recommendation 2: Develop awareness of the segments of sounds in speech and how they link to letters, Strong Evidence. Recommendation 3: Teach students to decode words, analyze word parts, and write and recognize words, Strong Evidence. IES Practice Guide Assisting Students Struggling with Reading: Response to Intervention (RtI) and Multi-Tier Interventions in the Primary Grades: Recommendation 3: Provide intensive, systematic instruction on up to three foundational reading skills in small groups to students who score below the benchmark score on universal screening, Strong Evidence. The district will support and monitor implementation of this program by regular walkthroughs conducted by district and school-based staff, lesson plans, and grade-level meetings with school administration, including participation in Heggerty Webinar trainings, curriculum planning, and grade-level meetings supporting data analysis for professional learning.

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

Curriculum and Instruction Director and the ESE Director

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

How does the district support and monitor implementation?

The district will support this initiative by hosting meetings during the summer or preschool that allow teachers to update curriculum maps that integrate social studies, science, and the arts into the ELA curriculum in order to maximize instructional time. Social Studies and science content area teachers will incorporate ELA strategies through the use of primary source documents, textbooks, articles, novels, and artifacts. As a result of intentional planning teachers will be able to better support students' acquisition of the content in social studies, science and the arts using ELA strategies: activating, inferring, monitoring, clarifying, questioning, searching, selecting, summarizing, visualizing, and organizing information.

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

Curriculum and Instruction Director and the ESE Director

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

How does the district support and monitor implementation?

The district will communicate expectations regarding the need to provide small group instruction to meet individual student needs in staff meetings. Principals will review teacher schedules to ensure that there is adequate time in the schedule for small group instruction. Small group lesson plans, progress monitoring data, and classroom walk-through data will be analyzed to determine the effectiveness, of the implementation, of small group instruction. Curriculum Coaches will be utilized to provide professional development on how to Implement small group instruction to teachers whose classrooms have been identified as needing additional assistance on how to successfully plan and implement small group instruction. Curriculum Coaches will train teachers to how to plan detailed, small group lessons as well as how to choose highly structured activities to use during small group rotations. Classroom walk-throughs will be used to monitor implementation and fidelity of small group instruction.

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

Curriculum and Instruction Director and the ESE Director

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

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

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

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

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

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

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

The district will align the K-12 reading instruction with Florida's revised formula for success by aligning the elements of reading within the District MTSS Handbook, School Improvement Plans and the K-12 District Reading Plan. Each of these documents will use the same language to emphasize the goal - increasing student achievement by closing achievement gaps. District Leadership Team members will ensure the
six components of reading are addressed through the core state adopted reading curriculum for each grade level. The four types of assessment are currently in place. Screeners, progress monitoring, formative, and summative assessments will be scheduled and administered through out the school year at a minimum of three times a year. The assessments will be used to guide instruction.
Tier 1 instruction will be provided to all students by the classroom teacher. Tier 2 instruction will be provided to students identified as having a reading deficiency either by the Tier 2 requirements in the K12 Reading Plan or iReady data, or 2022 FSA results. Tier 3 instruction will be provided by a resource teacher that is Reading Endorsed for students identified as having a substantial reading deficiency according to the K12 Reading Plan or 2022 FSA assessment data, or iReady results.
The District MTSS/Response to Intervention Handbook will outline the processes and requirements of a systemic approach to MTSS/Response to Intervention. It will provide the foundational principles and information to assure a comprehensive and effective approach to student learning.

How does the district support and monitor implementation?

The district will support and monitor the implementation of the K12 Reading instruction with Florida's revised formula for success in addition to implementing the ELA B.E.ST. Standards K-12th grade. The district will support and monitor implementation by providing the following: progress monitoring assessments, access to the core reading program and supplemental materials, assistance with planning and scheduling, curriculum maps, and professional development as needed. Lesson plans and walk-throughs will be used to monitor the implementation of the K12 Reading Plan.

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

Curriculum and Instruction Director, ESE Director

Assessment/Curriculum Decision Trees - Part C

Requirements

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

The Decision Trees must contain the following information:

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

- Target audience (grade level);

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

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

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

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

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

Tier 1
Core Instruction:

- *is standards-aligned;*

- *builds background and content knowledge;*

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

- *incorporates writing in response to reading;*

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

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

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

Grade Levels: Kindergarten

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

(Enter assessment criteria that will be used)

• FAST 500 or greater
• iReady overall scale score 362 or above
• Letter Name Identification: identifies at least 25 upper/lower case letter names fluently
• Scores 500 or more on the STAR Early Literacy Assessment

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THEN TIER 1 Only

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

Calhoun County students in grades K-5 will receive reading instruction from myView Literacy by Savvas. Savvas is on the Florida State Adoption List. It is a comprehensive core curriculum and meets Essa's "Demonstrates a Rationale" evidence criteria.

Progress Monitoring

Assessment & Frequency

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

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

How is the effectiveness of Tier 1 instruction being monitored?

Assessment data is analyzed to ensure students' success and determine next steps. Tier 1 instruction is being monitored in the following ways:
• Weekly administrative walkthroughs
• Analysis of iReady diagnostic data three times per year
• Analysis of FAST progress monitoring data three times per year
• Monthly monitoring of iReady lessons passed and time on task
• District Walkthroughs
• Analysis of Letter Naming assessment data
• STAR Early Literacy data

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

Administrators use walkthrough data, progress monitoring data, and individual daily student performance data to identify strengths and weaknesses in classroom instruction. The following steps are taken to identify and solve instructional issues:
• Targeted feedback to teachers based on administrative walkthroughs/observations
• School-based Literacy Teams monitor, analyze, and problem solve school, grade level, and classroom Tier
1 data.
• District level leadership monitors, analyzes, and problem solves based on district and individual school

Grade Levels: Kindergarten

data trends, walkthroughs, and feedback. Use data to implement change and then monitor changes to ensure success.
• Curriculum Coaches cycle based on data, trends, and teacher needs.

The procedures for distance learning students will vary based on grade level expectations. Teachers will utilize Google classroom, Zoom, and online textbooks to make assignments and provide instruction.

How is the effectiveness of Tier 1 curriculum being monitored?

District assessment data is analyzed to ensure students' success and determine next steps. Monitoring will be through:
• Weekly administrative walkthroughs
• i-Ready diagnostic data review
• FAST progress monitoring data review
• Administrator and teacher input/feedback on curriculum maps
• Monthly PLC's by grade level to study student work, data analysis, and review curriculum

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

Administrators use walkthrough data, progress monitoring data, and individual daily student performance data to identify strengths and weaknesses in Tier 1 curriculum. To identify and solve problems, the following will be used:
• Provide PD as needed on explicit, systematic, and multisensory instruction
• Create grade level curriculum maps with teacher input
• Monthly PLC's by grade levels, including analysis of student work samples, formative assessment data,
and classroom data
• Weekly grade level collaborative planning incorporating research-based strategies for instruction

The procedures for distance learning students will vary based on grade level expectations. Teachers will utilize Google classroom, Zoom, and online textbooks to make assignments and provide instruction.

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

The procedures for distance learning students will vary based on grade level expectations. Teachers will utilize Google classroom, Zoom, and online textbooks to make assignments and provide instruction.

Grade Levels: First and Second Grades

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

(Enter assessment criteria that will be used)

First Grade:
• FAST percentile rank of 40th or above OR
• iReady Scale Score 434 or above/iReady Green Zone

Second Grade:
• FAST percentile rank of 40th or above OR
• iReady Scale Score 489 or above/iReady Green Zone

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.

Calhoun County students in grades K-5 will receive reading instruction from myView Literacy by Savvas. It is a comprehensive core curriculum. The myView curriculum meets Essa's "Demonstrates a Rationale" evidence criteria. Savvas is on the Florida State Adoption list.
According to edReports, myView "Meets Expectations" in all Gateways of the Kindergarten Curriculum.

Progress Monitoring

Assessment & Frequency

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

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

How is the effectiveness of Tier 1 instruction being monitored?

Assessment data is analyzed to ensure students' success and determine next steps. Tier 1 instruction is being monitored in the following ways:
• Weekly administrative walkthroughs
• Analysis of iReady diagnostic data three times per year
• Analysis of FAST progress monitoring data three times per year
• Monthly monitoring of iReady lessons passed and time on task
• District Walkthroughs
• Grade level meetings

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?

Administrators use walkthrough data, progress monitoring data, and individual daily student performance data to identify strengths and weaknesses in classroom instruction. The following steps are taken to identify and solve instructional issues:
• Targeted feedback to teachers based on administrative walkthroughs/observations
• School-based Literacy Teams monitor, analyze, and problem solve school, grade level, and classroom Tier
1 data.

Grade Levels: First and Second Grades

• District level leadership monitors, analyzes, and problem solves based on district and individual school
data trends, walkthroughs, and feedback. Use data to implement change and then monitor changes to ensure success.
• Curriculum Coaches cycle based on data, trends, and teacher needs.

The procedures for distance learning students will vary based on grade level expectations. Teachers will utilize Google classroom, Zoom, and online textbooks to make assignments and provide instruction.

How is the effectiveness of Tier 1 curriculum being monitored?

District assessment data is analyzed to ensure students' success and determine next steps. Monitoring will be through:
• Weekly administrative walkthroughs
• iReady diagnostic data review
• FAST progress monitoring data review
• Monthly PLC's by grade level to study student work, data analysis, and review curriculum
• Administrator and teacher feedback/input on curriculum maps

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

Administrators use walkthrough data, progress monitoring data, and individual daily student performance data to identify strengths and weaknesses in Tier 1 curriculum. To identify and solve problems, the following will be used:
• Incorporate UDL principals to meet the needs of all students
• Provide PD, as needed, on explicit, systematic, and multisensory instruction
• Create grade level curriculum maps with teacher input
• Monthly PLC's by grade levels, including analysis of student work samples, formative assessment data,
and classroom data
• Weekly grade level collaborative planning incorporating research based strategies for instruction

The procedures for distance learning students will vary based on grade level expectations. Teachers will utilize Google classroom, Zoom, and online textbooks to make assignments and provide instruction.

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

The procedures for distance learning students will vary based on grade level expectations. Teachers will utilize Google classroom, Zoom, and online textbooks to make assignments and provide instruction.

Grade Levels: Third, Fourth and Fifth Grades

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

Third Grade:
• FAST - Student scores a level 3 or above OR
• iReady Scale Score 511 or above/Green Zone

Fourth Grade:
• FAST- Student scores a level 3 or above OR
• iReady Scale Score 557 or above/Green Zone OR
• FSA 2022 ELA Score of Level 3 or above

Fifth Grade:
• FAST - Student scores a level 3 or above OR
• iReady Scale Score 581 or above/Green Zone OR
• FSA 2022 ELA Score of Level 3 or above

THEN TIER 1 Only

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

Calhoun County students in grades K-5 will receive reading instruction from myView Literacy by Savvas. It is a comprehensive core curriculum. The myView curriculum meets Essa's "Demonstrates a Rationale" evidence criteria. Savvas is on the Florida State Adoption List.
According to edReports, myView "Meets Expectations" in all Gateways of the Kindergarten Curriculum.

Progress Monitoring

Assessment & Frequency

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

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

How is the effectiveness of Tier 1 instruction being monitored?

Assessment data is analyzed to ensure students' success and determine next steps. Tier 1 instruction is being monitored in the following ways:
• Weekly administrative walkthroughs
• Analysis of iReady diagnostic data three times per year
• Analysis of FAST progress monitoring data three times per year
• Monthly monitoring of iReady lessons passed and time on task
• District Walkthroughs
• Grade level meetings

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?

Grade Levels: Third, Fourth and Fifth Grades

Administrators use walkthrough data, progress monitoring data, and individual daily student performance data to identify strengths and weaknesses in classroom instruction. The following steps are taken to identify and solve instructional issues:
• Targeted feedback to teachers based on administrative walkthroughs/observations
• School-based Literacy Teams monitor, analyze, and problem solve school, grade level, and classroom Tier
1 data.
• District level leadership monitors, analyzes, and problem solves based on district and individual school
data trends, walkthroughs, and feedback. Use data to implement change and then monitor changes to ensure success.
• Curriculum Coaches cycle based on data, trends, and teacher needs.

The procedures for distance learning students will vary based on grade level expectations. Teachers will utilize Google classroom, Zoom, and online textbooks to make assignments and provide instruction.

How is the effectiveness of Tier 1 curriculum being monitored?

District assessment data is analyzed to ensure students' success and determine next steps. Monitoring will be through:
• Weekly administrative walkthroughs
• iReady diagnostic data review
• FAST progress monitoring data review
• Administrator and teacher input/feedback on curriculum maps
• Monthly PLC's by grade level to study student work, data analysis, and review curriculum

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

Administrators use walkthrough data, progress monitoring data, and individual daily student performance data to identify strengths and weaknesses in Tier 1 curriculum. To identify and solve problems, the following will be used:
• Provide PD, as needed, on explicit, systematic, and multisensory instruction
• Create grade level curriculum maps with teacher input
• Monthly PLC's by grade levels, including analysis of student work samples, formative assessment data,
and classroom data
• Weekly grade level collaborative planning incorporating research based strategies for instruction

The procedures for distance learning students will vary based on grade level expectations. Teachers will utilize Google classroom, Zoom, and online textbooks to make assignments and provide instruction.

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

The procedures for distance learning students will vary based on grade level expectations. Teachers will utilize Google classroom, Zoom, and online textbooks to make assignments and provide instruction.

Grade Levels: Sixth, Seventh, and Eighth Grades

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

Sixth Grade:
• FAST - Student scores a level 3 or above OR
• iReady Green Zone with a scale score above 598 OR
• Scored a Level 3, Level 4, or Level 5 on the FSA ELA 2022 Assessment

Seventh Grade:
• FAST - Student scores a level 3 or above OR
• iReady Green Zone with a scale score above 609
• Scored a Level 3, Level 4, or Level 5 on the FSA ELA 2022 Assessment

Eight Grade:
• FAST - Student scores a level 3 or above OR
• iReady Green Zone with a scale score above 620
• Scored a Level 3, Level 4, or Level 5 on the FSA ELA 2022 Assessment

<div style="background-color:green">

THEN TIER 1 Only

</div>

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.

Calhoun County students in grades 6th - 8th will receive instruction from myPerspectives by Savvas. It is a comprehensive core curriculum that incorporates research-based instructional teaching practices. The myPerspectives curriculum meets ESSA's "Promising" evidence criteria. There is evidence to support reading instructional needs are being met when implemented with fidelity. Savvas is on the Florida State Adoption List.

Progress Monitoring

Assessment & Frequency

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

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

How is the effectiveness of Tier 1 instruction being monitored?

Assessment data is analyzed to ensure students' success and determine next steps. Tier 1 instruction is being monitored in the following ways:
• Weekly administrative walkthroughs
• Analysis of iReady diagnostic data three times per year
• Analysis of FAST assessment data three times per year
• Monthly monitoring of iReady lessons passed and time on task
• District Walkthroughs
• Analysis of STAR Reading Data after each assessment

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?

Grade Levels: Sixth, Seventh, and Eighth Grades

Administrators use walkthrough data, progress monitoring data, and individual daily student performance data to identify strengths and weaknesses in classroom instruction. The following steps are taken to identify and solve instructional issues:
• Targeted feedback to teachers based on administrative walkthroughs/observations
• School-based Literacy Teams monitor, analyze, and problem solve school, grade level, and classroom Tier
1 data.
• District level leadership monitors, analyzes, and problem solves based on district and individual school
data trends, walkthroughs, and feedback. Use data to implement change and then monitor changes to ensure success.
• Curriculum Coaches cycle based on data, trends, and teacher needs.

The procedures for distance learning students will vary based on grade level expectations. Teachers will utilize Google classroom, Zoom, and online textbooks to make assignments and provide instruction.

How is the effectiveness of Tier 1 curriculum being monitored?

District assessment data is analyzed to ensure students' success and determine next steps. Monitoring will be through:
• Weekly administrative walkthroughs
• iReady diagnostic data review
• FAST assessment data review
• Administrator and teacher input/feedback on curriculum maps
• Monthly PLC's by grade level to study student work, data analysis, and review curriculum

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

Administrators use walkthrough data, progress monitoring data, and individual daily student performance data to identify strengths and weaknesses in Tier 1 curriculum. To identify and solve problems, the following will be used:
• Provide PD, as needed, on explicit, systematic, and multisensory instruction
• Create grade level curriculum maps with teacher input
• Monthly PLC's by grade levels, including analysis of student work samples, formative assessment data,
and classroom data
• Weekly grade level collaborative planning incorporating research based strategies for instruction

The procedures for distance learning students will vary based on grade level expectations. Teachers will utilize Google classroom, Zoom, and online textbooks to make assignments and provide instruction.

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

The procedures for distance learning students will vary based on grade level expectations. Teachers will utilize Google classroom, Zoom, and online textbooks to make assignments and provide instruction.

Grade Levels: Ninth, Tenth, Eleventh, and Twelfth Grades

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

(Enter assessment criteria that will be used)

Ninth Grade:
• FAST - Student scores a level 3 or above OR
• Student scores Level 3, Level 4 or Level 5 on the FSA ELA 2022 Assessment OR
• Concordant Score on ACT/SAT

Tenth Grade:
• FAST - Student scores a level 3 or above OR
• Student scores Level 3, Level 4 or Level 5 on the FSA ELA 2022 Assessment OR
• Concordant Score on ACT/SAT

Eleventh Grade:
• Student scores Level 3, Level 4 or Level 5 on the FSA ELA 2022 Assessment OR
• Concordant Score on ACT/SAT

Twelfth Grade:
• Concordant Score on previous FSA ELA Assessment, ACT/SAT concordant score

<div style="background-color:green; text-align:center">**THEN TIER 1 Only**</div>

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.

Calhoun County students in grades 9th - 12th will receive instruction from myPerspectives by Savvas. It is a comprehensive core curriculum that incorporates research-based instructional teaching practices. The myPerspectives curriculum meets ESSA's "Promising" evidence criteria. There is evidence to support reading instructional needs are being met when implemented with fidelity. Savvas is on the Florida State Adoption List.

Progress Monitoring

Assessment & Frequency

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

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

How is the effectiveness of Tier 1 instruction being monitored?

Assessment data is analyzed to ensure students' success and determine next steps. Tier 1 instruction is being monitored in the following ways:
• Weekly administrative walkthroughs
• Analysis of FAST assessment data three times per year
• District Walkthroughs

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?

Grade Levels: Ninth, Tenth, Eleventh, and Twelfth Grades

Administrators use walkthrough data, progress monitoring data, and individual daily student performance data to identify strengths and weaknesses in classroom instruction. The following steps are taken to identify and solve instructional issues:
• Targeted feedback to teachers based on administrative walkthroughs/observations
• School-based Literacy Teams monitor, analyze, and problem solve school, grade level, and classroom Tier
1 data.
• District level leadership monitors, analyzes, and problem solves based on district and individual school
data trends, walkthroughs, and feedback. Use data to implement change and then monitor changes to ensure success.
• Curriculum Coaches cycle based on data, trends, and teacher needs.

The procedures for distance learning students will vary based on grade level expectations. Teachers will utilize Google classroom, Zoom, and online textbooks to make assignments and provide instruction.

How is the effectiveness of Tier 1 curriculum being monitored?

District assessment data is analyzed to ensure students' success and determine next steps. Monitoring will be through:
• Weekly administrative walkthroughs
• FAST assessment data review
• Administrator and teacher input/feedback on curriculum maps
• Monthly PLC's by grade level to study student work, data analysis, and review curriculum
• STAR Reading assessment data review

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

Administrators use walkthrough data, progress monitoring data, and individual daily student performance data to identify strengths and weaknesses in Tier 1 curriculum. To identify and solve problems, the following will be used:
• Provide PD, as needed, on explicit, systematic, and multisensory instruction
• Create grade level curriculum maps with teacher input
• Monthly PLC's by grade levels, including analysis of student work samples, formative assessment data,
and classroom data
• Weekly grade level collaborative planning incorporating research based strategies for instruction

The procedures for distance learning students will vary based on grade level expectations. Teachers will utilize Google classroom, Zoom, and online textbooks to make assignments and provide instruction.

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

The procedures for distance learning students will vary based on grade level expectations. Teachers will utilize Google classroom, Zoom, and online textbooks to make assignments and provide instruction.

Tier 2
Supplemental Instruction/Intervention:

- *is standards-aligned;*

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

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

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

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

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

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

Grade Levels: Kindergarten

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

• FAST - Student scores a percentile rank of 20 - 39 OR
• i-Ready overall scale score 320-361 AND
• Letter Name Identification; 16-24 upper/lowercase letter names fluently

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

Number of times per week intervention provided

3-5 times per week

Number of minutes per intervention session

15-20 minutes

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

The intervention support team will meet to determine individual progress of the student intervention implemented to close the achievement gap. Based on data, decisions will be made whether to continue, discontinue, or intensify the intervention. The team will:
• Identify the discrepancy/gap
• Determine why there is a discrepancy/gap (instruction, curriculum, environment, learner)
• Ask: Is additional academic engaged time needed?
• Use data to implement changes
• Monitor changes to ensure student success

Same procedures as listed above will be used for distance learning students. It will be through their assigned teacher and Google Classroom.

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

1. i-Ready: i-Ready meets ESSA 2 "Moderate" for Essa rating. It is a standards based program that provides supplemental learning support on a individual level.

2. Reading Horizons: addresses all reading standards related to the lower strands of Scarborough's

Grade Levels: Kindergarten

Reading Rope; phonemic awareness, phonics, and sight word reading and includes decodable text to help students increase their fluency and automaticity. Reading Horizons does not meet strong, moderate or promising levels of evidence for grades K-3; however, the following IES Practice Guide Recommendations support the program: Foundational Skills to Support Reading for Understanding in Kindergarten Through 3rd Grade: Recommendation 1: Teach students academic language skills, including the use of inferential and narrative language, and vocabulary knowledge, Minimal Evidence. Recommendation 2: Develop an awareness of the segments of sounds in speech and how they link to letters, Strong Evidence. Recommendation 3: Teach students to decode words, analyze word parts, and write and recognize words, Strong Evidence. Recommendation 4: Ensure that each student reads connected text every day to support reading accuracy, fluency, and comprehension, Moderate Evidence. The district will support and monitor implementation of this program by regular walkthroughs conducted by district and school-based staff, lesson plans, and grade-level meetings with school administration, including professional development throughout the year from Reading Horizons staff to provide and strengthen professional learning.

3. myView curriculum meets Essa's "Demonstrates a Rationale" evidence criteria.
Savvas is on the Florida State Adoption List.

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

Modifications will vary based on grade level expectations. Teachers will utilize Google Classroom, Zoom, and online textbooks to make assignments and to provide small group instruction. Individualized i-Ready lessons can be assigned to students based on academic need.

Grade Levels: First and Second Grades

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

(Enter assessment criteria that will be used)

First Grade:
• FAST - Student scores a percentile rank of 20 - 39 OR
• i-Ready Scale Score of 347-433
Second Grade:
• FAST - Student scores a percentile rank of 20 - 39 OR
• i-Ready Scale Score of 419-488

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

Number of times per week intervention provided

3-5 times per week

Number of minutes per intervention session

15-20 minutes

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

The intervention support team will meet to determine individual progress of the student intervention implemented to close the achievement gap. Based on data, decisions will be made whether to continue, discontinue, or intensify the intervention. The team will:
• Identify the discrepancy/gap
• Determine why there is a discrepancy/gap (instruction, curriculum, environment, learner)
• Ask: Is additional academic engaged time needed?
• Use data to implement changes
• Monitor changes to ensure student success

Same procedures as listed above will be used for distance learning students. It will be through their assigned teacher and Google Classroom.

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

Grade Levels: First and Second Grades

1. i-Ready: i-Ready meets ESSA 2 "Moderate" for Essa rating. It is a standards based program that provides supplemental learning support on a individual level.

2. Reading Horizons: addresses all reading standards related to the lower strands of Scarborough's Reading Rope; phonemic awareness, phonics, and sight word reading and includes decodable text to help students increase their fluency and automaticity. Reading Horizons does not meet strong, moderate or promising levels of evidence for grades K-3; however, the following IES Practice Guide Recommendations support the program: Foundational Skills to Support Reading for Understanding in Kindergarten Through 3rd Grade: Recommendation 1: Teach students academic language skills, including the use of inferential and narrative language, and vocabulary knowledge, Minimal Evidence. Recommendation 2: Develop an awareness of the segments of sounds in speech and how they link to letters, Strong Evidence. Recommendation 3: Teach students to decode words, analyze word parts, and write and recognize words, Strong Evidence. Recommendation 4: Ensure that each student reads connected text every day to support reading accuracy, fluency, and comprehension, Moderate Evidence. The district will support and monitor implementation of this program by regular walkthroughs conducted by district and school-based staff, lesson plans, and grade-level meetings with school administration, including professional development throughout the year from Reading Horizons staff to provide and strengthen professional learning.

3. myView curriculum meets Essa's "Demonstrates a Rationale" evidence criteria. Savvas, myView, was on the Florida State Adoption List.

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

Modifications will vary based on grade level expectations. Teachers will utilize Google Classroom, Zoom, and online textbooks to make assignments and to provide small group instruction. Individualized i-Ready lessons can be assigned to students based on academic need.

Grade Levels: Third, Fourth, and Fifth Grades

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

(Enter assessment criteria that will be used)

Third Grade:
• FAST - Students scores a level 2 OR
• i-Ready Scale Score 474-510 OR
• 2021-2022 FSA level 2

Fourth Grade:
• FAST - Student scores a level 2 OR
• i-Ready Scale Score 496-556
• 2021-2022 FSA level 2

Fifth Grade:
• FAST - Student scores a level 2 OR
• i-Ready Scale Score 542-580
• 2021-2022 FSA level 2

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

Number of times per week intervention provided

3-5 times per week

Number of minutes per intervention session

15-20 minutes per session

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

The intervention support team will meet to determine individual progress of the student intervention implemented to close the achievement gap. Based on data, decisions will be made whether to continue, discontinue, or intensify the intervention. The team will:
• Identify the discrepancy/gap
• Determine why there is a discrepancy/gap (instruction, curriculum, environment, learner)
• Ask: Is additional academic engaged time needed?
• Use data to implement changes
• Monitor changes to ensure student success

Grade Levels: Third, Fourth, and Fifth Grades

Same procedures as listed above will be used for distance learning students. It will be through their assigned teacher and Google Classroom.

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

1. i-Ready: i-Ready meets ESSA 2 "Moderate" for Essa rating. It is a standards based program that provides supplemental learning support on a individual level.

2. Reading Horizons: addresses all reading standards related to the lower strands of Scarborough's Reading Rope; phonemic awareness, phonics, and sight word reading and includes decodable text to help students increase their fluency and automaticity. Reading Horizons does not meet strong, moderate or promising levels of evidence for grades K-3; however, the following IES Practice Guide Recommendations support the program: Foundational Skills to Support Reading for Understanding in Kindergarten Through 3rd Grade: Recommendation 1: Teach students academic language skills, including the use of inferential and narrative language, and vocabulary knowledge, Minimal Evidence. Recommendation 2: Develop an awareness of the segments of sounds in speech and how they link to letters, Strong Evidence. Recommendation 3: Teach students to decode words, analyze word parts, and write and recognize words, Strong Evidence. Recommendation 4: Ensure that each student reads connected text every day to support reading accuracy, fluency, and comprehension, Moderate Evidence. The district will support and monitor implementation of this program by regular walkthroughs conducted by district and school-based staff, lesson plans, and grade-level meetings with school administration, including professional development throughout the year from Reading Horizons staff to provide and strengthen professional learning.

3. myView curriculum meets Essa's "Demonstrates a Rationale" evidence criteria. myView, Savvas, is on the Florida State Adoption List.

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

Modifications will vary based on grade level expectations. Teachers will utilize Google Classroom, Zoom, and online textbooks to make assignments and to provide small group instruction. Individualized i-Ready lessons can be assigned to students based on academic need.

Grade Levels: Sixth, Seventh, and Eighth Grades

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

(Enter assessment criteria that will be used)

Sixth Grade:
• FAST - Student scores a level 2 OR
• i-Ready scale score 566-597 OR
• FSA 2022 ELA Score of Level 3 or above

Seventh Grade:
• FAST - Student scores a level 2 OR
• i-Ready scale score 583-608 OR
• FSA 2022 ELA Score of Level 3 or above

Eight Grade:
• FAST - Student scores a level 2 OR
• i-Ready scale score 594-619 OR
• FSA 2022 ELA Score of Level 3 or above

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

Number of times per week intervention provided

3-5 times per week

Number of minutes per intervention session

15-20 minutes per session

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

The intervention support team will meet to determine individual progress of the student intervention implemented to close the achievement gap. Based on data, decisions will be made whether to continue, discontinue, or intensify the intervention. The team will:
• Identify the discrepancy/gap
• Determine why there is a discrepancy/gap (instruction, curriculum, environment, learner)
• Ask: Is additional academic engaged time needed?
• Use data to implement changes
• Monitor changes to ensure student success

Grade Levels: Sixth, Seventh, and Eighth Grades

Same procedures as listed above will be used for distance learning students. It will be through their assigned teacher and Google Classroom.

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

1. i-Ready: i-Ready meets ESSA 2 "Moderate" for Essa rating. It is a standards based program that provides supplemental learning support on a individual level.

2. myPerspectives by Savvas: It is a comprehensive core curriculum that incorporates research-based instructional teaching practices with differentiated small group instruction targeting low-proficiency standards. The myPerspectives curriculum meets ESSA's "Promising" evidence criteria. Savvas, myPerspectives, is on the Florida State Adoption List.

3. FCRR: Provides research-based instructional activities that can be targeted to an area in which students need focused instruction. Lessons are based on the Science of Reading. FCRR Resources will be used to supplement the core curriculum.

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

Modifications will vary based on grade level expectations. Teachers will utilize Google Classroom, Zoom, and online textbooks to make assignments and to provide small group instruction. Individualized i-Ready lessons can be assigned to students based on academic need.

Grade Levels: Ninth, Tenth, Eleventh, and Twelfth Grades

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

(Enter assessment criteria that will be used)

Ninth Grade:
• FAST - Student scores a level 2 OR
• Student scores Level 2 on the FSA ELA 2022 Assessment

Tenth Grade:
• FAST - Student scores a level 2 OR
• Student scores Level 2 on the FSA ELA 2022 Assessment

Eleventh Grade:
• Student scores Level 2 on the FSA ELA 2022 Assessment

Twelfth Grade:
• Student scores Level 2 on the FSA ELA 2022 Assessment

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

Number of times per week intervention provided

3-5 times per week

Number of minutes per intervention session

15-20 minutes per session

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

The intervention support team will meet to determine individual progress of the student intervention implemented to close the achievement gap. Based on data, decisions will be made whether to continue, discontinue, or intensify the intervention. The team will:
• Identify the discrepancy/gap
• Determine why there is a discrepancy/gap (instruction, curriculum, environment, learner)
• Ask: Is additional academic engaged time needed?
• Use data to implement changes
• Monitor changes to ensure student success

Grade Levels: Ninth, Tenth, Eleventh, and Twelfth Grades

Same procedures as listed above will be used for distance learning students. It will be through their assigned teacher and Google Classroom.

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

1. myPerspectives by Savvas: It is a comprehensive core curriculum that incorporates research-based instructional teaching practices with differentiated small group instruction targeting low-proficiency standards. The myPerspectives curriculum meets ESSA's "Promising" evidence criteria. Savas, myPerspectives is on the Florida State Adoption List.

2. FCRR: Provides research-based instructional activities that can be targeted to an area in which students need focused instruction. Lessons are based on the Science of Reading. FCRR Resources will be used as a supplement to the core curriculum.

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

Modifications will vary based on grade level expectations. Teachers will utilize Google Classroom, Zoom, and online textbooks to make assignments and to provide small group instruction. Individualized i-Ready lessons can be assigned to students based on academic need.

Tier 3
Intensive, Individualized Instruction/Intervention:

- *is targeted instruction based on student need;*
- *provides small group or one-on-one instruction;*
- *includes accommodations (IEP, ESOL, or 504);*
- *includes more frequent progress monitoring than Tier 1 instruction and Tier 2 interventions; and*
- *ensures additional **time allotted is in addition** to core instruction and Tier 2 interventions.*

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

Grade Levels: Kindergarten

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

- FAST - Student scores at the 20th percentile rank or below OR
- iReady score of 319 and below/Red Zone AND
- Letter Naming Identification: identifies less than 15 upper/lower case letter names fluently
- STAR Early Literacy scale score below 437

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

Number of times per week intervention provided

5 times per week

Number of minutes per intervention session

20-30 minutes per session

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

The Intervention Team will meet regularly to determine individual student intervention need(s) in order to close the achievement gap. For students who have not responded to interventions, the following steps will be taken:
- Identify the discrepancy/gap
- Determine why there is a discrepancy gap (instruction, curriculum, environment, learner)
- Ask: Is additional academic engaged time needed?
- Use data to implement changes
The team will monitor changes to ensure success.

The same procedures listed above will be used for distance learning students through their assigned teacher and google classroom.

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

iReady: Meets Essa Level 3: Promising Evidence. iReady is a standards based program that provides supplemental learning opportunities on an individualized level.

SoundSensible and SPIRE do not meet strong, moderate or promising levels of evidence for grades

Grade Levels: Kindergarten

K-3; however, the following IES Practice Guide Recommendations support the program: Foundational Skills to Support Reading for Understanding in Kindergarten Through 3rd Grade: Recommendation 1: Teach students academic language skills, including the use of inferential and narrative language, and vocabulary knowledge, Minimal Evidence. Recommendation 2: Develop an awareness of the segments of sounds in speech and how they link to letters, Strong Evidence. Recommendation 3: Teach students to decode words, analyze word parts, and write and recognize words, Strong Evidence. Recommendation 4: Ensure that each student reads connected text every day to support reading accuracy, fluency, and comprehension, Moderate Evidence. The district will support and monitor implementation of this program by regular walkthroughs conducted by district and school-based staff, lesson plans, and grade-level meetings with school administration, including providing collaborative district meeting opportunities for intervention teachers for professional learning.

Through the use of iReady, SPIRE, and/or SoundSensible, teachers will make available intensive interventions for struggling readers. Teachers will provide explicit instruction, present new material in small amounts, and assist students as they practice this material. Teacher will use questions to connect new material with prior learning and will guide student practice. Teachers will provide scaffolds for difficult material and prepare students for and monitor independent practice. These programs provide explicit, systematic, and multi-sensory reading and language arts instruction.

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

Modifications will vary based on grade level expectations. Teachers will utilize Google Classroom, Zoom, and online textbooks to make assignments and to provide small group instruction. Individualized iReady lessons can be assigned to students based on academic need.

Grade Levels: First and Second Grades

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

First Grade:
• FAST - student scores at the 20th percentile rank or below OR
• iReady Scale Score of 100-346/Red Zone

Second Grade:
• FAST - student scores at the 20th percentile rank or below OR
• iReady Scale Score of 100-418/Red Zone

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

Number of times per week intervention provided

• Spire: 4-5 days a week OR
• iReady: 4-5 days a week

Number of minutes per intervention session

• Spire: 30 minutes OR
• iReady: 30 minutes

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

The Intervention Team will meet regularly to determine individual student intervention need(s) in order to close the achievement gap. For students who have not responded to interventions, the following steps will be taken:
• Identify the discrepancy/gap
• Determine why there is a discrepancy gap (instruction, curriculum, environment, learner)
• Ask: Is additional academic engaged time needed?
• Use data to implement changes
The team will monitor changes to ensure success.

The same procedures listed above will be used for distance learning students through their assigned teacher and google classroom.

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

Grade Levels: First and Second Grades

iReady: Meets Essa Level 3: Promising Evidence. iReady is a standards based program that provides supplemental learning opportunities on an individualized level.

SPIRE: Spire does not meet strong, moderate or promising levels of evidence for grades K-3; however, the following IES Practice Guide Recommendations support the program: Foundational Skills to Support Reading for Understanding in Kindergarten Through 3rd Grade: Recommendation 1: Teach students academic language skills, including the use of inferential and narrative language, and vocabulary knowledge, Minimal Evidence. Recommendation 2: Develop an awareness of the segments of sounds in speech and how they link to letters, Strong Evidence. Recommendation 3: Teach students to decode words, analyze word parts, and write and recognize words, Strong Evidence. Recommendation 4: Ensure that each student reads connected text every day to support reading accuracy, fluency, and comprehension, Moderate Evidence. The district will support and monitor implementation of this program by regular walkthroughs conducted by district and school-based staff, lesson plans, and grade-level meetings with school administration, including collaborative district meeting opportunities for intervention teachers for professional learning.

Through the use of iReady and/or SPIRE, teachers will make available intensive interventions for struggling readers. Teachers will provide explicit instruction, present new material in small amounts, and assist students as they practice this material. Teacher will use questions to connect new material with prior learning and will guide student practice. Teachers will provide scaffolds for difficult material and prepare students for and monitor independent practice. These programs provide explicit, systematic, and multi-sensory reading and language arts instruction.

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

Modifications will vary based on grade level expectations. Teachers will utilize Google Classroom, Zoom, and online textbooks to make assignments and to provide small group instruction. Individualized iReady lessons can be assigned to students based on academic need.

Grade Levels: Third, Fourth, and Fifth Grades

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

(Enter assessment criteria that will be used)

Third Grade:
• FAST - Student scores a Level 1 OR
• iReady Scale Score 100-473/Red Zone
• Student scored a Level 1 on the FSA ELA 2022 Assessment

Fourth Grade:
• FAST - Student scores a Level 1 OR
• iReady Scale Score 100-495/Red Zone
• Student scored a Level 1 on the FSA ELA 2022 Assessment

Fifth Grade:
• FAST - Student scores a Level 1OR
• iReady Scale Score 100-541/Red Zone
• Student scored a Level 1 on the FSA ELA 2022 Assessment

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

Number of times per week intervention provided

• Spire: 4-5 days a week OR
• iReady: 4-5 days a week

Number of minutes per intervention session

• Spire: 30 minutes OR
• iReady: 30 minutes

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

The Intervention Team will meet regularly to determine individual student intervention need(s) in order to close the achievement gap. For students who have not responded to interventions, the following steps will be taken:
• Identify the discrepancy/gap
• Determine why there is a discrepancy gap (instruction, curriculum, environment, learner)
• Ask: Is additional academic engaged time needed?
• Use data to implement changes

Grade Levels: Third, Fourth, and Fifth Grades

The team will monitor changes to ensure success.

The same procedures listed above will be used for distance learning students through their assigned teacher and google classroom.

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

iReady: Meets Essa Level 3: Promising Evidence. iReady is a standards based program that provides supplemental learning opportunities on an individualized level.

SPIRE: Spire does not meet strong, moderate or promising levels of evidence for grades K-3; however, the following IES Practice Guide Recommendations support the program: Foundational Skills to Support Reading for Understanding in Kindergarten Through 3rd Grade: Recommendation 1: Teach students academic language skills, including the use of inferential and narrative language, and vocabulary knowledge, Minimal Evidence. Recommendation 2: Develop an awareness of the segments of sounds in speech and how they link to letters, Strong Evidence. Recommendation 3: Teach students to decode words, analyze word parts, and write and recognize words, Strong Evidence. Recommendation 4: Ensure that each student reads connected text every day to support reading accuracy, fluency, and comprehension, Moderate Evidence. The district will support and monitor implementation of this program by regular walkthroughs conducted by district and school-based staff, lesson plans, and grade-level meetings with school administration, including collaborative district meeting opportunities for intervention teachers for professional learning. These practices will develop student achievement and support closing the achievement gap.

Through the use of iReady and/or SPIRE, teachers will make available intensive interventions for struggling readers. Teachers will provide explicit instruction, present new material in small amounts, and assist students as they practice this material. Teacher will use questions to connect new material with prior learning and will guide student practice. Teachers will provide scaffolds for difficult material and prepare students for and monitor independent practice. These programs provide explicit, systematic, and multi-sensory reading and language arts instruction.

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

Modifications will vary based on grade level expectations. Teachers will utilize Google Classroom, Zoom, and online textbooks to make assignments and to provide small group instruction. Individualized iReady lessons can be assigned to students based on academic need.

Grade Levels: Sixth, Seventh, and Eight Grades

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

(Enter assessment criteria that will be used)

Sixth Grade:
• FAST - Student scores Level 1 OR
• iReady scale score at or below 565/Red Zone
• Student scored a Level 1 on the FSA ELA 2022 Assessment
Seventh Grade:
• FAST - Student scores Level 1 OR
• iReady scale score at or below 582/Red Zone
• Student scored a Level 1 on the FSA ELA 2022 Assessment
Eight Grade:
• FAST - Student scores Level 1 OR
• iReady scale score at or below 593/Red Zone
• Student scored a Level 1 on the FSA ELA 2022 Assessment

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

Number of times per week intervention provided

5 days a week

Number of minutes per intervention session

20-30 minutes per session

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

The Intervention Team will meet regularly to determine individual student intervention need(s) in order to close the achievement gap. For students who have not responded to interventions, the following steps will be taken:
• Identify the discrepancy/gap
• Determine why there is a discrepancy gap (instruction, curriculum, environment, learner)
• Ask: Is additional academic engaged time needed?
• Use data to implement changes
The team will monitor changes to ensure success.

The same procedures listed above will be used for distance learning students through their assigned teacher and google classroom.

Grade Levels: Sixth, Seventh, and Eight Grades

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

1. iReady: Meets Essa Level 3: Promising Evidence. i-Ready is a standards based program that provides supplemental learning opportunities on an individualized level.

2. iLit 45: A SAVVAS intervention program that provides intensive, explicit, and systematic instruction for small group or indivuals. The explicit instruction addresses foundational skills and all major reading components. This program has an ESSA Strong Evidence rating. SAVVAS, iLit 45, is on the Florida State Adoption List.

Through the use of iReady and/or iLit 45, teachers will make available intensive interventions for struggling readers. Teachers will provide explicit instruction, present new material in small amounts, and assist students as they practice this material. Teacher will use questions to connect new material with prior learning and will guide student practice. Teachers will provide scaffolds for difficult material and prepare students for and monitor independent practice. These programs provide explicit, systematic, and multi-sensory reading and language arts instruction.

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

Modifications will vary based on grade level expectations. Teachers will utilize Google Classroom, Zoom, and online textbooks to make assignments and to provide small group instruction. Individualized iReady lessons can be assigned to students based on academic need.

Grade Levels: Ninth, Tenth, Eleventh, and Twelfth Grades

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

(Enter assessment criteria that will be used)

1. FAST - Student scores Level 1
2. Student scored a Level 1 on the FSA ELA 2022 Assessment

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

Number of times per week intervention provided

5 times per week

Number of minutes per intervention session

30 minutes per session

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

The Intervention Team will meet regularly to determine individual student intervention need(s) in order to close the achievement gap. For students who have not responded to interventions, the following steps will be taken:
• Identify the discrepancy/gap
• Determine why there is a discrepancy gap (instruction, curriculum, environment, learner)
• Ask: Is additional academic engaged time needed?
• Use data to implement changes
The team will monitor changes to ensure success.

The same procedures listed above will be used for distance learning students through their assigned teacher and google classroom.

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

1. SAVVAS/My Perspectives is a core reading program that provides intensive, explicit, and systematic instruction for small group or individuals. The explicit instruction addresses foundational skills and all major reading components. This program has an ESSA Strong Evidence rating. SAVVAS, myPerspectives, is on the Florida State Adoption List.

2. Provide explicit vocabulary (strong evidence) , provide direct and explicit comprehension strategy

Grade Levels: Ninth, Tenth, Eleventh, and Twelfth Grades

instruction (strong evidence), Provide opportunities for extended discussion of text meaning and interpretation (moderate evidence), increase student motivation and engagement in literacy learning (moderate evidence), and make available intensive and individualized interventions for struggling readers by trained specialists (strong evidence).

Through the use of SAVVAS/MyPerspectives, teachers will make available intensive interventions for struggling readers. Teachers will provide explicit instruction, present new material in small amounts, and assist students as they practice this material. Teacher will use questions to connect new material with prior learning and will guide student practice. Teachers will provide scaffolds for difficult material and prepare students for and monitor independent practice. These programs provide explicit, systematic, and multi-sensory reading and language arts instruction.

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

Modifications will vary based on grade level expectations. Teachers will utilize Google Classroom, Zoom, and online textbooks to make assignments and to provide small group instruction. Individualized i-Ready lessons can be assigned to students based on academic need.

[enter grade levels]

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.

In grades K-12, classrooms teachers, guidance/MTSS, and school administrators analyze initial progress monitoring data as well as the 2022 FSA ELA data to determine students indicating signs of a reading deficiency. 2022 FSA data, 2023 FAST data, iReady data, STAR data, and formative assessments are used to determine Tier 2 or Tier 3 placement. Students, identified as having a reading deficiency, receive Tier 2 and Tier 3 interventions based on where they fell on the decision tree in the 2022-2023 K12 Reading Plan. Cut scores can be found in decision trees with the understanding that these groups are fluid based on data, grades, SAT/ACT scores between Diagnostic 1, 2, and 3 in August, January, and April/May. Students identified as having a reading deficiency are placed on a "Watch List" and monitored closely throughout the school year. Classroom teachers complete individualized progress monitoring plans/intervention plans on all Tier 2 and Tier 3 students identified as having a reading deficiency. Classroom teachers hold parent conferences for the parents of any kindergarten through fifth grade student/students, identified as having a reading deficiency based on initial progress monitoring data or FSA ELA result, and 6-12 Parent Conferences are held on an as needed basis. Teachers go over individualized progress monitoring plans as well as the Read at Home plan during the conference. School based data meetings are held monthly to determine progress of students receiving Tier 2 and Tier 3 instruction and discuss next steps if interventions are not working. A greater focus, (personnel, funding, training), has been placed on K-3rd to close achievement gaps before moving to secondary levels.