



## 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	Kahler, Patricia Director of Area Schools and Elementary Education kahlerp@citruschools.org 352-726-1931
Professional Development	Lindeman, Laura Director of Professional Development lindemanl@citruschools.org 352-726-1931
Elementary English Language Arts (ELA)	Furniss, Megan Program Specialist for ELA and ESOL furnissm@citruschools.org 352-726-1931
Secondary ELA	Davis, Benjamin Program Specialist for ELA and ESOL davisb3@citruschools.org 352-726-1931
Summer Reading Camp	Johnson, Rene Director of Federal Programs johnsonr@citruschools.org 352-726-1931
Reading Curriculum	Lisa, Karen Program Specialist lisak@citruschools.org 352-726-1931
Reading Endorsement	Lindeman, Laura Director of Professional Development lindemanl@citruschools.org 352-726-1931
Assessment	Crowell, Amy Director of Research and Accountability crowella@citruschools.org 352-726-1931
Data Element	Crowell, Amy Director of Research and Accountability crowella@citruschools.org 352-726-1931
Third Grade Promotion	Kahler, Patricia Director of Elementary Education kahlerp@citruschools.org 352-726-1931
Multi-Tiered System of Supports (MTSS)	Furniss, Megan Program Specialist ELA furnissm@citruschools.org 352-726-1931

**Communication of Plan Information**

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

The district receives input and feedback regarding the implementation of the Comprehensive Evidence-Based Reading Plan with the following stakeholders: Principals,

Assistant Principals, Instructional Coaches, and Program Specialists. The plan is also shared with the teachers, parents, and other community stakeholders through staff meetings, data days, School Advisory Council meetings, Family Engagement meetings, and Curriculum Nights at schools.

**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 44%***

***Previous School Year***

***Kindergarten - % of Students "Ready" on FLKRS 57%***

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

Citrus County provides a voluntary prekindergarten (VPK) program at each of its eleven elementary schools. Instruction is aligned to the Florida Early Learning and Developmental Standards including physical development, approaches to learning, social and emotional development, language and literacy, mathematical thinking, scientific inquiry, social studies, and creative expression through arts. Citrus County VPK programs utilize the Wonders curriculum as the primary instructional program. This early childhood program is approved by the Florida Department of Education Division of Early Learning (DEL) and is aligned to the Florida Early Learning Development Standards. VPK teachers are required to satisfy the DEL Emergent Literacy training requirement. Teachers conduct ongoing progress monitoring and complete VPK assessments as a part of the VPK accountability system. Teachers collect skill data in the areas of print knowledge, phonological awareness, oral language/ vocabulary, and number sense. These measures are used to guide instruction and are predictors of later reading and mathematics success.

***Statewide English Language Arts Standardized Assessment:***

Grade	Previous School Year % of Students Scoring					Goal for Plan Year % of Students Scoring				
	Lvl 1	Lvl 2	Lvl 3	Lvl 4	Lvl 5	Lvl 1	Lvl 2	Lvl 3	Lvl 4	Lvl 5
3	25	27	28	15	5	18	20	35	22	12
4	24	21	28	22	5	17	14	35	29	12
5	20	27	26	20	7	13	20	33	27	14
6	28	26	20	20	6	21	19	27	27	13
7	33	25	22	14	6	26	18	29	21	13
8	30	23	27	14	6	23	16	34	21	13
9	33	24	20	16	6	26	17	27	23	13
10	29	24	21	19	7	22	17	28	26	14

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

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

The percentage of students currently scoring early-on-grade level and mid-on-grade level on the iReady third diagnostic window of 2022-2023 school year will increase by 7%.

## District Budget for Evidence-Based Reading Instruction Allocation

Budget		
<b>1</b>	<b>Estimated proportional share distributed to district charter</b>	<b>\$12,000.00</b>
	FTE	2022-23
		\$12,000.00
<b>2</b>	<b>Reading coaches assigned to elementary schools</b>	<b>\$651,365.27</b>
	FTE	2022-23
	9.0	\$651,365.27
<b>3</b>	<b>Reading coaches assigned to secondary schools</b>	<b>\$0.00</b>
<b>4</b>	<b>Intervention teachers assigned to elementary schools</b>	<b>\$0.00</b>
<b>5</b>	<b>Intervention teachers assigned to secondary schools</b>	<b>\$0.00</b>
<b>6</b>	<b>Supplemental materials or interventions for elementary schools</b>	<b>\$139,281.73</b>
	FTE	2022-23
		\$139,281.73
<b>7</b>	<b>Supplemental materials or interventions for secondary schools</b>	<b>\$0.00</b>
<b>8</b>	<b>Intensive interventions for elementary students reading below grade level</b>	<b>\$9,072.00</b>
	FTE	2022-23
		\$9,072.00
<b>9</b>	<b>Intensive interventions for secondary students reading below grade level</b>	<b>\$0.00</b>
<b>10</b>	<b>Professional development</b>	<b>\$100,000.00</b>
	FTE	2022-23
		\$100,000.00
<b>11</b>	<b>Helping teachers earn the reading endorsement</b>	<b>\$0.00</b>
<b>12</b>	<b>Summer reading camps</b>	<b>\$0.00</b>
<b>13</b>	<b>Additional hour for 300 lowest-performing elementary schools</b>	<b>\$0.00</b>
<b>14</b>	<b>Early literacy instruction/intervention for VPK completers pursuant to s. 1008.25(8)(c), F.S.</b>	<b>\$0.00</b>
<b>Total:</b>		<b>\$911,719.00</b>

**The use of the reading allocation funds must demonstrate a prioritization of K-3 students identified with a substantial deficiency in reading.**

**Describe how the district has prioritized reading allocation funds to fully support K- students identified with a substantial deficiency in reading.**

The Instructional Coaches top priority will be to work with K-3 teachers to ensure that rigorous, standards-based instruction and evidenced-based strategies are implemented with fidelity. The Instructional Coach will prioritize coaching cycles in K-3 classrooms with new and developing teachers in the fall of this school year. The primary focus will be on the six components of literacy and building the capacity to embed the new ELA instructional curriculum into the instructional routine as a foundational piece for core instruction. The Instructional Coach will work alongside all teachers to continue providing professional development on the new B.E.S.T. Standards for reading utilizing the Wonders ELA curriculum, Citrus Formative Assessments and understanding how to interpret the data to plan instruction that meets the individual needs of the students. The Instructional Coach will support all teachers by modeling effective instruction, identifying systematic patterns of student need, and participating in the design and delivery of professional development. Support for the Instructional Coach will be provided through monthly professional development meetings with the district-level Educational Services team.

## School Literacy Leadership Teams

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

The requirements for the School Literacy Leadership Team are communicated at Principal, Assistant Principal, Instructional Coach, and Secondary Curriculum meetings.

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

The roster and minutes from the School Literacy Leadership Team meetings will be housed at the district-level through the Title I Crate platform. The roster and minutes from meetings will be reviewed by the Director of Elementary Education and Area Schools.

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

The Director of Elementary Education and Area Schools will oversee the compliance and monitoring of the Literacy Teams.



## 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.

Professional development focusing on literacy will be guided by reading assessment data. By focusing on our reading achievement data, professional development will increase, to a clearly specified and measured degree, the percentage of students who meet reading goals. The professional development will focus on how teachers use texts and other materials for reading instruction; this includes reading instruction, texts, and subject-area texts/materials. Reading professional development will be differentiated based on the knowledge and skill of individual teachers. Progress monitoring data will be reviewed at the district and school-level to differentiate and intensify professional development for teachers.

All staff will need to have a thorough understanding of the six component sections of the framework and how they are integrated in addition to the B.E.S.T. Standards. Since Principals will need to develop a broad understanding of literacy strategies that work across the instructional areas, we have been working with Just Read, Florida! staff members on providing professional development to our leadership teams. The training with our teachers began last summer and will continue throughout next school year. Consistent time will be allocated for teachers to plan, reflect on, and refine instruction. This will include individual and collaboration time. Weekly grade-level and department-level team meetings will provide regular, dedicated time for planning reading lessons and determining how reading will be taught across the instructional areas. Our Instructional Coaches, mentor teachers, and administrators will regularly observe instruction and provide feedback to teachers in reflecting on and refining their instruction. The Principals will work with the school-based Literacy Leadership Teams in identifying mentor teachers. Multifaceted, coordinated, and ongoing support/feedback will continue to be provided to teachers and other instructional staff on the assessment and instruction of reading priorities. Although the initial presentation of new teaching strategies or content may be in a large group format such as a state-level or district-level institute, follow-up formats will assist with embedding new skills within the context of actual classroom practice. Finally, all staff will have a thorough understanding of the six component sections of the framework and how they are integrated into the B.E.S.T. Standards. Professional development will combine conceptual knowledge and classroom-practice. Staff will have the opportunity to act as collaborative coaches between grades, grade spans, and content areas. The value or success of the professional development will be determined largely by whether student reading goals are being met.

**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 professional development expectations will be communicated with our Principals at the monthly Principal meetings. Minutes of the meetings will be recorded and shared with the Principals. In addition, Title I Crate will be utilized to house all compliance items required by the reading plan.

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

The Director of Elementary Education will work collaboratively with the Director of Professional Development to monitor the requirements and ensure 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.?**

Yes

## Literacy Coaches

### Literacy Coaches - Part A

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

#### Coaches must possess the following:

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

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

The allocation of Literacy Coaches is based on school population and student achievement data on the statewide assessment in reading. The percentage of students scoring at or above level 3 in grades 3-5 for ELA is below the state average based on the 2021 FSA ELA. In addition, our third grade percentage of student scoring at level 3 or above has declined by 9% since 2015. These trends indicate that our elementary schools have the greatest need with K-3 grade being the highest priority. We will continue to utilize the reading plan allocation to fund elementary Instructional Coaches and intensive reading teachers for our elementary schools. The Literacy Coaches are all certified or endorsed in reading.

#### Upload rubric, if applicable

The following documents were submitted as evidence for this section:

*No files were uploaded*

## Literacy Coaches - Part B

### Requirements of the Just Read, Florida! Coaching Model

- Provide professional development on the following:
  - the major reading components, as needed, based on an analysis of student performance data;
  - administration and analysis of instructional assessments; and
  - providing differentiated instruction and intensive intervention.
- Model effective instructional strategies for teachers.
- Facilitate study groups.
- Train teachers to administer assessments, analyze data, and use data to differentiate instruction.
- Coach and mentor teachers daily.
- Provide daily support to classroom teachers.
- Work with teachers to ensure that evidence-based reading programs are implemented with fidelity.
- Help to increase instructional density to meet the needs of all students.
- Participate in reading leadership teams.
- Continue to increase their knowledge base in best practices in reading instruction, intervention, and instructional reading strategies.
- Prioritize time to those teachers, activities, and roles that will have the greatest impact on student achievement in reading, namely coaching and mentoring in classrooms.
- Work frequently with students in whole and small group instruction to model and coach in other teachers' classrooms.
- Work with school principals to plan and implement a consistent program of improving reading achievement using strategies that demonstrate a statistically significant effect on improving student outcomes.

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

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

Yes

#### If no, please attach the evidence-based model the district is using.

The following documents were submitted as evidence for this section:

*No files were uploaded*

#### If yes, please complete the next section:

**How are these requirements being communicated to principals?**

The following expectations were shared with the Principals regarding the use of Instructional Coaches: The Instructional Coaches top priority will be to work with teachers to ensure that rigorous, standards-based instruction and evidence-based strategies are implemented with fidelity. Time will be prioritized to those teachers, activities, and roles that will have the greatest impact on reading achievement, namely coaching and mentoring in classrooms. Coaches are prohibited from being asked to perform administrative functions that will confuse their role for teachers and must limit the time spent on administering or coordinating assessments. The Instructional Coach will work alongside all teachers to provide professional development on understanding all diagnostic reports for reading, utilizing the Citrus Formative Assessments, and understanding how to interpret the data to plan instruction that meets the individual needs of the students. The Instructional Coach will support all teachers by modeling effective instruction and identifying systematic professional development focusing on the Instructional Coaching model.

**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?**

We have set forth the expectations with both the Principals and Assistant Principals at the school sites. The Instructional Coaches complete a quarterly PAR (Personnel Activity Report) to ensure that the Instructional Coaches are prioritizing high impact activities. In addition, we have monthly Instructional Coach meetings. The Instructional coach meetings take place at a different school each month. During each meeting, we spend time walking through classrooms and sharing best coaching practices. The achievement data is also continuously monitored to ensure that the Instructional Coaches are prioritizing high impact activities based on needs at each particular school.

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

The Director of Elementary Education and Area Schools supports and monitors the activities of the Instructional Coaches. Monthly meetings and school-based visits are conducted throughout the school year.

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

The coaching time, tasks, and impact data is reviewed monthly with the Instructional Coaches. In addition, PAR reports are collected on a quarterly basis.

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

The Principal is the Instructional Leader on the campus and will be responsible for ensuring that the Instructional Coach's top priority will be to work with teachers to ensure that rigorous, standards-based instruction and evidence-based strategies are implemented with fidelity. The Principal will lead his/her leadership team in analyzing school-wide data to determine the effectiveness of Tier 1 instruction for all students. The first action step will be to analyze the FSA data and other pertinent formative data to understand the key areas of focus and need for the current students. The leadership team will meet with grade levels to review, school-based trends, grade level trends, identified vertical areas of weakness, then student specific data to understand learning gains needed for the individual, sub skill make-up of the classroom, and ways to group and differentiate instruction. Teachers will be involved in creating class-wide goals relating to student proficiency and learning gains for the students. Both the Principal and Assistant Principal will lead the leadership team in monitoring the progress of students identified by the early warning systems and in the

lowest quartile. Based on the systematic and cyclical review of the achievement data, the Principal will be responsible for developing a schedule for the Instructional Coach that prioritizes coaching and mentor cycles for reading based on the greatest need. The Principal will meet with District Personnel monthly to review the effectiveness and the impact of the Instructional Coach. All teachers will participate in monthly data meetings with the Principal and the leadership team to ensure lesson plans are written intentionally and differentiated based upon student needs. Finally, staff meetings will stress the improvements in the school-wide data throughout the year; team and individual data dialogues will be led by the Instructional Coach to help identify strengths and weakness and to find resolutions; administration will stress the urgency to improve proficiency scores throughout the year during faculty meetings, conferences, and collaboration meetings.

## 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?
ESGI	Kindergarten	Progress Monitoring, Diagnostic	Oral Language, Phonological Awareness, Phonics	3 x A Year
i-Ready	Kindergarten-5 grade	Progress Monitoring, Diagnostic	Oral Language, Phonological Awareness, Phonics, Fluency, Vocabulary, Comprehension	3 x A Year
Quick Phonics Screener	K-12 Grade	Screener	Phonics	Annually
USA Test Prep	9-12 grade	Progress Monitoring, Formative Assessment, Diagnostic	Vocabulary, Comprehension	3 x A Year
Lexia Core5	K-5 grade (Tier 2 and 3 students)	Progress Monitoring	Oral Language, Phonological Awareness, Phonics, Fluency, Vocabulary, Comprehension	Weekly
Achieve 3000	6-12 grade (Tier 2 and 3 students)	Progress Monitoring, Formative Assessment, Diagnostic	Phonics, Vocabulary, Comprehension	3 x A Year
LexiaPowerUp	6-12 Grade (Tier 3 students)	Progress Monitoring, Formative Assessment, Diagnostic	Oral Language, Phonological Awareness, Phonics, Fluency, Vocabulary, Comprehension	2 x A Month
FAST - STAR	Kindergarten- 2nd Grade	Screener, Progress Monitoring, Summative	Oral Language, Phonological Awareness, Phonics, Fluency, Vocabulary, Comprehension	3 x A Year
FAST - Cambium	Third Grade- Tenth Grade	Progress Monitoring, Summative	Vocabulary, Comprehension	2 x A Month

**District-Level Monitoring - Part B**

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

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

District level administrators from the Executive Team, Educational Services (including Research & Accountability, Elementary Education, Secondary Education, Professional Development, Title I, and Title III), Exceptional Student Education, and Student Services are responsible for collecting and reviewing data. All district-level data is compiled and reviewed on a monthly basis with our school-based leadership team and Instructional Coaches. We have a district-level tiered support system in place for our schools. We prioritize district-level support based on the academic achievement of the schools. Our Tier 3 schools receive additional district-level visits and walk throughs to identify areas in need of improvement.

In addition, district level Program Specialists, TOSAs, and Instructional Coaches/Literacy Coaches collect and review data on a consistent basis.

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



Our ELA adoption process ensures that the reading curriculum adopted at all levels is evidence-based. Over the summer, we will continue providing professional development focused on the ELA

B.E.S.T. Standards with a concentrated focus on foundational reading skills. Administrators will ensure that the instruction in foundational skills is systematic and explicit through weekly walk throughs, formal and informal observations, and lesson plans.

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

Administrators will ensure that formative assessment data is used to differentiate reading instruction through data meetings with teachers, weekly walk throughs, formal and informal observations, and lesson plan reviews. The district will ensure that the school-based Administrators are reviewing the formative assessment data through discussion and review of the data at monthly Principal, Assistant Principal, and Instructional Coach meetings.

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

Each school will develop a Literacy Leadership Team. The Literacy Team will consist of teachers from all content areas. The teams will focus on developing a set of school-wide literacy strategies to be utilized by all content area teachers. In addition, professional development will be provided to teachers by the Instructional Coaches on how to build discussions of texts to deepen understanding.

The district also provides instructional visits to school sites with an emphasis on classroom instruction, data, and literacy instruction. The visits include classroom walkthroughs, data analysis and review, and feedback regarding literacy instruction.

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

The Director of Elementary Education schedules monthly district meetings with school-based Instructional Coaches to review and discuss school-wide, grade- level, class, and individual student intervention goals and options.

The Director of ESE schedules monthly district meetings with school-based ESE Specialists and Psychologists to review and discuss goals identified through an Individualized Education Plan (IEP) or Progress Monitoring Plan (PMP).

The Director of Research and Accountability oversees all the assessment windows. A schedule of all assessments is developed at the beginning of the school year and is shared with all stakeholders. The diagnostic and progress monitoring data are reviewed monthly at the district-level and at the school-level. Concerns are communicated through the monthly leadership meetings or informal visits to the schools.

**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.**

The district's review of the Comprehensive Reading Plan is a cyclical process that includes the following:

- February-Review the current Comprehensive Reading Plan with school-based administrators, Instructional Coaches, Family Engagement Committee, and other district-level stakeholders.
- March-School-based leadership teams share the current Comprehensive Reading Plan with teachers asking for feedback and input on the plan for 2022-23 school year.
- March/April-School-based leadership teams share feedback from teachers and other school-based stakeholders with district-level leadership. Once all feedback and input has been reviewed, the Comprehensive Reading Plan is collaboratively developed through discussions and meetings held with district and school level stakeholders. The input from all stakeholders is considered and the district evaluates the implementation of the Comprehensive Reading Plan utilizing the CERP Reflection Tool. As a district, we will continue strengthening the core curriculum through continued staff development throughout the summer and next school year. The professional development will be facilitated through our state-level literacy directors, iReady, and our Instructional Coaches. In addition, we also will focus on strengthening the impact of school-based literacy teams and Professional Learning Communities. Finally, we also see the need for more intensive professional development on the Science of Reading and foundational skills.
- February-April-Diagnostic and progress monitoring data is analyzed, as it relates to developing the criteria for the Decision-Making Tree for all levels.
- May-The Comprehensive Reading Plan is submitted to the state.
- June-September-The Comprehensive Reading Plan is shared to all stakeholders at the district and school-level.
- September-June-The Comprehensive Reading Plan is utilized to guide decision making during Problem Solving Team meetings and data chats at the schools.

## 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 district shares the requirements and expectations of the reading plan to Principals, Assistant Principals, and instructional coaches. This expectation is monitored through formal and informal observations, school-based and district-level walkthroughs, and lesson plans. In addition, the master schedules, professional development plans, and school-based literacy team minutes/agendas for each school site are collected and reviewed to ensure that the schools are in compliance with reading plan requirements. All school-level reading plan implementation compliance items will be collected through Title I Crate. In addition, all formative and progress monitoring data will be reviewed at each monthly Principal, Assistant Principal, and Instructional Coach meetings. The data is also reviewed at the school-level to determine intervention and support needs of students

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

The Director of Elementary Education and Title I Coordinator will support effective implementation.

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

We have a district-level tiered support system in place for our schools. We prioritize district-level support based on the academic achievement of the schools. Our Tier 3 schools receive additional district-level visits and walk throughs to identify areas in need of improvement.

### Weekly reading walkthroughs by administrators - Part B

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

The district shares the requirements and expectations of the weekly walkthroughs to Principals, Assistant Principals, and instructional coaches. This expectation is monitored through the school-based leadership's team formal and informal observation schedules and district-level walkthroughs. All school-level reading plan implementation compliance items will be collected through Title I Crate.

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

The Chief Academic Officer supports effective implementation along with our Educational Services Team.

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

We have a district-level tiered support system in place for our schools. We prioritize district-level support based on the academic achievement of the schools. Our Tier 3 schools receive additional district-level visits and walk throughs to identify areas in need of improvement.

**Use of data to determine interventions and support needs of students - Part C****What process is in place to ensure effective implementation?**

At the school-level, progress monitoring data is reviewed on a regular basis. Data chats are scheduled where concerns are addressed weekly and monthly at the school level. Interventions for students are adjusted as necessary and Problem-Solving Teams meet when necessary. At the district-level, progress monitoring data is reviewed on a monthly basis at the Principal, Assistant Principal, and Instructional Coach meetings. Each school will also compile a menu of interventions available for students.

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

The Director of Elementary Education and the Director of Federal Programs.

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

We have a district-level tiered support system in place for our schools. We prioritize district-level support based on the academic achievement of the schools. This data-driven approach utilizes the sum of all academic components to determine the school tier. Our Tier 3 schools receive additional district-level visits and walk throughs to identify areas in need of improvement. Progress monitoring data will also be reviewed on a weekly and monthly basis at the school and district-level to monitor effectiveness of interventions and support needs.

## 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.**

Evidence-based, explicit, systematic, and multisensory reading instruction in phonemic awareness, phonics, fluency, vocabulary, and comprehension.

Focused Reading- Promising Evidence (Source- Evidence for ESSA)  
<https://www.teachercreatedmaterials.com/essa-solutions/>

Curriculum Associates iReady, Promising Evidence (Source-Evidence for ESSA)  
<https://districtadministration.com/wp-content/uploads/2018/12/CAApril.pdf>

Lexia Core5- Promising Evidence (Source- Evidence for ESSA)  
<https://www.evidenceforessa.org/programs/reading/lexiar-core5r-reading>

**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.**

Evidence-based, explicit, systematic, and multisensory reading instruction in phonemic awareness, phonics, fluency, vocabulary, and comprehension.

Focused Reading- Promising Evidence (Source- Evidence for ESSA)  
<https://www.teachercreatedmaterials.com/essa-solutions/>

Curriculum Associates iReady, Promising Evidence (Source-Evidence for ESSA)  
<https://districtadministration.com/wp-content/uploads/2018/12/CAApril.pdf>

Lexia Core5- Promising Evidence (Source- Evidence for ESSA)  
<https://www.evidenceforessa.org/programs/reading/lexiar-core5r-reading>

**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.)**

200

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

150

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

50

**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.)**

60%

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

28%

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

10%

## **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.**

The Family Engagement Read-At-Home Plan is shared with all parents on our school district website. In addition, the plan is sent home with each student that has been identified with a substantial deficiency in reading. The

plan is shared at our problem-solving meetings and explained to the parent. In addition, the plan is also shared through the school's Literacy/Parent events.

Our district also is participating in the New Worlds Reading Initiative. Our most at-risk student have been identified and received electronic flyers with enrollment links. We've also utilized the marketing toolkits to raise awareness of the New Worlds Reading Initiative. The Read-At-Home Plan is shared with these parents along with continuous progress monitoring information.

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

The Director of Elementary Education and Area Schools is responsible for supporting and monitoring the implementation of the 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 the expectation of the dedicated, uninterrupted block of time of at least 90 minutes daily to all students. This expectation is shared with Principals and all other stakeholders. Principals are trained in the implementation and “look fors” of the frameworks for whole group that follow a sequence of reading instruction that is standards-aligned, explicit, rigorous, and purposeful. This expectation is monitored through formal and informal observations, school-based and district-level walkthroughs, and lesson plans. In addition, the master schedules for each school site are collected and reviewed to ensure that the reading block meets all statute requirements. Our district utilizes the McGrawHill Wonders curriculum, which is an evidence based curriculum.

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

The Director of Elementary Education and Area Schools oversees this requirement.

**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 supports the use of text to increase students' background knowledge and literacy skills in social studies, science, and the arts. Support for this requirement is provided through professional development provided by our Just Read, Florida! support team, Instructional Coaches, and the school-based Literacy Teams. Our district utilizes the Wonders curriculum and teachers are expected to utilize the program to fidelity. The reading curriculum provides text that integrates social studies, science, and the arts. Principals are trained in the implementation and “look fors” of utilizing texts to increase students' background knowledge and literacy skills in social studies, science, and the arts. This expectation is monitored through formal and informal observations, school-based and district-level walkthroughs, and lesson plans.

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

The Director of Elementary Education and Area schools oversees this requirement.

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

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

The district supports the expectation of small group differentiated instruction to meet the individual needs of each student. The Wonders curriculum, iReady, and LexiaCore5 are all evidence based programs that the teachers utilize. Support for this requirement is provided through professional development provided by our Just Read, Florida! support team, Instructional Coaches,



and the school-based Literacy Teams. Principals are trained in the implementation and “look fors” of small group differentiated instruction that meets the individual student needs. This expectation is monitored through formal and informal observations, school-based and district-level walkthroughs, and lesson plans.

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

The Director of Elementary Education and Area Schools oversees this requirement.

**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 through professional development, adoption of evidence-based core curriculum at all levels, and English Language Arts frameworks provided to the Principals and all other stakeholders. At the elementary level we utilize Wonders and at the secondary we utilize Savvas. Our district will utilize the Reading Model Lesson Series with our Instructional Coaches to view exemplars of instruction in all six components of reading. As we identify mentors and model at the school, we will also schedule lesson study cycles and observations for teachers to observe other teachers as they model reading instruction. In addition to ongoing professional development on the six components of reading, Principals will be provided "look fors" of the framework for the six components of reading that follow a sequence of reading instruction that is standards-aligned, explicit, rigorous, and purposeful. This expectation will be monitored through formal and informal observations, school-based and district-level walkthroughs, and lesson plans. The six components of reading will be assessed through screening, progress monitoring, diagnostic, and summative instruments. The data will be collected and reviewed on an ongoing basis at the school and district-levels. When the core instruction must be supplemented in any essential component of reading, strategic interventions will be implemented. The frequency and intensity of the interventions will be determined by the Problem-Solving Team at the school site. The decision-making tree will be utilized to determine if additional

instruction and interventions are necessary.

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

The district will ensure that the reading instruction is aligned with Florida’s Revised Formula for Success through professional development and sharing the expectations with Principals and all other stakeholders. Principals will be trained in Florida’s Revised Formula for Success and will create “look fors” to ensure that all components of the plan are present school wide. This expectation will be monitored through formal and informal observations, school-based and district-level walkthroughs, and lesson plans.

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

Director of Elementary Education and Area Schools

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

## Requirements

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

The Decision Trees must contain the following information:

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

### Tier 1

*Core Instruction:*

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

**Grade Levels: Kindergarten-Fifth Grade**

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

*(Enter assessment criteria that will be used)*

FAST PM (Kindergarten only)- Scores at or above 497

Kindergarten- 2nd Grade- FAST PM At/Above 40 PR

1st-5th Grade- Scores at or above the 50th percentile based on iReady

3rd-5th Grade FAST PM- FSA equivalent scores equal to or greater than level 3

**THEN TIER 1 Only**

**Core Curriculum**

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

McGraw-Hill, Promising Evidence (Source-Evidence for ESSA)

<https://s3.amazonaws.com/ecommerce-prod.mheducation.com/unitas/school/explore/sites/reading-wonders/essa-evidence-for-wonders.pdf>

Curriculum Associates iReady, Promising Evidence (Source-Evidence for ESSA)

<https://districtadministration.com/wp-content/uploads/2018/12/CAApril.pdf>

**Progress Monitoring**

**Assessment & Frequency**

Universal Screeners/assessments

Kindergarten- FAST PM, ESGI (monthly), iReady (two times a year), Teacher observations (multiple times)

1st- 2nd Grade- FAST PM, Teacher observation (multiple times), iReady (two times a year), District assessments throughout the year

3rd- 5th Grade- FAST PM, Past FSA scores, District assessments throughout the year, iReady (two times a year), Teacher observations (multiple times)

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

1st- 5th Grade iReady Student scores at/above the 50th percentile based on iReady.

FAST PM (Kindergarten only)-Scaled Score of 497-529

3rd- 5th Grade- FAST PM equivalent to Level 3

Student progress is monitored using: iReady, teacher observations, classroom grades, and other progress monitoring tools. Classroom teacher provides differentiated instruction, small group remediation, and implements UDL/multisensory strategies to address the area(s) of concern.

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

1st- 5th Grade- iReady Student scores below the 50th percentile based on iReady.

FAST PM- Kindergarten only Scaled Score of 438-496

3rd- 5th Grade- FAST PM equivalency less than Level 3

Are students making adequate progress with core differentiated instruction, small group remediation, UDL/multisensory strategies? Are they meeting proficiency expectations or are they on track to meet proficiency expectations by the end of the year as measured by the screeners/assessments

**Grade Levels: Kindergarten-Fifth Grade****Progress Monitoring**

referenced below? There will be considerations for Tier 2 interventions if the students are not making proficiency expectations or not on track to make by the end of the year.

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

- School/district administrators and instructional coaches will conduct formal and informal classroom walkthroughs (in-person students) and observations through Zoom (distance learning students).
- Data Days
- Monthly Principal, Assistant Principal, and Instructional Coach meetings
- Professional Learning Communities

**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?**

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?

In-Person Students

Through formal and informal classroom walkthroughs by School/District Administrators and Instructional Coaches.

Distance Learning Students

Through formal and informal classroom observations through Zoom by School/District Administrators and Instructional Coaches.

In addition, for both In-Person Students and Distance Learning Students:

- The Principal will lead his/her leadership team in analyzing school-wide data to determine the effectiveness of Tier 1 instruction for all students. The first action step will be to analyze the FSA data and other pertinent formative data to understand the key areas of focus and need for the current students. The leadership team will meet with grade levels to review, school-based trends, identified vertical areas of weakness, then student specific data to understand learning gains needed for the individual, sub skill make-up of the classroom, and ways to group, and differentiate instruction. Teachers will be involved in creating class-wide relating to student proficiency and learning gains for the students.
- Principals monitor the effectiveness of Tier 1 instruction for all students through formal and informal observations, school-based and district-level walkthroughs, and lesson plans.
- Professional Learning Communities-Evaluating data with teachers/teams to identify best practices that led to student mastery of standards and/or indicators that need to be addressed.
- Data days-Analyzing student data to identify areas for opportunity to reteach/remediate/enrich. Adjust instructional practices to increase student achievement.
- Plan for small group differentiated lessons that work on data driven skills to meet student needs.
- Instructional Coach Meetings-Forum for sharing best practices, reviewing data and problem solving to inform instructional needs as a school/district.
- Assistant Principal/Principal Meetings-Reviewing and sharing of best practices observed in classrooms, and what is working at their schools to improve student achievement.

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

- School/district administrators and instructional coaches will conduct formal and informal classroom walkthroughs (in-person students) and observations through Zoom (distance learning students).
- Data Days

**Grade Levels: Kindergarten-Fifth Grade**

- Monthly Principal, Assistant Principal, and Instructional Coach meetings
- Professional Learning Communities

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

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

In-Person Students

Through formal and informal classroom walkthroughs by School/District Administrators and Instructional Coaches.

Distance Learning Students

Through formal and informal classroom observations through Zoom by School/District Administrators and Instructional Coaches

In addition, for both In-Person and Distance Learning Students:

- Professional Development- Professional development will be provided to all teachers on how to implement the ELA curriculum with fidelity.
- The Principal will lead his/her leadership team in analyzing school-wide data to determine the effectiveness of Tier 1 curriculum for all students. The first action step will be to analyze the FSA data and other pertinent formative data to understand the key areas of focus and need for the current students. The leadership team will meet with grade levels to review, school-based trends, grade level trends, identified vertical areas of weakness, then student specific data to understand learning gains needed for the individual, sub skill make-up of the classroom, and ways to group and differentiate instruction.
- Principals monitor the effectiveness of Tier 1 curriculum for all students through formal and informal school-based and district-level walkthroughs, and lesson plans.
- Professional Learning Communities-Evaluating data with teachers/teams to identify best practices that led to student mastery of standards and/or indicators that need to be addressed.
- Data days-Analyzing and using data to identify areas for opportunity to reteach/remediate/enrich. Adjust instructional practices to increase student achievement.
- Plan for small group differentiated lesson that work on data driven skills to meet student needs.
- Instructional Coach Meetings-Forum for sharing best practices, reviewing data and problem solving to inform instructional needs as a school/district.
- Assistant Principal/Principal Meetings-Reviewing and sharing of best practices observed in classrooms, and what is working at their schools to improve student achievement.
- ELA Block- Time is allotted for small group with differentiated instruction to provide data-driven lessons focused on standards. Scaffolding is provided during small group and whole group differentiated instruction. All reading components are provided throughout the ELA block.

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

Small group/individual instruction will happen through a combination of the program platform, Canvas (learning management system), and virtual video sessions on applications such as Zoom. Personalized path in iReady is adjusted as needed to meet the needs of students.



**Grade Levels: 6-8**

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

*(Enter assessment criteria that will be used)*

Student meets at least one of the following criteria at beginning of school year:

- Student scores a level 3 or above on FSA
- Student scores at or above 50% on USA Test Prep District Assessment
- Lexile is at or above grade level:

Sixth grade-Lexile at 925L or above  
 Seventh grade-Lexile at 970L or above  
 Eighth Grade-Lexile at 1010L 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.

Savvas, myPerspectives-Promising Evidence (Source-Savvas)  
<https://www.savvas.com/index.cfm?locator=PS3zYd>

**Progress Monitoring**

**Assessment & Frequency**

FAST PM- Three times a year

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

FAST PM- FSA equivalency scores equal to or greater than level 3

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

Lexile Level:  
 Sixth grade-Below 920L  
 Seventh grade Below 965L  
 Eighth grade Below 1005L  
 FAST PM / FSA equivalency scores less than level 3  
 Schools will revise, modify, intensify, or supplement instruction and interventions, as necessary.

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

- School/district administrators and Instructional Coaches will conduct formal/informal classroom walkthroughs and observations with both in-person and distance learning students. The Zoom platform is utilized for conducting walk throughs and observations for distance learning students.
- Data Days
- Monthly Principal, Assistant Principal, and Curriculum meetings
- Professional Learning Communities

**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?**

In-Person Students  
 Through formal/informal classroom walkthroughs and observations by School/District Administrators

**Grade Levels: 6-8**

and Literacy Team members.

**Distance Learning Students**

Through formal/informal classroom walkthroughs and observations via Zoom by School/District Administrators and Literacy Team members.

In addition, for both in-person students and distance learning students:

- The Principal will lead his/her leadership team in analyzing school-wide data to determine the effectiveness of Tier 1 instruction for all students. The first action step will be to analyze the FSA data and other pertinent formative data to understand the key areas of focus and need for the current students. The leadership team will meet with grade levels to review, school-based trends, grade level trends, identified vertical areas of weakness, then student specific data to understand learning gains needed for the individual, and ways to group and differentiate instruction. Teachers will be involved in creating class-wide goals relating to student proficiency and learning gains for the students.
- Principals monitor the effectiveness of Tier 1 instruction for all students through formal and informal observations, school-based and district-level walkthroughs, and lesson plans.
- Professional Learning Communities-Evaluating data with teachers/teams to identify best practices resulting in student mastery of standards and/or indicators that need to be addressed.
- Data Days -Analyzing student data to identify areas for opportunity to reteach/remediate/enrich. Adjust instructional practices to increase student achievement.
- Plan for small group differentiated lessons that work on data driven skills to meet student needs.
- Curriculum Meetings-Forum for sharing best practices, reviewing data and problem solving to inform instructional needs as a school/district.
- Assistant Principal/Principal Meetings-Reviewing and sharing of best practices observed in classrooms, and what is working at their schools to improve student achievement.

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

- School/district administrators and instructional coaches will conduct formal and informal classroom walkthroughs (in-person students) and observations through Zoom (distance learning students).
- Data Days
- Monthly Principal, Assistant Principal, and Curriculum meetings
- Professional Learning Communities

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

Through formal and informal classroom walkthroughs and observations by School/District Administrators and Instructional Coaches.

**Distance Learning Students**

Through formal and informal classroom observations and walkthroughs through Zoom by School/District Administrators and Instructional Coaches

In addition, for both In-Person and Distance Learning Students:

- Professional Development-Professional development will be provided to all teachers on how to implement the ELA curriculum with fidelity.
- The Principal will lead his/her leadership team in analyzing school-wide data to determine the effectiveness of Tier 1 curriculum for all students. The first action step will be to analyze the FSA data

**Grade Levels: 6-8**

and other pertinent formative data to understand the key areas of focus and need for the current students. The leadership team will meet with grade levels to review, school-based trends, grade level trends, identified vertical areas of weakness, then student specific data to understand learning gains needed for the individual, and ways to group and differentiate instruction.

- Principals monitor the effectiveness of Tier 1 curriculum for all students through formal and informal observations, school-based and district-level walkthroughs, and lesson plans.
- Professional Learning Communities-Evaluating data with teachers/teams to identify best practices that led to student mastery of standards and/or indicators that need to be addressed.
- Data days-Analyzing and using data to identify areas for opportunity to reteach/remediate/enrich. Adjust instructional practices to increase student achievement.
- Plan for small group differentiated lesson that work on data driven skills to meet student needs.
- Curriculum Meetings-Forum for sharing best practices, reviewing data and problem solving to inform instructional needs as a school/district.
- Assistant Principal/Principal Meetings-Reviewing and sharing of best practices observed in classrooms, and what is working at their schools to improve student achievement.

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

Instruction will happen through a combination of the Canvas platform (Learning Management System), and virtual video sessions on applications such as Zoom.

**Grade Levels: 9-12**

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

*(Enter assessment criteria that will be used)*

Student meets at least one of the following criteria at beginning of school year:

- Student scores a level 3 or above on FSA
- Student scores at or above 50% on USA Test Prep District Assessment
- Lexile is at or above grade level:

Ninth grade-Lexile at 1050L or above  
 Tenth grade-Lexile at 1080L or above  
 Eleventh/Twelfth Grade-Lexile at 1185L 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.

Savvas, myPerspectives-Promising Evidence (Source-Savvas)  
<https://www.savvas.com/index.cfm?locator=PS3zYd>

**Progress Monitoring**

**Assessment & Frequency**

FAST PM - Three times a year

**Performance Criteria that indicates Tier 1 is sufficient for at least 80% of students**  
 FAST PM / FSA equivalency scores equal to or greater than level 3.

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

Lexile Level:  
 Ninth grade-Lexile at 1050L or above  
 Tenth grade-Lexile at 1080L or above  
 Eleventh/Twelfth Grade-Lexile at 1185L or above  
 FAST PM / FSA equivalency scores less than level 3  
 Schools will revise, modify, intensify, or supplement instruction and interventions, as necessary.

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

- School/district administrators and Instructional Coaches will conduct formal/informal classroom walkthroughs and observations with both in-person and distance learning students. The Zoom platform is utilized for conducting walk throughs and observations for distance learning students.
- Data Days
- Monthly Principal, Assistant Principal, and Curriculum meetings
- Professional Learning Communities

**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?**

In-Person Students  
 Through formal/informal classroom walkthroughs and observations by School/District Administrators

**Grade Levels: 9-12**

and Literacy Team members.

**Distance Learning Students**

Through formal/informal classroom walkthroughs and observations via Zoom by School/District Administrators and Literacy Team members.

In addition, for both in-person students and distance learning students:

- The Principal will lead his/her leadership team in analyzing school-wide data to determine the effectiveness of Tier 1 instruction for all students. The first action step will be to analyze the FSA data and other pertinent formative data to understand the key areas of focus and need for the current students. The leadership team will meet with grade levels to review, school-based trends, grade level trends, identified vertical areas of weakness, then student specific data to understand learning gains needed for the individual, and ways to group and differentiate instruction. Teachers will be involved in creating class-wide goals relating to student proficiency and learning gains for the students.
- Principals monitor the effectiveness of Tier 1 instruction for all students through formal and informal observations, school-based and district-level walkthroughs, and lesson plans.
- Professional Learning Communities-Evaluating data with teachers/teams to identify best practices resulting in student mastery of standards and/or indicators that need to be addressed.
- Data Days -Analyzing student data to identify areas for opportunity to reteach/remediate/enrich. Adjust instructional practices to increase student achievement.
- Plan for small group differentiated lessons that work on data driven skills to meet student needs.
- Curriculum Meetings-Forum for sharing best practices, reviewing data and problem solving to inform instructional needs as a school/district.
- Assistant Principal/Principal Meetings-Reviewing and sharing of best practices observed in classrooms, and what is working at their schools to improve student achievement.

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

- School/district administrators and instructional coaches will conduct formal and informal classroom walkthroughs (in-person students) and observations through Zoom (distance learning students).
- Data Days
- Monthly Principal, Assistant Principal, and Curriculum meetings
- Professional Learning Communities

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

Through formal and informal classroom walkthroughs and observations by School/District Administrators and Instructional Coaches.

**Distance Learning Students**

Through formal and informal classroom observations and walkthroughs through Zoom by School/District Administrators and Instructional Coaches

In addition, for both In-Person and Distance Learning Students:

- Professional Development-Professional development will be provided to all teachers on how to implement the ELA curriculum with fidelity.
- The Principal will lead his/her leadership team in analyzing school-wide data to determine the effectiveness of Tier 1 curriculum for all students. The first action step will be to analyze the FSA data

**Grade Levels: 9-12**

and other pertinent formative data to understand the key areas of focus and need for the current students. The leadership team will meet with grade levels to review, school-based trends, grade level trends, identified vertical areas of weakness, then student specific data to understand learning gains needed for the individual, and ways to group and differentiate instruction.

- Principals monitor the effectiveness of Tier 1 curriculum for all students through formal and informal observations, school-based and district-level walkthroughs, and lesson plans.
- Professional Learning Communities-Evaluating data with teachers/teams to identify best practices that led to student mastery of standards and/or indicators that need to be addressed.
- Data days-Analyzing and using data to identify areas for opportunity to reteach/remediate/enrich. Adjust instructional practices to increase student achievement.
- Plan for small group differentiated lesson that work on data driven skills to meet student needs.
- Curriculum Meetings-Forum for sharing best practices, reviewing data and problem solving to inform instructional needs as a school/district.
- Assistant Principal/Principal Meetings-Reviewing and sharing of best practices observed in classrooms, and what is working at their schools to improve student achievement.

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

Instruction will happen through a combination of the Canvas platform (Learning Management System), and virtual video sessions on applications such as Zoom.

[ enter grade levels ]

[ enter grade levels ]

[ enter grade levels ]

**Tier 2**

*Supplemental Instruction/Intervention:*

- *is standards-aligned;*
- *address gaps and reduce barriers to students' ability to meet Tier 1 expectations;*
- *provide systematic, explicit, and interactive small group instruction targeting foundational/barrier skills;*
- *are matched to the needs of the students;*
- *provide multiple opportunities to practice the targeted skill(s) and receive corrective feedback;*
- *occurs during time allotted in addition to core instruction; and*
- *includes accommodations (IEP, ESOL, or 504).*

**Grade Levels: Kindergarten- Fifth Grade**

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

*(Enter assessment criteria that will be used)*

- FAST PM (Kindergarten only)- Scores at or above 438-496
- Kindergarten- 2nd Grade FAST PM- Student scores between 10-24 PR
- 1st- 5th Grade iReady- Scores between the 25-49th percentile
- 3rd- 5th Grade FAST PM- FSA equivalency to less than Level 3

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

**Progress Monitoring**

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

iReady-Promising Evidence (Source-Evidence for ESSA)  
 Student scores between the 25th and 49th percentile based on iReady.  
 Problem-Solving Team- Students are progress monitored using iReady, teacher observations, classroom grades, and other progress monitoring tools as needed. If students are not making adequate progress with core differentiated instruction, small group remediation, UDL strategies, and multisensory strategies then they will hold a PST meeting with school-based leadership team, teacher, and parent(s). The PST will review data, strategies, and weaknesses, along with the individual needs of the student. A student may be placed on a Progress Monitoring Plan (PMP) that addresses their need in closing the identified gaps.  
 Strategies: MTSS Tier 2 support; Limited, but targeted, support; Small Group Explicit Instruction

**Assessment & Frequency**  
 Progress monitoring assessment on bi-monthly basis.

**Performance Criteria to discontinue Tier 2 interventions**

- FAST PM (Kindergarten only)- Scaled Score of 497-529
- Kindergarten- 2nd Grade FAST PM- Student scores above 24 PR
- 1st- 5th Grade iReady- Student has scored above the 50th percentile
- 3rd- 5th Grade FAST PM- FSA equivalency to Level 3 or greater
- Student has continually met/responded to Tier 2 intervention progress monitoring.

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

- FAST PM (Kindergarten only)- Scaled Score 438-496
- Kindergarten- 2nd Grade FAST PM- Student scores between 10- 24 PR
- 1st- 5th Grade iReady- Student scores between the 25th and 49th percentile
- 3rd- 5th Grade FAST PM- FSA equivalency to less than Level 3
- Student is not consistently responding to the interventions.

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

- FAST PM (Kindergarten only)- Scaled Score of 437 or below
- Kindergarten- 2nd Grade FAST PM- Student scores below 10 PR
- 1st- 3rd Grade iReady- Student scores at or below the 24th percentile
- 3rd- 5th Grade FAST PM- FSA equivalency to less than Level 3
- Classroom teacher assesses the student’s strengths and weaknesses to determine why the student is not responding to the intervention. Intensive small group interventions are implemented with higher intensity and frequency.

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**Number of times per week intervention provided**

**Grade Levels: Kindergarten- Fifth Grade**

3-5

**Number of minutes per intervention session**

20-30

**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?**

**In-Person Students**

Through formal and informal classroom walkthroughs by School/District Administrators and Instructional Coaches.

**Distance Learning Students**

Through formal and informal classroom observations through Zoom by School/District Administrators and Instructional Coaches

In addition, for both In-Person and Distance Learning Students:

- The Principal will lead his/her leadership team in analyzing school-wide data to determine the effectiveness of tier 2 interventions for students. The leadership team will meet with grade levels to review, school-based trends, grade level trends, identified vertical areas of weakness, then student specific data to understand learning gains needed for the individual, sub skill make-up of the classroom, and ways to group and differentiate instruction.
- Principals monitor the effectiveness of Tier 2 interventions for all students through formal and informal observations, school-based and district-level walkthroughs, monitoring progress monitoring data, and differentiate instruction.
- The District uses MTSS problem solving strategies to evaluate the efficiency of individual students in addition to the whole group of intervention.
- Professional Learning Communities-Evaluating data with teachers/teams to identify best practices that led to student mastery of standards and/or indicators that need to be addressed.
- Data days-Analyzing and using data to identify areas for opportunity to reteach/remediate/enrich. Adjust instructional practices to increase student achievement.
- Instructional Coach Meetings-Forum for sharing best practices, reviewing data and problem solving to inform instructional needs as a school/district.
- Assistant Principal/Principal Meetings-Reviewing and sharing of best practices observed in classrooms, and what is working at their schools to improve student achievement.

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

McGraw-Hill, Promising Evidence (Source-Evidence for ESSA)

<https://s3.amazonaws.com/ecommerce-prod.mheducation.com/unitas/school/explore/sites/reading-wonders/essa-evidence-for-wonders.pdf>

Curriculum Associates iReady, Promising Evidence (Source-Evidence for ESSA)

<https://distrctadministration.com/wp-content/uploads/2018/12/CAApril.pdf>

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



**Grade Levels: Kindergarten- Fifth Grade**

Small group/individual instruction will happen through a combination of the program platform, Canvas (learning management system), and virtual video sessions on applications such as Zoom. Personalized path in iReady is adjusted as needed to meet the needs of students. The completion of lessons and progress in iReady is monitored. The teachers intervene on skills where remediation is needed.

**Grade Levels: 9-10**

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

*(Enter assessment criteria that will be used)*

Student meets at least one of the following criteria at beginning of school year:

- FAST PM / FSA equivalent scores of a level 2.
- Student scores 31%-49% on USA Test Prep District Diagnostic

Lexile is below grade level:

Lexile Scores:

Ninth grade-Below 1050L

Tenth grade-Below 1080L

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

**Progress Monitoring**

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

USA Test Prep, Moderate to Promising Evidence (Source-Evidence for ESSA)  
 Strategies: MTSS Tier 2 support; Limited, but targeted, support; Small Group Explicit Instruction, ACT/SAT Strategies.  
 Achieve Literacy-Strong Evidence (Source-Evidence for ESSA)  
 Strategies: MTSS Tier 2 support; Limited, but targeted, support; Small Group Explicit Instruction

**Assessment & Frequency**

USA Test Prep District Diagnostic Assessment-Three times a year.  
 Progress monitoring weekly.  
 Achieve Literacy  
 Level Set-At the beginning, middle and end of year.

**Performance Criteria to discontinue Tier 2 interventions**

USA Test Prep  
 Student scores at 50% or above on USA Test Prep District Diagnostic Assessment  
 Achieve Literacy  
 Ninth Grade- Above 1045L  
 Tenth Grade-Above 1080L

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

USA Test Prep  
 Student scores 31%-49% on USA Test Prep District Diagnostic Assessment  
 Achieve Literacy  
 Ninth grade-Lexile score between 780-1045L  
 Tenth Grade-Lexile score between 835L-1075L

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

USA Test Prep  
 Student scores at 30 % or below on USA Test Prep District Diagnostic Assessment  
 Achieve Literacy  
 Ninth grade-Below 775L  
 Tenth Grade-Below 830L

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**Number of times per week intervention provided**

**Grade Levels: 9-10**

2-4 times

**Number of minutes per intervention session**

20-30 minutes

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

**In-Person Students**

Through formal/informal classroom walkthroughs and observations by School/District Administrators and Literacy Team members.

**Distance Learning Students**

Through formal/informal classroom walkthroughs and observations via Zoom by School/District Administrators and Literacy Team members.

In addition, for both In-Person and Distance Learning Students:

- The Principal will lead his/her leadership team in analyzing school-wide data to determine the effectiveness of Tier 2 interventions for students. The leadership team will meet with content areas to review, school-based trends, grade level trends, identified vertical areas of weakness, then student specific data to understand learning gains needed for the individual, and ways to group and differentiate instruction.
- Principals monitor the effectiveness of interventions for all Tier 2 students through formal and informal observations, school-based and district-level walkthroughs, reviewing progress monitoring data, and lesson plans.
- The District utilizes MTSS problem solving strategies to evaluate the progress of individual students in addition to the whole group of intervention.
- Professional Learning Communities-Evaluating data with teachers/teams to identify best practices that lead to student mastery of standards and/or indicators that need to be addressed.
- Data days-Analyzing and using data to identify areas for opportunity to reteach/remediate/enrich. Adjust instructional intervention practices to increase student achievement.
- Curriculum Meetings-Forum for sharing best practices, reviewing data and problem solving to inform instructional needs as a school/district.
- Assistant Principal/Principal Meetings-Reviewing and sharing of best practices observed in classrooms, and what is working at their schools to improve student achievement.

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

Achieve Literacy, Strong Evidence (Source-Evidence for ESSA)

<https://www.evidenceforessa.org/programs/reading/achieve3000-secondary>

USA Test Prep, Moderate to Promising Evidence (Source-Evidence for ESSA)

[https://marketing-prod-assets.usatestprep.com/documents/Evidence-based\\_Studies\\_for\\_ESSA\\_Criteria\\_.pdf](https://marketing-prod-assets.usatestprep.com/documents/Evidence-based_Studies_for_ESSA_Criteria_.pdf)

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

**Grade Levels: 9-10**

Small group/individual instruction will happen through a combination of the program platform, Canvas (Learning Management System), and virtual video sessions on applications such as Zoom.

**Grade Levels: 6-8**

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

*(Enter assessment criteria that will be used)*

Student meets at least one of the following criteria at beginning of school year:

- FAST PM / FSA equivalent score of a level 2.
- Student scores 31%-49% on USA Test Prep District Diagnostic

Lexile is below grade level:

- Sixth grade Lexile between 560L-920L
- Seventh grade Lexile between 630L-965L
- Eighth grade Lexile between 665-1005L

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

**Progress Monitoring**

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

Achieve Literacy-Strong Evidence (Source-Evidence for ESSA)  
 Strategies: MTSS Tier 2 support; Limited, but targeted, support; Small Group Explicit Instruction  
 Lexia PowerUp-Strong Evidence (Source-Evidence for ESSA)  
 Strategies: MTSS Tier 3 support; Intensive, targeted support; Small Group Explicit Instruction

**Assessment & Frequency**

Achieve Literacy  
 Level Set-At the beginning, middle and end of year.  
 Monitor monthly Lexile growth. Progress monitoring weekly.  
 Lexia PowerUp  
 Initial Powerup AutoPlacement Assessment.  
 Progress monitoring weekly.

**Performance Criteria to discontinue Tier 2 interventions**

Achieve Literacy  
 Sixth grade-920L or above  
 Seventh Grade-965L or above  
 Eighth Grade-1005L or above  
 Lexia PowerUp  
 Student reaches advanced level in all three strands.

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

Achieve Literacy  
 Sixth grade-920L or above  
 Seventh Grade-965L or above  
 Eighth Grade-1005L or above  
 Lexia PowerUp  
 Student has not reached advanced level in all three strands.

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

Achieve Literacy  
 Sixth grade-555L or below  
 Seventh Grade-625L or below  
 Eighth Grade-660L or below  
 Schools will revise, modify, intensify, or supplement instruction and interventions, as necessary.

**Grade Levels: 6-8**

**Progress Monitoring**

Lexia PowerUp

Student has not reached advanced level in two or more strands.

Schools will revise, modify, intensify, or supplement instruction and interventions, as necessary.

**Number of times per week intervention provided**

2-4 times

**Number of minutes per intervention session**

20-30 minutes

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

**In-Person Students**

Through formal/informal classroom walkthroughs and observations by School/District Administrators and Literacy Team members.

**Distance Learning Students**

Through formal/informal classroom walkthroughs and observations via Zoom by School/District Administrators and Literacy Team members.

In addition, for both In-Person and Distance Learning Students:

- The Principal will lead his/her leadership team in analyzing school-wide data to determine the effectiveness of Tier 2 interventions for students. The leadership team will meet with content area to review, school-based trends, grade level trends, identified vertical areas of weakness, then student specific data to understand learning gains needed for the individual, sub skill make-up of the classroom, and ways to group and differentiate instruction.
- Principals monitor the effectiveness of Tier 2 interventions for all students through formal and informal observations, school-based and district-level walkthroughs, reviewing progress monitoring data, and lesson plans.
- The District utilizes MTSS problem solving strategies to evaluate the efficiency of individual students in addition to the whole group of intervention.
- Professional Learning Communities-Evaluating data with teachers/teams to identify best practices that lead to student mastery of standards and/or indicators that need to be addressed.
- Data Days-Analyzing and using data to identify areas for opportunity to reteach/remediate/enrich. Adjust instructional interventions practices to increase student achievement.
- Curriculum Meetings-Forum for sharing best practices, reviewing data and problem solving to inform instructional needs as a school/district.
- Assistant Principal/Principal Meetings-Reviewing and sharing of best practices observed in classrooms, and what is working at their schools to improve student achievement.

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

Lexia PowerUp Literacy, Strong Evidence (Source-Evidence for ESSA)

<https://www.evidenceforessa.org/programs/reading/lexia-powerup-literacy>

**Grade Levels: 6-8**

Achieve Literacy, Strong Evidence (Source-Evidence for ESSA)  
<https://www.evidenceforessa.org/programs/reading/achieve3000-secondary>

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

Small group/individual targeted instruction will happen through a combination of the program platform, Canvas (Learning Management System), and virtual video sessions on applications such as Zoom.

**Grade Levels: 11-12**

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

*(Enter assessment criteria that will be used)*

Student meets the following criteria at beginning of school year:

Student has not met the graduation requirement on the FAST PM / FSA equivalency scores equal to or greater than level 3 OR earned a Concordant Score on the ACT or SAT

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

**Progress Monitoring**

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

USA Test Prep, Moderate to Promising Evidence (Source-Evidence for ESSA)

Strategies: MTSS Tier 2 support; Limited, but targeted, support; Small Group Explicit Instruction, ACT/SAT Strategies.

Achieve Literacy-Strong Evidence (Source-Evidence for ESSA)

Strategies: MTSS Tier 2 support; Limited, but targeted, support; Small Group Explicit Instruction, ACT/SAT Strategies.

**Assessment & Frequency**

USA Test Prep District Diagnostic Assessment-Three times a year

Achieve Literacy

Level Set-At the beginning, middle and end of year.

**Performance Criteria to discontinue Tier 2 interventions**

Student meets graduation requirement for Reading in one of the following three ways:

FSA-ELA Retake

Score of level 3 or higher

OR

ACT Concordant Score

Score an 18 average or higher on the English and Reading portions.

OR

SAT Evidence-Based Reading and Writing (EBRW)

Score a 480 average or higher on the English and Reading portions.

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

Student not meeting graduation requirements or making progress using programs and/or strategies.

Achieve Literacy

Lexile level 995-1180

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

USA Test Prep

Student not responding to intervention, not meeting any benchmarks in the program.

ACT

Score at 12 or below

Achieve Literacy

Lexile level 950L and below

**Number of times per week intervention provided**

2-4 times



**Grade Levels: 11-12**

**Number of minutes per intervention session**

20-30 minutes

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

**In-Person Students**

Through formal/informal classroom walkthroughs and observations by School/District Administrators and Literacy Team members.

**Distance Learning Students**

Through formal/informal classroom walkthroughs and observations via Zoom by School/District Administrators and Literacy Team members.

In addition, for both In-Person and Distance Learning Students:

- The Principal will lead his/her leadership team in analyzing school-wide data to determine the effectiveness of Tier 2 interventions for students. The leadership team will meet with content areas to review, school-based trends, grade level trends, identified vertical areas of weakness, then student specific data to understand learning gains needed for the individual, and ways to group and differentiate instruction.
- Principals monitor the effectiveness of interventions for all Tier 2 students through formal and informal observations, school-based and district-level walkthroughs, reviewing progress monitoring data, and lesson plans.
- The District utilizes MTSS problem solving strategies to evaluate the progress of individual students in addition to the whole group of intervention.
- Professional Learning Communities-Evaluating data with teachers/teams to identify best practices that lead to student mastery of standards and/or indicators that need to be addressed.
- Data days-Analyzing and using data to identify areas for opportunity to reteach/remediate/enrich. Adjust instructional intervention practices to increase student achievement.
- Curriculum Meetings-Forum for sharing best practices, reviewing data and problem solving to inform instructional needs as a school/district.
- Assistant Principal/Principal Meetings-Reviewing and sharing of best practices observed in classrooms, and what is working at their schools to improve student achievement.

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

Achieve Literacy, Strong Evidence (Source-Evidence for ESSA)

<https://www.evidenceforessa.org/programs/reading/achieve3000-secondary>

USA Test Prep, Moderate to Promising Evidence (Source-Evidence for ESSA)

[https://marketing-prod-assets.usatestprep.com/documents/Evidence-based\\_Studies\\_for\\_ESSA\\_Criteria\\_.pdf](https://marketing-prod-assets.usatestprep.com/documents/Evidence-based_Studies_for_ESSA_Criteria_.pdf)

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

Small group/individual instruction will happen through a combination of the program platform, Canvas (Learning Management System), and virtual video sessions on applications such as Zoom.

### **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- Fifth Grade****IF Student meets the following criteria at the beginning of the school year:**

*(Enter assessment criteria that will be used)*

FAST PM (Kindergarten only): Scores at 437 or below

Kindergarten- 2nd Grade FAST PM below 10 PR

1st- 5th Grade Scores below the 24th percentile based on iReady

3rd- 5th Grade FAST PM- FSA equivalency scores equal to or less than Level 3

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

**Progress Monitoring**

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

iReady-Promising Evidence (Source-Evidence for ESSA)

Student scores below the 24th percentile based on iReady

Problem-Solving Team- Students are progress monitored using iReady, teacher observations, classroom grades and other progress monitoring tools as needed. If students are not making adequate progress with core differentiated instruction, small group remediation, UDL strategies, and multisensory strategies then they will hold a PST meeting with school-based leadership team, teacher, and parent(s). The PST will review data, strategies, and weaknesses, along with the individual needs of the student. A student may be placed on a Progress Monitoring Plan (PMP) that addresses their need in closing the identified gaps.

Strategies: MTSS Tier 3 support; Limited, but targeted, support; Small Group Explicit Instruction

**Assessment & Frequency**

Progress monitoring assessment on weekly basis.

**Performance Criteria to discontinue Tier 3 interventions**

FAST PM- Kindergarten only Scaled Score of 438 or above

Kindergarten- 2nd Grade FAST PM student scores 10 or above

1st- 5th Grade Student scores between the 24th and 50th percentile based on iReady

3rd- 5th Grade FAST PM FSA equivalency to greater than Level 3

The Problem-Solving Team meets to discuss the results of the diagnostic testing, specific skills that need to be targeted, and intensive reading instructional needs. Perform gap analysis in determining whether to move a student back to Tier 2.

The PMP/intervention is updated, and Tier 2 intervention continues. Bi-monthly (minimum) progress monitoring data is collected. Parents are notified/conferences conducted to address concern(s).

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

FAST PM- Kindergarten only Scaled Score of 437 or below

Kindergarten- 2nd Grade FAST PM student scores 10 or below

1st- 5th Grade Student scores the 24th percentile or below based on iReady

3rd- 5th Grade FAST PM FSA equivalency to less than Level 3

Student has been identified as having a substantial reading deficiency. The Problem-Solving Team meets to discuss the results of the diagnostic testing, specific skills that need to be targeted, and intensive reading instructional needs. The PMP/intervention is updated, and Tier 3 intervention begins. Weekly (minimum) progress monitoring data is collected. Parents are notified/conferences conducted to address concern(s).

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

FAST PM- Kindergarten only Scaled Score of 437 or below

Kindergarten- 2nd Grade FAST PM below 10 PR

1st- 5th iReady Student continues to score below the 24th percentile based on iReady.

**Grade Levels: Kindergarten- Fifth Grade****Progress Monitoring**

3rd- 5th Grade FAST PM FSA equivalency to less than Level 3

Student has been identified as having a substantial reading deficiency. The Problem-Solving Team meets to discuss the results of the diagnostic testing, specific skills that need to be targeted, and intensive reading instructional needs. The PMP/intervention is updated, and Tier 3 intervention begins. Weekly (minimum) progress monitoring data is collected. Parents are notified/conferences conducted to address concern(s).

**Number of times per week intervention provided**

4-5

**Number of minutes per intervention session**

20-30

**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?**

In-Person Students

Through formal and informal classroom walkthroughs by School/District Administrators and Instructional Coaches.

Distance Learning Students

Through formal and informal classroom observations through Zoom by School/District Administrators and Instructional Coaches.

In addition, for both In- Person and Distance Learning Students:

- The Principal will lead his/her leadership team in analyzing school-wide data to determine the effectiveness of Tier 3 interventions for students. The leadership team will meet with grade levels to review, school-based trends, grade level trends, identified vertical areas of weakness, then student specific data to understand learning gains needed for the individual, sub skill make-up of the classroom, and ways to group and differentiate instruction.
- Principals monitor the effectiveness of Tier 3 interventions for all students through formal and informal observations, school-based and district-level walkthroughs, monitoring progress monitoring data, and differentiate instruction.
- The District uses MTSS problem solving strategies to evaluate the efficiency of individual students in addition to the whole group of intervention. Tier 3 instruction is aligned to student weaknesses.
- Professional Learning Communities-Reviewing data with teachers/teams to identify best practices that led to student mastery of standards and/or indicators that need to be addressed.
- Data days-analyzing and using data to identify deficits and create plans to adjust instructional practices to in order to increase student achievement.
- Instructional Coach Meetings-Forum for sharing best practices, reviewing data and problem solving to inform instructional needs as a school/district.
- Assistant Principal/Principal Meetings-Reviewing and sharing of best practices observed in classrooms, and what is working at their schools to improve student achievement.

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

**Grade Levels: Kindergarten- Fifth Grade**

McGraw-Hill, Promising Evidence (Source-Evidence for ESSA)

<https://s3.amazonaws.com/ecommerce-prod.mheducation.com/unitas/school/explore/sites/reading-wonders/essa-evidence-for-wonders.pdf>

Curriculum Associates iReady, Promising Evidence (Source-Evidence for ESSA)

<https://districtadministration.com/wp-content/uploads/2018/12/CAAApril.pdf>

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

Small group/individual instruction will happen through a combination of the program platform, Canvas (the learning management system), and virtual video sessions on applications such as Zoom.

Personalized path in iReady is adjusted as needed to meet the needs of students. The completion of lessons and progress in iReady is monitored. The teachers intervene on skills where remediation is needed. Skill specific lessons are assigned to monitor development of remediated skills and adjusted as needed.

**Grade Levels: 6-8**

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

*(Enter assessment criteria that will be used)*

Student meets at least one of the following criteria at beginning of school year:

- Student scores Level 1 on the FAST PM / FSA equivalency scores equal to level 1
- Student scores at 30% or below on District Diagnostic Assessment in USA Test Prep
- Lexile is below grade level:

Sixth grade-Lexile below 560L

Seventh grade-Lexile below 630L

Eighth Grade-Lexile below 665L

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

**Progress Monitoring**

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

Lexia PowerUp-Strong Evidence (Source-Evidence for ESSA)

Strategies: MTSS Tier 3 support; Intensive, targeted support; Small Group Explicit Instruction

**Assessment & Frequency**

Lexia PowerUp

Initial Powerup AutoPlacement Assessment.

Progress monitoring weekly.

**Performance Criteria to discontinue Tier 3 interventions**

Lexia PowerUp

Student reaches advanced level in two of three strands.

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

Lexia PowerUp

Student reaches advanced level in two of three strands.

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

Lexia PowerUp

Student has blue icon displayed in the units gained column, indicating that progress is not being made in the program.

Schools will revise, modify, intensify, or supplement instruction and interventions, as necessary.

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**Number of times per week intervention provided**

3-5 times

**Number of minutes per intervention session**

20-30 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?**

In-Person Students

Through formal/informal classroom walkthroughs and observations by School/District Administrators and Literacy Team members.

**Grade Levels: 6-8**

## Distance Learning Students

Through formal/informal classroom walkthroughs and observations via Zoom by School/District Administrators and Literacy Team members.

In addition, for both In-Person and Distance Learning Students:

- The Principal will lead his/her leadership team in analyzing school-wide data to determine the effectiveness of Tier 3 interventions for students. The leadership team will meet with content areas to review, school-based trends, grade level trends, identified vertical areas of weakness, then student specific data to understand learning gains needed for the individual, sub skill make-up of the classroom, and ways to group and differentiate instruction.
- Principals monitor the effectiveness of Tier 3 interventions for all students through formal and informal observations, school-based and district-level walkthroughs, reviewing progress monitoring data, and lesson plans.
- The District utilizes MTSS problem solving strategies to evaluate the efficiency of individual students in addition to the whole group of intervention.
- Professional Learning Communities-Evaluating data with teachers/teams to identify best practices that lead to student mastery of standards and/or indicators that need to be addressed.
- Data days-Analyzing and using data to identify areas for opportunity to reteach/remediate/enrich. Adjust instructional interventions practices to increase student achievement.
- Curriculum Meetings-Forum for sharing best practices, reviewing data and problem solving to inform instructional needs as a school/district.
- Assistant Principal/Principal Meetings-Reviewing and sharing of best practices observed in classrooms, and what is working at their schools to improve student achievement.

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

Lexia PowerUp Literacy, Strong Evidence (Source-Evidence for ESSA)

<https://www.evidenceforessa.org/programs/reading/lexia-powerup-literacy>

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

Small group/individual instruction will happen through a combination of the Canvas platform (Learning Management System), and virtual video sessions on applications such as Zoom.

**Grade Levels: 9-10**

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

*(Enter assessment criteria that will be used)*

Student meets at least one of the following criteria at beginning of school year:

Student scores level 1 on the FAST PM / FSA equivalency with a historical trend:

Student scores at 30% or below on District Diagnostic Assessment in USA Test Prep

Ninth grade-Lexile score of 775L or below

Tenth grade-830L or below

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

**Progress Monitoring**

**Tier 3 Programs/Materials/Strategies & Duration**  
 USA Test Prep, Moderate to Promising Evidence (Source-Evidence for ESSA)  
 Strategies: MTSS Tier 3 support; Limited, but targeted, support; Small Group Explicit Instruction  
 Achieve Literacy-Strong Evidence (Source-Evidence for ESSA)  
 Strategies: MTSS Tier 3 support; Limited, but targeted, support; Small Group Explicit Instruction

**Assessment & Frequency**  
 USA Test Prep  
 District Diagnostic Assessment-Three times a year.  
 Achieve Literacy  
 Level Set-At the beginning, middle and end of year.  
 Monitor monthly Lexile growth.  
 Progress monitoring weekly.

**Performance Criteria to discontinue Tier 3 interventions**  
 USA Test Prep  
 Student scores 31%-49% on USA Test Prep  
 Achieve Literacy  
 Ninth grade-Lexile score between 780-1045L  
 Tenth Grade-Lexile score between 835L-1075L

**Performance Criteria indicating continuation of Tier 3 interventions**  
 USA Test Prep  
 Student scores 31%-49% on USA Test Prep  
 Achieve Literacy  
 Ninth grade-Lexile score between 780-1045L  
 Tenth Grade-Lexile score between 835L-1075L

**Performance Criteria that prompts intensified Tier 3 interventions**  
 USA Test Prep  
 Student scores at 30% or below on USA Test Prep District Diagnostic Assessment  
 Schools will revise, modify, intensify, or supplement instruction and interventions, as necessary.  
 Achieve Literacy  
 Ninth grade-Continues to be below 775L  
 Tenth Grade-Continues to be below 830L  
 Schools will revise, modify, intensify, or supplement instruction and interventions, as necessary.



**Grade Levels: 9-10**

**Number of times per week intervention provided**

3-5 times

**Number of minutes per intervention session**

20-30 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?**

**In-Person Students**

Through formal/informal classroom walkthroughs and observations by School/District Administrators and Literacy Team members.

**Distance Learning Students**

Through formal/informal classroom walkthroughs and observations via Zoom by School/District Administrators and Literacy Team members.

In addition, for both In-Person and Distance Learning Students:

- The Principal will lead his/her leadership team in analyzing school-wide data to determine the effectiveness of Tier 3 interventions for students. The leadership team will meet with content areas to review, school-based trends, grade level trends, identified vertical areas of weakness, then student specific data to understand learning gains needed for the individual, and ways to group and differentiate instruction.
- Principals monitor the effectiveness of Tier 3 interventions for all students through formal and informal observations, school-based and district-level walkthroughs, reviewing progress monitoring data, and lesson plans.
- The District utilizes MTSS problem solving strategies to evaluate the efficiency of individual students in addition to the whole group of intervention.
- Professional Learning Communities-Evaluating data with teachers/teams to identify best practices that lead to student mastery of standards and/or indicators that need to be addressed.
- Data days-Analyzing and using data to identify areas for opportunity to reteach/remediate/enrich. Adjust instructional interventions practices to increase student achievement.
- Curriculum Meetings-Forum for sharing best practices, reviewing data and problem solving to inform instructional needs as a school/district.
- Assistant Principal/Principal Meetings-Reviewing and sharing of best practices observed in classrooms, and what is working at their schools to improve student achievement.

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

Achieve Literacy, Strong Evidence (Source-Evidence for ESSA)

<https://www.evidenceforessa.org/programs/reading/achieve3000-secondary>

USA Test Prep, Moderate to Promising Evidence (Source-Evidence for ESSA)

[https://marketing-prod-assets.usatestprep.com/documents/Evidence-based\\_Studies\\_for\\_ESSA\\_Criteria\\_.pdf](https://marketing-prod-assets.usatestprep.com/documents/Evidence-based_Studies_for_ESSA_Criteria_.pdf)

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

**Grade Levels: 9-10**

Small group/individual instruction will happen through a combination of the program platform, Canvas (Learning Management System), and virtual video sessions on applications such as Zoom.

**Grade Levels: 11-12**

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

*(Enter assessment criteria that will be used)*

Student meets the following criteria at beginning of school year:

- Student has not met the graduation requirement on the FAST PM / FSA equivalency scores equal to or greater than level 3 OR earned a Concordant Score on the ACT or SAT

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

**Progress Monitoring**

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

USA Test Prep, Moderate to Promising Evidence (Source-Evidence for ESSA)  
 Strategies: MTSS Tier 2 support; Limited, but targeted, support; Small Group Explicit Instruction, ACT/SAT Strategies.  
 Achieve Literacy-Strong Evidence (Source-Evidence for ESSA)  
 Strategies: MTSS Tier 2 support; Limited, but targeted, support; Small Group Explicit Instruction, ACT/SAT Strategies.

**Assessment & Frequency**

**Performance Criteria to discontinue Tier 3 interventions**

Student meets graduation requirement for Reading in one of the following three ways:  
 FSA-ELA Retake  
 Score of level 3 or higher  
 OR  
 ACT Concordant Score  
 Score an 18 average or higher on the English and Reading portions.  
 OR  
 SAT Evidence-Based Reading and Writing (EBRW)  
 Score a 480 average or higher on the English and Reading portions.

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

Student meets graduation requirement for Reading in one of the following three ways:  
 FSA-ELA Retake  
 Score of level 3 or higher  
 OR  
 ACT Concordant Score  
 Score an 18 average or higher on the English and Reading portions.  
 OR  
 SAT Evidence-Based Reading and Writing (EBRW)  
 Score a 480 average or higher on the English and Reading portions.

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

USA Test Prep  
 Student scores at 30% or below on USA Test Prep District Diagnostic Assessment  
 Schools will revise, modify, intensify, or supplement instruction and interventions, as necessary.  
 Achieve Literacy

**Grade Levels: 11-12****Progress Monitoring**

Continues to be below 950L

Schools will revise, modify, intensify, or supplement instruction and interventions, as necessary.

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**Number of times per week intervention provided**

3-5 times

**Number of minutes per intervention session**

20-30 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?****In-Person Students**

Through formal/informal classroom walkthroughs and observations by School/District Administrators and Literacy Team members.

**Distance Learning Students**

Through formal/informal classroom walkthroughs and observations via Zoom by School/District Administrators and Literacy Team members.

In addition, for both In-Person and Distance Learning Students:

- The Principal will lead his/her leadership team in analyzing school-wide data to determine the effectiveness of Tier 3 interventions for students. The leadership team will meet with grs to review, school-based trends, grade level trends, identified vertical areas of weakness, then student specific data to understand learning gains needed for the individual, sub skill make-up of the classroom, and ways to group and differentiate instruction.
- Principals monitor the effectiveness of Tier 3 interventions for all students through formal and informal observations, school-based and district-level walkthroughs, reviewing progress monitoring data, and lesson plans.
- The District utilizes MTSS problem solving strategies to evaluate the efficiency of individual students in addition to the whole group of intervention.
- Professional Learning Communities-Evaluating data with teachers/teams to identify best practices that lead to student mastery of standards and/or indicators that need to be addressed.
- Data days-Analyzing and using data to identify areas for opportunity to reteach/remediate/enrich. Adjust instructional interventions practices to increase student achievement.
- Curriculum Meetings-Forum for sharing best practices, reviewing data and problem solving to inform instructional needs as a school/district.
- Assistant Principal/Principal Meetings-Reviewing and sharing of best practices observed in classrooms, and what is working at their schools to improve student achievement.

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

Achieve Literacy, Strong Evidence (Source-Evidence for ESSA)

<https://www.evidenceforessa.org/programs/reading/achieve3000-secondary>

**Grade Levels: 11-12**

USA Test Prep, Moderate to Promising Evidence (Source-Evidence for ESSA)

[https://marketing-prod-assets.usatestprep.com/documents/Evidence-based\\_Studies\\_for\\_ESSA\\_Criteria\\_.pdf](https://marketing-prod-assets.usatestprep.com/documents/Evidence-based_Studies_for_ESSA_Criteria_.pdf)

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

Small group/individual instruction will happen through a combination of the program platform, Canvas (Learning Management System), and virtual video sessions on applications such as Zoom.

## Identification of Students with a Substantial Reading Deficiency

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

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

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

Students are progress monitored using iReady (elementary), USA TestPrep, and Achieve. Teacher observations, classroom grades, and other progress monitoring tools are utilized as needed for identifying students with substantial reading deficiencies. If students are not making adequate progress with core differentiated instruction, small group remediation, UDL strategies, and multisensory strategies then they will hold a Problem-Solving Team (PST) meeting with school-based leadership team, teacher, and parent(s). The PST will review data, strengths, and weaknesses, along with the individual needs of the student. A student may be placed on a Progress Monitoring Plan (PMP) that addresses their need in closing the identified gap. Schools will plan, modify, intensify, or supplement instruction and interventions, as necessary. If the student has not responded to a specific reading intervention with the initial intensity (time and group size) provided through the MTSS (Multi-Tiered System of Supports) guidelines based on student progress monitoring data, the PST will meet again to discuss and adjust the intensity and frequency of the intervention. The PST will adjust the intervention according to needs. At any point during the year, a teacher can request a PST meeting to discuss a student and address their individual needs. Data is reviewed on an ongoing basis and varies in frequency based on each tier of instruction. The data is reviewed by district and school level administration as well as by teachers.