2022-23 Reading Plan

Table of Contents

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	Hunt, Patricia Literacy Manager phunt@flvs.net 239-826-7564
Elementary English Language Arts (ELA)	Rizzo, Richard Director of FLEX Elementary & Literacy rrizzo@flvs.net 407-734-3910
Elementary English Language Arts (ELA)	Santana, Katie Director of Full-time Instruction ksantana@flvs.net 954-899-2259
Secondary ELA	Santana, Katie Director of Full-time Instruction ksantana@flvs.net 954-899-2259
Reading Endorsement	Hunt, Patricia Literacy Manager phunt@flvs.net 239-826-7564
Reading Curriculum	Messer, Amanda Curriculum Specialist 6-12 ELA amesser@flvs.net 304-972-6569
Professional Development	Hunt, Patricia Literacy Manager phunt@flvs.net 239-826-7564
Assessment	Parker, Alicia Sr. Manager Evaluation & Measurement alparker@flvs.net 386-847-5032
Data Element	Gagne, Elizabeth Beth Gagne egagne@flvs.net 941-322-7217
Data Element	Ogletree, Jill Certification Specialist jogletree@flvs.net 321-297-3921
Summer Reading Camp	Foster, Ryan Full-time Elementary Assistant Principal rfoster@flvs.net 863-825-5262
Third Grade Promotion	Foster, Ryan Full-time Elementary Asst. Principal rfoster@flvs.net 863-825-5262
Multi-Tiered System of Supports (MTSS)	Arnold, Carlotta MTSS Liaison carnold@flvs.net 813-335-5953

Contact	Name, Title, Email, Phone
Assessment	Hangen, Kelly Sr. Manager District Assessment khangen@flvs.net 813-453-7328
Reading Curriculum	Kuliesh, Nora Curriculum Manager nkuliesh@flvs.net 352-263-3880

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 Comprehensive Evidence-based Reading Plan (CERP) is shared by the Literacy Manager with district stakeholders including district and school-level leadership to be distributed across their schools and teams. The plan can also be found on our internal literacy site, the FLVS website, and the CIMS site that is accessible to all stakeholders including families and community members. Literacy coaches receive in-depth training on the plan through weekly district literacy team meetings. The plan will be shared with teachers during their pre-school training. Additionally, the plan will be shared at our School Advisory Council meetings at each school and with our school-based Literacy Leadership Teams for support with implementation.

Student Achievement Goals - Part B

Measurable Student Achievement Goals

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

Previous School Year
Kindergarten - % of Students "Ready" on FLKRS 91%

Previous School Year
Kindergarten - % of Students "Ready" on FLKRS 99%

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

1) FLVS offers information sessions for incoming Kindergarten families called Kinder Round-up. Parents are provided with information regarding the transition to Kindergarten and how to help their children be ready to begin school including early literacy resources.
2) During the summer FLVS conducts summer screening sessions in which Kindergarteners are screened to determine their readiness level prior to the start of school. Parents are provided with information regarding the transition to Kindergarten and how to help their children be ready to begin school including literacy resources.

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	13	23	31	27	6	6	16	38	30	10
4	13	19	30	26	13	5	12	31	38	14
5	9	20	28	28	14	5	17	29	33	16
6	11	17	24	34	13	2	13	28	38	19
7	12	20	24	25	18	4	13	31	33	19
8	12	14	28	26	20	5	12	31	31	21
9	7	18	23	33	18	6	12	28	35	19
10	10	20	24	29	16	4	13	32	34	17

Include additional literacy goals based on screening, progress monitoring, and/or district summative assessments. At a minimum, include specific goals for K-2 students.
Example: For each grade, K-2, increase the percentage of students currently scoring at or above grade level on (the approved district progress monitoring assessment) by 5% this year, from (60%) to (65%).

Kindergarten - Maintain the percentage of students demonstrating at or above grade-level proficiency on the Winter and Spring Screening and Coordinated Progress Monitoring assessment. January 2022 iReady administration indicates that 95% of students are demonstrating proficiency at or above grade level.
1st grade - Increase the percentage of students demonstrating at or above grade level proficiency from 74% to 79% on the Coordinated Progress Monitoring assessment. (numbers based on Winter iReady Diagnostic assessment)
2nd grade - Increase the percentage of students demonstrating at or above grade level proficiency from 73% to 78% on the Coordinate Progress Monitoring assessment. (numbers based on Winter iReady Diagnostic assessment)

District Budget for Evidence-Based Reading Instruction Allocation

Budget

1	Estimated proportional share distributed to district charter			$0.00
2	Reading coaches assigned to elementary schools			$450,787.99
			FTE	2022-23
			5.0	$450,787.99
3	Reading coaches assigned to secondary schools			$339,293.96
			FTE	2022-23
			4.0	$339,293.96
4	Intervention teachers assigned to elementary schools			$247,355.08
			FTE	2022-23
			3.0	$247,355.08
5	Intervention teachers assigned to secondary schools			$414,095.50

		FTE	2022-23
		6.0	$414,095.50
6	Supplemental materials or interventions for elementary schools		**$400,000.00**
		FTE	2022-23
			$400,000.00
7	Supplemental materials or interventions for secondary schools		**$150,000.00**
		FTE	2022-23
			$150,000.00
8	Intensive interventions for elementary students reading below grade level		**$173,050.00**
		FTE	2022-23
			$173,050.00
9	Intensive interventions for secondary students reading below grade level		**$45,375.00**
		FTE	2022-23
			$45,375.00
10	**Professional development**		**$386,393.47**
		FTE	2022-23
			$386,393.47
11	**Helping teachers earn the reading endorsement**		**$35,000.00**
		FTE	2022-23
			$35,000.00
12	**Summer reading camps**		**$30,000.00**
		FTE	2022-23
			$30,000.00
13	**Additional hour for 300 lowest-performing elementary schools**		**$0.00**
14	**Early literacy instruction/intervention for VPK completers pursuant to s. 1008.25(8)(c), F.S.**		**$30,000.00**
		FTE	2022-23
			$30,000.00
		Total:	**$2,701,351.00**

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

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

The district is prioritizing K-3 students with substantial reading deficiencies in several ways. We are utilizing funds to purchase supplemental Tier 1 and intervention resources, professional development in the Science of Reading, and the six areas of reading instruction including supporting students with substantial reading

difficulties and dyslexia. FLVS will provide in-person professional development and time for data analysis, common planning, and Professional Learning Community (PLC) work for our K-3 teachers. PLC reading focuses will include supporting students with phonological/phonemic awareness, language development, and dyslexia. We are providing all reading endorsement competencies opportunities for teachers with prioritization for K-3 teachers. We have funded two K-3 dedicated elementary literacy coaches, a literacy specialist, and K-3 intervention teachers. Finally, we are funding Summer Reading Camp and inviting those K-2 students demonstrating a need for remediation and continuing summer support.

School Literacy Leadership Teams

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

This School Literacy Leadership Team requirement is shared by the Literacy Manager with school principals through administration meetings, emails, and regular meetings with school literacy coaches.

The administrative team will participate in a literacy training and planning event in which they will learn more about Literacy Leadership Teams and develop their school plans.

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

Literacy Manager

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

Literacy Manager

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.

Teachers will be provided training throughout the year on the six areas of reading, plus writing, and multisensory instruction. Each month evidence-based multisensory strategies are introduced through professional development at the district and school levels. Follow-up implementation support is provided by dedicated grade-level literacy coaches and specialists through open office hours and one on one coaching.

Training will be provided throughout the year on progress monitoring using our new coordinated screening and progress monitoring assessments. Literacy coaches and specialists will provide specific school training on the instructional implications of the assessments and how to differentiate instruction using data-driven decision-making processes. Professional development activities will be differentiated and/or intensified based on teacher needs and principal requests.

School administrators will receive back-to-school and then quarterly training on the Science of Reading, differentiating reading instruction based on data, implementing literacy leadership teams, conducting classroom walkthroughs, developing model classrooms, requirements for weekly teacher PD, and reading plan implementation.

Teachers are given the opportunity to participate in literacy-based Professional Learning Communities (PLCs) on various topics to meet the needs of the schools as determined by school administrators.

The FLVS Literacy Team has an on-demand professional development site in which teachers can view past offerings and targeted, micro-professional development recordings.

FLVS provides district-wide in-service training in which all teachers will receive professional learning on evidence-based literacy instructional strategies and methodologies, including implementation of the new BEST Standards.

FLVS Full-time schools provide pre-school training and Data Days training in which school administrators, literacy coaches, and other staff disseminate the reading plan, and provide training on data analysis, instructional implications, and evidence-based literacy instruction and differentiation.

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 Literacy Manager shares all requirements with the Directors of Instruction and the school principals through email/monthly newsletters and quarterly meetings.

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

The Literacy Manager works with the Directors of Instruction, the Staff Development Director, and the Certification Specialist to ensure that teachers are being provided the required professional development options to ensure compliance with statutes, recertification, and teachers' Professional Learning Plans.

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

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

Literacy Coaches

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

Coaches must possess the following:

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

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

- experience as successful classroom teachers;

- knowledge of evidence-based reading research;

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

- data management skills;

- strong knowledge base in working with adult learners;

- excellent communication skills; and

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

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

FLVS has five literacy coaches. We have assigned three coaches to our Full-time Elementary School. FLVS is focusing on providing targeted support to K-3 teachers and students, especially to students reading substantially below grade level. For this reason, we have aligned the preponderance of support in our elementary program. FLVS Full-time Middle School and High School will each have a dedicated literacy coach. Additionally, we have one literacy specialist assigned to each of our Full-time schools. The literacy specialists work with the coaches to ensure that professional development needs are met including, but not limited to reading endorsement, monthly training on evidence-based, explicit, and systematic instruction, and provide open office coaching support weekly.

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 Literacy Manager shares the literacy coach requirements with the principals through quarterly meetings and email. Our Literacy Coach job description is also posted on our district's internal site.

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

Literacy coaches and specialists meet weekly as a team and bi-weekly one-on-one with the Literacy Manager to discuss their work within the schools. School-level administration work with the teaching staff to ensure coaches and specialists are working within their roles. The coaches meet regularly with the school-based administration teams to discuss student data and determine schoolhouse needs.

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

Literacy Manager

School-based Principals and Assistant Principals

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

The literacy coaches and specialists track their time and activity in a Google Sheet. The Literacy Manager reviews the data bi-weekly and discusses coaching data with the coaches and specialists during Monthly Walkthrough conversations. Principals have access to the Google sheets and use them to guide discussions with the literacy coaches.

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

1) Data is reviewed by the literacy manager with coaches and specialists during Monthly Walkthrough meetings.
2) Areas for growth are identified and analyzed.
3) Ideas for change are identified by the coach or specialist and manager.
4) New goals and implementation plans are developed by the coach or specialist.
5) The plan is implemented.
6) The plan is evaluated, and goals are revised or rewritten during the next month.

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?
District Developed Assessment	K-12	Formative Assessment	Phonics, Fluency, Vocabulary, Comprehension	Weekly
Discussion Based Assessment - District Created	K-12	Formative Assessment	Oral Language, Phonics, Vocabulary, Comprehension	3 x A Year
Oral Reading Fluency (ORF)	6-8 Tier 3, 9-12 Tier 3 (For students with decoding deficiencies)	Progress Monitoring	Fluency	Weekly
i-Ready	3-12 (3-5 Tier 1, 6-8 Tier 2, 9-12 Tier 2)	Progress Monitoring, Diagnostic	Phonics, Vocabulary, Comprehension	3 x A Year
Rewards Unit Assessments	6-8 Tier 3	Progress Monitoring	Fluency, Comprehension	2 x A Month
Achieve 3000	9-10 Tier 2	Progress Monitoring, Formative Assessment	Vocabulary, Comprehension	Monthly
USA Test Prep Standards Assessments	9-10 Tier 3, 11-12 Tier 2	Progress Monitoring	Vocabulary, Comprehension	Weekly
DIBELS	K-5 (K-2 Tier 2, 3-5 Tier 1)	Progress Monitoring	Phonological Awareness, Phonics, Fluency	3 x A Year
FAST - STAR	K-2	Screener, Progress Monitoring, Summative	Oral Language, Phonological Awareness, Phonics, Fluency, Vocabulary, Comprehension	3 x A Year
FAST - Cambium	3-10	Screener, Progress Monitoring, Summative	Vocabulary, Comprehension	3 x A Year
Freckle	1-2	Formative Assessment	Phonological Awareness, Phonics, Vocabulary, Comprehension	Weekly
Lalilo	K	Formative Assessment	Phonological Awareness, Phonics, Vocabulary, Comprehension	Weekly

District-Level Monitoring - Part B
Provide the following information to depict how the district will meet each of the requirements.

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

Literacy Manager, Literacy Director, FT Director of Instruction, school principals, assistant principals, and other designated professionals as needed

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

The curriculum team designs curriculum that is aligned to Florida's BEST Standards and follows a systematic and explicit sequence of instruction. School-based administrators ensure that live classtime instruction is systematic and explicit by conducting classroom walkthroughs.

Schools must complete a request form for supplemental resources that includes their documentation of evidence-based research. These forms are reviewed by the Literacy Manager. Please see the decision tree for documentation of evidence-based programs that are being utilized.

The literacy team provides professional development to teachers in explicit, systematic instruction, the science of reading, and evidence-based strategies. Follow-up support is provided by literacy coaches and specialists.

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

Directors of instruction work with the school administration teams as well as the curriculum team to ensure that course-based assessment data is accessible and relevant for decision-making to differentiate instruction. Additionally, the teams work together to address any gaps in the FLVS curriculum and formative assessments to make course corrections as needed. Supplemental resources are also utilized to make decisions and identify areas for differentiated instruction.

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

The district's literacy team conducts monthly Strategy in Action sessions in which evidence-based instructional strategies and methodologies are presented. There are content examples provided for each session with follow-up provided during open office hours and one on one coaching in which literacy coaches and specialists are available to work directly with content-area teachers.

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

If the concern is at the teacher level, it is addressed individually with the teacher and their immediate supervisor. If the concern is at the grade level or content area, it will be addressed at the weekly grade level or content meetings by the immediate supervisor. If the concern is at the school level, the principal will address it at a schoolhouse meeting. Depending on the topic of concern, the Directors of Instruction, Curriculum Managers, or Literacy Manager may also be included.

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

- Analyze elements of the district's plan, including literacy leadership, literacy coaching, standards, curriculum, instruction, intervention, assessment, professional learning and family engagement;

- Include input from teachers, literacy coaches and administrators at the school level;

- Identify elements in need of improvement and evidence-based strategies to increase literacy outcomes for students; and

- Analyze the effectiveness of interventions implemented in the prior year.

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

Based on the Reflection Tool and group discussion, we will revise the 22-23 CERP to plan for improved Tier 1 instruction and formative assessment while providing schools with training to support using progress monitoring data to make informed instructional decisions. We will use resources provided by the Summer Literacy Institute to continue supporting our schools with the transition to BEST Standards. Additionally, we will continue to identify ways to provide a reading endorsement pathway for our elementary teachers.

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?

Full-time Elementary School - School-based coaches attend grade level and content planning meetings to assist with ensuring the reading plan is being implemented. Additionally, coaches meet regularly with school administrators to discuss implementation.

Full-time Middle School - Reading plan data is reviewed during administration meetings with follow-up meetings with key stakeholders.

Full-time High School - There is the frequent and regular collection of data with follow-up meetings with key stakeholders

Who at the district level supports effective implementation?

Full-Time Director of Instruction, School Administrators, Literacy Manager, Literacy Coaches, RtI Specialists

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

District - The literacy manager communicates with school administration monthly through email and quarterly through meetings.

FTES - The literacy coaches meet weekly with school teams and the district literacy team to plan for implementation improvement.

FTMS - Data is reviewed by the administration, and trends are identified. Data is shared with teachers during classroom walkthroughs and data chats. Intervention data is discussed with each intervention teacher monthly and adjustments to planning and instruction are made accordingly.

FTHS - Data collection, problem-solving meetings, weekly conversations between key stakeholders and administration.

Weekly reading walkthroughs by administrators - Part B

What process is in place to ensure effective implementation?

Full-time Elementary School - Administrators meet weekly with grade-level teams to review literacy instruction based on walkthrough observations.

Full-time Middle School - Teachers are required to sign up for their walkthrough meetings with their administrator.

Full-time High School - There are regularly scheduled meetings to review student progress and reading intervention.

Who at the district level supports effective implementation?

Directors of Instruction, School Administrators, Literacy Coaches, RtI Specialists

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

FTES - The school administration team reviews the walkthrough data monthly.

FTMS - Student progress and classroom instruction are discussed during every classroom walkthrough meeting.

FTHS - Data collection, problem-solving meetings, weekly conversations between key stakeholders, and administration

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

What process is in place to ensure effective implementation?

Full-time Elementary School - Teachers maintain virtual data cards known as "baseball cards" that include all student data. This data is reviewed monthly during classroom walkthroughs with assistant principals. The data is also monitored by the RtI specialists and individual data meetings are held.

Full-time Middle School - The intervention team meets weekly to discuss data. The Student Success Team meets weekly to discuss specific at-risk students' needs.

Full-time High School - The data tracker spreadsheet is maintained 3x per year to review student progress monitoring data. There are weekly administrator reviews of student data with teachers and monitoring of Student Progress Reports.

Who at the district level supports effective implementation?

Full-Time Directors of Instruction, School Administrators, Literacy Coaches, RtI Specialists, Literacy Manager, District Evaluation & Measurement teams, ESE Managers, 504 Coordinators, Mental Health Counselors, and School Psychologists

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

District - Literacy Manager communicates with the school administration monthly through email and quarterly through meetings and meets monthly with school literacy coaches to discuss data trends.

FTES - Weekly meetings are held with the RtI specialists to review data and the interventions being implemented. Bi-weekly meetings are held with Tier 3 teachers to review student data and progress.

FTMS - All decisions involving intervention programs or additional support are discussed with the leadership team and director of instruction, with input as needed from other applicable departments.

FTHS - Student data and student progress reports are discussed during regular weekly administrator meetings.

Summer Reading Camp

Reading Camp - Part A

For Summer Reading Camps required by Section 1008.25(7), F.S., districts must:

- Provide instruction to grade 3 students who score Level 1 on the statewide standardized assessment for ELA;

- Implement evidence-based explicit, systematic, and multisensory reading instruction in phonemic awareness, phonics, fluency, vocabulary, and comprehension; and

- Provide instruction by a highly effective teacher endorsed or certified in reading.

All district Summer Reading Camp teachers are highly effective and reading endorsed/certified.

Yes

Describe the district's plan to meet each requirement for Summer Reading Camps required by Section 1008.25(7), F.S. Include a description of the evidence-based instructional materials that will be utilized.

FLVS Full Time Elementary Summer Reading Camp teachers will provide evidence-based, explicit, systematic, reading instruction using teacher-created lessons designed using the iReady Toolbox. Additionally, students will be working independently in iReady. Summer Reading Camp will run for approximately four weeks, Monday through Thursday, June 6 – 30, 2022 for 2 hours each day. Students will attend one-hour live class time sessions and will then work independently for one hour in iReady.

iReady- Promising - Research based on data from over four million students who took the i-Ready Diagnostic during the 2016–2017 school year found that students who used i-Ready Instruction experienced greater learning gains than those who did not use the program. These learning gains were not only substantial, but were also significant across key student subgroups, including non-Caucasian students, students with disabilities, economically disadvantaged students, and English learners. The strength of the evidence gathered means that i-Ready Instruction meets the criteria for ESSA Level 3: Promising Evidence with Favorable Effects. https://www.curriculumassociates.com/research-and-efficacy/i-ready-evidence-impact

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.

FLVS will be offering this option to 2nd-4th Grade students depending on the number of 3rd-grade students that need to attend. FLVS Full Time Elementary Summer Reading Camp teachers will provide evidence-based, explicit, systematic, reading instruction using teacher-created lessons designed using the iReady Toolbox. Additionally, students will be working independently in iReady. Summer Reading Camp will run for approximately four weeks, Monday through Thursday, June 6 – 30, 2022 for two hours each day. Students will attend one-hour live class time sessions and will then work independently for one hour in iReady.

iReady- Promising - Research based on data from over four million students who took the i-Ready Diagnostic during the 2016–2017 school year found that students who used i-Ready Instruction experienced greater learning gains than those who did not use the program. These learning gains were not only substantial, but were also significant across key student subgroups, including non-Caucasian students, students with disabilities, economically disadvantaged students, and English learners. The strength of the evidence gathered means that i-Ready Instruction meets the criteria for ESSA Level 3: Promising Evidence with Favorable Effects.
https://www.curriculumassociates.com/research-and-efficacy/i-ready-evidence-impact

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.)
55

Students who demonstrate a reading deficiency in grades K-2
24

Students who score Level 1 in grades 4-5
31

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.)
14%

Students who demonstrate a reading deficiency in grades K-2
3%

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

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.

Parents and guardians of students with substantial reading deficiencies are provided their students' monthly progress monitoring data along with activity suggestions in each of the six areas of reading by the Full-time Elementary Intervention team and Tier 3 teachers. The district literacy team has created a Read At Home Plan site in English and Spanish for parents and families and it is shared with their monthly progress monitoring data. There are resources provided for families in the six areas of reading, dyslexia, multisensory instructional supports, ELL, ESE, and the New Worlds Reading Initiative. Students receiving Tier 3 interventions receive digital copies of books from the Fountas & Pinnell Leveled Literacy Intervention (LLI) kits at their "just right" level from the intervention teachers to practice at night with their families during their independent reading time.

Who at the district is responsible for monitoring this requirement?

Literacy Manager, Principal, Assistant Principals, RtI Specialists

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 and school administration teams work to ensure that whole group instruction is utilizing an evidence-based sequence of reading instruction through classroom walkthroughs, live lesson observations, grade-level meetings, and content area meetings

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

Full-time Director of Instruction, Principal, Assistant Principals

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 school administration team works with teachers to ensure they have the skills and training to provide texts and access to texts that increase students' background knowledge and literacy skills. Additionally, this is overseen through classroom walkthroughs, live lesson observations, and content area meetings.

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

Full-time Director of Instruction, Principal, and Assistant Principals

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

How does the district support and monitor implementation?

Small group differentiated instruction is provided during Tier 1 instructional time for students to be grouped by area of need. Flexible grouping ensures that students are rotated through small groups based on areas of need as determined by progress monitoring and course assignment performance. School administration works to oversee this is occurring through live lesson observations and walkthroughs.

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

Principal, Assistant Principal

Florida's Revised Formula For Success - Part B

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

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

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

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

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

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

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

District administration in conjunction with teams in the three Full-time schools (K-5, 6-8, 9-12) including school administrators, RtI Specialists, literacy coaches, and teachers, the Exceptional Student Education (ESE) and English to Speakers of Other Languages (ESOL) departments have developed a plan to support students with Florida's Revised Formula for Success. The school administration ensures that all requirements for tiers of instruction are met. FLVS' curriculum department has developed an asynchronous ELA curriculum that is used for Tier 1 instruction and includes the six components of reading as appropriate, by grade level. Teachers monitor student performance in the ELA courses to determine which components of reading students need additional instruction, remediation, or acceleration during their live class time. FLVS students will take the new Coordinated Screening & Progress Monitoring Assessment within the first 30 days of the school year. FLVS uses previous summative assessment scores when available to make beginning-of-the-year placement decisions in grades 3-12. Students that demonstrate below grade level proficiency on either the screener and/or the previous year's state summative assessment then take diagnostic assessments to determine where specific deficiencies lie so that appropriate intervention supports can begin as needed. All students K-10 will be progress monitored in reading through the new Coordinated Screening & Progress Monitoring Assessment. Tier 2 students in K-2 and all 3-5 students are screened and progress monitored using DIBELS three times per year. Additionally, students in grades 3-5 will be using iReady as a supplemental instructional resource and take the iReady Diagnostic assessment three times per year. Students in

grades 6-12 will be additionally progress monitored for comprehension through supplemental programs (iReady and Achieve3000) and for fluency as appropriate in their intensive reading classes. Additional progress monitoring is conducted for all Tier 3 students as needed based on individual student goals. Students in grades 6-12 take summative standards-based course assessments (Segment Exams) at the conclusion of the first and second half of their FLVS ELA courses. All students in grades 3-10 will participate in the state Summative assessment at the end of the school year. The school Decision Trees that accompany this plan include the assessment plans and a detailed description of how students move fluidly through the tiers of support depending on need. Finally, the district supports schools by ensuring that there are adequate highly qualified teachers to deliver intervention instruction, literacy coaches, ESE teachers, and ELL specialists to support the teachers during all tiers of instruction. Supplemental instructional materials and targeted professional development in Universal Design for Learning, multisensory instruction, and the explicit and systematic delivery of reading instruction to support high-quality reading instruction at all levels of instruction.

How does the district support and monitor implementation?

The Full-time Director of Instruction meets weekly with school-based administration to review student and teacher data and school processes, and to discuss successes and challenges. All decisions involving intervention programs are discussed with the Director of Instruction, with input as needed from RtI Specialists, Evaluation and Measurement, Literacy, Exceptional Student Education, ESOL, and Curriculum department personnel.

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

Directors of Instruction, Literacy Director, Literacy Manager, Senior Manager of Elementary Curriculum Development, District ESE Director, ESE Managers, ESOL Manager, MTSS Liaison, School Principals & Assistant Principals. School RtI Specialists

Assessment/Curriculum Decision Trees - Part C

Requirements

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

The Decision Trees must contain the following information:

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

- Target audience (grade level);

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

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

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

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

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

Tier 1

Core Instruction:

- *is standards-aligned;*

- *builds background and content knowledge;*

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

- *incorporates writing in response to reading;*

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

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

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

Grade Levels: 9-10

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

(Enter assessment criteria that will be used)

2021-22 FSA ELA score of 3, 4, or 5 OR has earned a score within one grade level or higher on the iReady Reading Diagnostic assessment OR has demonstrated exceptional academic performance on grades and relevant past test history.

iReady Reading cut scores by grade:
9th grade: 605 or higher
10th grade: 625 or higher

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.

The core curriculum used is the FLVS English Language Arts courses. The curriculum is aligned with state standards, designed by the FLVS Curriculum Department, certified by the FLVS Superintendent, and placed on the list of approved materials by the Florida Department of Education.

Tier 1 students receive appropriate levels of instruction that provide in-depth analysis of reasoning skills, vocabulary, and reading comprehension. English Language Arts teachers monitor students' progress with course assessments and data from screening tools. Teachers will use WIDA Can Do Descriptors and use appropriate accommodations based on students' ESOL levels.

Progress Monitoring

Assessment & Frequency
Assessments are regular and frequent according to the course pace plan.
Weekly Module Assessments and Exams
Discussion Based Assessments
Teacher observations
FAST: Cambium

Performance Criteria that indicates Tier 1 is sufficient for at least 80% of students
Passing DBAs with a 60% or higher proficiency, and an average passing score of 60% or higher on assessments and/or overall grade.

Performance Criteria that prompts the addition of Tier 2 interventions for students not meeting the expectation/benchmark
The student is consistently performing below 60% in the ELA course and on Discussion Based Assessments; the student may then be referred to the Reading Intervention team to be screened for Tier 2 ELA support. Screening may include a review of Cambium/FAST scores, iReady reading scores, subcategories, Oral Reading Fluency (ORF) assessment, or Language Screening, as appropriate.

How is the effectiveness of Tier 1 instruction being monitored?

Administrative Walkthroughs
Live Lesson Observations
Student Data from Course Assignments, Module/Segment Exams, Discussion Based Assessments

Grade Levels: 9-10

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?

All FLVS students are Distance Learning students

Universal Screening of 9th and 10th graders
Course and classroom data analysis with the support of supervising Assistant Principal
PLC Study
Support from Resource Teachers and Literacy Coach
School-wide professional development on evidence-based literacy, metacognitive strategies, and the Science of Reading

How is the effectiveness of Tier 1 curriculum being monitored?

Analyzing data from module exams, segment exams, (which are aligned to standards), and DBAs to determine student retention of knowledge.

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

The curriculum department and Evaluation and Measurement teams analyze student performance data. State assessments and item analysis help us gauge the success of our curriculum. Our curriculum department stays up to date with changes to standards, revising courses on a schedule accordingly. Our Homeroom Student Progress Report (known commonly as HRSPR or SPR) helps to identify great areas of need within the curriculum based on student performance data.

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

*All FLVS students are Distance Learning students. All components of the CERP are executed as explained for distance learning students.

Grade Levels: 11-12

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

2021-22 FSA ELA score of 3, 4, or 5 OR has earned a score within one grade level or higher on the iReady Reading Diagnostic assessment OR has demonstrated exceptional academic performance on grades and relevant past test history.

iReady Reading cut scores by grade:
11th grade: 637 or higher
12th grade: 645 or higher

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.

The core curriculum used is the FLVS English Language Arts courses. The curriculum is aligned with state standards, designed by the FLVS Curriculum Department, certified by the FLVS Superintendent, and placed on the list of approved materials by the Florida Department of Education.

Tier 1 students receive appropriate levels of instruction that provide in-depth analysis of reasoning skills, vocabulary, and reading comprehension. English Language Arts teachers monitor students' progress with course assessments and data from screening tools. Teachers will use WIDA Can Do Descriptors and use appropriate accommodations based on students' ESOL levels.

Progress Monitoring

Assessment & Frequency
Assessments are regular and frequent according to the course pace plan.
Weekly Module Assessments and Exams
Discussion-Based Assessments (DBAs)
Teacher observations

Performance Criteria that indicates Tier 1 is sufficient for at least 80% of students
Passing DBAs with a 60% or higher proficiency, and an average passing score of 60% or higher on assessments and/or overall grade.

Performance Criteria that prompts the addition of Tier 2 interventions for students not meeting the expectation/benchmark
The student is consistently performing below 60% in the ELA course and on Discussion Based Assessments; the student may then be referred to the Reading Intervention team to be screened for Tier 2 ELA support. Screening may include a review of Cambium/FAST scores, iReady reading scores, subcategories, Oral Reading Fluency (ORF) assessment, or Language Screening, as appropriate.

How is the effectiveness of Tier 1 instruction being monitored?

Administrative Walkthroughs
Live Lesson Observations
Student Data from Course Assignments, Module/Segment Exams, Discussion Based Assessments

Grade Levels: 11-12

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?

All FLVS students are Distance Learning students

Screening of 11th and 12th graders who have FSA ELA scores of Level 1 or 2, or no past test history
Course and classroom data analysis with the support of supervising Assistant Principal
PLC Study
Support from Resource Teachers and Literacy Coach
School-wide professional development on evidence-based literacy, metacognitive strategies, and the Science of Reading.

How is the effectiveness of Tier 1 curriculum being monitored?

Analyzing data from module exams, segment exams, (which are aligned to standards), and DBAs to determine student retention of knowledge.

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

The curriculum department and Evaluation and Measurement teams analyze student performance data. State assessments and item analysis help us gauge the success of our curriculum. Our curriculum department stays up to date with changes to standards, revising courses on a schedule accordingly. Our Homeroom Student Progress Report (known commonly as HRSPR or SPR) helps to identify great areas of need within the curriculum based on student performance data.

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

*All FLVS students are Distance Learning students. All components of the CERP are executed as explained for distance learning students.

Grade Levels: K-2

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

(Enter assessment criteria that will be used)

STAR Early Literacy/Reading Assessment(s)
Kindergarten -
Percentile (50); Fall Scaled Score (703); Winter Scaled Score (743); Spring Scaled Score (784)
Percentile (75); Fall Scaled Score (741); Winter Scaled Score (784); Spring Scaled Score (827)
Percentile (90); Fall Scaled Score (781); Winter Scaled Score (825); Spring Scaled Score (868)

1st grade -
Percentile (50); Fall Scaled Score (767) Est.ORF (17); Winter Scaled Score (807) Est. ORF (26); Spring Scaled Score (846) Est. ORF (38)
Percentile (75); Fall Scaled Score (819) Est.ORF (28); Winter Scaled Score (856) Est. ORF (43); Spring Scaled Score (893) Est. ORF (62)
Percentile (90); Fall Scaled Score (874) Est.ORF (53); Winter Scaled Score (907) Est. ORF (69); Spring Scaled Score (940) Est. ORF (86)

2nd grade -
Percentile (50); Fall Scaled Score (887) Est.ORF (56); Winter Scaled Score (911) Est. ORF (68); Spring Scaled Score (936) Est. ORF (83)
Percentile (75); Fall Scaled Score (937) Est.ORF (83); Winter Scaled Score (959) Est. ORF (97); Spring Scaled Score (981) Est. ORF (111)
Percentile (90); Fall Scaled Score (978) Est.ORF (109); Winter Scaled Score (998) Est. ORF (121); Spring Scaled Score (1019) Est. ORF (139)

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.

The core curriculum used is the FLVS Reading/English Language Arts courses. The curriculum is aligned with state standards, designed by the FLVS Curriculum Department, certified by the FLVS Superintendent, and placed on the list of approved materials by the Florida Department of Education.

Heggerty (Grades K-2) - Heggerty does not meet strong, moderate, or promising levels of evidence; however, the following IES Practice Guide recommendation(s) support the program. The evidence for using a phonemic awareness curriculum is Strong as evidenced in the IES Foundational Skills to Support Reading For Understanding in Kindergarten Through 3rd Grade Practice Guide-Recommendation 2, Develop awareness of the segments of sound in speech and how they link to letters. pgs. 14-21

Heggerty is a series of systematic phonemic awareness intervention lessons for students K-3. This phonemic awareness curriculum is used during the regular reading block. The lessons can be used in small groups or with individual students who struggle to decode words automatically. The program is set up to provide support with - phoneme isolation (isolating initial, final and medial phonemes), blending and segmenting (blending syllables and phonemes into words, segmenting words into syllables, and phonemes), and phoneme manipulation (adding phonemes, Deleting phonemes, Substituting phonemes). Also included are progress monitoring assessments for individual phonemic awareness skills that can be used to gather data about a student's progress.

Grade Levels: K-2

The district will support and monitor implementation of the evidence-based reading instruction utilizing the identified IES recommendations by giving a placement assessment to identify where to begin targeted instruction and by assigning the assessments that are provided throughout the manual to progress monitor specific skills and inform instruction. If it is found that students are not making progress based on assessment data and individual student needs, students may be referred for Tier 2 interventions. Likewise, teachers will be trained in the use of the program prior to the school year to ensure that they understand how to implement the Heggerty program and adjust its use according to the progress monitoring data.

Kindergarten: Lalilo -Lalilo does not meet strong, moderate, or promising levels of evidence; however, the following IES Practice Guide recommendation(s) support the program. IES Foundational Skills to Support Reading for Understanding in Kindergarten Through 3rd Grade Practice Guide-Recommendations 2, 3, and 4-Recommendation 2 Develop awareness of the segments of sound in speech and how they link to letters. pgs. 14-21. Recommendation 3, Teach students to decode words, analyze word parts, and write and recognize words, pgs 22-31, and 4, Ensure that each student reads connected text every day to support reading accuracy, fluency, and comprehension. pgs 22 to 37. Foundational Skills to Support Reading for Understanding in Kindergarten Through 3rd Grade

Lalilo is a web-based curriculum that focuses instruction on each part of foundational literacy. It uses a balance of explicit and systematic phonemic awareness, phonics, and word study instruction paired with authentic texts to allow students to practice skills in context. As students move through the program, they are systematically presented with literacy activities that focus on their strengths and learning needs. As a research-based instruction tool, Lalilo was developed around five main pillars: Foundational literacy skills, Comprehensive literacy, Self-paced practice, Formative feedback, and Learning analytics.

The primary goal of Lalilo is to teach foundational literacy skills. Research suggests that phonological awareness, alphabet knowledge, and orthographic recognition are key predictors of literacy achievement, and these three skills are emphasized in Lalilo activities. As students move through the program, they are systematically presented with activities that focus on any of the foundational literacy skills: phonics, comprehension, sight words, word families, grammar and conventions, and vocabulary. · Research Foundation for Lalilo.

When used together, Star Assessments and Lalilo maximize impact on student growth and achievement, equipping educators with reliable and actionable data to monitor students' math or ELA skill development and mastery, motivate students with standards-based instruction and practice at their level, and engage students with differentiated and individualized practice that meets their unique learning styles.

The district will support and monitor the implementation of the evidence-based reading instruction utilizing the identified IES recommendations through Lalilo's continuously adaptive built-in progressive system which allows the teacher to differentiate both what and how students learn. As Lalilo functions on an adaptive learning algorithm, the students will automatically progress on a linear scope and sequence of about 650 lessons for the English language throughout K–2 reading levels. These lessons are the basis of the teacher dashboard, and each one is linked to a cluster in which the teacher can monitor and/or adjust as needed. If it is found that students are not making progress based on assessment data and individual student needs, students may be referred for Tier 2 interventions. Likewise, teachers will be trained in the use of Lalilo prior to the school year to ensure that they understand how to implement it and adjust its use according to the progress monitoring data.

Grade Levels: K-2

Grade 1 & 2: Freckle: Freckle does not meet strong, moderate, or promising levels of evidence; however, the following IES Practice Guide recommendation(s) support the program. The evidence for using this curriculum is Strong as evidenced in the IES Foundational Skills to Support Reading For Understanding in Kindergarten Through 3rd Grade Practice Guide- Recommendation 3, Teach students to decode words, analyze word parts, and write and recognize words, pgs 22-31, and 4, Ensure that each student reads connected text every day to support reading accuracy, fluency, and comprehension. - pgs 32 to 37.
Foundational Skills to Support Reading for Understanding in Kindergarten Through 3rd Grade

Freckle is a flexible and systematic program that incorporates differentiated practice and is designed to be both teacher-led and student-paced. Students can practice specific nonfiction, fiction, and grammar standards at their level. Freckle includes K–12 coverage of standards and skills that are aligned to state standards with over 1,000 nonfiction and fiction passages available. Likewise, it has optional read-aloud audio to help support each student's journey and an additional practice mode to build phonics and sight word fluency. Students who are learning to read will grow from word pattern recognition activities and Freckle's library of decodable texts and sight words. Students who are reading to learn will read short passages, and longer fiction and nonfiction texts. Teachers can assign one of 500+ nonfiction articles and each of their students will automatically receive it at their reading level along with comprehension questions.

With student and class-level insights, teachers can celebrate growth and know exactly what students are ready to learn next. Once teachers know where students are, they can ensure they get the right practice. Students can self-pace, or teachers can assign particular skills or standards to individuals or the whole class. Similarly, teachers can view real-time student data, identify skill gaps, and determine where to focus instruction while monitoring growth.

When used together, Star Assessments and Freckle maximize impact on student growth and achievement, equipping educators with reliable and actionable data to monitor students' math or ELA skill development and mastery, motivate students with standards-based instruction and practice at their level, and engage students with differentiated and individualized practice that meets their unique learning styles

Progress Monitoring

Assessment & Frequency

FLVS Module Exams, every 2-3 weeks
FLVS Discussion Based Assessments, 1x per semester
STAR, 3x a year

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

FLVS Module Exams with a 70% or higher
FLVS Discussion Based Assessments with a 70% or greater
STAR Benchmark Score indicated student is at or above grade level

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

Students identified as below grade level on STAR may be referred for Tier 2 interventions.

How is the effectiveness of Tier 1 instruction being monitored?

Grade Levels: K-2

Data is collected in the teacher data spreadsheets. Data chats occur with the administration team, Teachers on Assignment (Lead Teachers), Literacy Coach, RTI Specialist, ELL, and Intervention teams

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

1. Teachers review classroom performance and curriculum assessments.
2. Teachers review data from STAR, Lalilo, or Freckle to determine the level of performance (on, below, or above grade level).
3. Based on data, teachers revise classroom instruction and differentiate as needed. Teachers will use WIDA Can Do Descriptors and use appropriate accommodations based on students' ESOL levels. Teachers will use I do, We do, You do as a gradual release strategy to scaffold learning. Teachers will incorporate the use of scaffolds such as visuals and building background knowledge/extending to broaden learning.
4. Teachers revisit data after interventions are implemented. Teachers adjust tier 1 instructional teaching practices weekly based on informal assessments and teacher observation.
5. A referral to the Intervention Team is initiated for possible Tier 2 placement if Tier 1 instruction is not successful.

*All students at FLVS receive instruction through distance learning therefore all parts of the CERP are implemented through distance learning instead of in-person.

How is the effectiveness of Tier 1 curriculum being monitored?

School-based administration meets regularly with grade-level teams in weekly data chats to discuss student progress. School-based administration meets bi-monthly with the Curriculum Manager to discuss findings and curriculum effectiveness.

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

The curriculum and the evaluation and measurement departments analyze student performance data. State assessments and item analysis help FLVS gauge the success of our curriculum. Our curriculum department stays up to date with changes to standards, revising courses on a schedule accordingly. The Full-time Elementary school maintains a data chart that tracks all student assessment and progress monitoring data called the "Baseball Card". The student data baseball card report helps to identify great areas of need within the curriculum based on student performance data. These areas of need are then supplemented during live class time instruction.

*All students at FLVS receive instruction through distance learning therefore all parts of the CERP are implemented through distance learning instead of in-person.

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

All students at FLVS receive their instruction through distance learning. All components of the Comprehensive Evidence-based Reading Plan are implemented through distance learning. Students utilize the FLVS K-5 ELA curriculum through our Learning Management System, Educator. They complete their core module coursework independently. These modules contain a variety of activities for students to engage in for practice. Students attend live lessons for standards-aligned instruction based

Grade Levels: K-2

on the district pacing chart. Students also utilize help sites or resource "toolboxes" to aid students in better understanding the content. Students can communicate directly with teachers on multiple platforms to receive assistance on assignments and ask questions as needed.

Grade Levels: 3-5

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

(Enter assessment criteria that will be used)

3rd grade -
iReady On-Level Range
Beginning: 511-544
Middle: 545-560
End: 561-602

DIBELs ORF- Words Correct On-Level or Above Range
Beginning: 73-104+
Middle: 105-140+
End: 114-135+

4th grade -
21-22 FSA Levels 3-5
Cambium Assessment - Florida's Coordinated Screening and Progress Monitoring System Levels 3 - 5

iReady On-Level Range
Beginning: 557-578
Middle: 579-602
End: 603-629

DIBELs ORF - Words Correct On-Level of Above Range
Beginning: 87-130+
Middle: 121-158+
End of Year: 125-158+

5th grade -
21-22 FSA Levels 3-5
Cambium Assessment - Florida's Coordinated Screening and Progress Monitoring System Levels 3 - 5

iReady On-Level Range
Beginning: 581-608
Middle: 609-629
End: 630-640

DIBELs ORF - Words Correct On-Level or Above Range
Beginning: 103-138+
Middle: 122-148+
End: 137-156+

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.

The core curriculum used is the FLVS Reading/English Language Arts courses. The curriculum is aligned with state standards, designed by the FLVS Curriculum Department, certified by the FLVS Superintendent, and placed on the list of approved materials by the Florida Department of Education.

Grade Levels: 3-5

Grade 3: Heggerty - Heggerty does not meet strong, moderate, or promising levels of evidence; however, the following IES Practice Guide recommendation(s) support the program. The evidence for using a phonemic awareness curriculum is Strong as evidenced in the IES Foundational Skills to Support Reading For Understanding in Kindergarten Through 3rd Grade Practice Guide-Recommendation 2, Develop awareness of the segments of sound in speech and how they link to letters. pgs. 14-21

Heggerty is a series of systematic phonemic awareness intervention lessons for students K-3. This phonemic awareness curriculum is used during the regular reading block. The lessons can be used in small groups or with individual students who struggle to decode words automatically. The program is set up to provide support with - phoneme isolation (isolating initial, final and medial phonemes), blending and segmenting (blending syllables and phonemes into words, segmenting words into syllables, and phonemes), and phoneme manipulation (adding phonemes, Deleting phonemes, Substituting phonemes). Also included are progress monitoring assessments for individual phonemic awareness skills that can be used to gather data about a student's progress.

The district will support and monitor implementation of the evidence-based reading instruction utilizing the identified IES recommendations by giving a placement assessment to identify where to begin targeted instruction and by assigning the assessments that are provided throughout the manual to progress monitor specific skills and inform instruction. If it is found that students are not making progress based on assessment data and individual student needs, students may be referred for Tier 2 interventions. Likewise, teachers will be trained in the use of the program prior to the school year to ensure that they understand how to implement the Heggerty program and adjust its use according to the progress monitoring data.

Grades 3 - 5: iReady: Research based on data from over four million students who took the i-Ready Diagnostic during the 2016-2017 school year found that students who used iReady Instruction experienced greater learning gains than those who did not use the program. Those learning gains were not only substantial, but were also significant across key student subgroups, including non-caucasian students, students with disabilities, economically disadvantaged students, and English learners. The strength of the evidence gathered means that iReady Instruction meets the criteria for ESSA Level 3. Promising Evidence with Favorable Effects.

Progress Monitoring

Assessment & Frequency
Module Exams, every 2-3 weeks
Discussion Based Assessments, 2x per semester
DIBELs 3x a year
iReady 3x a year
FAST Cambium 3x a year

Performance Criteria that indicates Tier 1 is sufficient for at least 80% of students
Module Exams with a 70% or higher Discussion Based Assessment DIBELs On-Level Benchmark scores iReady On-Level Benchmark scores FAST Cambium Levels indicate grade-level performance

Grade Levels: 3-5

<div style="background-color:#d9a93a">

Progress Monitoring

</div>

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

Students identified as below grade level on Cambium, DIBELs, and/or iReady may be referred for Tier 2 interventions.

How is the effectiveness of Tier 1 instruction being monitored?

Data is collected on the teacher data spreadsheets. Data chats occur with the administration team, Lead Teachers, Literacy Coaches, RtI Specialists, and the Intervention team.

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?

1. Teachers review classroom performance and curriculum assessments.
2. Teachers review data from all sources, to determine the level of performance (on, below, or above grade level).
3. Based on data, teachers revise classroom instruction and differentiate as needed. Teachers will use WIDA Can Do Descriptors and use appropriate accommodations based on students' ESOL levels. Teachers will use I do, We do, You do as a gradual release strategy to scaffold learning. Teachers will incorporate the use of scaffolds such as visuals and building background knowledge/extending to broaden learning.
4. Teachers revisit data after interventions are implemented. Teachers adjust Tier 1 instructional teaching practices weekly based on informal assessments and teacher observation.
5. A referral to the Intervention Team is initiated for possible Tier 2 placement if Tier 1 instruction is not successful.

*All students at FLVS receive instruction through distance learning therefore all parts of the CERP are implemented through distance learning instead of in-person.

How is the effectiveness of Tier 1 curriculum being monitored?

School-based administration meets regularly with grade-level teams in weekly data chats to discuss student progress. School-based administration meets bi-monthly with the Curriculum Manager to discuss findings and curriculum effectiveness.

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

The curriculum and the evaluation and measurement departments analyze student performance data. State assessments and item analysis help FLVS gauge the success of our curriculum. Our curriculum department stays up to date with changes to standards, revising courses on a schedule accordingly. The Full-time Elementary school maintains a data chart that tracks all student assessment and progress monitoring data called the "Baseball Card". The student data baseball card report helps to identify great areas of need within the curriculum based on student performance data. These areas of need are then supplemented during live class time instruction.

*All students at FLVS receive instruction through distance learning therefore all parts of the CERP are implemented through distance learning instead of in-person.

Grade Levels: 3-5

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

All students at FLVS receive their instruction through distance learning. All components of the Comprehensive Evidence-based Reading Plan are implemented through distance learning. Students utilize the FLVS K-5 ELA curriculum through our Learning Management System, Educator. They complete their core module coursework independently. These modules contain a variety of activities for students to engage in for practice. Students attend live lessons for standards-aligned instruction based on the district pacing chart. Students also utilize help sites or resource "toolboxes" to aid students in better understanding the content. Students can communicate directly with teachers on multiple platforms to receive assistance on assignments and ask questions 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)

If the student scored a level 3 or higher on the 21/22 FSA ELA, the student will receive Tier 1 instruction only.

If a student does not have FSA scores for 2021/2022, the 2020/21 scores will be reviewed. Students scoring a level 4 or higher on the 2020/2021 FSA ELA, will receive Tier 1 instruction only.

If the student scored a level 3 on the 2020/2021 FSA ELA or has no prior FSA ELA scores, we will use the iReady diagnostic assessment to determine placement. Students scoring at or above the scale scores listed below will receive Tier 1 instruction only.

iReady Scale Scores:
- Grade 6: 598+
- Grade 7: 609+
- Grade 8: 620+

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.

Based on the performance data outlined above, the student is placed into a grade level MJ Language Arts class or if applicable, an advanced version of the course. Tier 1 students receive appropriate levels of instruction that provide in-depth analysis of reasoning skills, vocabulary, and reading comprehension. .

The curriculum is aligned with state standards, designed by FLVS Curriculum Department, certified by the FLVS Superintendent, and placed on the list of approved materials by the Florida Department of Education

Progress Monitoring

Assessment & Frequency
FAST: Cambium Assessment - 3X per year

Performance Criteria that indicates Tier 1 is sufficient for at least 80% of students
Student performs at grade level appropriate proficiency level or higher proficiency on Cambium FAST assessment.

Performance Criteria that prompts the addition of Tier 2 interventions for students not meeting the expectation/benchmark
After Tier 1 strategies have been implemented and the student is not meeting grade-level expectations (performing below grade level on the Cambium assessment), the student may then be referred to the Student Support Team for further review.

Progress Monitoring

Assessment & Frequency
Weekly Module Assessments and Exams

Grade Levels: 6-8

Progress Monitoring

Performance Criteria that indicates Tier 1 is sufficient for at least 80% of students Student performs at 60% or higher proficiency on course assessments and exams.

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

After Tier 1 strategies have been implemented and the student is not meeting grade-level expectations (performing below 60% in the ELA course and/or not passing module assessments and exams), the student may then be referred to the Student Support Team for further review.

Progress Monitoring

Assessment & Frequency

Discussion-Based Assessments (1 or more per semester per course)

Performance Criteria that indicates Tier 1 is sufficient for at least 80% of students Student performs at 60% or higher proficiency on Discussion Based Assessments (DBAs)

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

After Tier 1 strategies have been implemented and the student is not meeting grade-level expectations (students are required to pass this assignment or must remediate until they successfully pass the DBA with a score of 60% or higher), the student may then be referred to the Student Support Team for further review. Remediation is supported by the classroom teachers through open office time, tutoring, and help sessions. If the student is unable to pass the DBA, the student may then be referred to the Student Support Team for further review.

How is the effectiveness of Tier 1 instruction being monitored?

School-based administration meets regularly with grade-level teams in weekly data chats to discuss student progress. School-based administration meets weekly with the Director of Full-Time Instruction to discuss student data and curriculum effectiveness. There are quarterly meetings with the curriculum and school-based teams to discuss the curriculum effectiveness and instructional needs.

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?

Re-Teach (Owls' Skills) which provides the immediate reteaching of the essential standard in the ELA course as well as enrichment for students who were successful with the essential standard.
Owls' WIN (What I Need) sessions - Owls' WIN sessions are provided as needed for students who are not submitting course assignments and/or are performing below 60% mastery.
PLC Study
Support with Resource Teachers and Literacy Coach Administrative monitoring of course data
School-wide professional development on evidence-based literacy strategies, metacognitive strategies, and the Science of Reading.

How is the effectiveness of Tier 1 curriculum being monitored?

Analyzing data from module exams, segment exams, (which are aligned to standards), and Discussion Based Assessments

Grade Levels: 6-8

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

The curriculum department and the Evaluation and Measurement teams analyze student performance data. State assessments and item analysis help gauge the success of the curriculum. The curriculum department stays up to date with changes to standards, revising courses on a schedule accordingly. The Homeroom Student Progress Report (HRSPR) helps to identify areas of need within the curriculum based on student performance data.

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

All students at FLVS receive their instruction through distance learning. All components of the district reading plan are implemented through distance learning. Students utilize the FLVS 6-8 ELA curriculum through our Learning Management System, Educator. They complete their core module coursework independently. These modules contain a variety of activities for students to engage in for practice. Students attend live lessons for standards-aligned instruction based on the district pacing chart. Students also utilize help sites or resource "toolboxes" to aid students in better understanding the content. Students can communicate directly with teachers on multiple platforms to receive assistance on assignments and ask questions.

[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: K-2

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

Is one or more grade levels below on one or more of the following assessments:

Kindergarten -
DIBELS (Yellow Range):
Letter Naming Fluency: Beginning 16-24, Middle 31-36, End 35-41
Phonemic Segmenting Fluency: Beginning 1-4, Middle 23-28, End 37-43
Nonsense Word Fluency/Correct Letter Sounds: Beginning 4-8, Middle 16-24, End 24-30
Word Reading Fluency: Beginning 0, Middle 0, End 0-5

STAR Early Literacy/Reading Assessment(s)
Percentile (40); Fall Scaled Score (690); Winter Scaled Score (730); Spring Scaled Score (769)
Percentile (25); Fall Scaled Score (663); Winter Scaled Score (703); Spring Scaled Score (769)
Percentile (20); Fall Scaled Score (651); Winter Scaled Score (692); Spring Scaled Score (733)
Percentile (10); Fall Scaled Score (622); Winter Scaled Score (666); Spring Scaled Score (709)

1st grade -
DIBELS (Yellow Range):
Letter Naming Fluency: Beginning 32-41, Middle 51-56, End 53-58
Phonemic Segmenting Fluency: Beginning 19-30, Middle 34-42, End 37-44
Nonsense Word Fluency/Correct Letter Sounds: Beginning 25-29, Middle 41-51, End 45-54
Word Reading Fluency: Beginning 8-11, Middle 14-16, End 17-24
Oral Reading Fluency: Beginning 5-9, Middle 10-20, End 17-24

STAR Early Literacy/Reading Assessment(s):
Percentile (40); Fall Scaled Score (752) Est.ORF (15); Winter Scaled Score (790) Est. ORF (22); Spring Scaled Score (828) Est. ORF (31)
Percentile (25); Fall Scaled Score (730) Est.ORF (9); Winter Scaled Score (765) Est. ORF (17); Spring Scaled Score (800) Est. ORF (24)
Percentile (20); Fall Scaled Score (720) Est.ORF (7); Winter Scaled Score (755) Est. ORF (15); Spring Scaled Score (789) Est. ORF (22)
Percentile (10); Fall Scaled Score (691) Est.ORF (0); Winter Scaled Score (726) Est. ORF (9); Spring Scaled Score (760) Est. ORF (16)

2nd grade
DIBELS (Yellow Range) - Oral Reading Fluency: Beginning 29-48 WPM, Middle 59-77 WPM, End 77-93 WPM

STAR Early Literacy/Reading Assessment(s):
Percentile (40); Fall Scaled Score (868) Est.ORF (47); Winter Scaled Score (893) Est. ORF (59); Spring Scaled Score (918) Est. ORF (72)
Percentile (25); Fall Scaled Score (835) Est.ORF (33); Winter Scaled Score (862) Est. ORF (44); Spring Scaled Score (889) Est. ORF (57)
Percentile (20); Fall Scaled Score (823) Est.ORF (30); Winter Scaled Score (850) Est. ORF (39); Spring Scaled Score (877) Est. ORF (52)
Percentile (10); Fall Scaled Score (794) Est.ORF (24); Winter Scaled Score (820) Est. ORF (29); Spring Scaled Score (846) Est. ORF (37)

THEN TIER 1 Instruction and TIER 2 Interventions

Grade Levels: K-2

Progress Monitoring

Tier 2 Programs/Materials/Strategies & Duration
Teacher created lessons using the iReady Toolbox

Assessment & Frequency
School-created assessment 1X every 5 weeks

Performance Criteria to discontinue Tier 2 interventions
Students consistently score an 80% or higher on the school-created assessments and/or student scores at or above grade level on STAR Early Literacy.

Performance Criteria indicating continuation of Tier 2 interventions in addition to Tier 1 instruction
Students continuously score less than an 80% on the school-created assessments and/or score on the STAR Early Literacy is not yet at grade level.

Performance Criteria that prompts the addition of Tier 3 interventions
Students will be considered as working below grade level if they receive a score of 70% or below on three consecutive school-created assessments. After implementing Tier 1 and Tier 2 interventions, if the student is not making adequate progress and continues to consistently perform one or more grade levels below including STAR Early Literacy the student may be referred for potential Tier 3 support.

Progress Monitoring

Tier 2 Programs/Materials/Strategies & Duration
Reading A-Z

Assessment & Frequency
School-created assessments 1X every 5 weeks

Performance Criteria to discontinue Tier 2 interventions
Students score an 80% or higher on three consecutive Learning A-Z (Raz Plus) school-created assessments and/or student scores at or above grade level on STAR Early Literacy.

Performance Criteria indicating continuation of Tier 2 interventions in addition to Tier 1 instruction
Students continue to score 70% or below on the Learning A-Z (Raz-Plus) school-created assessments and/or score on the STAR Early Literacy is not yet at grade level.

Performance Criteria that prompts the addition of Tier 3 interventions
Students will be considered as working below grade level if they receive a score below 70% on three consecutive Learning A-Z (Raz Plus) progress monitoring assessments including STAR Early Literacy. After implementing Tier 1 and Tier 2 interventions, if the student is not making adequate progress and continues to consistently perform one or more grade levels below including STAR Early Literacy the student may be referred for potential Tier 3 support.

Number of times per week intervention provided

2

Number of minutes per intervention session

Grade Levels: K-2

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?

After assessing students and analyzing data (STAR, school-created assessments, and DIBELS), data chats are scheduled every five weeks with individual teachers, School-Based Administration, RTI Specialists, Intervention Teachers, and Literacy Coaches to determine the placement of students based on need.

Students are placed in one of the following small groups: Reading, Foundation Skills, Communication, and Vocabulary

All FLVS students are Distance Learning students All components of the CERP are executed as explained for distance learning students.

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

Learning A-Z -Raz Plus – Strong evidence (Evidence for Essa) - Ho, H. & Mathias, S. (2019). Implementation and efficacy study of a blended learning literacy program for students from kindergarten to fifth grade. Denver, CO: McRel International. This study supports the use of Raz-Plus with elementary students across multiple sites. FLVS has students from all areas of the state of Florida, across all demographics.

iReady- Promising - Research based on data from over four million students who took the i-Ready Diagnostic during the 2016–2017 school year found that students who used i-Ready Instruction experienced greater learning gains than those who did not use the program. These learning gains were not only substantial, but were also significant across key student subgroups, including non-Caucasian students, students with disabilities, economically disadvantaged students, and English learners. The strength of the evidence gathered means that i-Ready Instruction meets the criteria for ESSA Level 3: Promising Evidence with Favorable Effects.
Evidence for iReady's efficacy in Reading

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

All students at FLVS receive their instruction through distance learning. All components of the district reading plan are implemented through distance learning. Students utilize the FLVS K-5 ELA curriculum through our Learning Management System, Educator. They complete their core module coursework independently. These modules contain a variety of activities for students to engage in for practice. Students attend live lessons for standards-aligned instruction based on the district pacing chart. Students also utilize help sites or resource "toolboxes" to aid students in better understanding the content. Students can communicate directly with teachers on multiple platforms to receive assistance on assignments and ask questions as needed. Students that receive Tier 2 interventions attend additional small group instruction time. Student groups are based on course and/or iReady data.

Grade Levels: 3-5

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

Scores one or more years below grade level on one or more of the following:

2021-22 FSA ELA: Level 1 or 2
FAST/Cambium: Level 1 or 2

3rd Grade -
DIBELS: Oral Reading Fluency: Beginning 61-76 WPM, Middle 88-104 WPM, End 96-111 WPM
iReady Yellow Range: Beginning 474-510, Middle 474-510, End 474-510

4th Grade -
DIBELS: Oral Reading Fluency: Beginning 98-120 WPM, Middle 98-120 WPM, End 99-124 WPM
iReady Yellow Range: Beginning 496-556, Middle 496-556, End 496-556

5th Grade -
DIBELS: Oral Reading Fluency: Beginning 81-102 WPM, Middle 109-121 WPM, End 118-130 WPM
iReady Yellow Range: Beginning 542-580, Middle 542-580, End 542-580

THEN TIER 1 Instruction and TIER 2 Interventions

Progress Monitoring

Tier 2 Programs/Materials/Strategies & Duration
iReady

Assessment & Frequency
Weekly iReady assessments targeted to weekly Tier 2 focus standards.
Cambium/F.A.S.T. 3X per year
DIBELS 3X per year

Performance Criteria to discontinue Tier 2 interventions
The student scores an 80% on three or more consecutive progress monitoring assessments and/or scores at or above grade level on Cambium/F.A.S.T.

Performance Criteria indicating continuation of Tier 2 interventions in addition to Tier 1 instruction
The student does not make progress or continues to score below 80% on iReady assessments and/or Cambium/F.A.S.T. is not yet at grade level.

Performance Criteria that prompts the addition of Tier 3 interventions
Students will be considered as working below grade level if they receive a score of 70% or below on three consecutive iReady teacher-assigned lessons and/or progress monitoring data is consistently below grade level. When data is compared over time, progress monitoring data does not show increased scores, including iReady and Cambium/FAST scores.

Number of times per week intervention provided

2

Number of minutes per intervention session

Grade Levels: 3-5

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?

After assessing students and analyzing data (DIBELS, iReady, Diagnostic Assessment, T2 assigned iReady lesson scores, grade level module exams, teacher-created assessments, or Cambium/FAST), data chats are scheduled every five weeks with individual teachers, school-based Administration, RTI Specialists, intervention teachers, and literacy coaches to determine the placement of student based on need.

Students are placed in small groups that focus on the B.E.S.T. standards for ELA literacy strands, Foundations, Reading, Communication, and Vocabulary, that have previously been assessed in Tier 1.

*All students at FLVS receive instruction through distance learning, therefore, all parts of the CERP are implemented through distance learning instead of in-person.

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

iReady- ESSA Level 3 Promising Evidence with Favorable Effects - Research based on data from over four million students who took the i-Ready Diagnostic during the 2016-2017 school year found that students who used iReady Instruction experienced greater learning gains than those who did not use the program. Those learning gains were not only substantial, but were also significant across key student subgroups, including non-caucasian students, students with disabilities, economically disadvantaged students, and English learners. Curriculum Associates

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

All students at FLVS received their instruction through distance learning. All components of the district reading plan are implemented through distance learning. Students utilize the FLVS K-5 ELA curriculum through our modules containing a variety of activities for students to engage in for practice. Students attend live lessons with standards-aligned instruction based on the district pacing chart. Students also utilize help sites or resource "toolboxes" to aid students in better understanding the content. Students can communicate directly with teachers on multiple platforms to receive assistance on assignments and ask questions. Students that receive Tier 2 interventions attend additional small group instruction time and 3rd graders work in iReady. Student groups are based on course and or iReady data.

Grade Levels: 6-8

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

If the student scored a level 2 or lower on the 21/22 FSA ELA, the student is placed with Tier 1 instruction and Tier 2 interventions.

If the student does not have scores for 21/22 FSA ELA and the student scored a level 3 on the 20/21 FSA ELA, the student will take the iReady diagnostic to determine appropriate course placement.

If the student does not have scores for 21/22 FSA ELA and the student scored a level 2 or lower on the 20/21 FSA ELA, the student is placed with Tier 1 instruction and Tier 2 interventions.

The student has no assessment scores when enrolled into FLVS FT MS:
The student will take the iReady diagnostic to determine appropriate placement. If a student scored two or more grade levels below, on the iReady diagnostic (see chart below), the student is placed with Tier 1 Instruction and Tier 2 Interventions.

iReady Scale Scores for Tier 1 Instruction with Tier 2 Interventions placement criteria:
Grade 6 Students: 597 or Lower
Grade 7 Students: 608 or Lower
Grade 8 Students: 619 or Lower

FAST/Cambium - Levels 1 or 2

THEN TIER 1 Instruction and TIER 2 Interventions

Progress Monitoring

Tier 2 Programs/Materials/Strategies & Duration
iReady

Assessment & Frequency
Weekly Teacher Assigned and/or Standard Aligned iReady
iReady Diagnostic Assessment 3x per year

Performance Criteria to discontinue Tier 2 interventions
If the student scores on grade level in Fall, Winter, and/or Spring iReady or Cambium Progress Monitoring and is performing at grade level proficiency as evidenced by teacher-assigned, standards-based iReady weekly lessons. Student progress is reviewed by family, teacher, and admin. and determination is made to move the student to Tier 1.
The team will consider Discussion Based Assessment (DBA) data, diagnostic data, and observational data from a highly qualified reading instructor in its entirety before discontinuing Tier 2 Interventions and placing them in Tier 1.

Performance Criteria indicating continuation of Tier 2 interventions in addition to Tier 1 instruction
The student is actively participating in Tier 1 instruction and Tier 2 interventions and is showing progress towards individualized targeted growth goals and is no more than one grade level behind as measured by comparison of baseline to ongoing assessments, iReady lessons, and iReady or Cambium Fall, Winter, and/or Spring diagnostic/progress monitoring, and observational data from a highly qualified reading instructor.

Grade Levels: 6-8

Progress Monitoring

Performance Criteria that prompts the addition of Tier 3 interventions

If the student scores three or more grade levels below on consecutive iReady and Growth Monitoring Assessments, the student will be referred to the Response to Intervention Team for review to determine appropriate Tier 3 interventions. Progress monitoring data is consistently below 60% correct on assessments. When data is compared over time, progress monitoring data does not show increased scores, including iReady and Cambium/FAST score(s).

Number of times per week intervention provided

2

Number of minutes per intervention session

25

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?

Administrative Walkthroughs
Informal/Formal Observations
Live Lessons
Data review chats: student data from course assignments, Module/Segment Exams, Discussion Based Assessments (DBAs)
Re-Teach (Owls' Skills) which provides the immediate reteaching of the essential standard in the ELA course as well as an enrichment piece for students who were successful with the essential standard.
Owls' WIN (What I Need) sessions. Owls' WIN sessions are provided as needed for students who are not submitting course assignments and/or are performing below 60% mastery.
PLC Study
Support with Resource Teachers and Literacy Coach
School-wide professional development on evidence-based literacy, metacognitive strategies, and the Science of Reading

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

iReady – Moderate evidence - HumRRO, a third-party research firm, examined the impact of i-Ready Instruction for Reading among middle school students in Grades 6–8 during the 2017–2018 school year. Using a quasi-experimental design with propensity score matching designed to meet ESSA Level 2 criteria, HumRRO identified a final sample of 24 schools and nearly 19,000 students. Using hierarchical linear modeling, HumRRO found that sixth-grade students using i-Ready Instruction for Reading experienced statistically significantly higher spring scores than students not using i-Ready Instruction. Students using i-Ready Instruction in Grades 7 and 8 experienced higher spring scores than students not using i-Ready Instruction, but the differences were not statistically significant.

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

Grade Levels: 6-8

All students at FLVS receive their instruction through distance learning. All components of the district reading plan are implemented through distance learning. Students utilize the FLVS 6-8 ELA curriculum through our Learning Management System, Educator. They complete their core module coursework independently. These modules contain a variety of activities for students to engage in for practice. Students attend live lessons for standards-aligned instruction based on the district pacing chart. Students also utilize Help Sites or resource "toolboxes" to aid students in better understanding the content. Students can communicate directly with teachers on multiple platforms to receive assistance on assignments and ask questions. Students that receive Tier 2 interventions attend additional small group instruction time and work in iReady. Student groups are based on course and/or iReady data.

Grade Levels: 9-10

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

(Enter assessment criteria that will be used)

Students who have earned an FSA ELA score of Level 1 or 2 on their most recent state assessment
FAST/Cambium: Level 1 or 2

If previous test history is not available, a combination of previous placement, academic performance,
teacher observation, and/or Spring 21/22 diagnostic data will be used to consider Tier 2 Placement:
a score of two grade levels below or more on the iReady Reading Diagnostic assessment.
iReady cut scores by grade:
9th - 604 or lower
10th - 624 or lower

THEN TIER 1 Instruction and TIER 2 Interventions
Progress Monitoring

Tier 2 Programs/Materials/Strategies & Duration
Achieve 3000

Assessment & Frequency
Level Set Assessment administered 3x per year
6 articles submitted as Progress Monitoring 2x per segment/semester

Performance Criteria to discontinue Tier 2 interventions
Progress monitoring data is consistently above 80% on assessments; intervention teacher
recommendation to exit; in conjunction with iReady and/or Cambium FAST score at grade level

Performance Criteria indicating continuation of Tier 2 interventions in addition to Tier 1 instruction
Progress monitoring data is consistently above 60%, but below 80% on assessments; the intervention
teacher recommendation to continue and/or iReady and/or Cambium FAST score is not yet at grade
level

Performance Criteria that prompts the addition of Tier 3 interventions
Progress monitoring data is consistently below 60% on assessments. When data is compared over
time, progress monitoring data does not show improvement, including iReady and Cambium/FAST
score(s)..

Number of times per week intervention provided

2

Number of minutes per intervention session

45

**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?**

Administrative Walkthroughs
Live Lessons

Grade Levels: 9-10

Data chats: student data from course assignments, Module/Segment Exams, Discussion Based Assessments
PLC Study, iReady data, Achieve 3000 Level Set Data and assignments
Support with Resource Teachers and Literacy Coach
School-wide professional development on research-based literacy and metacognitive strategies (clarification, summarization, graphic organizers, outlining, prediction).
Embedded authentic literacy practices in courses, lessons, and toolbox resources.
Data-driven conversations supported by our reports including Homeroom Student Progress Report (HRSPR)

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

The Achieve 3000 program has an ESSA evidence rating of Strong as indicated by the Evidence for Essa site.

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

All FLVS students are Distance Learning students All components of the CERP are executed as explained for distance learning students.

Grade Levels: 11-12

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

(Enter assessment criteria that will be used)

Students who have earned an FSA ELA score of Level 1 or 2 on their most recent state assessment
FAST/Cambium: Level 1 or 2

If previous test history is not available, a combination of previous placement, academic performance,
teacher observation, and/or Spring 21/22 diagnostic data will be used to consider Tier 2 Placement:
a score of two grade levels below or more on the iReady Reading Diagnostic assessment.
iReady cut scores by grade:
11th - 636 or lower
12th - 644 or lower

THEN TIER 1 Instruction and TIER 2 Interventions
Progress Monitoring

Tier 2 Programs/Materials/Strategies & Duration
USA Test Prep

Assessment & Frequency
Assessment on Standards
Two assignments per week
FSA, SAT, and ACT/Annually
FAST/Cambium 3x per year

Performance Criteria to discontinue Tier 2 interventions
Progress monitoring data is consistently above 80% correct on assessments; intervention teacher
recommendation to exit; in conjunction with iReady score at grade levels. The student may also be
exited if the graduation requirement is met with passing FSA ELA or concordant score on SAT or
ACT.

**Performance Criteria indicating continuation of Tier 2 interventions in addition to Tier 1
instruction**
Progress monitoring data is consistently above 60%, but below 80% correct on assessments;
intervention teacher recommendation to continue. iReady score is not yet at grade level.

Performance Criteria that prompts the addition of Tier 3 interventions
Progress monitoring data is consistently below 60% correct on assessments. When data is compared
over time, progress monitoring data does not show improvement.

Number of times per week intervention provided

2

Number of minutes per intervention session

45

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

Grade Levels: 11-12

Administrative Walkthroughs
Live Lessons
Data Chats: student data from course assignments, Module/Segment Exams, Discussion Based Assessments, iReady data, USA Test Prep Data
PLC Study
Support with Resource Teachers and Literacy Coach
School-wide professional development on research-based literacy and metacognitive strategies (clarification, summarization, graphic organizers, outlining, prediction).
Embedded authentic literacy practices in courses, lessons, and toolbox resources.
Data-driven conversations supported by our reports including Homeroom Student Progress Report (HRSPR)

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

USA Test Prep has earned an ESSA rating of Moderate and Promising Evidence (Tier 2 and 3) as evidenced by the available research on their website.

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

All FLVS students are Distance Learning students All components of the CERP are executed as explained for distance learning students.

Tier 3
Intensive, Individualized Instruction/Intervention:

- *is targeted instruction based on student need;*

- *provides small group or one-on-one instruction;*

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

- *includes more frequent progress monitoring than Tier 1 instruction and Tier 2 interventions; and*

- *ensures additional **time allotted is in addition** to core instruction and Tier 2 interventions.*

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

Grade Levels: K-2

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

Is one or more grade levels below on one or more of the following assessments:

Kindergarten -
DIBELS (Red Range):
Letter Naming Fluency: Beginning 0-15, Middle 0-30, End 0-34
Phonemic Segmenting Fluency: Beginning 0, Middle 0-22, End 0-36
Nonsense Word Fluency/Correct Letter Sounds: Beginning 0-3, Middle 0-15, End 0-23
Word Reading Fluency: Beginning 0, Middle 0, End 0-5

STAR Early Literacy/Reading Assessment(s)
Percentile (25); Fall Scaled Score (663); Winter Scaled Score (703); Spring Scaled Score (769)
Percentile (20); Fall Scaled Score (651); Winter Scaled Score (692); Spring Scaled Score (733)
Percentile (10); Fall Scaled Score (622); Winter Scaled Score (666); Spring Scaled Score (709)

1st grade -
DIBELS (Red Range):
Letter Naming Fluency: Beginning 0-31, Middle 0-50, End 0-52
Phonemic Segmenting Fluency: Beginning 0-18, Middle 0-33, End 0-36
Nonsense Word Fluency/Correct Letter Sounds: Beginning 0-24, Middle 0-40, End 0-44
Word Reading Fluency: Beginning 0-7, Middle 0-13, End 0-16
Oral Reading Fluency: Beginning 0-4, Middle 0-9, End 0-25

STAR Early Literacy/Reading Assessment(s):
Percentile (25); Fall Scaled Score (730) Est.ORF (9); Winter Scaled Score (765) Est. ORF (17); Spring Scaled Score (800) Est. ORF (24)
Percentile (20); Fall Scaled Score (720) Est.ORF (7); Winter Scaled Score (755) Est. ORF (15); Spring Scaled Score (789) Est. ORF (22)
Percentile (10); Fall Scaled Score (691) Est.ORF (0); Winter Scaled Score (726) Est. ORF (9); Spring Scaled Score (760) Est. ORF (16)

2nd grade (Red Range):
DIBELS - Oral Reading Fluency WC: Beginning 0-28 WPM, Middle 0-58 WPM, End 0-76 WPM

STAR Early Literacy/Reading Assessment(s):
Percentile (25); Fall Scaled Score (835) Est.ORF (33); Winter Scaled Score (862) Est. ORF (44); Spring Scaled Score (889) Est. ORF (57)
Percentile (20); Fall Scaled Score (823) Est.ORF (30); Winter Scaled Score (850) Est. ORF (39); Spring Scaled Score (877) Est. ORF (52)
Percentile (10); Fall Scaled Score (794) Est.ORF (24); Winter Scaled Score (820) Est. ORF (29); Spring Scaled Score (846) Est. ORF (37)

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

Tier 3 Programs/Materials/Strategies & Duration
Fountas & Pinnell Leveled Literacy Intervention

Grade Levels: K-2

Progress Monitoring
Assessment & Frequency
Fountas and Pinnell Running Records/ weekly DIBELS (3x per year) STAR Early Literacy/Reading (3x per year) Easy CBM (as needed)

Performance Criteria to discontinue Tier 3 interventions

Student performance is no more than one grade level below on focus skills. Criteria are gathered from DIBELS, Running Records, Easy CBM, and STAR.

Performance Criteria indicating continuation of Tier 3 interventions
Student assessments indicate that progress is not being made on standards-based instruction (score <70% or no improvement on progress monitoring data.

Performance Criteria that prompts intensified Tier 3 interventions

Student assessments show that progress is not being made in standards-based instruction (score <70% or no improvement from previous Tier 3 Progress Monitoring, The student continues to demonstrate proficiency that is two or more grade levels behind in a specific domain.

Number of times per week intervention provided

4

Number of minutes per intervention session

15

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?

Regular Tier 3 progress monitoring is completed weekly. It is then reviewed weekly to determine the effectiveness of Tier 3 interventions. If it is found that students are not making progress based on assessment data and individual student needs, groups will be adjusted accordingly. Skills are standards-based and align with skills being taught in the core curriculum.

*All students at FLVS receive instruction through distance learning therefore all parts of the CERP are implemented through distance learning instead of in-person.

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

Fountas & Pinnell Guided Reading – Strong evidence - LLI has been evaluated in two qualifying studies. In one, in rural and suburban Georgia and New York, students were randomly assigned to LLI or control conditions. Across 5 DIBELS scales, the average effect size was +0.17, with significant differences in Non-Word Fluency and Oral Reading Fluency. In a second study in Denver, there were very positive outcomes on the DRA2 in kindergarten but not in first or second grade, for a significant but small meaningful effect size of +0.10. Averaging the two studies, the effect size was +0.13. Leveled Literacy Intervention (LLI) Research Base, Efficacy Studies, and White Papers on Validity and Reliability can be found on Evidence for Essa.

Grade Levels: K-2

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

All students at FLVS receive their instruction through distance learning. All components of the district reading plan are implemented through distance learning. Students utilize the FLVS K-5 ELA curriculum through our Learning Management System, Educator. They complete their core module coursework independently. These modules contain a variety of activities for students to engage in for practice. Students attend live lessons for standards-aligned instruction based on the district pacing chart. Students also utilize help sites or resource "toolboxes" to aid students in better understanding the content. Students can communicate directly with teachers on multiple platforms to receive assistance on assignments and ask questions. Students that receive Tier 2 interventions attend additional small group instruction time. Student groups are based on course and/or intervention data. Students receiving Tier 3 support attend additional one-on-one or very small group support and have access to Fountas & Pinnell Leveled Literacy Intervention books at home.

Grade Levels: 3-5

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

(Enter assessment criteria that will be used)

Scores two or more years below grade level on one or more of the following:

2021-22 FSA ELA: Level 1 or 2
FAST/Cambium: Level 1 or 2

3rd Grade -
DIBELS: Oral Reading Fluency: Beginning 0-60 WPM, Middle 0-87 WPM, End 0-96 WPM
iReady Red Range: Beginning 419-473, Middle 419-473, End 419-473

4th Grade -
DIBELS: Oral Reading Fluency: Beginning 0-61 WPM, Middle 0-97 WPM, End 0-98 WPM
iReady Red Range: Beginning 474-495, Middle 474-495, End 474-495

5th Grade -
DIBELS: Oral Reading Fluency: Beginning 0-80 WPM, Middle 0-108 WPM, End 0-117 WPM
iReady Red Range: Beginning 496-556, Middle 496-556, End 496-556

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

Progress Monitoring

Tier 3 Programs/Materials/Strategies & Duration
Fountas & Pinnell Leveled Literacy Intervention

Assessment & Frequency
Fountas & Pinnell Benchmark Assessment System/ as needed
Cambium/F.A.S.T. 3x per year
DIBELS 3x per year

Performance Criteria to discontinue Tier 3 interventions
Student performance is no more than one grade level below on focus skills and progress is being shown. Criteria are gathered from all Tier 3 progress monitoring data including Cambium/FAST.

Performance Criteria indicating continuation of Tier 3 interventions
When data is compared over time, progress monitoring data shows only moderate or inconclusive Response to Intervention, with consistent attendance. The student is two or more grade levels below and data points considered include all school-based and progress monitoring assessments including Cambium/FAST.

Performance Criteria that prompts intensified Tier 3 interventions
Student assessments show that progress is not being made in standards-based instruction (score <70%) or student continues to two or more grade levels below based on criteria gathered from all Tier 3 data points including Cambium/FAST.

Progress Monitoring

Tier 3 Programs/Materials/Strategies & Duration
Reading A-Z

Assessment & Frequency
Teacher-created assessments using Reading A-Z

Grade Levels: 3-5

Progress Monitoring

Performance Criteria to discontinue Tier 3 interventions

Student performance is no more than one grade level below on focus skills and progress is being shown. Criteria are gathered from all Tier 3 progress monitoring data including Cambium/FAST

Performance Criteria indicating continuation of Tier 3 interventions

When data is compared over time, progress monitoring data shows only moderate or inconclusive Response to Intervention, with consistent attendance. The student is two or more grade levels below and data points considered include all school-based and progress monitoring assessments including Cambium/FAST.

Performance Criteria that prompts intensified Tier 3 interventions

Student assessments show that progress is not being made in standards-based instruction (score <70%) or student continues to two or more grade levels below based on criteria gathered from all Tier 3 data points including Cambium/FAST.

Progress Monitoring

Tier 3 Programs/Materials/Strategies & Duration

iReady Standards-Based Assignments

Assessment & Frequency

Teacher Assigned Tier 3 Progress Monitoring/every 3rd week
iReady Diagnostic 3x per year

Performance Criteria to discontinue Tier 3 interventions

Student performance no more than one grade level below on focus skills and progress is being shown.. Criteria are gathered from all Tier 3 progress monitoring data including Cambium/FAST.

Performance Criteria indicating continuation of Tier 3 interventions

When data is compared over time, progress monitoring data shows only moderate or inconclusive Response to Intervention, with consistent attendance. The student is two or more grade levels below and data points considered include all school-based and progress monitoring assessments including Cambium/FAST.

Performance Criteria that prompts intensified Tier 3 interventions

Student assessments show that progress is not being made in standards-based instruction (score <70%) or student continues to two or more grade levels below based on criteria gathered from all Tier 3 data points including Cambium/FAST.

Number of times per week intervention provided

4

Number of minutes per intervention session

15

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?

Grade Levels: 3-5

Tier 3 students' data is triangulated bi-monthly to monitor growth or lack of growth on targeted B.E.S.T. ELA Standards within the foundations, reading, communication, and vocabulary strands. It is then reviewed to determine the effectiveness of Tier 3 interventions. Groups will be adjusted to fit students' needs.
Skills are standards-based and aligned with the assessment data from Tier 1 and Tier 2 to instruct students in skills that would "close the gap" from previous grade levels.

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

Fountas & Pinnell Guided Reading – LLI does not meet Strong, Moderate, or Promising levels of evidence for grades 3-5; however, there are several IES Practice Guide recommendations to support the program.

The Fountas & Pinnell Leveled Literacy Intervention is a short-term intervention, that provides daily, intensive, small-group instruction, which supplements classroom literacy teaching for Tier 3 students. The intervention provides explicit instruction in phonological awareness, phonics, fluency, vocabulary, reading comprehension, oral language skills, and writing. LLI helps teachers match students with texts of progressing difficulty and deliver systematic lessons targeted to a student's reading ability. The 3-5 program includes 144 leveled reader and 6 novels, along with Fountas & Pinnell Prompting Guide, Part 1 for Oral Reading and Early Writing and Fountas & Pinnell Prompting Guide, Part 2 for Comprehension: Thinking, Talking, and Writing. These guides provide language for teaching readers how to focus or expand their thinking through talk and writing before, during, and after reading. The goal is to help students think in three broad ways:
1. Thinking Within the Text: Noticing and using the information that is directly stated in the text
2. Thinking Beyond the Text: Noticing what is implied, not explicitly stated
3. Thinking About the Text: Analyzing the writer's craft and thinking critically about the whole text.

The evidence for using a fluency, vocabulary, reading comprehension, oral language skills, and writing resource such as Fountas & Pinnell Leveled Literacy Intervention, is Strong as evidenced in the IES Practice Guide: Providing reading interventions for students grade 4-9, Recommendation 2: Provide purposeful fluency-building activities to help students read effortlessly, pgs 12-19, Recommendation 3: Routinely use a set of comprehension-building practices to help students make sense of the text, pgs 20-67. More specifically, this recommendation is split up into 4 subcategories which focus on improving both world and word knowledge (Recommendation 3, Part A, Build students' world and word knowledge so they can make sense of the text, pgs 22-36) and comprehension-building practices (Recommendation 3, Parts B, Consistently provide students with opportunities to ask and answer questions to better understand the text they read, pgs 37-46, C, Teach students a routine for determining the gist of a short section of text, pgs 47-58, and D, Teach students to monitor their comprehension as they read, pgs 59-64). https://ies.ed.gov/ncee/wwc/PracticeGuide/29. Likewise, the evidence is Moderate as evidenced in the IES Practice Guide: Foundational Skills to Support Reading for Understanding K-3, Recommendation 4: Ensure that each student reads connected text every day to support reading accuracy, fluency, and comprehension, pgs 32-37

Moderate as evidenced in the IES Practice Guide: Improving Reading Comprehension in K-3, Recommendation 2: Teach students to identify and use the text's organizational structure to comprehend, learn, and remember content, pgs 17-22.

The district will support and monitor the implementation of the evidence-based reading instruction utilizing the identified IES recommendations with weekly Tier 3 progress monitoring and review. If it is

Grade Levels: 3-5

found that students are not making progress based on assessment data and individual student needs, groups will be adjusted by utilizing the program's leveled reading system to ensure that the students are provided materials at their current need level. Students will also utilize the Fountas & Pinnell Prompting Guides to support the above-mentioned IES recommendations by expanding their thinking through talk and writing before, during, and after reading. Similarly, intervention teachers will be trained in the use of the program prior to the school year to ensure that they understand how to implement the Fountas & Pinnell program and adjust its use according to the weekly progress monitoring data.

Learning A-Z -Raz Plus – Strong evidence - Ho, H. & Mathias, S. (2019). Implementation and efficacy study of a blended learning literacy program for students from kindergarten to fifth grade. Denver, CO: McRel International. This study supports the use of Raz-Plus with elementary students across multiple sites. FLVS has students from all areas of the state of Florida, across all demographics.
Research & Efficacy Learning A-Z - Evidence for Essa site

i-Ready: Moderate/Promising - Research based on data from over four million students who took the i-Ready Diagnostic during the 2016-2017 school year found that students who used iReady Instruction experienced greater learning gains than those who did not use the program. Those learning gains were not only substantial, but were also significant across key student subgroups, including non-caucasian students, students with disabilities, economically disadvantaged students, and English learners. The strength of the evidence gathered means that iReady Instruction meets the criteria for ESSA Level 3. Promising Evidence with Favorable Effects.
Curriculum Associates

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

All students at FLVS receive their instruction through distance learning. All components of the district reading plan are implemented through distance learning. Students utilize the FLVS K-5 ELA curriculum through our Learning Management System, Educator. They complete their core module coursework independently. These modules contain a variety of activities for students to engage in for practice. Students attend live lessons for standards-aligned instruction based on the district pacing chart. Students also utilize help sites or resource "toolboxes" to aid students in better understanding the content. Students can communicate directly with teachers on multiple platforms to receive assistance on assignments and ask questions. Students that receive Tier 2 interventions attend additional small group instruction time and work in iReady. Student groups are based on course and/or iReady data. Students receiving Tier 3 support attend additional one-on-one or very small group support and have access to Fountas & Pinnell Leveled Literacy Intervention books at home.

Grade Levels: 6-8

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

The student has earned an FSA ELA score of level 1 or 2 and/or if the student scored three or more grade levels below on consecutive iReady diagnostic and Growth Monitoring assessments, the student receives Tier 1 instruction, along with Tier 2, and Tier 3 interventions.

FAST/Cambium - Levels 1 or 2

iReady diagnostic, Growth Monitoring assessment and REWARDS passage fluency pretest data will be utilized to determine decoding and support needs.
See scale scores below for iReady Tier 1 instruction with Tier 2 and Tier 3 interventions placement criteria:
Grade 6 Students: 541 or Lower
Grade 7 Students: 565 or Lower
Grade 8 Students: 582 or Lower

Oral Reading Fluency (ORF)
Grade 6; Fall On or Below 98 wcpm, Winter 111 wcpm, Spring 122 wcpm
Grade 7; Fall On or Below 102 wcpm, Winter 109 wcpm, Spring 123 wcpm
Grade 8; Fall On or Below 106 wcpm, Winter 115 wcpm, Spring 124 wcpm

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

Progress Monitoring

Tier 3 Programs/Materials/Strategies & Duration
REWARDS, Voyager Sopris

Assessment & Frequency
Rewards assessment materials include the following:
San Diego Quick Assessment
Passage Reading Fluency Pretest/Posttest
Pretests Baseline Assessments
Multisyllabic Word Reading Fluency
REWARDS Unit Check-ups at each end of unit

Performance Criteria to discontinue Tier 3 interventions
The student is actively participating in Tier 1 instruction, Tier 2 and Tier 3 interventions, and is showing progress towards individualized targeted growth goals as measured by REWARDS Assessment data, or Cambium Progress Monitoring, observational data from a highly qualified reading instructor and is no more than two grade levels behind.
Progress monitoring data is consistently above 80% correct on REWARDS unit checkups and/or student is performing at minimum 50th percentile on grade-level fluency norms:
Grade 6:Fall- on or above 127wcpm Winter- on or above 140wcpm Spring- on or above 150wcpm
Grade 7: Fall- on or above 128wcpm Winter- on or above 136wcpm Spring- on or above 150wcpm
Grade 8: Fall- on or above 133wcpm Winter- on or above 146wcpm Spring- on or above 151wcpm
Determination will be made to move a student from Tier 3 to Tier 2 based on a comprehensive review of data

Performance Criteria indicating continuation of Tier 3 interventions
The student is actively participating in Tier 1 instruction, Tier 2 and Tier 3 interventions and is not

Grade Levels: 6-8

Progress Monitoring
demonstrating adequate growth goals as measured by REWARDS Assessment data, Cambium progress monitoring and/or observational data from a highly qualified reading instructor.

Performance Criteria that prompts intensified Tier 3 interventions

A student who is not demonstrating success or growth with RTI session interventions with the Reading Intervention Teacher in a small-group or 1:1 setting is referred to the Student Support Team (SST) led by our RtI Specialist, where further instructional decisions will be made on a case-by-case basis. The ESE team will conduct progress monitoring meetings for students receiving ESE services with input from content and intervention teachers.

Number of times per week intervention provided

2-4

Number of minutes per intervention session

25 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?

• Administrative Walkthroughs
• Live Lessons
• Student data from course assignments, Module/Segment Exams, Discussion Based Assessments (DBAs)
• Formal/Informal Observations
• Re-Teach (Owl's Skills) which provides the immediate reteaching of the essential standard in the ELA course as well as an enrichment piece for students who were successful with the essential standard.
• Owls' WIN sessions. Owls' WIN sessions are provided for students who are not submitting course assignments and/or are performing below 60% mastery.
• PLC Study
• School-wide professional development on research-based literacy and metacognitive strategies (clarification, summarization, graphic organizers, outlining, prediction).
• Administrative monitoring of the course data
• Data review meetings with students and families at the end of each phase facilitated by the Intervention Team
• Attendance records of RTI sessions
• Student Support Team (SST) led by our RtI Specialist. Student Support Team (SST) including: Administration, RTI Specialist, Literacy Coach, School Psychologists, Social Worker, Resource Teachers, School Counselor, General Education Teachers, ESE Managers, 504 Coordinators, Additional teachers, parents, and the student (as determined by the team).
• Support with Resource Teachers and Literacy Coach

All FLVS students are Distance Learning students All components of the CERP are executed as explained for distance learning students.

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

Grade Levels: 6-8

REWARDS® Intermediate does not meet Strong, Moderate, or Promising levels of evidence, however, the following IES Practice Guide recommendations support the program. As this program is used with Tier 3 students, the evidence for using a fluency program that incorporates fluency strategies and repeated readings is Strong as evidenced in the IES Practice Guide Improving Adolescent Literacy: Effective Classroom and Intervention Practices – Level of Evidence is Strong for Recommendation 5. Make available intensive and individualized interventions for struggling readers that can be provided by trained specialists, pgs. 31-36. In a study, students who used repeated readings and answered factual and inferential comprehension questions made greater gains on a test of basic literacy skills.

Likewise, there is a well-documented correlation between reading fluency and reading comprehension. Students who read fluently read more independently and are better able to complete assignments—across all content areas. According to the IES Practice Guide Improving Adolescent Literacy: Effective Classroom and Intervention Practices Level of Evidence is Strong for Recommendation Recommendation 2 Provide direct and explicit comprehension strategy instruction, pgs. 16-20. The level of evidence supporting this recommendation is strong, on the basis of five randomized experimental studies and additional evidence from a single-subject design study that examined the effects of teaching main idea summarization on adolescents' comprehension of narrative and informational texts. These strategies include but are not limited to, summarizing, asking and answering questions, paraphrasing, and finding the main idea. Comprehension strategy instruction can also include specific teacher activities that have been demonstrated to improve students' comprehension of texts.

REWARDS® is specifically designed for students who are struggling with English language arts and need short-term strategies to get on track. REWARDS® has been deemed effective when used as part of a Tier 3 RtI initiative, including middle school poor readers and students with reading disabilities. Students at FLVS attend live lessons for standards-aligned explicit instruction that is organized to include demonstration, guided and unguided practice, and cumulative reviews. Building of students' world and word knowledge to make sense of the text is provided through explicit instruction, ultimately aiding in accelerated vocabulary growth. Students are provided with opportunities to ask and answer questions to better understand the content and text-related inquiries. Students receiving Tier 3 interventions meet with a highly-qualified teacher one-on-one or with small groups for live instruction using the REWARDS® program, a maximum of 4 times each week.

Progress is monitored throughout with REWARDS® assessment materials including the San Diego Quick Assessment, The Passage Reading Fluency Pre/Posttest, Pretests/Baseline Assessments, Multisyllabic Word Fluency, and REWARDS® Unit Check-ups. Data reviews are conducted regularly.

The district will support and monitor the implementation of the evidence-based reading instruction utilizing the identified IES recommendations through REWARDS® assessments that determine students' reading levels which helps teachers select practice passages, assign student partners, and establish a baseline to measure student progress. This allows the teacher to differentiate both what and how students learn. Likewise, teachers do not require additional training as professional development is embedded within the program.

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

All students at FLVS receive their instruction through distance learning. All components of the district reading plan are implemented through distance learning. Students utilize the FLVS 6-8 ELA curriculum through our Learning Management System, Educator. They complete their core module coursework

Grade Levels: 6-8

independently. These modules contain a variety of activities for students to engage in for practice. Students attend live lessons for standards-aligned instruction based on the district pacing chart. Students also utilize Help Sites or resource "toolboxes" to aid students in better understanding the content. Students can communicate directly with teachers on multiple platforms to receive assistance on assignments and ask questions. Students in Tier 2 Intensive Reading also utilize the iReady program. Students attend live lessons for standards-aligned instruction based on the district pacing chart. Students in Tier 2 also meet in small groups in Zoom twice a week. Additionally, students receiving Tier 3 interventions meet with the teacher one-on-one or with additional students for a live intervention using the REWARDS program up to 4 times a week.

Grade Levels: 9-10

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

Students who have earned an FSA ELA score of level 1 or 2 or have no score AND a score of 3+ grade levels below the assigned grade on iReady Diagnostic will be closely monitored for Tier 3 placement. A combination of previous placement, academic performance, teacher observation, and/or Spring 21/22 diagnostic data, as well as Response to Tier 2 Intervention, will be used to consider Tier 3 Placement:

Students who accept T3 support and are more than 3+ grade levels below on iReady are also administered the ORF assessment to determine decoding support needs.

ORF Cut Score: 103cwpm or lower - Students will receive intervention and targeted decoding instruction to address disfluency.

iReady Reading 3+ grade levels below cut scores by grade:
9th - 593 or lower
10th- 604 or lower

FAST/Cambium Level 1 or 2

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

Tier 3 Programs/Materials/Strategies & Duration
Achieve 3000 program including the Word Study Component

Assessment & Frequency
Minimum 8 articles per semester: Word work, previewing article, fluency practice with the article to give on-grade level exposure to articles.
Independent practice is at the students' personal Lexile level.

Performance Criteria to discontinue Tier 3 interventions

Progress monitoring data is consistently above 75% correct on assessments; intervention teacher recommendation to exit; in conjunction with Level Set increase and/or iReady and/or Cambium FAST score is within two grade levels.

Performance Criteria indicating continuation of Tier 3 interventions

When data is compared over time, progress monitoring data shows only moderate or inconclusive Response to Intervention, with consistent attendance. Data points considered include iReady and/or Cambium FAST.

Performance Criteria that prompts intensified Tier 3 interventions

When data is compared over time, progress monitoring data does not show Positive Response to Intervention with consistent attendance. Data points considered include iReady and/or Cambium FAST.

Progress Monitoring

Tier 3 Programs/Materials/Strategies & Duration
USA Test Prep (aligned to B.E.S.T)

Grade Levels: 9-10

Progress Monitoring

Assessment & Frequency

Assessment on Standards
Incorporate into station rotation, Test Prep review session(Class Party), Every other week assessment
FSA FOCUS

Performance Criteria to discontinue Tier 3 interventions

Progress monitoring data is consistently above 70% correct on assessments; intervention teacher recommendation to exit; in conjunction with iReady score and/or Cambium FAST score within two grade levels.

Performance Criteria indicating continuation of Tier 3 interventions

When data is compared over time, progress monitoring data shows only moderate or inconclusive Response to Intervention, with consistent attendance. Data points considered include iReady and/or Cambium FAST.

Performance Criteria that prompts intensified Tier 3 interventions

When data is compared over time, progress monitoring data does not show Positive Response to Intervention with consistent attendance. Data points considered include iReady and/or Cambium FAST.

Progress Monitoring

Tier 3 Programs/Materials/Strategies & Duration

Six Minute Solution Fluency

Assessment & Frequency

Oral Reading Fluency assessment - completed x3 a year for students receiving decoding support.

Performance Criteria to discontinue Tier 3 interventions

127+ CWPM

Performance Criteria indicating continuation of Tier 3 interventions

When Achieve 3000 and ORF data are compared over time, progress monitoring data shows only moderate or inconclusive Response to Intervention, with consistent attendance. Data points considered include iReady and/or Cambium FAST.

Performance Criteria that prompts intensified Tier 3 interventions

No change or decreased fluency score
ORF of 103 CWPM indicates a need for decoding instruction to support fluency. Data points considered include Achieve 3000, iReady, and/or Cambium FAST.

Number of times per week intervention provided

4

Number of minutes per intervention session

30

Grade Levels: 9-10

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?

Administrative Walkthroughs
All Tier 3 Reading Instructors have been Orton-Gillingham Trained and are certified in Reading.
Live Lessons Observations
SST meetings
Problem-Solving Meetings with Reading Team
PLC Study
Support with Resource Teachers and Literacy Coach
School-wide professional development on research-based literacy and metacognitive strategies (clarification, summarization, graphic organizers, outlining, prediction).
Embedded authentic literacy practices in courses, lessons, and toolbox resources.
Data-driven conversations are supported by our reports
iReady Class data.
Cambium/FAST Class data.

*All students at FLVS receive instruction through distance learning. All components of the CERP are implemented through distance learning.

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

USA Test Prep -ESSA rating of Moderate and Promising Evidence (Tier 2 and 3). Evidence can be located on USA Test Prep site

Achieve 3000 -ESSA evidence rating of Strong as found on Evidence for Essa site

Six Minute Solution: The Six-Minute Solution does not meet Strong, Moderate, or Promising levels of evidence, however, the following IES Practice Guide recommendation(s) support the program. As this program is used with Tier 3 students the evidence for using a fluency program that incorporates fluency strategies and repeated readings is Strong as evidenced in the IES Practice Guide Improving Adolescent Literacy: Effective Classroom and Intervention Practices Level of Evidence is Strong for Recommendation 5. Make available intensive and individualized interventions for struggling readers that can be provided by trained specialists, pgs. 31-36. In a study, students who used repeated readings and answered factual and inferential comprehension questions made greater gains on a test of basic literacy skills.

Similarly, there is a well-documented correlation between reading fluency and reading comprehension. The National Reading Panel found that repeated reading is one of the most powerful ways to build reading fluency. Students who read fluently read more independently and are better able to complete assignments—across all content areas. According to the IES Practice Guide: Providing Reading Interventions for Students in Grades 4–9, Recommendation 2: Provide purposeful fluency-building activities to help students read effortlessly, pgs. 12-19, Repeated Reading was supported by 33 studies. This recommendation exhibited a Strong relationship between the evidence and recommended practices. Instruction in these studies focused on various fluency-building activities to support students' ability to read text accurately with ease, expression, and appropriate pacing. The instructional practices included: providing opportunities for students to engage in the repeated reading of texts and emphasizing reading with prosody. supporting students as they read a wide range of texts, having students read routinely with a partner.

Grade Levels: 9-10

The Six-Minute Solution builds students' fluency across all grade levels. The program empowers teachers to make the most of every second with an efficient, fast-paced instructional routine that takes marked steps toward reading success. With this program, our Tier 3 teachers first assess students' current instructional reading levels and then place them in fluency pairs. In these pairs, one student reads the passage or fluency-building sheet to his or her partner for one minute, while the partner tracks the words read correctly or incorrectly. The partners then switch roles. Students chart their own progress, which increases motivation. This takes place during Tier 3 small group time.
The Six-Minute Solution addresses the following areas of fluency: word reading, letter sound, prefixes/suffixes, and passage reading.

The district will support and monitor the implementation of the evidence-based reading instruction utilizing the identified IES recommendations through The Six-Minute Solution assessments that determine students' reading levels which helps teachers select practice passages, assign student partners, and establish a baseline to measure student progress. This allows the teacher to differentiate both what and how students learn. Likewise, teachers do not require training as professional development is embedded within the program.

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

All FLVS students are Distance Learning students All components of the CERP are executed as explained for distance learning students.

Grade Levels: 11-12

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

Students who have earned an FSA ELA score of level 1 or 2 or have no score AND a score of 3+ grade levels below the assigned grade on iReady Diagnostic will be closely monitored for Tier 3 placement. A combination of previous placement, academic performance, teacher observation, and/or Spring 21/22 diagnostic data, as well as Response to Tier 2 Intervention, will be used to consider Tier 3 Placement:

Students who accept T3 support and are more than 3+ grade levels below on iReady are also administered the ORF assessment to determine decoding support needs.

ORF Cut Score: 103cwpm or lower - Students will receive intervention and targeted decoding instruction to address disfluency.

iReady Reading 3+ grade levels below cut scores by grade:
11th- 624 or lower
12th - 636 or lower

FAST/Cambium Level 1 or 2

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

Tier 3 Programs/Materials/Strategies & Duration
USA Test Prep

Assessment & Frequency
Assessment on Standards Two assignments per week, Guided practice or independent practice FSA, SAT, and ACT

Performance Criteria to discontinue Tier 3 interventions

Progress monitoring data is consistently above 70% correct on assessments; intervention teacher recommendation to exit; in conjunction with iReady score within two grade levels or when demonstrated by standardized test (FSA Retake, ACT, SAT).

Performance Criteria indicating continuation of Tier 3 interventions

When data is compared over time, progress monitoring data shows only moderate or inconclusive Response to Intervention, with consistent attendance. Data points considered include iReady.

Performance Criteria that prompts intensified Tier 3 interventions

When data is compared over time, progress monitoring data does not show Positive Response to Intervention with consistent attendance, data points considered include iReady.

Progress Monitoring

Tier 3 Programs/Materials/Strategies & Duration
Achieve 3000 program including the Word Study Component

Assessment & Frequency
Minimum 4 articles per semester - Word work, previewing article, fluency practice with the article.

Grade Levels: 11-12

Progress Monitoring
Give them on-grade level exposure with articles Independent practice is at the students' personal Lexile level

Performance Criteria to discontinue Tier 3 interventions

Progress monitoring data is consistently above 75% correct on assessments; intervention teacher recommendation to exit; in conjunction with Level Set increase and/or iReady score within two grade levels.

Performance Criteria indicating continuation of Tier 3 interventions
When data is compared over time, progress monitoring data shows only moderate or inconclusive Response to Intervention, with consistent attendance, data points considered include iReady.

Performance Criteria that prompts intensified Tier 3 interventions

When data is compared over time, progress monitoring data does not show Positive Response to Intervention with consistent attendance, data points considered include iReady.

Progress Monitoring

Tier 3 Programs/Materials/Strategies & Duration

Six Minute Solutions for Assessment

Assessment & Frequency
Oral Reading Fluency assessment - completed x3 a year for students receiving decoding support

Performance Criteria to discontinue Tier 3 interventions

127+ CWPM

Performance Criteria indicating continuation of Tier 3 interventions
When Achieve 3000 and ORF data are compared over time, progress monitoring data shows only moderate or inconclusive Response to Intervention, with consistent attendance, data points considered include iReady.

Performance Criteria that prompts intensified Tier 3 interventions

No change or decreased fluency score, ORF of 103 CWPM indicates the need for decoding instruction to support fluency. Data points considered include Achieve 3000 and iReady.

Number of times per week intervention provided

4

Number of minutes per intervention session

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?

Administrative Walkthroughs
All Tier 3 Reading Instructors have been Orton-Gillingham Trained and are certified in Reading.
Live Lessons Observations
SST meetings

Grade Levels: 11-12

Problem-Solving Meetings with Reading Team
PLC Study
Support with Resource Teachers and Literacy Coach
School-wide professional development on research-based literacy and metacognitive strategies (clarification, summarization, graphic organizers, outlining, prediction).
Embedded authentic literacy practices in courses, lessons, and toolbox resources.
Data-driven conversations are supported by our reports
iReady Class data

All students at FLVS receive instruction through distance learning. All components of the CERP are implemented through distance learning.

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

USA Test Prep has earned an ESSA rating of Moderate and Promising Evidence (Tier 2 and 3). USA Test Prep is aligned to the new B.E.S.T. standards, and also has L.A.F.S. as well. Evidence may be found on the USA Test Prep site.

The Achieve 3000 program has an ESSA evidence rating of Strong. The evidence is available at the Evidence for Essa site.

Six Minute Solutions: Six Minute Solutions does not meet Strong, Moderate, or Promising levels of evidence; however, the following IES Practice Guide recommendation(s) support the program. This program is used with students that are identified as having a deficiency in fluency and/or decoding. The evidence for using a fluency program that incorporates fluency strategies and repeated readings is Strong as evidenced in the IES Practice Guide Improving Adolescent Literacy: Effective Classroom and Intervention Practices – Level of Evidence is Strong for Recommendation 5. Make available intensive and individualized interventions for struggling readers that can be provided by trained specialists. In a study, students who used repeated readings and answered factual and inferential comprehension questions made greater gains on a test of basic literacy skills.

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

All FLVS students are Distance Learning students All components of the CERP are executed as explained for distance learning students.

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.

FLVS utilizes standardized assessment data along with screening/diagnostic data, formative assessment data, and classroom observation to make classroom and tiered intervention support decisions. School-based administrators and their intervention teams review students' incoming data and then follow the appropriate grade level Decision Tree to determine whether students need additional testing to determine intervention needs. If a student is identified as needing additional testing, the results are further reviewed to determine the need for continued drilling down. There are Student Success Teams at all school levels. These teams include a wide variety of professionals such as administrators, teachers, intervention team members, ESE, ESOL, and literacy coaches that assist in identifying and providing support to students with substantial reading deficiencies. School intervention data meetings occur weekly. Schools are provided with additional screening/diagnostic testing items as needed.