2022-23 Reading Plan

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Contact Information, Communication Plan, and Student Achievement Goals

Contact Information - Part A

District Contact Information

Reading Contacts

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

Contact	Name, Title, Email, Phone
Main District Reading Contact	Montoro, Bianca Supervisor of Reading and Early Literacy bianca.montoro@myoneclay.net (904) 336-6965
Reading Endorsement	Montoro, Bianca Supervisor of Reading and Early Literacy bianca.montoro@myoneclay.net (904) 336-6965
Professional Development	Shepard, Jennifer Supervisor of Professional Learning jennifer.shepard@myoneclay.net (904) 336-6966
Assessment	Amburgey, Steve Director of Assessment, Accountability, and School Support steven.amburgey@myoneclay.net (904) 336-9639
Summer Reading Camp	Montoro, Bianca Supervisor of Reading and Early Literacy bianca.montoro@myoneclay.net (904) 336-6965
Reading Curriculum	Dailey, Roger Chief Academic Officer roger.dailey@myoneclay.net (904) 336-6904
Reading Curriculum	Teto, Heather Chief of Elementary Education heather.teto@myoneclay.net (904) 336-6906
Secondary ELA	Shepard, Jennifer Supervisor of Professional Learning jennifer.shepard@myoneclay.net (904) 336-6966
Elementary English Language Arts (ELA)	Shepard, Jennifer Supervisor of Professional Learning jennifer.shepard@myoneclay.net (904) 336-6966
Third Grade Promotion	Teto, Heather Chief of Elementary Education heather.teto@myoneclay.net (904) 336-6906
Multi-Tiered System of Supports (MTSS)	Teto, Heather Chief of Elementary Education heather.teto@myoneclay.net (904) 336-6906
Data Element	Eason, Jarrod Coordinator of Data Science jarrod.eason@myoneclay.net (904) 336-0301
Secondary ELA	Pickett, Treasure K-12 Director treasure.pickett@myoneclay.net 904-336-6919

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 contents of the CCDS Comprehensive Evidence-Based Reading Plan will be communicated to stakeholders in the following ways:
*Shared with principals, assistant principals, and district level coordinators and supervisors in the Superintendent's Weekly Debriefing
*Shared with principals and assistant principals at the monthly principals' meetings
*Trainings with school-based literacy leadership teams
*Trainings with classroom instructors
*Integrated into Professional Learning Communities (PLCs)
*Posted on the CCDS website for parents
*Posted in the district's portal for school administrators, reading leadership teams, literacy coaches, classroom instructors, and support staff (Tile)
*Shared with the CCDS School Board
*Embedded hyperlink in the Read-at-Home Plan
*A Hard Copy of the CERP provided to each school for teachers (to be kept in the teacher workroom)
*A Hard Copy of the CERP provided to each school for parents (to be kept in the Title 1 binder or the school information binder)

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 54%

Previous School Year
Kindergarten - % of Students "Ready" on FLKRS 90%

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

CCDS will take the following steps during the 2022-2023 school year to achieve the district's kindergarten readiness goal:
1. Implement the district's new ESE Pre Kindergarten and Voluntary Pre Kindergarten (VPK) instructional framework to bridge early literacy development for three to five year-olds;
2. Adopt and implement a supplemental language program for oral language and vocabulary development in the district's ESE Pre K/VPK blended classrooms;
3. Align curriculum, instruction, and assessment with the Language and Literacy/English Language Arts Florida Early Learning and Developmental Standards for 4 years old to kindergarten with Florida B.E.S.T. K-3 Standards;
4. Support VPK teachers with the implementation of the statewide coordinated screening and progress monitoring (CSPM-Star Early Literacy) tool through ongoing training;
5. Provide early literacy intervention to VPK students transitioning to kindergarten who have been identified with substantial emergent literacy deficiencies;
6. Provide primary teachers and support staff with emergent literacy training and ongoing coaching support to build their capacity to implement evidence-based instructional practices and programs;
7. Provide professional learning opportunities to support primary teachers' ability to select evidence-

based assessment tools and analyze qualitative and quantitative data;
8. Strengthen the district's parent and family involvement programs to guide parents and families in providing early literacy experiences in the home;
9. Establish community and business partnerships to build trust and support for children's early learning and literacy opportunities; and
10. Include rising K students from the district's ESE Pre K/VPK blended classrooms in the district's Summer Reading Camp program.

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	17	23	32	23	6	10	15	35	30	10
4	18	20	28	24	10	10	14	36	28	12
5	16	22	30	23	8	8	13	38	28	13
6	14	22	24	29	10	7	12	38	29	14
7	23	22	24	20	11	6	11	38	30	15
8	24	22	26	18	10	5	10	38	31	16
9	22	21	22	23	11	4	9	38	32	17
10	22	25	23	20	10	3	8	38	33	18

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

For VPK and kindergarten, 90% or more of students will score at or above grade level on the PM 3 of the Star Early Literacy Assessment.

For grades 1-2, 90% or more of students will score at or above grade level on the PM 3 of the Star Reading Assessment.

For grades 3-10, 90% or more of students will score at or above grade level on the PM 3 of the FAST Assessment.

District Budget for Evidence-Based Reading Instruction Allocation

Budget				
1	Estimated proportional share distributed to district charter			$103,473.76
			FTE	2022-23
				$103,473.76
2	Reading coaches assigned to elementary schools			$628,967.00
			FTE	2022-23
			10.0	$628,967.00

3	**Reading coaches assigned to secondary schools**		**$275,000.00**
		FTE	2022-23
		3.0	$275,000.00
4	**Intervention teachers assigned to elementary schools**		**$165,000.00**
		FTE	2022-23
		55.0	$165,000.00
5	**Intervention teachers assigned to secondary schools**		**$72,000.00**
		FTE	2022-23
		32.0	$72,000.00
6	**Supplemental materials or interventions for elementary schools**		**$221,000.00**
		FTE	2022-23
			$221,000.00
7	**Supplemental materials or interventions for secondary schools**		**$100,000.00**
		FTE	2022-23
			$100,000.00
8	**Intensive interventions for elementary students reading below grade level**		**$100,000.00**
		FTE	2022-23
			$100,000.00
9	**Intensive interventions for secondary students reading below grade level**		**$67,480.48**
		FTE	2022-23
			$67,480.48
10	**Professional development**		**$145,473.76**
		FTE	2022-23
			$145,473.76
11	**Helping teachers earn the reading endorsement**		**$50,000.00**
		FTE	2022-23
			$50,000.00
12	**Summer reading camps**		**$200,000.00**
		FTE	2022-23
			$200,000.00
13	**Additional hour for 300 lowest-performing elementary schools**		**$0.00**
		FTE	2022-23
			$0.00
14	**Early literacy instruction/intervention for VPK completers pursuant to s. 1008.25(8)(c), F.S.**		**$50,000.00**

		FTE	2022-23
			$50,000.00
		Total:	**$2,178,395.00**

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.

1. Funding has been allocated to providing principals and teachers of K-3 students LETRS® (Language Essentials for Teachers of Reading and Spelling) to enhance teachers' understanding of how children learn to read.
2. Funding has been allocated to providing principals and primary instructional personnel professional development focused on structured literacy to grow teachers' knowledge and understanding of how to deliver instruction aligned with the B.E.S.T. Foundational Benchmarks for oral language, phonological awareness, phonics, fluency, vocabulary, and comprehension acquisition and development.
3. Funding has been allocated to helping principals and primary instructional personnel earn the reading endorsement to provide intensive, individualized reading instruction and intervention to students identified with a substantial deficiency in reading.
4. CCDS has prioritized reading allocation funds for expenditures on reading materials, supplemental curriculum, and training to fully support K-3 teachers who deliver evidence-based, multisensory reading instruction and intervention to students identified with a substantial deficiency in reading.
5. Funding has been allocated to support the proposal of establishing an early literacy intervention teacher program at each of the district's 27 elementary schools including the district's virtual academy.
6. Additional funding has been allocated to Summer Reading Camp to support Rising K-Grade 3 students identified with a substantial deficiency in reading.

School Literacy Leadership Teams

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

1. Monthly Principal Meetings
2. Superintendent's Weekly Debriefing
3. Support Meetings with the District Literacy Leadership Team

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

1. Roger Dailey, Chief of Academic Services
2. Heather Teto, Chief of Elementary Education
3. Jenie Shepard, Supervisor of School Improvement/Professional Development
4. Bianca Montoro, Supervisor of Reading and Early Literacy

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

1. Roger Dailey, Chief of Academic Services
2. Heather Teto, Chief of Elementary Education
3. Jenie Shepard, Supervisor of School Improvement/Professional Development
4. Bianca Montoro, Supervisor of Reading and Early Literacy

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.

1. 1-013-015 Exploring Structured Literacy (ESL): The purpose of this component is for participants to develop a substantive understanding that Structured Literacy is explicit, systematic teaching that focuses on phonological awareness, word recognition, phonics and decoding, spelling, and syntax at the sentence and paragraph levels. This component will provide K-6 educators the opportunity to develop, increase, and demonstrate knowledge of explicit, systematic, sequential, and multi-sensory approaches to reading instruction as outlined in the 40-hour in-service requirement identified in Florida Statute s. 1012.585(3) F.S.

2. 1-013-017 Emergent Literacy: The purpose of this component is for participants to develop substantive understanding of how children learn and grow their speech and language skills. Upon successful completion of the component, participants will have a deep understanding of oral language, phonological processing, vocabulary, and print knowledge. It will also assist participants with interpreting assessment data to differentiate instruction focused on early literacy and language development to provide children the foundation needed to become proficient readers, writers, and communicators. House Bills 7011 and 419 requires that all Florida VPK instructors complete three 5-hour emergent literacy courses.

3. 1-013-014(18) Job-Embedded Language Essentials for Teachers of Reading and Spelling: (LETRS®) The purpose of this component is to prepare all participants to learn and expand upon their skills and knowledge in the delivery of explicit instruction in the essential components of reading: oral language, phonological awareness, phonics, fluency, vocabulary, and reading comprehension. Upon successful completion of the component, participants will understand how the science of reading leverages decades of research including the latest neuroscience that reveals how students learn to read and how to teach reading with effective instruction with an emphasis on working memory and auditory processing. Participants will receive job-embedded opportunities for the application of screening, diagnostic, progress monitoring, and formative assessment for data collection and problem-solving in response to intervention to support the individual needs of diverse learners.

4. 2-408-023 Professional Learning Communities: The purpose of this component is to enhance Clay County District Schools organizational capacity to boost student learning by implementing Professional Learning Communities (PLC) characterized by shared purpose, collective activity and responsibility among staff. Effective PLCs have an enduring influence on teacher practice and seek to enhance teacher knowledge of curriculum and instructional practices; therefore, it is vital that all members of the organization are continuously building communities that focus on continuous learning and improvement.

5. 1-013-009-0014 Reading Competencies 1-5: Clay County District Schools has developed the Reading Foundations and Evidence-Based Instructional Practices Pathway to support educators in earning the Reading Endorsement. This pathway requires participants to complete all five reading endorsement competencies. Courses are delivered through in-person trainings, synchronous virtual meetings, and asynchronous learning through Google Classrooms.

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 district will communicate to principals the professional development requirements through the following publications and forums:
1. Monthly Principal Meetings;
2. Superintendent's Weekly Debriefings;
3. Master In-Service Plan;
4. Leadership Resource Tile; and
5. In-Service Day Catalog.

The district will support principals with fulfilling each requirement through ongoing coaching support, facilitation of professional development, developing principals' capacity to facilitate professional learning at the school level, providing training materials and other resources required of evidence-based professional development implementation, and providing diverse modes of delivery for professional development.

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

1. Jenie Shepard, Supervisor of School Improvement/Professional Development
2. Bianca Montoro, Supervisor of Reading and Early Literacy

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

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

Literacy Coaches

Literacy Coaches - Part A

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

Coaches must possess the following:

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

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

- experience as successful classroom teachers;

- knowledge of evidence-based reading research;

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

- data management skills;

- strong knowledge base in working with adult learners;

- excellent communication skills; and

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

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

Coaching services and supports are aligned with the state's criteria for identifying schools for additional support through the Reading Achievement Initiative for Scholastic Excellence (RAISE) s. 1008.365. Seven district elementary schools were identified for tier 1 universal coaching services and supports, with one of the seven elementary schools being identified for additional targeted supports and services. Elementary schools where 50 percent or more of its students, in any grade level, score below a level 3 on the most recent statewide English Language Arts (ELA) assessment meet the RAISE criteria and receive increased coaching services and supports from district literacy coaches and specialists whose funding is part of the reading allocation budget and who are reading endorsed or reading certified.

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?

1. Monthly Principal Meetings
2. Superintendent's Weekly Briefing
3. Publication and dissemination of the K-12 CERP

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?

1. The district will provide training to ensure Intervention Coaches and Specialists have the capacity necessary to prioritize high impact activities.
2. The district will provide Intervention Coaches and Specialists with data to determine which schools require high impact activities.
3. The district will partner with state agencies such as Florida's PS/RtI and Just Read, Florida to identify high impact activities.
4. The district will ensure Intervention Coaches and Specialists are knowledgeable about the District's RAISE schools and their School Improvement Plans in order to align support with the School Improvement Plans.

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

Roger Dailey, Chief Academic Officer
Heather Teto, Chief of Elementary Education
Jenie Shepard, Supervisor of School Improvement/Professional Development
Bianca Montoro, Supervisor of Reading and Early Literacy

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

Monthly and Quarterly

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

1. Data collection (RAISE school data, coaching logs, stakeholder surveys, SIPs)
2. Data analysis
3. Data-driven Problem-Solving and Decision Making

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?
		Summative	Vocabulary, Comprehension	Annually
Achieve 3000	3-12	Screener, Progress Monitoring, Summative	Vocabulary, Comprehension	3 x A Year
FAST-STAR	Grades 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
Acadience Reading (First Sound Fluency, Phoneme Segmentation Fluency, Nonsense Word Fluency, Oral Reading Fluency, Maze)	K-8 (Optional Assessment)	Screener, Progress Monitoring, Summative	Oral Language, Phonological Awareness, Phonics, Fluency, Vocabulary, Comprehension	3 x A Year
CUBED – The Dynamic Decoding Measures and the Narrative Language Measures	K-3 Students receiving Tier 2 and Tier 3 Decoding and Linguistic Comprehension Instruction/Intervention	Progress Monitoring, Diagnostic	Oral Language, Phonological Awareness, Phonics, Fluency, Vocabulary, Comprehension	Weekly, 2 x A Month, Monthly, Quarterly
Lexia Core5	PreK-5	Screener, Progress Monitoring, Formative Assessment, Diagnostic	Oral Language, Phonological Awareness, Phonics, Fluency, Vocabulary, Comprehension	Weekly
Lexia PowerUp	6-12	Screener, Progress Monitoring, Formative Assessment, Diagnostic	Phonological Awareness, Phonics, Fluency, Vocabulary, Comprehension	Weekly
Wilson Reading System: WADE (WILSON ASSESSMENT OF DECODING AND ENCODING), 4TH EDITION	Grade 2-12 Students receiving Tier 3 Intensive, Individualized Instruction/Intervention	Screener, Diagnostic, Summative	Oral Language, Phonological Awareness, Phonics, Vocabulary	Monthly, Quarterly, Annually
Wilson Reading System WIST: Word Identification and Spelling Test	Grades 2-12 Students receiving Tier 3 Intensive, Individualized Instruction/Intervention	Screener, Progress Monitoring, Formative Assessment, Diagnostic, Summative	Oral Language, Phonological Awareness, Phonics	Quarterly

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?
Corrective Reading Assessments	Grades 4-12 Receiving Tier 3 Intensive, Individualized Instruction/Intervention	Screener, Progress Monitoring, Formative Assessment, Diagnostic, Summative	Oral Language, Phonological Awareness, Phonics, Fluency, Vocabulary, Comprehension	Weekly, Quarterly

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

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

District Literacy Leadership Team

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

*Provision of supplemental materials aligned to the Science of Reading in VPK-3rd Grade
*Providing teachers with training on Evidence-Based Reading Instruction (EBRI)
*Ongoing coaching support of delivery of EBRI
*District monthly walkthroughs of elementary literacy classrooms at all schools with an emphasis on RAISE schools, utilizing EBRI rubric

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

*Providing teachers with training on formative assessment and differentiated reading instruction
*Data Chats with school leaders at all schools with prioritization of RAISE schools
*PLCs (Common Assessment)
*Weekly walkthroughs by school-based administrators

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

*Implementation of the ELA B.E.S.T. Standards K-12 & Intensive Reading
*Professional Learning Communities
*Collaboration of District Content Specialists and Coaches
*Unit planning across grade spans and content areas (Cross-Curricular Planning)

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

*Principals voice their concerns at the monthly principal meetings
*Feedback Forms
*Open forums with the District Literacy Leadership Team

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 upon the analysis of the District K-12 CERP Reflection Tool, the district's K-12 Reading Plan has been revised in the following manner to improve literacy outcomes for students:

1. Funding has been allocated to provide principals (in addition to teachers) access to LETRS® (Language Essentials for Teachers of Reading and Spelling) to enhance their understanding of how children learn to read.
2. Funding has been allocated to support the proposal of establishing an early literacy intervention teacher program at each of the district's 27 elementary schools including the district's virtual academy.
3. Coaching services and supports have been aligned with the state's criteria for identifying schools for additional support through the Reading Achievement Initiative for Scholastic Excellence (RAISE) s. 1008.365.
4. Additional funding has been allocated to provide Rising K-Grade 5 students identified with a substantial deficiency in reading access to the District's Summer Reading Camp.
5. During the 2022-2023 school year, the District will implement the new Coordinated Screening and Progress Monitoring (CSPM) program.

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?

Systems for Communication and Dissemination of Information combined with Systems of Supports (Circular Flow of Information):
1. Develop and Implement a School Literacy Leadership Team
2. Communicate and Publicise the requirements of the K-12 CERP with Teachers and Stakeholders using diverse methods: social media, newsletters, information forums
3. Train teachers on how to implement the K-12 CERP and provide them with a checklist of required elements of implementation
4. Provide time and resources for teachers to collect, review, and utilize assessment data (data notebooks, common planning, PLCs, data meetings)
5. Review the K-12 CERP frequently with teachers
6. Implement accountability measures to ensure the K-12 CERP plan is implemented with fidelity

Who at the district level supports effective implementation?

Roger Dailey, Chief Academic Officer
Heather Teto, Chief of Elementary Education
Jenie Shepard, Supervisor of School Improvement/Professional Development
Bianca Montoro, Supervisor of Reading and Early Literacy

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

Data Collection and Monitoring Systems:
1. Calibration Walks
2. Feedback Forms
3. Walk-through Implementation Checklist with Look-fors
4. K-12 CERP Implementation Rubric

Weekly reading walkthroughs by administrators - Part B

What process is in place to ensure effective implementation?

District and School-based Literacy Leadership Teams regularly use formative and summative data to evaluate systems, strategies, policies, and student outcomes. This data is used to inform action plans at the district, school, classroom, and individual student levels. District level leaders provide administrators high-quality training at the monthly principal meetings. Information is disseminated in the Superintendent's Weekly Briefing to principals and teachers on evidence-based reading instruction, current literacy state statute, standards-based classrooms, how to use data to determine appropriate instructional adjustments, and how to use the K-12 CERP Implementation Rubric to ensure the K-12 CERP is being implemented in a systematic, explicit manner. District level leaders also provide coaching cycles to principals to build their literacy leadership capacity.

Who at the district level supports effective implementation?

Roger Dailey, Chief Academic Officer
Heather Teto, Chief of Elementary Education
Treasure Pickett, K-12 Director

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

The District and School-based Literacy Leadership Teams collectively lead planning and implementation efforts using communication feedback loops and purposeful meeting structures. Implementation of the District K-12 Comprehensive Evidence-Based Reading Plan at the school and classroom level is monitored by the Chief Academic Officer, the Chief of Elementary Education, and the Director of grades K-12. Principals provide feedback at the monthly principal meeting. Additionally, stakeholders identify areas in need of improvement for effective implementation annually using the K-12 CERP Reflection Tool.

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

What process is in place to ensure effective implementation?

*Teachers and teacher teams use student data to adapt and improve instructional strategies - Teachers use and analyze a variety of student-specific data to assess the effectiveness of their instructional strategies and practices and modify instruction to meet their students' needs as identified.
*Using data to identify student-specific academic, social emotional, and behavioral needs - Administrators and teachers use a variety of ongoing assessments (formative, benchmark, and summative) to frequently and continually assess instructional effectiveness and to identify students' individual academic needs (e.g., content or standard specific academic needs) in order to provide student-specific interventions, enrichment, and supports.
*Monitoring progress to evaluate the effectiveness of an intervention - The school engages in ongoing monitoring of the impact of tiered interventions and adjusts school's structures and resources (e.g., time, staff, schedules) to provide interventions to students throughout the year.
*District and School Data Systems - District and school-level data systems are used to track student performance over time. These data systems are used to provide regular performance feedback to school teams, coaches, and individual staff for problem solving, professional development, and action planning. Data systems are not only inclusive of the data sets/platforms, but the meeting times and protocols needed to utilize the data effectively.
*Assessment Maps - The district and schools have annual assessment maps. The assessment map includes universal screeners, diagnostic assessments, and progress monitoring tools focused on academic skill development as well as social emotional and behavioral development.

Who at the district level supports effective implementation?

District Literacy Leadership Team
District MTSS Team
Roger Dailey, Chief Academic Officer
Heather Teto, Chief of Elementary Education
Treasure Pickett, K-12 Director

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

*Mid-Year Data Review & Continuous Improvement - Based on the data collected through the fidelity monitoring and feedback loops, decisions are made about how to enhance the effectiveness of the work (e.g., shifting approaches, providing additional professional development and support, etc.). These processes are designed to support open communication and productive feedback to ensure the work can be successfully implemented and sustained.
*Measures & Processes to Monitor Fidelity - Fidelity measures are identified to assess the

implementation of evidence-based strategies, instruction, and interventions. Measures can be at the district, school, and classroom levels and build a common understanding of what success looks like (e.g., you might regularly assess that evidenced-based curriculum and instructional systems exist through curriculum reviews and classroom observations). Clear processes are in place to determine how, when, and who will assess the fidelity measures.

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.

The District's Summer Reading Camp (SRC) Implementation Plan ensures that students in Grade 3 who score Level 1 on the statewide standardized assessment for ELA are provided instruction by a highly effective teacher endorsed or certified in reading through a hiring process that outlines the requirements for facilitating Grade 3 SRC. The SRC Implementation Plan also outlines the professional learning day for Rising K-Grade 2 principals, teachers, and support staff as well as Grade 3-5 SRC principals, teachers, and support staff to ensure evidence-based reading instruction fidelity. The 22-day SRC lesson plan implementation guide provides principals, teachers, and support staff with a structured literacy approach based on the science of reading. The following evidence-based instructional materials are embedded in each SRC daily lesson:
*Lexia Core5 (ESSA Strong Evidence for Intensive Intervention)(Rising K-Grade 5): Explicit, systematic instruction in phonological awareness, phonics, morphology, vocabulary, fluency/automaticity, and comprehension;
*Achieve3000 (ESSA Strong Evidence for Intensive Intervention)(Grades 3-5): Explicit, systematic instruction in vocabulary, fluency/automaticity, and comprehension;
*(Grades Rising K-2): Direct, Explicit, Multi Sensory, Systematic Phoneme Production Instruction with Sound Walls; and
(Rising K-5): Explicit and systematic Phonological and Phonemic Awareness Instruction/Intervention with multi sensory modalities.

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.

An effective program incorporates evidence-based materials that provide teachers with scripted explicit, systematic, and multisensory reading instruction in phonemic awareness, phonics, fluency, vocabulary, and comprehension. Evidence-based practices, programs, interventions, and assessments that were

vetted and
piloted during the 2020-2021 Summer Reading, and were shown to have high effect size on student achievement, will continue to be implemented during the 2021-2022 Summer Reading Camp. Additional practices, programs, and interventions will be piloted and measured for validity, reliability, and effect size on student achievement during the 2021-2022 Summer Reading Camp to vet potential supplements to the core, tutoring, and interventions for implementation during the 2022-2023 school year for compliance with
House Bill 419 and 7011. The Summer Reading Camp materials have been reviewed and evaluated either by the
Florida Center for Reading Research (FCRR), the Center for Research and Reform in Education at Johns Hopkins University, What Works Clearinghouse, or other national reading researchers as a resource of scientifically-based reading practice or program that has been validated as effective for use in initial instruction, differentiated instruction, or immediate intensive intervention.

● (Grades Rising K-2): Direct, Explicit, Multi Sensory, Systematic Phoneme Production Instruction with Sound Walls (Evidence-Based Reading Instruction);
(Rising K-5): Explicit and systematic Phonological and Phonemic Awareness Instruction/Intervention with multi sensory modalities (Evidence-Based Reading Instruction);
● Lexia Core5 (ESSA Strong Evidence for Intensive Intervention)(Rising K-Grade 5): Explicit, systematic instruction in phonological awareness, phonics, morphology, vocabulary, fluency/automaticity, and comprehension; and
● Achieve3000 (ESSA Strong Evidence for Intensive Intervention)(Grades 3-5): Explicit, systematic instruction in vocabulary, fluency/automaticity, and comprehension.

To effectively teach students with reading difficulties, deficiencies, or disabilities, teachers should have a deep understanding of the materials/technology to be used (evaluations) (Borman & Dowling, 2006) in the Summer Reading Camp program. Teachers should have specialized knowledge and training in the alphabetic principle of how letters map to sounds in English, coupled with the construction of meaning at the word, sentence, and text level (alphabetic principle, decoding and encoding including sound/spelling patterns, word study, vocabulary/word meaning, comprehension, oral language, critical thinking, and self-confidence)(Foorman & Wanzek, in 2015). Research shows that the most effective Summer Reading Camp programs provide teachers and assistants with professional development in evidence-based instructional practices and support that will ensure the development and retention of the best possible summer reading camp teachers for the populations of students served (Kim & Quinn, 2013). A day of professional development will be provided to the Summer Reading Camp teachers, assistants, and ESE support facilitators to prepare them for the effective implementation of evidence-based reading instruction, assessments, practices, and programs to meet the individual needs of each Summer Reading Camp scholar.

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.)
287

Students who demonstrate a reading deficiency in grades K-2
255

Students who score Level 1 in grades 4-5
140

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.)
11%

Students who demonstrate a reading deficiency in grades K-2
4%

Students who score Level 1 in grades 4-5
3%

Family Engagement through a Read-At-Home Plan

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

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

The CCDS Read-At-Home Plan for Student Success will be provided (in print form and/or electronically, whichever is preferred by the family) to all parents and families of students who are identified with a substantial deficiency in reading. The plan will be provided at the time of or before the parent meeting to address the student's CCDS Individual Progress Monitoring Reading Plan (IPMRP) or interim IEP. The Read-At-Home Plan will contain information and activities in the areas of oral language and vocabulary development, phonological awareness, phonics, fluency, and comprehension. To increase support for families to engage in literacy activities and reading at home, the District has partnered with Just Read!, Florida to implement literacy week and the New Worlds Reading Initiative to support each student with building their reading skills and developing a love of reading while providing their families with practical, supporting materials that build reading confidence. Additionally, the District has partnered with Clay Education Foundation to develop and implement a tutoring program aimed at providing K-Grade 3 students additional small group support.

Who at the district is responsible for monitoring this requirement?

Bianca Montoro, Supervisor of Reading and Early Literacy

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?

Whole Group Instruction:

Teachers will deliver an initial daily lesson from the District adopted Comprehensive Core Reading Program to provide explicit, systematic, multisensory instruction in the following areas: oral language, phonemic awareness, phonics, fluency, vocabulary, and comprehension. Initial lessons are normally implemented for 30-40 minutes each day of the required 90 minute uninterrupted reading block.

Whole group instruction is monitored by school based leaders during literacy walkthroughs, data meetings, and district calibration walks.

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

To support teachers in delivering explicit, systematic, multisensory instruction in the following areas: oral language, phonemic awareness, phonics, fluency, vocabulary, and comprehension, the district will provide training to teachers focused on the ELA B.E.S.T. Standards; the Science of Reading; Structured Literacy (Evidence-Based Reading Instruction); and MTSS and tiered support (Florida's Formula for Success, 6 + 4 + T1 +T2 + T3) with integrated coaching support.

Implementation of the 90 minute uninterrupted reading block will be monitored through school-based principal walkthroughs and evaluations. District on-site instructional visits and calibration walkthroughs will be conducted by Roger Dailey, Chief Academic Officer, Heather Teto, Chief of Elementary Education, and Treasure Pickett, K-12 Director.

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

How does the district support and monitor implementation?

The district's Comprehensive Core Reading Program along with curriculum add-on materials and resources such as the K-12 Civic Literacy Books are used to increase students' background knowledge and literacy skills in social studies, science, and the arts. Background knowledge, both about the topic and about the world in general, helps students make sense of a text because the things readers already know work like a scaffold on which to build a more complete—and nuanced—mental model of the subject matter to reinforce what they are learning in the content areas.

Implementation of texts to increase students' background knowledge and literacy skills will be monitored through quantitative and qualitative data collection from CBM, benchmark assessments, classroom walkthroughs, and district on-site instructional visits.

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

District Literacy Leadership Team
Roger Dailey, Chief Academic Officer
Heather Teto, Chief of Elementary Education
Treasure Pickett, K-12 Director

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

How does the district support and monitor implementation?

Small Group Differentiated Instruction:

Teachers will provide differentiated instruction focused on the needs of students using the Comprehensive Core Reading Program or the Supplemental Reading Programs. Data and learning styles will be used to support students' diverse learning needs and the formation of the teacher-led flexible learning groups. While not working with the teacher, students will be working in small groups at literacy centers. Evidence-based, multisensory reading instruction focused on the core components of reading (oral language, phonemic awareness, phonics, fluency, vocabulary, and comprehension) will be delivered in flexible groups.

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

District Literacy Leadership Team
District MTSS Team
Roger Dailey, Chief Academic Officer
Heather Teto, Chief of Elementary Education
Treasure Pickett, K-12 Director

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

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

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

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

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

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

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

Florida's Formula for Success, 6 + 4 + T1 +T2 + T3, will provide Clay County District Schools a framework for sustaining student growth and evaluating the effectiveness of instruction and intervention across grades and tiers during the 2022-2023 school year. CCDS will align K-12 reading instruction with Florida's Formula for Success by ensuring all students have equitable access to high quality, evidence-based literacy instruction delivered by highly qualified, reading certified/endorsed teachers. Pacing, intensity, and differentiation across the tiers (T1 +T2 + T3) will be informed by reliable and valid data from screening, progress monitoring, diagnostic, and summative assessments that evaluate aspects of oral language ability, including vocabulary knowledge, and/or listening comprehension. Responding to the individual needs of students through a tiered response system utilizing evidence-based practices will allow teachers to provide the right instruction and intervention (prevention) to ensure literacy instruction meets the needs of all learners (responsive) to close achievement gaps and ameliorate substantial reading deficiencies.

How does the district support and monitor implementation?

*Data Reporting System (Synergy)
*MTSS meetings
*Monthly Principals' Meetings
*Annual Training for Intervention Team Facilitators

*Data Review in partnership with State of Florida's PS/RtI Project
*Literacy Leadership Teams

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

District Literacy Leadership Team
District MTSS Team
Roger Dailey, Chief Academic Officer
Heather Teto, Chief of Elementary Education
Treasure Pickett, K-12 Director

Assessment/Curriculum Decision Trees - Part C

Requirements

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

The Decision Trees must contain the following information:

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

- Target audience (grade level);

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

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

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

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

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

Tier 1
Core Instruction:

- *is standards-aligned;*

- *builds background and content knowledge;*

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

- *incorporates writing in response to reading;*

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

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

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

Grade Levels: K-5

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

(Enter assessment criteria that will be used)

All students receive 90 minutes of daily, uninterrupted, Tier 1 Core evidence based reading instruction. An ESE
teacher or a speech/language pathologist (SLP) may provide services in accordance with the IEP in the general education setting during the reading block. The ESE teacher or the SLP is not required to remain in the general education setting for the entire 90-minute reading block. The 90 minute reading block should include three elements: flexible teacher–led instructional groups, independent student centers, and whole group instruction. During a 120 minute reading block, additional time should first be added to the amount of time spent with the flexible teacher–led instructional small groups. Any remaining available time should be allocated to whole group instruction. Differentiated Instruction is implemented during the 90+ minute reading block. Whole group instruction is provided using the core reading curriculum as a guide, and is usually followed by small group reading centers to develop reading skills both cooperatively and independently. During the reading center time, the classroom teacher meets with small groups to provide systematic and explicit instruction in word recognition and language comprehension. Differentiated Instruction is implemented in the flexible teacher–led instructional group. The teacher forms small, flexible groups based on student data and observations.

Assessment Criteria:
Grades K-2 At/Above the 40th Percentile Rank on the Beginning of Year FAST Star Early Literacy and the FAST Star Reading for Grades K-2

Grades 3-5 2021-22 FSA- greater than or equal to level 3

THEN TIER 1 Only

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

SAVVAS myView is the district adopted Comprehensive Core Reading Program (CCRP) for grades K-5. myView demonstrates a rationale (ESSA emphasizes "evidence-based" approaches that have demonstrated statistically significant positive effect on student outcomes.)

SAVVAS myView is supported by the following district approved Blended Learning Comprehensive Supplemental Reading Programs (CSRPs) for small group differentiated instruction:

*Lexia Core5 (ESSA Strong Evidence)(Grades K-5): Explicit, systematic instruction in phonological awareness, phonics, morphology, vocabulary, fluency/automaticity, and comprehension;

*Achieve3000 (ESSA Strong Evidence)(Grades 3-5): Explicit, systematic instruction in vocabulary, fluency/automaticity, and comprehension.

*RAZ-Plus (ESSA Strong Evidence)(Grades K-5)(Optional): Online reading activities for additional exposure to reading material and activities.

*Peer-Assisted Learning Strategies (PALS) (ESSA Strong Evidence)(Grade K): 1-1 peer tutoring program for building phonemic awareness, phonics, sound blending, passage reading, and story retelling literacy skills.

Grade Levels: K-5

Tier 1 Core Reading Instruction is Evidence-Based:

● Explicit- Concepts are taught using direct instruction. Instructional tasks are modeled, when appropriate.
● Systematic– The elements of the language are taught sequentially with intensive practice and continual feedback.
● Cumulative– Lessons build on previous knowledge, moving from simple concepts to more difficult concepts.
● Frequent assessments (progress monitoring) and error analyses - are used to inform instruction.
● Corrective feedback- is provided after student responses.
● Meaningful interactions with language- are provided during each lesson.
● Practice- Students are given multiple opportunities to practice instructional tasks.
● Engagement– Lesson engagement during teacher-led instruction and independent work is monitored.
● Supportive– Student effort is encouraged. Self-confidence and motivation increases as the student gains mastery of the content.

Tier 1 Core Instruction includes:

● Oral Language & Phoneme Production with Sound Walls;
● Phonological and Phonemic Awareness with multi sensory modalities focusing on segmenting, blending, and manipulating the sounds in spoken language, including words in a sentence as well as syllables and individual sounds in a word;
● Phonics and Word Recognition focusing on decoding and spelling skills, including letter-sound associations (alphabetic principle), morphology, and strategies for reading phonetically irregular and multi-syllable words. Instruction is supported by the use of decodable texts. Spelling instruction also includes explicit instruction of spelling rules and guidelines;
● Vocabulary Development focusing on morphology, classroom conversation, reading aloud, wide independent reading, word-learning strategies and word play;
● Listening and Reading Comprehension focusing on syntax, semantics, background knowledge, verbal reasoning, sentence processing, knowledge of literacy structures and conventions, and skills and strategies for close reading of text;
● Fluency focusing on accuracy, appropriate rate, and prosody; and
● Written Expression focusing on the mechanics and conventions of writing, composition (handwriting, spelling, punctuation, syntax), semantics, as well as the phases of the writing process (composition, revision, and editing).

Progress Monitoring

Assessment & Frequency

Grades K-2: FAST Star Early Literacy 3x's per year: Beginning of Year (BoY-Fall), Middle of Year (MoY-Winter), End of Year (EoY-Spring)
Grades 1-2: FAST Star Reading 3x's per year: Beginning of Year (BoY-Fall), Middle of Year (MoY-Winter), End of Year (EoY-Spring)
Grades 3-5: FAST- Cambium 3x's per year: Beginning of Year (BoY-Fall), Middle of Year (MoY-Winter), End of Year (EoY-Spring)
Grades 3 (Optional Assessment): Achieve3000: 3x's per year: Beginning of Year (BoY-Fall), Middle of Year (MoY-Winter), End of Year (EoY-Spring)
Grades 4-5: Achieve3000: 3x's per year: Beginning of Year (BoY-Fall), Middle of Year (MoY-Winter), End of Year (EoY-Spring)

Grade Levels: K-5

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<tr><td style="background-color:#E0B840">Progress Monitoring</td></tr>
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Kindergarten- 5 (Optional Assessment): Acadience Reading 3x's per year: Beginning of Year (BoY-Fall), Middle of Year (MoY-Winter), End of Year (EoY-Spring)

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

At/Above the 40th Percentile Rank on the FAST Star Early Literacy and the FAST Star Reading for Grades K-2 (Students who score higher than a Percentile Rank of 40 will likely meet end-of-year performance goals.)
Screening Scaled Scores (SSS) for FAST Star Early Literacy
Kindergarten BoY-Fall At/Above 690
Grade 1 BoY-Fall At/Above 752
Grade 2 BoY-Fall At/Above 868
Screening Scaled Scores (SSS) for FAST Star Reading
Grade 1 BoY-Fall At/Above 752
Grade 2 BoY-Fall At/Above 868
FAST- Cambium
Grades 3-5 At/Above Level 3
Achieve3000 Grades 3-5
Grade 3 At/Above 520 Lexile
Grade 4 At/Above 740 Lexile
Grade 5 At/Above 830 Lexile
Acadience Reading Measures for Benchmark Status (Optional Assessment)
First Sound Fluency (FSF)
Letter Naming Fluency (LNF)
Phoneme Segmentation Fluency (PSF)
Nonsense Word Fluency (NWF)
Nonsense Word Fluency Correct Letter Sounds (NWF CLS)
Nonsense Word Fluency Whole Words Read (NWF WWR)
Oral Reading Fluency (ORF)
Maze
*All indicated Sub Scores are required for calculating the Reading Composite Score
Kindergarten
BoY (FSF Score + LNF Score)= At/Above 26
1st Grade
BoY (LNF Score + PSF Score + NWF CLS Score)= At/Above 113
2nd Grade
BoY (NWF WWR Score x 2 + ORF Words Correct + Accuracy Value from Table)= At/Above 141
3rd Grade
BoY (ORF Words Correct + Retell Score x 2 + Maze Adjusted x 4 + Accuracy Value from Table)= At/Above 220
4th Grade
BoY (ORF Words Correct + Retell Score x 2 + Maze Adjusted x 4 + Accuracy Value from Table)= At/Above 290
5th Grade
BoY (ORF Words Correct + Retell Score x 2 + Maze Adjusted x 4 + Accuracy Value from Table)= At/Above 357

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

*A triangulation of data including communication (parent and student input), observation (teacher input), and product (additional assessment) will need to be gathered and analyzed to determine the

Grade Levels: K-5

Progress Monitoring

addition of Tier 2 interventions.)
Grades Kindergarten-3 FAST Star Early Literacy and the Fast Star Reading: 39-11th Percentile Rank
(Students who score within the 39-11th Percentile Rank may require Tier 2 interventions.
Screening Scaled Scores (SSS) for FAST Star Early Literacy
Kindergarten BoY-Fall 689-623, MoY-Winter 729-667, EoY-Spring 768-710
Grade 1 BoY-Fall 751-692, MoY-Winter 789-727, EoY-Spring 827-761
Grade 2 BoY-Fall 867-795, MoY-Winter 892-821, EoY-Spring 917-847
Screening Scaled Scores (SSS) for Star Reading
Grade 1 BoY-Fall 751-692, MoY-Winter 789-727, EoY-Spring 827-761
Grade 2 BoY-Fall 867-795, MoY-Winter 892-821, EoY-Spring 917-847
Grades 3-5 FAST- Cambium: Level 2
Grades 3-5 Achieve3000
Grade 3 270—515 Lexile
Grade 4 390—735 Lexile
Grade 5 505—825 Lexile
Acadience Reading Measures for Benchmark Status (Optional Assessment)
First Sound Fluency (FSF)
Letter Naming Fluency (LNF)
Phoneme Segmentation Fluency (PSF)
Nonsense Word Fluency (NWF)
Nonsense Word Fluency Correct Letter Sounds (NWF CLS)
Nonsense Word Fluency Whole Words Read (NWF WWR)
Oral Reading Fluency (ORF)
Maze
*All indicated Sub Scores are required for calculating the Reading Composite Score
Kindergarten
BoY (FSF Score + LNF Score)= 13-25
MoY (FSF Score + LNF Score + PSF Score + NWF CLS Score)= 85-121
EoY (LNF Score + PSF Score + NWF CLS Score)= 89-118
1st Grade
BoY (LNF Score + PSF Score + NWF CLS Score)= 97-112
MoY (NWF CLS Score + NWF WWR Score + ORF Words Correct + Accuracy Value from Table)=
100-129
EoY (NWF WWR Score x 2 + ORF Words Correct + Accuracy Value from Table)= 111-154
2nd Grade
BoY (NWF WWR Score x 2 + ORF Words Correct + Accuracy Value from Table)= 109-140
MoY (ORF Words Correct + Retell Score x 2 + Accuracy Value from Table)= 145-189
EoY (ORF Words Correct + Retell Score x 2 + Accuracy Value from Table)= 180-237
3rd Grade
BoY (ORF Words Correct + Retell Score x 2 + Maze Adjusted x 4 + Accuracy Value from Table)=
180-219
MoY (ORF Words Correct + Retell Score x 2 + Maze Adjusted x 4 + Accuracy Value from Table)=
235-284
EoY (ORF Words Correct + Retell Score x 2 + Maze Adjusted x 4 + Accuracy Value from Table)=
280-329
4th Grade
BoY (ORF Words Correct + Retell Score x 2 + Maze Adjusted x 4 + Accuracy Value from Table)=
245-289
MoY (ORF Words Correct + Retell Score x 2 + Maze Adjusted x 4 + Accuracy Value from Table)=
290-329

Grade Levels: K-5

Progress Monitoring

EoY (ORF Words Correct + Retell Score x 2 + Maze Adjusted x 4 + Accuracy Value from Table)= 330-390

5th Grade

BoY (ORF Words Correct + Retell Score x 2 + Maze Adjusted x 4 + Accuracy Value from Table)= 258-356

MoY (ORF Words Correct + Retell Score x 2 + Maze Adjusted x 4 + Accuracy Value from Table)= 310-371

EoY (ORF Words Correct + Retell Score x 2 + Maze Adjusted x 4 + Accuracy Value from Table)= 340-414

How is the effectiveness of Tier 1 instruction being monitored?

The effectiveness of Tier 1 instruction will be measured through ongoing data collection in the form of General Outcome Measures (GOMs) and Mastery Measurements (MMs).

General Outcome Measures (GOMs):
● screener and progress monitoring/formative (Star Early Literacy, Star Reading, FAST Cambium);
● student work products (e.g., exit tickets, checking for understanding (CFUs);
● teacher logs (e.g., anecdotal notes, running records, and notes from individual reading conferences);
● teacher data discussions (e.g., grade-level meetings, PLCs, common planning);
● progress monitoring data: commitment to MTSS at all three tiers;
● observational data from district-level calibration walks; and
● observational data from weekly reading walkthroughs conducted by principals and content administrators.

GOMs are scored but are not used as a grade. Data from GOMs are used to:
1. evaluate the effectiveness of instruction so teachers can create and implement improved instructional practices and programs;
2. monitor growth across the school year;
3. identify students who are not making adequate progress and need additional or alternative instruction; and
4. predict performance on standardized achievement tests.

Mastery Measurements (MMs):

● standards-aligned skills assessments (curriculum assessments if standards-aligned); and
● assessments are administered multiple times within a unit of study for each set of standards-aligned skills.

MMs are scored and typically used as a grade. Data from GOMs are used to:
1. evaluate the effectiveness of instruction so teachers can create and implement improved instructional practices and programs;
2. evaluate the standards-alignment of the curriculum; and
3. monitor acquisition of a specific standards-aligned skill.

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

Grade Levels: K-5

Professional Learning Communities, District and School Literacy Leadership Team meetings, and grade-level data meetings with school administration will ensure the effectiveness of Tier 1 instruction for both in-person and distance learning students by:

● reviewing data;
● evaluating the effectiveness of instruction to ensure it is standards-aligned and evidence-based;
● allocating resources to ensure the teaching staff receives sufficient and ongoing professional development to deliver evidence-based reading instruction to all students;
● evaluating the effectiveness of instructional programs for target groups including, but not limited to K-3 students with substantial reading deficiencies, students with disabilities, English language learners or Title I students; and/or
● determining the adequacy of student progress and the need to revise goals and instructional programs.

How is the effectiveness of Tier 1 curriculum being monitored?

The following steps will be followed to assess and monitor the level of change or increased learning to determine the effectiveness of the CCRP Tier 1 curriculum:

1. Teachers are provided CCRP implementation training aligned with evidence-based reading instructional practices.

2. Prior year EoY benchmark assessment data is used to establish a baseline for what student performance is before implementation to the current year curriculum.

3. Learning outcomes are clearly identified and aligned with the Florida's B.E.S.T. Standards for English Language Arts. Objectives and learning activity goals should be directly linked to student learning outcomes. Educators determine what students should know or be able to do based on standards and curriculum alignment. This allows educators to look for and document possible disconnects or gaps between the curriculum, standards, and student learning outcomes.

4. Educators engage in content analysis by analyzing curriculum materials such as the scope and sequence, instructor guides, videos, online content, grade-level text, and student activities to measure the curriculum's level of efficacy. Is the curriculum coherent, cumulative, and knowledge-based? Does the curriculum systemically build a wide range of knowledge across domains to support reading comprehension and critical thinking skills? Are students provided opportunities to contribute to the design of learning experiences and learning pathways? Does the curriculum provide opportunities for students to read, write, speak, listen, and think on a daily basis?

5. Educators ensure assessment items match instructional objectives that are standards-aligned through curriculum alignment planning. Are students provided multiple opportunities and pathways to demonstrate learning progress and achievement? Are students provided differentiated assessments, personalized-learning options, or alternative assessment pathways for showcasing standard mastery? Are students provided multiple opportunities to improve their learning outcomes when mastery is not demonstrated?

6. Educators collect and analyze EoY quantitative and qualitative data to determine the effectiveness of the CCRP Tier 1 curriculum.

a. Quantitative Data: EoY FAST assessment data is analyzed and compared to the baseline data to

Grade Levels: K-5

measure students learning outcomes based on curriculum implementation. Did 80% or more of students achieve EoY benchmark mastery? What percentage of students achieved EoY benchmark mastery compared to the baseline data?

b. Qualitative Data: Disconnects or gaps between the curriculum, standards, and student learning outcomes documented throughout the school year by educators.

c. Qualitative Data: Curriculum feedback is sought from teachers and students to provide insights into the usefulness and effectiveness of the CCRP materials. Do teachers and students find the curriculum engaging and relevant? Do teachers and students find the curriculum to be coherent, cumulative, and knowledge-based? If so, how? If not, why? Do teachers and students feel the curriculum prepared them for end-of-year benchmark mastery? If so, how? If not, why? What was the overall impression of the curriculum? Did teachers feel knowledgeable and prepared to implement the CCRP? If so, how? If not, why?

7. School leaders and educators address any identified CCRP Tier 1 curriculum problems.

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

Ongoing and summative quantitative and qualitative data are collected and analyzed by school leaders and educators to identify and solve disconnects or gaps between the curriculum, standards, and student learning outcomes to improve effectiveness of the CCRP Tier 1 curriculum. Identified disconnects or gaps between the curriculum, standards, and student learning outcomes could be addressed by one or more of the following:
● changes to instructional practices;
● changes to the CCRP curriculum implementation;
● changes to the learning environment;
● increase professional learning focused on the CCRP curriculum implementation;
● increase professional learning focused on Florida's B.E.S.T. Standards for English Language Arts;
● adopt Supplemental Reading Programs to address identified gaps in the CCRP;
● increase students' opportunities to contribute to the design of learning experiences and learning pathways;
● increase opportunities for students to read, write, speak, listen, and think on a daily basis; and/or
● increase opportunities for multiple means of engagement, representation, and action/expression.

*The same problem-solving process is used to identify and solve problems to improve effectiveness of Tier 1 curriculum for distance learning students enrolled in the Clay Virtual Academy (CVA).

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

Distance learning for students in Clay County is provided through Clay Virtual Academy (CVA) using an online learning platform with instructional and learning expectations aligned to Florida's B.E.S.T. Standards for English Language Arts. CVA is a fully virtual learning model with its own core comprehensive reading program curriculum. Students often work on assignments during non-traditional hours. Students and parents are supported by teachers who offer office hours.

Grade Levels: 6-12

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

All students receive Tier 1 Core Instruction.

Assessment Criteria:
Grades 6-10 2021-22 FSA- greater than or equal to level 3

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THEN TIER 1 Only

</div>

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

SAVVAS myPerspectives is the district adopted Comprehensive Core Reading Program (CCRP) for grades 6-12. myPerspectives demonstrates promising evidence through a correlational study with statistical controls for selection bias.

SAVVAS myPerspectives is supported by the following district adopted Comprehensive Supplemental Reading Programs (CSRPs) for small group differentiated instruction:

*Lexia PowerUp (ESSA Strong Evidence)(Grades 6-10): Explicit, systematic instruction in word study, grammar, and comprehension;

*Achieve3000 (ESSA Strong Evidence)(Grades 6-12): Explicit, systematic instruction in vocabulary, fluency/automaticity, and comprehension.

Tier 1 Core Reading Instruction is Evidence-Based:

● Explicit- Concepts are taught using direct instruction. Instructional tasks are modeled, when appropriate.
● Systematic– The elements of the language are taught sequentially with intensive practice and continual feedback.
● Cumulative– Lessons build on previous knowledge, moving from simple concepts to more difficult concepts.
● Frequent assessments (progress monitoring) and error analyses - are used to inform instruction.
● Corrective feedback- is provided after student responses.
● Meaningful interactions with language- are provided during each lesson.
● Practice- Students are given multiple opportunities to practice instructional tasks.
● Engagement– Lesson engagement during teacher-led instruction and independent work is monitored.
● Supportive– Student effort is encouraged. Self-confidence and motivation increases as the student gains mastery of the content.

Tier 1 Core Instruction includes:

● Word Study focusing on morphology and strategies for reading phonetically irregular and multi-syllable words. Spelling instruction also includes explicit instruction of spelling rules and guidelines;
● Vocabulary Development focusing on morphology, classroom conversation, reading aloud, wide independent reading, word-learning strategies and word play;
● Listening and Reading Comprehension focusing on syntax, semantics, background knowledge,

Grade Levels: 6-12

verbal reasoning, sentence processing, knowledge of literacy structures and conventions, and skills and strategies for close reading of text;
● Fluency focusing on accuracy, appropriate rate, and prosody; and
● Written Expression focusing on the mechanics and conventions of writing, composition (handwriting, spelling, punctuation, syntax), semantics, as well as the phases of the writing process (composition, revision, and editing).

Progress Monitoring

Assessment & Frequency

Grades 6-10 FAST- Cambium: 3x's per year: Beginning of Year (BoY-Fall), Middle of Year (MoY-Winter), End of Year (EoY-Spring)
Grades 6-12 Achieve3000: 3x's per year: Beginning of Year (BoY-Fall), Middle of Year (MoY-Winter), End of Year (EoY-Spring)
Grades 6-8 (Optional Assessment): Acadience Reading 3x's per year: Beginning of Year (BoY-Fall), Middle of Year (MoY-Winter), End of Year (EoY-Spring)

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

FAST- Cambium
Grades 6-10 At/Above Level 3
Achieve3000 Grades 6-12
Grade 6 At/Above 925 Lexile
Grade 7 At/Above 970 Lexile
Grade 8 At/Above 1010 Lexile
Grade 9 At/Above 1050 Lexile
Grade 10 At/Above 1080 Lexile
Grade 11/12 At/Above 1185 Lexile
Acadience Reading Measures for Benchmark Status (Optional Assessment)
Oral Reading Fluency (ORF)
Maze
*All indicated Sub Scores are required for calculating the Reading Composite Score
6th Grade
BoY (ORF Words Correct + Retell Score x 2 + Maze Adjusted x 4 + Accuracy Value from Table)= At/Above 344
Acadience Reading Measure or Gate for Benchmark status
7th Grade
Gate 1
BoY (Maze Adjusted x 6) + 179= At/Above 551
Gate 2
BoY (Maze Adjusted x 6) + 179 + (Silent Reading Total Score x 28) + 42 divided by 2= At/Above 562
8th Grade
Gate 1
BoY (Maze Adjusted x 5) + 219 =At/Above 569
Gate 2
BoY (Maze Adjusted x 5) + 219 + (Silent Reading x 30) + 13 divided by 2= At/Above 591

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

The addition of Tier 2 interventions should be considered if assessment data indicates that 80% of students are demonstrating proficiency with Tier 1 evidence-based instruction/intervention; screener and diagnostic assessment data indicate a reading deficit in one or more of the components of

Grade Levels: 6-12

Progress Monitoring

reading; formative assessment data indicates that the student is not responding to Tier 1 evidence-based instruction/intervention.

**Reading research shows that reading deficits are often the direct result of a lack of initial instruction. Therefore, it must be determined that the student's difficulties are not due to a lack of evidence-based reading instruction. If the student's reading difficulty or deficit is found to be the result of a lack of evidence-based reading instruction, initial evidence-based reading instruction must be provided before initiating a tiered intervention program.

FAST- Cambium
Grades 6-10 Level 2
Achieve3000 Grades 6-12
Grade 6 560—920 Lexile
Grade 7 630—965 Lexile
Grade 8 665—1005 Lexile
Grade 9 780—1045 Lexile
Grade 10 835—1075 Lexile
Grade 11/12 955—1180 Lexile
Acadience Reading Measures for Benchmark Status (Optional Assessment)
*All indicated Sub Scores are required for calculating the Reading Composite Score
6th Grade
BoY (ORF Words Correct + Retell Score x 2 + Maze Adjusted x 4 + Accuracy Value from Table)= 280-343
MoY (ORF Words Correct + Retell Score x 2 + Maze Adjusted x 4 + Accuracy Value from Table)= 285-357
EoY (ORF Words Correct + Retell Score x 2 + Maze Adjusted x 4 + Accuracy Value from Table)= 324-379
Acadience Reading Measure or Gate for Benchmark status
7th Grade
Gate 1
BoY (Maze Adjusted x 6) + 179= 449-550
MoY (Maze Adjusted x 6) + 179= 449-562
EoY (Maze Adjusted x 6) + 179= 479-598
Gate 2
BoY (Maze Adjusted x 6) + 179 + (Silent Reading Total Score x 28) + 42 divided by 2= 441-561
MoY (Maze Adjusted x 6) + 179 + (Silent Reading Total Score x 28) + 42 divided by 2= 483-596
EoY (Maze Adjusted x 6) + 179 + (Silent Reading Total Score x 28) + 42 divided by 2= 485-600
Gate 3
BoY (Maze Adjusted x 6) + 179 + (Silent Reading Total Score x 28) + 42 + Oral Reading Total Words Correct + Oral Reading Total Accuracy Equated Score From Table + (Oral Reading Total Comprehension x 14) divided by 5= 429-556
MoY (Maze Adjusted x 6) + 179 + (Silent Reading Total Score x 28) + 42 + Oral Reading Total Words Correct + Oral Reading Total Accuracy Equated Score From Table + (Oral Reading Total Comprehension x 14) divided by 5= 489-597
EoY (Maze Adjusted x 6) + 179 + (Silent Reading Total Score x 28) + 42 + Oral Reading Total Words Correct + Oral Reading Total Accuracy Equated Score From Table + (Oral Reading Total Comprehension x 14) divided by 5= 496-601
8th Grade
Gate 1
BoY (Maze Adjusted x 5) + 219= 474-568
MoY (Maze Adjusted x 5) + 219= 514-613
EoY (Maze Adjusted x 5) + 219= 569-663

Grade Levels: 6-12

Progress Monitoring

Gate 2
BoY (Maze Adjusted x 5) + 219 + (Silent Reading x 30) + 13 divided by 2= 484-590
MoY (Maze Adjusted x 5) + 219 + (Silent Reading x 30) + 13 divided by 2= 518-613
EoY (Maze Adjusted x 5) + 219 + (Silent Reading x 30) + 13 divided by 2= 517-622
Gate 3
BoY (Maze Adjusted x 5) + 219 + (Silent Reading x 30) + 13 divided by 2 + Oral Reading Total Words
Correct + Oral Reading Total Accuracy Equated Score From Table + (Oral Reading Total
Comprehension x 16) + 170
divided by 5= 484-590
MoY (Maze Adjusted x 5) + 219 + (Silent Reading x 30) + 13 divided by 2 + Oral Reading Total
Words Correct + Oral Reading Total Accuracy Equated Score From Table + (Oral Reading Total
Comprehension x 16) + 170
divided by 5= 505-606
EoY (Maze Adjusted x 5) + 219 + (Silent Reading x 30) + 13 divided by 2 + Oral Reading Total Words
Correct + Oral Reading Total Accuracy Equated Score From Table + (Oral Reading Total
Comprehension x 16) + 170
divided by 5= 533-642

How is the effectiveness of Tier 1 instruction being monitored?

The effectiveness of Tier 1 instruction will be measured through ongoing data collection in the form of General Outcome Measures (GOMs) and Mastery Measurements (MMs).

General Outcome Measures (GOMs):
● screener and progress monitoring/formative (Star Early Literacy, Star Reading, FAST Cambium);
● student work products (e.g., exit tickets, checking for understanding (CFUs);
● teacher logs (e.g., anecdotal notes, running records, and notes from individual reading conferences);
● teacher data discussions (e.g., grade-level meetings, PLCs, common planning);
● progress monitoring data: commitment to MTSS at all three tiers;
● observational data from district-level calibration walks; and
● observational data from weekly reading walkthroughs conducted by principals and content administrators.

GOMs are scored but are not used as a grade. Data from GOMs are used to:
1. evaluate the effectiveness of instruction so teachers can create and implement improved instructional practices and programs;
2. monitor growth across the school year;
3. identify students who are not making adequate progress and need additional or alternative instruction; and
4. predict performance on standardized achievement tests.

Mastery Measurements (MMs):

● standards-aligned skills assessments (curriculum assessments if standards-aligned); and
● assessments are administered multiple times within a unit of study for each set of standards-aligned skills.

MMs are scored and typically used as a grade. Data from GOMs are used to:
1. evaluate the effectiveness of instruction so teachers can create and implement improved

Grade Levels: 6-12

instructional practices and programs;
2. evaluate the standards-alignment of the curriculum; and
3. monitor acquisition of a specific standards-aligned skill.

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?

Professional Learning Communities, District and School Literacy Leadership Team meetings, and grade-level data meetings with school administration will ensure the effectiveness of Tier 1 instruction for both in-person and distance learning students by:

● reviewing data;
● evaluating the effectiveness of instruction to ensure it is standards-aligned and evidence-based;
● allocating resources to ensure the teaching staff receives sufficient and ongoing professional development to deliver evidence-based reading instruction to all students;
● evaluating the effectiveness of instructional programs for target groups including, but not limited to K-3 students with substantial reading deficiencies, students with disabilities, English language learners or Title I students; and/or
● determining the adequacy of student progress and the need to revise goals and instructional programs.

How is the effectiveness of Tier 1 curriculum being monitored?

he following steps will be followed to assess and monitor the level of change or increased learning to determine the effectiveness of the CCRP Tier 1 curriculum:

1. Teachers are provided CCRP implementation training aligned with evidence-based reading instructional practices.

2. Prior year EoY benchmark assessment data is used to establish a baseline for what student performance is before implementation to the current year curriculum.

3. Learning outcomes are clearly identified and aligned with the Florida's B.E.S.T. Standards for English Language Arts. Objectives and learning activity goals should be directly linked to student learning outcomes. Educators determine what students should know or be able to do based on standards and curriculum alignment. This allows educators to look for and document possible disconnects or gaps between the curriculum, standards, and student learning outcomes.

4. Educators engage in content analysis by analyzing curriculum materials such as the scope and sequence, instructor guides, videos, online content, grade-level text, and student activities to measure the curriculum's level of efficacy. Is the curriculum coherent, cumulative, and knowledge-based? Does the curriculum systemically build a wide range of knowledge across domains to support reading comprehension and critical thinking skills? Are students provided opportunities to contribute to the design of learning experiences and learning pathways? Does the curriculum provide opportunities for students to read, write, speak, listen, and think on a daily basis?

5. Educators ensure assessment items match instructional objectives that are standards-aligned through curriculum alignment planning. Are students provided multiple opportunities and pathways to demonstrate learning progress and achievement? Are students provided differentiated assessments, personalized-learning options, or alternative assessment pathways for showcasing standard mastery?

Grade Levels: 6-12

Are students provided multiple opportunities to improve their learning outcomes when mastery is not demonstrated?

6. Educators collect and analyze EoY quantitative and qualitative data to determine the effectiveness of the CCRP Tier 1 curriculum.

a. Quantitative Data: EoY FAST assessment data is analyzed and compared to the baseline data to measure students learning outcomes based on curriculum implementation. Did 80% or more of students achieve EoY benchmark mastery? What percentage of students achieved EoY benchmark mastery compared to the baseline data?

b. Qualitative Data: Disconnects or gaps between the curriculum, standards, and student learning outcomes documented throughout the school year by educators.

c. Qualitative Data: Curriculum feedback is sought from teachers and students to provide insights into the usefulness and effectiveness of the CCRP materials. Do teachers and students find the curriculum engaging and relevant? Do teachers and students find the curriculum to be coherent, cumulative, and knowledge-based? If so, how? If not, why? Do teachers and students feel the curriculum prepared them for end-of-year benchmark mastery? If so, how? If not, why? What was the overall impression of the curriculum? Did teachers feel knowledgeable and prepared to implement the CCRP? If so, how? If not, why?

7. School leaders and educators address any identified CCRP Tier 1 curriculum problems.

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

Ongoing and summative quantitative and qualitative data are collected and analyzed by school leaders and educators to identify and solve disconnects or gaps between the curriculum, standards, and student learning outcomes to improve effectiveness of the CCRP Tier 1 curriculum. Identified disconnects or gaps between the curriculum, standards, and student learning outcomes could be addressed by one or more of the following:
● changes to instructional practices;
● changes to the CCRP curriculum implementation;
● changes to the learning environment;
● increase professional learning focused on the CCRP curriculum implementation;
● increase professional learning focused on Florida's B.E.S.T. Standards for English Language Arts;
● adopt Supplemental Reading Programs to address identified gaps in the CCRP;
● increase students' opportunities to contribute to the design of learning experiences and learning pathways;
● increase opportunities for students to read, write, speak, listen, and think on a daily basis; and/or
● increase opportunities for multiple means of engagement, representation, and action/expression.

*The same problem-solving process is used to identify and solve problems to improve effectiveness of Tier 1 curriculum for distance learning students enrolled in the Clay Virtual Academy (CVA).

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

Distance learning for students in Clay County is provided through Clay Virtual Academy (CVA) using an online learning platform with instructional and learning expectations aligned to Florida's B.E.S.T.

Grade Levels: 6-12

Standards for English Language Arts. CVA is a fully virtual learning model with its own core comprehensive reading program curriculum. Students often work on assignments during non-traditional hours. Students and parents are supported by teachers who offer office hours.

Tier 2
Supplemental Instruction/Intervention:

- *is standards-aligned;*

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

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

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

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

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

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

Grade Levels: K-5

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

*A triangulation of data including communication (parent and student input), observation (teacher input), and product (additional assessment) will need to be gathered and analyzed to determine the addition of Tier 2 interventions.) If Tier 2 instruction and intervention is determined to best support the academic needs of the student, then an intervention plan for reading is required. The additional time allotted for Tier 2 instruction and intervention is in addition to core instruction. Each evidence-based intervention includes materials and strategies designed to supplement core instruction.

The following course numbers from CPALMS are to be used to monitor students receiving Tier 2 instruction and intervention in Synergy:

Grade Level(s): K,1,2 Course Number: 5010020 Abbreviated Title: BAS SKLS READ K-2
Grade Level(s): 3,4,5 Course Number: 5010024 Abbreviated Title: BAS SKLS READ 3-5

District and State Criteria for Tier 2 Implementation:

*Any student in kindergarten through grade 5 who exhibits a substantial deficiency in reading based upon screening, diagnostic, progress monitoring or assessment data; statewide assessments; or teacher observations must be provided intensive, explicit, systematic and multisensory reading interventions.

*Retained students repeating the current grade level.

*4th grade: Students who were promoted to 4th grade without meeting levels of performance for pupil progression based on meeting criteria for a good cause exemption or because of a prior retention in third grade.

*Students receiving Tier 2 intervention during the prior school year whose reading intervention plan was continued and not closed.

Grades Kindergarten-3 Star Early Literacy and Star Reading: 39-11th Percentile Rank (Students who score within the 39-11th Percentile Rank may require Tier 2 interventions.

Screening Scaled Scores (SSS) for Star Early Literacy
Kindergarten BoY-Fall 689-623
Grade 1 BoY-Fall 751-692
Grade 2 BoY-Fall 867-795

Screening Scaled Scores (SSS) for Star Reading
Grade 1 BoY-Fall 751-692
Grade 2 BoY-Fall 867-795

Grades 3-5 FAST- Cambium: Level 2

Grades 3-5 Achieve3000
Grade 3 270—515 Lexile
Grade 4 390—735 Lexile
Grade 5 505—825 Lexile

Grade Levels: K-5

Acadience Reading Measures for Benchmark Status (Optional Assessment)

*All indicated Sub Scores are required for calculating the Reading Composite Score

Kindergarten
BoY (FSF Score + LNF Score)= 13-25

1st Grade
BoY (LNF Score + PSF Score + NWF CLS Score)= 113-128

2nd Grade
BoY (NWF WWR Score x 2 + ORF Words Correct + Accuracy Value from Table)= 109-140

3rd Grade
BoY (ORF Words Correct + Retell Score x 2 + Maze Adjusted x 4 + Accuracy Value from Table)= 180-219

4th Grade
BoY (ORF Words Correct + Retell Score x 2 + Maze Adjusted x 4 + Accuracy Value from Table)= 245-289

5th Grade
BoY (ORF Words Correct + Retell Score x 2 + Maze Adjusted x 4 + Accuracy Value from Table)= 258-356

THEN TIER 1 Instruction and TIER 2 Interventions

Progress Monitoring

Tier 2 Programs/Materials/Strategies & Duration
Grades 1-2 Structured sequence of literacy skills, such as phonemic awareness, phonics, sound blending, passage reading, and story retelling Supplemental Instruction/Intervention using Peer Assisted Learning Strategies (PALS) lessons delivered 3-5 times per week for 35 minutes for 16 weeks with the teacher and a peer partner.

Assessment & Frequency
To inform intervention and ensure phonemic awareness, word identification, decoding, listening and reading comprehension is tailored to individual students' assessment results, the CUBED or Acadience Reading Progress Monitoring Tool is used to collect student data twice a month.

Performance Criteria to discontinue Tier 2 interventions
Discontinuation of Tier 2 intervention using PALS is prompted when students are no longer exhibiting a decoding or linguistic language deficit based on the CUBED or Acadience Reading progress monitoring assessment tools.

Performance Criteria indicating continuation of Tier 2 interventions in addition to Tier 1 instruction
Continuation of PALS is prompted when students are making adequate progress, but continue to exhibit a decoding or linguistic language deficit after 8 weeks of Peer Assisted Learning Strategies (PALS) lessons delivered 3-5 times per week for 35 minutes with the teacher and a peer partner.

Performance Criteria that prompts the addition of Tier 3 interventions
The possible addition of Tier 3 intervention is prompted when the CUBED or Acadience Reading

Grade Levels: K-5

Progress Monitoring

Progress Monitoring data shows students are not making adequate progress after receiving 16 weeks of Peer Assisted Learning Strategies (PALS) lessons delivered 3-5 times per week for 35 minutes with the teacher and a peer partner. It must be determined that the intervention was implemented with fidelity in addition to Tier 1 instruction. The MTSS team will also analyze student data to determine if a different Tier 2 intervention would best address the student's identified deficit prior to the addition of Tier 3 interventions.

Progress Monitoring

Tier 2 Programs/Materials/Strategies & Duration

Grades 1-2 Word recognition (decoding) Supplemental Instruction/Intervention using SIPPS® (Systematic Instruction in Phonological Awareness, Phonics, and Sight Words) implemented in flexible small groups 4 to 5 times per week for 16 weeks. SIPPS is implemented as an intervention for students in grades 1 and 2 who are identified through the Star Early Literacy, Star Reading, Acadience Reading, and/or CUBED measures as needing foundational reading skills intervention. The program corresponds to three developmental levels of progression in word recognition: simple alphabetic (SIPPS Beginning Level), spelling-pattern (SIPPS Extension Level). For students in need of additional support, the Intensive Multisensory Instruction for SIPPS Handbook provides teachers with enhanced routines, which include strategies for integrating visual, auditory, and kinesthetic-tactile learning pathways that help students connect and remember their learning.

Assessment & Frequency

A program-specific placement assessment provides the data needed to group students with similar decoding needs. Periodic mastery tests help teachers monitor student progress and support the teachers in decision-making around pacing and reteaching. Student progress is monitored through both the SIPPS Mastery Assessments and the Acadience Reading or CUBED progress monitoring tools.

Performance Criteria to discontinue Tier 2 interventions

Discontinuation of Tier 2 intervention using SIPPS is prompted when students no longer exhibit word recognition deficits and read on grade level.

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

Continuation of Tier 2 intervention using SIPPS is prompted when students are making adequate progress, but continue to exhibit word recognition deficits based on SIPPS Mastery Assessments and data from the Acadience Reading or CUBED progress monitoring tools.

Performance Criteria that prompts the addition of Tier 3 interventions

The possible addition of Tier 3 intervention is prompted when students are not making adequate progress based on SIPPS Mastery Assessments and data from the Acadience Reading or CUBED progress monitoring tools after 16 weeks of SIPPS lessons being implemented in small groups four to five times a week. It must be determined that the intervention was implemented with fidelity in addition to Tier 1 instruction. The MTSS team will also analyze student data to determine if a different Tier 2 intervention would best address the student's identified deficit prior to the addition of Tier 3 interventions.

Progress Monitoring

Tier 2 Programs/Materials/Strategies & Duration

Grades *Kindergarten (students identified with phonemic awareness and phonics deficits on the Middle of Year Star Early Literacy, Acadience Reading, and/or CUBED assessments) and Grades 1-2 Sound Partners provides Supplemental Instruction/Intervention focused on phonemic awareness,

Grade Levels: K-5

Progress Monitoring

phonics, sight words, and oral reading practice using decodable texts delivered 1 to 1, 30 minutes a day, 4 days a week, for 18-20 weeks.

Assessment & Frequency

To inform intervention and ensure phonemic awareness, phonics, sight words, and oral reading practice using decodable texts is tailored to individual students' assessment results, the CUBED or Acadience Reading Progress Monitoring Tool is used to collect student data twice a month.

Performance Criteria to discontinue Tier 2 interventions

Discontinuation of Sound Partners is prompted when students are no longer exhibiting a decoding or linguistic language deficit based on the CUBED or Acadience Reading progress monitoring assessment tools.

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

Continuation of Sound Partners is prompted when students are making adequate progress, but continue to exhibit a decoding or linguistic language deficit after 10 weeks of Sound Partners being delivered 1 to 1, 30 minutes a day, 4 days a week.

Performance Criteria that prompts the addition of Tier 3 interventions

The possible addition of Tier 3 interventions is prompted when the CUBED or Acadience Reading Progress Monitoring data shows students are not making adequate progress after receiving 18-20 weeks of Sound Partners instruction delivered 1 to 1, 30 minutes a day, 4 days a week. It must be determined that the intervention was implemented with fidelity in addition to Tier 1 instruction. The MTSS team will also analyze student data to determine if a different Tier 2 intervention would best address the student's identified deficit prior to the addition of Tier 3 interventions.

Progress Monitoring

Tier 2 Programs/Materials/Strategies & Duration

Grades 2-5 Explicit, systematic, cumulative phonology, morphology, and orthography Supplemental Instruction/Intervention (Foorman et al., 2016) for word recognition and word study delivered 5 times per week for 10 to 25 minutes for 12 to a total of 60-180 lessons. The amount of lessons depend on the identified deficit in phonology, morphology, and orthography. Lessons are teacher-directed lessons focused on the relationship between spoken sounds and written letters and then apply them to word recognition and spelling for students to become proficient readers and writers.

Assessment & Frequency

The Acadience Reading Tool is used to for pre/post instruction/intervention implementation effectiveness. The the Word Recognition and Word Study Placement Test determines individual student instructional/intervention needs for Supplemental Instruction/Intervention in Word Recognition and Word Study. Progress monitoring occurs every fifth lesson through a cumulative skills assessment.

Performance Criteria to discontinue Tier 2 interventions

Discontinuation of Tier 2 intervention is prompted when the Word Recognition and Word Study Placement Test reveals no deficits in phonology, morphology, or orthography after students have received explicit, systematic, cumulative phonology, morphology, and orthography Supplemental Instruction/Intervention Strategy for word recognition and word study delivered 5 times per week for 10 to 25 minutes for 12 to a total of 60-180 lessons.

Grade Levels: K-5

Progress Monitoring

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

Continuation of Tier 2 intervention is prompted when students are adequately responding to explicit, systematic, cumulative phonology, morphology, and orthography Supplemental Instruction/ Intervention Strategy for word recognition and word study, but deficits in phonology, morphology, and orthography still exist.

Performance Criteria that prompts the addition of Tier 3 interventions

The possible need for Tier 3 interventions is prompted when the Word Recognition and Word Study Placement Test reveals deficits in phonology, morphology, or orthography after students have received explicit, systematic, cumulative phonology, morphology, and orthography Supplemental Instruction/Intervention Strategy for word recognition and word study delivered 5 times per week for 10 to 25 minutes for 12 to a total of 60-180 lessons. It must be determined that the intervention was implemented with fidelity in addition to Tier 1 instruction. The MTSS team will also analyze student data to determine if a different Tier 2 intervention would best address the student's identified deficit prior to the addition of Tier 3 interventions.

Progress Monitoring

Tier 2 Programs/Materials/Strategies & Duration

Grades 3-5 Explicit, systematic, cumulative, multisensory morphology (word parts: morphemes) (decoding and encoding) Supplemental Instruction/Intervention delivered 5 times a week for 20 to 30 minutes for 14 to 28 weeks for a total of 70 to 140 lessons. The amount of lessons depend on the identified deficit in morphology. Lessons are teacher-directed lessons focused on morphemes, rules, and principles. Students receive supplemental instruction on prefixes, suffixes, and word bases and a small set of rules for combining them to enable students to correctly recognize and spell thousands of words. Each lesson takes a small step toward proficiency, building on and repeating essential principles of decoding to foster long-term retention.

Assessment & Frequency

The Morphology Placement Test determines individual student needs for Supplemental Instruction/ Intervention. Progress monitoring occurs every tenth lesson through mastery assessments. The Acadience Reading Tool is used to for pre/post instruction/intervention implementation effectiveness.

Performance Criteria to discontinue Tier 2 interventions

Discontinuation is prompted when the Morphology Placement Test reveals no deficit in morphology when administered after students have received explicit, systematic, cumulative, multisensory morphology (word parts: morphemes) (decoding and encoding) Supplemental Instruction/Intervention 5 times a week for 20 to 30 minutes for 14 to 28 weeks for a total of 70 to 140 lessons.

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

Continuation is prompted when students are adequately responding to explicit, systematic, cumulative morphology Supplemental Instruction/Intervention Strategy for word study and vocabulary, but deficits in morphology remain.

Performance Criteria that prompts the addition of Tier 3 interventions

The possible addition of Tier 3 intervention is prompted when the Morphology Placement Test reveals a deficit in morphology when administered after students have received explicit, systematic, cumulative, multisensory morphology (word parts: morphemes) (decoding and encoding) Supplemental Instruction/Intervention 5 times a week for 20 to 30 minutes for 14 to 28 weeks for a total of 70 to 140 lessons. It must be determined that the intervention was implemented with fidelity in

Grade Levels: K-5

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Progress Monitoring

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addition to Tier 1 instruction. The MTSS team will also analyze student data to determine if a different Tier 2 intervention would best address the student's identified deficit prior to the addition of Tier 3 interventions.

Number of times per week intervention provided

The 90 minute uninterrupted block of reading will need to be organized based on how frequently the teacher needs to meet with each group of students receiving Tier 2 instruction and intervention. It is recommended that Tier 2 intervention groups meet 2-5 times per week, but this will vary depending on student and class needs.

Number of minutes per intervention session

The amount of time in small-group instruction and the intensity of this instruction should reflect the degree of risk, determined by reading assessment data. The number of minutes per Tier 2 intervention session will vary depending on the manner in which the intervention has been found to have the greatest impact on learning outcomes in relation to closing achievement gaps and ameliorating reading deficiencies. The recommended number of minutes per Tier 2 intervention session typically ranges from 10-45+ 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?

Teachers providing Tier 2 intervention will collaborate with individuals on the School Literacy Leadership Team (e.g., district/school reading coach, media specialists, lead teachers, district literacy specialists, school Intervention Team Facilitator (ITF), school/district instructional leader) to:
-ensure the interventions being selected and implemented are evidence-based and correspond to the district K-12 Evidence-Based Comprehensive Reading Plan;
-ensure the Supplemental Instruction/Intervention being implemented adequately aligns with the student's identified area(s) of deficiency;
-frequently review and analyze progress monitoring data to evaluate the progress of students receiving Supplemental Instruction/Intervention;
-determine the adequacy of student progress and the need to dismiss or make adjustments to the duration, frequency, and intensity of Supplemental Instruction/Intervention;
-measure and evaluate the Effectiveness of Interventions for Supplemental Instruction/Intervention (EI-S) by comparing the percentage of students receiving Tier 2 intervention at the being of the year with the percentage of those same students who no longer require Tier 2 intervention because the instruction and intervention ameliorated the identified deficit(s) determined by on or above grade level reading benchmarks;
-based on the EI-S evaluation, determine which Supplemental Instruction/Interventions are effectively meeting the needs of students and why;
-based on the EI-S evaluation, determine which Supplemental Instruction/Interventions are not effectively meeting the needs of students and why;
-make recommendations to add, keep, or remove Supplemental Instruction/Interventions to the district K-12 Evidence-Based Comprehensive Reading Plan.

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

Grade Levels: K-5

In alignment with ESSA, the district selects instructional practices and interventions shown to improve student outcomes through rigorous scientific studies. Members of the district's reading department take into account the study design, results of a study, findings from related studies, sample size and setting, and how the students and setting in the study overlap with those in the districts when selecting Supplemental Instruction/Intervention programs/materials/strategies.

Tier 4: Strong Evidence Supplemental Instruction/Intervention adopted by the district are supported by strong evidence from at least one well-designed and well-implemented experimental study that aligns with the What Works Clearinghouse evidence standards without reservations. The experimental study or studies have demonstrated that the program/material/strategy improves a relevant student outcome (for example, reading scores or attendance rates). Experimental studies (Random Control Trials) are those in which students are randomly assigned to treatment or control groups, allowing researchers to speak with confidence about the likelihood that a strategy causes an outcome. The research study or studies use large, multi-site samples. No other experimental or quasi-experimental research shows that the strategy negatively affects the outcome. Researchers have found that the strategy improves outcomes for the specific student subgroups that the district or school intends to support with the strategy.

Tier 3: Moderate Evidence Supplemental Instruction/Intervention adopted by the district are supported by at least one well-designed and well-implemented quasi-experimental study that aligns with the What Works Clearinghouse evidence standards with reservations. Quasi-experimental studies have found that the instruction/intervention improves a relevant student outcome (for example, reading scores or attendance rates). Quasi experimental studies (Regression Discontinuity Design) are those in which students have not been randomly assigned to treatment or control groups, but researchers are using statistical matching methods that allow them to speak with confidence about the likelihood that a strategy causes an outcome. The research studies use large, multi-site samples. No other experimental or quasi-experimental research shows that the strategy negatively affects the outcome. Researchers have found that the strategy improves outcomes for the specific student subgroups that the district or school intends to support with the strategy.

**Supplemental Instruction/Intervention practices and strategies are supported by strong evidence from existing rigorous research. Recommendations for evidence-based practices and strategies are provided by the What Works Clearinghouse (WWC) in conjunction with an expert panel for grades K-3 and in diverse contexts:
^Develop awareness of the segments of sounds in speech and how they link to letters: Explicit, systematic,
cumulative phonology and orthography instruction/intervention for word recognition and word study.
^Teach students to decode words, analyze word parts, and write and recognize words: Explicit, systematic,
cumulative, multisensory morphology (word parts: morphemes) (decoding and encoding) instruction/intervention for word study and vocabulary.

**Supplemental Instruction/Intervention practices and strategies are supported by moderate evidence from existing rigorous research. Recommendations for evidence-based practices and strategies are provided by the What Works Clearinghouse (WWC) in conjunction with an expert panel for grades K-3 and in diverse contexts:
^Ensure that each student reads connected text every day to support reading accuracy, fluency, and comprehension: Provide direct and explicit comprehension strategy instruction/intervention.

Grade Levels: K-5

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

Distance learning for students in Clay County will be provided through Clay Virtual Academy (CVA). Tier 2 Supplemental Instruction/Interventions are provided through an online learning platform in breakout rooms for small group delivery.

Grade Levels: 6-12

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

(Enter assessment criteria that will be used)

*A triangulation of data including communication (parent and student input), observation (teacher input), and product (additional assessment) will need to be gathered and analyzed to determine the addition of Tier 2 interventions.) If Tier 2 instruction and intervention is determined to best support the academic needs of the student, then an intervention plan for reading is required. The additional time allotted for Tier 2 instruction and intervention is in addition to core instruction. Each evidence-based intervention includes materials and strategies designed to supplement core instruction.

Tier 2 Supplementary Instruction/Intervention is prompted when students meet the following criteria at the beginning of the school year:

FAST Assessment Score: Level 1 or Level 2 (the equivalent of one + years behind)

Additional diagnostic data from Acadience Reading and review of historical academic data should be considered along with teacher, parent, and student input.

The Lexia PowerUp placement assessment will also assist with determining each student's specific skill gap(s). Lexia PowerUp indicates a reading deficits when students score in the foundational zone in one or more of the three monitored strands (comprehension, word study, and grammar/writing).

THEN TIER 1 Instruction and TIER 2 Interventions
Progress Monitoring

Tier 2 Programs/Materials/Strategies & Duration

Grades 6-12 Explicit, systematic, cumulative, multisensory morphology (word parts: morphemes) (decoding and encoding) Supplemental Instruction/Intervention Strategy (Hougen, 2014) delivered 5 times a week for 20 to 30 minutes for 14 to 28 weeks for a total of 70 to 140 lessons. The amount of lessons depend on the identified deficit in morphology. Lessons are teacher-directed lessons focused on morphemes, rules, and principles. Students receive supplemental instruction on prefixes, suffixes, and word bases and a small set of rules for combining them to enable students to correctly recognize and spell thousands of words. Each lesson takes a small step toward proficiency, building on and repeating essential principles of decoding to foster long-term retention.

Assessment & Frequency

The Morphology Placement Test determines individual student needs for Supplemental Instruction/ Intervention. Progress monitoring occurs every tenth lesson through mastery assessments. The Acadience Reading Tool is used to for pre/post instruction/intervention implementation effectiveness.

Performance Criteria to discontinue Tier 2 interventions

Discontinuation is prompted when the Morphology Placement Test reveals no deficit in morphology when administered after students have received explicit, systematic, cumulative, multisensory morphology (word parts: morphemes) (decoding and encoding) Supplemental Instruction/Intervention 5 times a week for 20 to 30 minutes for 14 to 28 weeks for a total of 70 to 140 lessons.

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

Continuation is prompted when students are adequately responding to explicit, systematic, cumulative morphology Supplemental Instruction/Intervention Strategy for word study and vocabulary, but deficits in morphology remain.

Grade Levels: 6-12

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Performance Criteria that prompts the addition of Tier 3 interventions

The possible addition of Tier 3 intervention is prompted when the Morphology Placement Test reveals a deficit in morphology when administered after students have received explicit, systematic, cumulative, multisensory morphology (word parts: morphemes) (decoding and encoding) Supplemental Instruction/Intervention 5 times a week for 20 to 30 minutes for 14 to 28 weeks for a total of 70 to 140 lessons. It must be determined that the intervention was implemented with fidelity in addition to Tier 1 instruction. The MTSS team will also analyze student data to determine if a different Tier 2 intervention would best address the student's identified deficit prior to the addition of Tier 3 interventions.

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Tier 2 Programs/Materials/Strategies & Duration

Grades 6-12 Explicit, systematic, cumulative phonology, morphology, and orthography Supplemental Instruction/Intervention Strategy for word recognition and word study (Hougen, 2014) delivered 5 times per week for 10 to 25 minutes for 12 to a total of 60-180 lessons. The amount of lessons depend on the identified deficit in phonology, morphology, and orthography. Lessons are teacher-directed lessons focused on the relationship between spoken sounds and written letters and then apply them to word recognition and spelling for students to become proficient readers and writers.

Assessment & Frequency

The Acadience Reading Tool is used to for pre/post instruction/intervention implementation effectiveness. The the Word Recognition and Word Study Placement Test determines individual student instructional/intervention needs for Supplemental Instruction/Intervention in Word Recognition and Word Study. Progress monitoring occurs every fifth lesson through a cumulative skills assessment.

Performance Criteria to discontinue Tier 2 interventions

Discontinuation of Tier 2 intervention is prompted when the Word Recognition and Word Study Placement Test reveals no deficits in phonology, morphology, or orthography after students have received explicit, systematic, cumulative phonology, morphology, and orthography Supplemental Instruction/Intervention Strategy for word recognition and word study delivered 5 times per week for 10 to 25 minutes for 12 to a total of 60-180 lessons.

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

Continuation of Tier 2 intervention is prompted when students are adequately responding to explicit, systematic, cumulative phonology, morphology, and orthography Supplemental Instruction/ Intervention Strategy for word recognition and word study, but deficits in phonology, morphology, and orthography still exist.

Performance Criteria that prompts the addition of Tier 3 interventions

The possible need for the addition of Tier 3 interventions is prompted when the Word Recognition and Word Study Placement Test reveals deficits in phonology, morphology, or orthography after students have received explicit, systematic, cumulative phonology, morphology, and orthography Supplemental Instruction/Intervention Strategy for word recognition and word study delivered 5 times per week for 10 to 25 minutes for 12 to a total of 60-180 lessons. It must be determined that the intervention was implemented with fidelity in addition to Tier 1 instruction. The MTSS team will also analyze student data to determine if a different Tier 2 intervention would best address the student's identified deficit prior to the addition of Tier 3 interventions.

Grade Levels: 6-12

Progress Monitoring

Tier 2 Programs/Materials/Strategies & Duration

Grades 7-12 Direct and explicit comprehension strategy Supplemental Instruction/Intervention delivered 5 times a week for 20 to 30 minutes for 12 to a total of 36 + lessons using a routine of evidence-based instructional strategies designed to facilitate adolescents' comprehension of complex and difficult text.

Assessment & Frequency

Ongoing formative assessments are provided through comprehension checkpoints. The Acadience Reading ORF Tool is used to measure students' comprehension skills as a pre/post assessment to determine the effectiveness of the intervention.

Performance Criteria to discontinue Tier 2 interventions

Discontinuation of Tier 2 intervention is prompted when ongoing comprehension checkpoints reveal no deficits in comprehension after students have received direct and explicit comprehension Supplemental Instruction/Intervention Strategy delivered 5 times per week for 20 to 30 minutes for 12 to a total of 36 + lessons and student is reading on grade level.

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

Continuation of Tier 2 intervention is prompted when students are adequately responding to direct and explicit comprehension strategy Supplemental Instruction/Intervention, but deficits in comprehension still exist and student is not reading on grade level.

Performance Criteria that prompts the addition of Tier 3 interventions

The possible need for the addition of Tier 3 interventions is prompted when the comprehension checkpoints reveals deficits in comprehension after students have received direct and explicit comprehension Supplemental Instruction/Intervention Strategy for word recognition and word study delivered 5 times per week for 20 to 30 minutes for 12 to a total of 36 + lessons and student is not reading on grade level. It must be determined that the intervention was implemented with fidelity in addition to Tier 1 instruction. The MTSS team will also analyze student data to determine if a different Tier 2 intervention would best address the student's identified deficit prior to the addition of Tier 3 interventions.

Number of times per week intervention provided

It is recommended that Tier 2 intervention groups meet 2-5 times per week, but this will vary depending on student and class needs as well as the implementation design of the program.

Number of minutes per intervention session

The amount of time in small-group instruction and the intensity of this instruction should reflect the degree of risk, determined by reading assessment data. The number of minutes per Tier 2 intervention session will vary depending on the manner in which the intervention has been found to have the greatest impact on learning outcomes in relation to closing achievement gaps and ameliorating reading deficiencies. The recommended number of minutes per Tier 2 intervention session typically ranges from 10-45+ minutes.

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

Grade Levels: 6-12

Teachers providing Tier 2 intervention will collaborate with individuals on the School Literacy Leadership Team (e.g., district/school reading coach, media specialists, lead teachers, district literacy specialists, school Intervention Team Facilitator (ITF), school/district instructional leader) to:
-ensure the interventions being selected and implemented are evidence-based and correspond to the district K-12 Evidence-Based Comprehensive Reading Plan;
-ensure the Supplemental Instruction/Intervention being implemented adequately aligns with the student's identified area(s) of deficiency;
-frequently review and analyze progress monitoring data to evaluate the progress of students receiving Supplemental Instruction/Intervention;
-determine the adequacy of student progress and the need to dismiss or make adjustments to the duration, frequency, and intensity of Supplemental Instruction/Intervention;
-measure and evaluate the Effectiveness of Interventions for Supplemental Instruction/Intervention (EI-S) by comparing the percentage of students receiving Tier 2 intervention at the being of the year with the percentage of those same students who no longer require Tier 2 intervention because the instruction and intervention ameliorated the identified deficit(s) determined by on or above grade level reading benchmarks;
-based on the EI-S evaluation, determine which Supplemental Instruction/Interventions are effectively meeting the needs of students and why;
-based on the EI-S evaluation, determine which Supplemental Instruction/Interventions are not effectively meeting the needs of students and why;
-make recommendations to add, keep, or remove Supplemental Instruction/Interventions to the district K-12 Evidence-Based Comprehensive Reading Plan.

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

Tier 2 Supplemental Instruction/Intervention Strategies draw on strong evidence about the effectiveness of specific practices. Evidence-Based Reading Instruction/Intervention for Adolescents Grades 6-12 (Hougen, 2014)
^Explicit, systematic, cumulative, multisensory morphology (word parts: morphemes) (decoding and encoding) instruction/intervention for word study and vocabulary
^Explicit, systematic, cumulative phonology and orthography instruction/intervention for word recognition and
word study
^Provide direct and explicit comprehension strategy instruction/intervention

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

Distance learning for students in Clay County will be provided through Clay Virtual Academy (CVA). Tier 2 Supplemental Instruction/Interventions are provided through an online learning platform in breakout rooms for small group delivery.

Tier 3
Intensive, Individualized Instruction/Intervention:

- *is targeted instruction based on student need;*

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

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

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

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

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

Grade Levels: K-5

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

(Enter assessment criteria that will be used)

*A triangulation of data including communication (parent and student input), observation (teacher input), and product (additional assessment) will need to be gathered and analyzed to determine the addition of Tier 3 interventions.) If the need for Tier 3 instruction and intervention is determined, then instruction is individualized and targeted to the skills that pose the greatest barrier to learning and is characterized by the greatest number of minutes of instruction with the narrowest focus for an individual or a very small group of students. Individualized diagnostic data, as well as instructional time, are in addition to those provided in Basic Skills in Reading K-5 and core instruction. The following course numbers from CPALMS are to be used to monitor students receiving Tier 3 Intensive, Individualize Instruction/Intervention in Synergy:

Grade Level(s): K,1,2 Course Number: 5010022 Abbreviated Title: Fun Read K-2
Grade Level(s): 3,4,5 Course Number: 5010026 Abbreviated Title: Fun Read 3-5

District and State Criteria for Tier 2 Implementation:

*Any student in kindergarten through grade 5 who exhibits a substantial reading deficiency based on screening, diagnostic, progress monitoring or assessment data; statewide assessments; or teacher observations.

*Retained students repeating the current grade level.

*4th grade: Students who were promoted to 4th grade without meeting levels of performance for pupil progression based on meeting criteria for a good cause exemption or because of a prior retention in third grade.

*Students receiving Tier 2 and Tier 3 intervention during the prior school year whose reading intervention plan was continued and not closed.

Grades Kindergarten-3 Star Early Literacy and Star Reading: at or below the 10th Percentile Rank (Students who score at or below the 10th Percentile Rank may require Tier 3 interventions in addition to Tier 2 Supplemental Instruction/Intervention and Tier 1 Core Instruction.

Screening Scaled Scores (SSS) for Star Early Literacy
Kindergarten BoY-Fall at/below 622
Grade 1 BoY-Fall at/below 691
Grade 2 BoY-Fall at/below 794

Screening Scaled Scores (SSS) for Star Reading
Grade 1 BoY-Fall at/below 691
Grade 2 BoY-Fall at/below 794

Grades 3-5 FAST- Cambium: Level 1

Grades 3-5 Achieve3000
Grade 3 at/below 265 Lexile
Grade 4 at/below 385 Lexile
Grade 5 at/below 500 Lexile

Grade Levels: K-5

Acadience Reading Measures for Benchmark Status (Optional Assessment)

*All indicated Sub Scores are required for calculating the Reading Composite Score

Kindergarten
BoY (FSF Score + LNF Score)= at/below 12
MoY (FSF Score + LNF Score + PSF Score + NWF CLS Score)= at/below 84

1st Grade
BoY (LNF Score + PSF Score + NWF CLS Score)= at/below 96

2nd Grade
BoY (NWF WWR Score x 2 + ORF Words Correct + Accuracy Value from Table)= at/below 108

3rd Grade
BoY (ORF Words Correct + Retell Score x 2 + Maze Adjusted x 4 + Accuracy Value from Table)= at/below 179

4th Grade
BoY (ORF Words Correct + Retell Score x 2 + Maze Adjusted x 4 + Accuracy Value from Table)= at/below 244

5th Grade
BoY (ORF Words Correct + Retell Score x 2 + Maze Adjusted x 4 + Accuracy Value from Table)= at/below 257

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

Progress Monitoring

Tier 3 Programs/Materials/Strategies & Duration

Grades 3-5 The Wilson Reading System® is a complete curriculum for teaching reading to children in grades 3 and above who did not learn to read well in the primary grades. It focuses on phonics, but also emphasizes fluency, vocabulary, and comprehension. It uses a multisensory approach based on Orton-Gillingham methods. The Wilson Reading System® provides intensive structured literacy instruction due to language-based deficits, such as dyslexia. Wilson lessons are delivered 4 to 5 times per week for approximately 55 minutes in a one to one or very small group setting of three students. The expected duration is one + years depending on the degree of the identified deficit. The expected outcome is for the student to achieve grade-level proficiency.

Assessment & Frequency

Students complete a pre assessment to determine placement in the program. Fully integrated end-of-step assessments monitor progress and guide movement through the program based on the needs of each student. Additional student progress is monitored through the Wilson® Assessment for Decoding and Encoding (WADE) and the Word Identification and Spelling Test (WIST).

Performance Criteria to discontinue Tier 3 interventions

Students who no longer exhibit word recognition or linguistic language deficits and read on grade level would meet the criteria for discontinuing the Wilson Reading System®.

Performance Criteria indicating continuation of Tier 3 interventions

Continuation of the Wilson Reading System® is prompted when students are making adequate

Grade Levels: K-5

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progress based on end-of-step assessments and data from the Wilson® Assessment for Decoding and Encoding (WADE) and the Word Identification and Spelling Test (WIST), but decoding or linguistic language gaps have not completely closed and students have not achieved grade level reading proficiency.

Performance Criteria that prompts intensified Tier 3 interventions

The need for intensification of Tier 3 instruction/intervention is prompted when students are not making adequate progress on the Corrective Reading integrated comprehension progress monitoring assessments after Corrective Reading lessons have been delivered four to five times per week for approximately 45 minutes for 25 to 30 weeks in a one to one or very small group setting of three students. It must be determined that the intervention was implemented with fidelity in addition to Tier 2 Supplemental Instruction/Intervention and Tier 1 Core instruction. The MTSS team will also analyze student data to determine if a different Tier 3 intervention would best address the student's identified deficit prior to the intensifying Tier 3 interventions.

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Tier 3 Programs/Materials/Strategies & Duration

Grades 3-5 Linguistic Comprehension (Language Comprehension: Syntax, Semantics, Pragmatics, Discourse) Individualized, Individualized Instruction/Intervention using Corrective Reading Comprehension implemented in small groups of three to four students for 45 minutes four to five times a week. Assessments determine the level at which each student is initially placed. Students are expected to complete all lessons within a level before advancing to the next level. All lessons involve a scripted, direct instructional approach to implement the series of targeted exercises. The comprehension component consists of four levels with between 65 and 140 lessons. The expected duration is one + years depending on the degree of the identified deficit in Linguistic Comprehension. The expected outcome is for the student to achieve grade-level proficiency.
*Corrective Reading Comprehension is for students who read at a laboriously slow rate, are unable to comprehend because of inaccurate reading, need comprehension intervention, do not write well, do not think or speak with clarity, and/or are not highly motivated. This Tier 3 Intensive, Individualized Instruction/Intervention Program can also be implemented for students who cannot follow multi-step directions, exhibit poor auditory memory and statement repetition skills, lack the analytical skills required to process arguments, have a deficient vocabulary, and/or lack background or domain knowledge.

Assessment & Frequency

Students complete a pre assessment to determine placement in the program. Fully integrated assessments monitor progress and guide movement through the program based on the needs of each student receiving Corrective Reading Comprehension. Additional student progress is monitored through the Acadience Reading or CUBED progress monitoring and pre/post intervention assessments. The larger the gap, the more frequent the progress monitoring.

Performance Criteria to discontinue Tier 3 interventions

Student who no longer exhibit word recognition or linguistic language deficits and read on grade level would meet the criteria for discontinuing Corrective Reading Comprehension.

Performance Criteria indicating continuation of Tier 3 interventions

Continuation of the Corrective Reading Comprehension program is prompted when students are making adequate progress based on Mastery Assessments and data from the Acadience Reading progress monitoring tool, but linguistic language gaps have not completely closed and students have not achieved grade level reading proficiency.

Grade Levels: K-5

Progress Monitoring

Performance Criteria that prompts intensified Tier 3 interventions

The need for intensification of Tier 3 instruction/intervention is prompted when students are not making adequate progress on the Corrective Reading integrated comprehension progress monitoring assessments after Corrective Reading lessons have been delivered four to five times per week for approximately 45 minutes for 25 to 30 weeks in a one to one or very small group setting of three students. It must be determined that the intervention was implemented with fidelity in addition to Tier 2 Supplemental Instruction/Intervention and Tier 1 Core instruction. The MTSS team will also analyze student data to determine if a different Tier 3 intervention would best address the student's identified deficit prior to the intensifying Tier 3 interventions.

Progress Monitoring

Tier 3 Programs/Materials/Strategies & Duration

Grades 3-5 Decoding (Phonology, Orthography, Morphology) Intensive, Individualized Instruction/ Instruction using Corrective Reading Decoding implemented in small groups of three to four students for 45-minutes four to five times a week. Assessments determine the level at which each student is initially placed. Students are expected to complete all lessons within a level before advancing to the next level. All lessons involve a scripted, direct instructional approach to implement the series of targeted exercises. The decoding component has four levels containing between 65 and 125 lessons each. The expected duration is one + years depending on the degree of the identified deficit in decoding.

Assessment & Frequency

Students complete a pre assessment to determine placement in the program. Fully integrated assessments monitor progress and guide movement through the program based on the needs of each student receiving Corrective Reading Decoding. Additional student progress is monitored through the Acadience Reading or CUBED progress monitoring and pre/post intervention assessments. The larger the gap, the more frequent the progress monitoring.

Performance Criteria to discontinue Tier 3 interventions

Students who no longer exhibit word recognition deficits and read on grade level would meet the criteria for discontinuing Corrective Reading Decoding.

Performance Criteria indicating continuation of Tier 3 interventions

Continuation of the Corrective Reading Decoding program is prompted when students are making adequate progress based on Mastery Assessments and data from the Acadience Reading pr CUBED progress monitoring tools, but word recognition gaps have not completely closed and students have not achieved grade level reading proficiency.

Performance Criteria that prompts intensified Tier 3 interventions

The need for intensification of Tier 3 instruction/intervention is prompted when students are not making adequate progress on the Corrective Reading integrated decoding progress monitoring assessments after Corrective Reading decoding lessons have been delivered four to five times per week for approximately 45 minutes for 25 to 30 weeks in a one to one or very small group setting of three students. It must be determined that the intervention was implemented with fidelity in addition to Tier 2 Supplemental Instruction/Intervention and Tier 1 Core instruction. The MTSS team will also analyze student data to determine if a different Tier 3 intervention would best address the student's identified deficit prior to the intensifying Tier 3 interventions.

Number of times per week intervention provided

Grade Levels: K-5

The number of times per week each Tier 3 intervention is provided will vary depending on the guidelines of the Tier 3 intervention program and the individual needs of the student. Tier 3 intervention groups meet 4-5 times per week in addition to small group Tier 2 instruction/intervention and Tier 1 Core Instruction.

Number of minutes per intervention session

The amount of time in one to one, one to two, or one to three instruction and the intensity of this instruction should reflect the degree of risk, determined by reading assessment data. The number of minutes per Tier 3 intervention session will vary depending on the manner in which the intervention has been found to have the greatest impact on learning outcomes in relation to closing achievement gaps and ameliorating reading deficiencies. The recommended number of minutes per Tier 3 intervention session typically ranges from 30-55+ minutes depending on the component of reading being addressed.

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?

Teachers providing Tier 3 intervention will collaborate with individuals on the School Literacy Leadership Team (e.g., district/school reading coach, media specialists, lead teachers, district literacy specialists, school Intervention Team Facilitator (ITF), school/district instructional leader) to:
-ensure the interventions being selected and implemented are evidence-based and correspond to the district K-12 Evidence-Based Comprehensive Reading Plan;
-ensure the Tier 3 Intensive, Individualize Instruction/Intervention being implemented adequately aligns with the student's identified area(s) of deficiency;
-ensure that Intensive, Individualize Instruction/Intervention are being implemented in addition to small group Supplemental Instruction/Intervention and Core Instruction;
-frequently review and analyze progress monitoring data to evaluate the progress of students receiving Intensive, Individualize Instruction/Intervention;
-determine the adequacy of student progress and the need to dismiss or make adjustments to the duration, frequency, and intensity of Intensive, Individualize Instruction/Intervention;
-measure and evaluate the Effectiveness of Interventions for Intensive, Individualize Instruction/ Intervention (EI-I) by comparing the percentage of students receiving Tier 3 intervention at the being of the year with the percentage of those same students who no longer require Tier 3 intervention because the instruction and intervention ameliorated the identified deficit(s) determined by on or above grade level reading benchmarks;
-based on the EI-I evaluation, determine which Intensive, Individualize Instruction/Intervention are effectively meeting the needs of students and why;
-based on the EI-I evaluation, determine which Intensive, Individualize Instruction/Intervention are not effectively meeting the needs of students and why;
-make recommendations to add, keep, or remove Intensive, Individualize Instruction/Intervention to the district K-12 Evidence-Based Comprehensive Reading Plan.

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

In alignment with ESSA, the district selects instructional practices and interventions shown to improve student outcomes through rigorous scientific studies. Members of the district's reading department take into account the study design, results of a study, findings from related studies, sample size and setting,

Grade Levels: K-5

and how the students and setting in the study overlap with those in the districts when selecting Supplemental Instruction/Intervention programs/materials/strategies.

Tier 4: Strong Evidence Supplemental Instruction/Intervention adopted by the district are supported by strong evidence from at least one well-designed and well-implemented experimental study that aligns with the What Works Clearinghouse evidence standards without reservations. The experimental study or studies have demonstrated that the program/material/strategy improves a relevant student outcome (for example, reading scores or attendance rates). Experimental studies (Random Control Trials) are those in which students are randomly assigned to treatment or control groups, allowing researchers to speak with confidence about the likelihood that a strategy causes an outcome. The research study or studies use large, multi-site samples. No other experimental or quasi-experimental research shows that the strategy negatively affects the outcome. Researchers have found that the strategy improves outcomes for the specific student subgroups that the district or school intends to support with the strategy.

^Corrective Reading Comprehension (evidenceforessa.org)
^Corrective Reading Decoding (evidenceforessa.org)
^Wilson Reading System® (evidenceforessa.org)

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

Distance learning for students in Clay County will be provided through Clay Virtual Academy (CVA). Tier 3 Intensive, Individualize Instruction/Intervention is delivered to students through distance learning in breakout rooms in a one to one setting in addition to small group Tier 2 Supplemental Instruction/ Interventions, and Tier 1 Core Instruction.

Grade Levels: 6-12

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

(Enter assessment criteria that will be used)

Tier 3 Intensive, Individualized Instruction/Intervention is prompted when students meet the following criteria at the beginning of the school year:

FAST Assessment Score: Level 1 (the equivalent of two + years behind)

Additional diagnostic data from Acadience Reading and review of historical academic data should be considered along with teacher, parent, and student input.

The Lexia PowerUp placement assessment will also assist with determining each student's specific skill gap(s). Lexia PowerUp indicates a substantial reading deficit when students score in the foundational zone in the three monitored strands (comprehension, word study, and grammar/writing).

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

Progress Monitoring

Tier 3 Programs/Materials/Strategies & Duration

Grades 6-12 The Wilson Reading System® is a complete curriculum for teaching reading to children in grades 3 and above who did not learn to read well in the primary grades through Intensive, Individualized Instruction/Intervention. The program focuses on phonics, but also emphasizes fluency, vocabulary, and comprehension. It uses a multisensory approach based on Orton-Gillingham methods. The Wilson Reading System® provides intensive structured literacy instruction due to language-based deficits, such as dyslexia. Wilson lessons are delivered 4 to 5 times per week for approximately 55 minutes in a one to one or very small group setting of three students. The expected duration is one + years depending on the degree of the identified deficit. The expected outcome is for the student to achieve grade-level proficiency.

Assessment & Frequency

Students complete a pre assessment to determine placement in the program. Fully integrated end-of-step assessments monitor progress and guide movement through the program based on the needs of each student. Additional student progress is monitored through the Wilson® Assessment for Decoding and Encoding (WADE) and the Word Identification and Spelling Test (WIST).

Performance Criteria to discontinue Tier 3 interventions

Students who no longer exhibit word recognition or linguistic language deficits and read on grade level would meet the criteria for discontinuing the Wilson Reading System®.

Performance Criteria indicating continuation of Tier 3 interventions

Continuation of the Wilson Reading System® is prompted when students are making adequate progress based on end-of-step assessments and data from the Wilson® Assessment for Decoding and Encoding (WADE) and the Word Identification and Spelling Test (WIST), but decoding or linguistic language gaps have not completely closed and students have not achieved grade level reading proficiency.

Performance Criteria that prompts intensified Tier 3 interventions

The need for intensification of Tier 3 instruction/intervention is prompted when students are not making adequate progress on integrated end-of-step progress monitoring assessments after Wilson lessons have been delivered four to five times per week for approximately 55 minutes for 25 to 30 weeks in a one to one or very small group setting of three students. It must be determined that the intervention was implemented with fidelity in addition to Tier 2 Supplemental Instruction/Intervention

Grade Levels: 6-12

Progress Monitoring

Tier 3 Programs/Materials/Strategies & Duration

Grades 6-12 Linguistic Comprehension (Language Comprehension: Syntax, Semantics, Pragmatics, Discourse) Individualized, Individualized Instruction/Intervention using Corrective Reading Comprehension implemented in small groups of three to four students for 45 minutes four to five times a week. Assessments determine the level at which each student is initially placed. Students are expected to complete all lessons within a level before advancing to the next level. All lessons involve a scripted, direct instructional approach to implement the series of targeted exercises. The comprehension component consists of four levels with between 65 and 140 lessons. The expected duration is one + years depending on the degree of the identified deficit in Linguistic Comprehension. The expected outcome is for the student to achieve grade-level proficiency.
*Corrective Reading Comprehension is for students who read at a laboriously slow rate, are unable to comprehend because of inaccurate reading, need comprehension intervention, do not write well, do not think or speak with clarity, and/or are not highly motivated. This Tier 3 Intensive, Individualized Instruction/Intervention Program can also be implemented for students who cannot follow multi-step directions, exhibit poor auditory memory and statement repetition skills, lack the analytical skills required to process arguments, have a deficient vocabulary, and/or lack background or domain knowledge.

Assessment & Frequency

Students complete a pre assessment to determine placement in the program. Fully integrated assessments monitor progress and guide movement through the program based on the needs of each student receiving Corrective Reading Comprehension. Additional student progress is monitored through the Acadience Reading progress monitoring and pre/post intervention assessments. The larger the gap, the more frequent the progress monitoring.

Performance Criteria to discontinue Tier 3 interventions

Students who no longer exhibit word recognition or linguistic language deficits and read on grade level would meet the criteria for discontinuing Corrective Reading Comprehension.

Performance Criteria indicating continuation of Tier 3 interventions

Continuation of the Corrective Reading Comprehension program is prompted when students are making adequate progress based on Mastery Assessments and data from the Acadience Reading progress monitoring tool, but linguistic language gaps have not completely closed and students have not achieved grade level reading proficiency.

Performance Criteria that prompts intensified Tier 3 interventions

The need for intensification of Tier 3 instruction/intervention is prompted when students are not making adequate progress on the Corrective Reading integrated comprehension progress monitoring assessments after Corrective Reading lessons have been delivered four to five times per week for approximately 45 minutes for 25 to 30 weeks in a one to one or very small group setting of three students. It must be determined that the intervention was implemented with fidelity in addition to Tier 2 Supplemental Instruction/Intervention and Tier 1 Core instruction. The MTSS team will also analyze student data to determine if a different Tier 3 intervention would best address the student's identified deficit prior to the intensifying Tier 3 interventions.

Grade Levels: 6-12

Progress Monitoring

Tier 3 Programs/Materials/Strategies & Duration

Grades 6-12 Decoding (Phonology, Orthography, Morphology) Intensive, Individualized Instruction/ Instruction using Corrective Reading Decoding implemented in small groups of three to four students for 45-minutes four to five times a week. Assessments determine the level at which each student is initially placed. Students are expected to complete all lessons within a level before advancing to the next level. All lessons involve a scripted, direct instructional approach to implement the series of targeted exercises. The decoding component has four levels containing between 65 and 125 lessons each. The expected duration is one + years depending on the degree of the identified deficit in decoding.

Assessment & Frequency

Students complete a pre assessment to determine placement in the program. Fully integrated assessments monitor progress and guide movement through the program based on the needs of each student receiving Corrective Reading Decoding. Additional student progress is monitored through the Acadience Reading progress monitoring and pre/post intervention assessments. The larger the gap, the more frequent the progress monitoring.

Performance Criteria to discontinue Tier 3 interventions

Students who no longer exhibit word recognition deficits and read on grade level would meet the criteria for discontinuing Corrective Reading Decoding.

Performance Criteria indicating continuation of Tier 3 interventions

Students are making adequate progress based on Corrective Reading Decoding Mastery Assessments and data from the Acadience Reading progress monitoring tool, but the decoding gap has not completely closed.

Performance Criteria that prompts intensified Tier 3 interventions

The need for intensification of Tier 3 instruction/intervention is prompted when students are not making adequate progress on the Corrective Reading integrated decoding progress monitoring assessments after Corrective Reading decoding lessons have been delivered four to five times per week for approximately 45 minutes for 25 to 30 weeks in a one to one or very small group setting of three students. It must be determined that the intervention was implemented with fidelity in addition to Tier 2 Supplemental Instruction/Intervention and Tier 1 Core instruction. The MTSS team will also analyze student data to determine if a different Tier 3 intervention would best address the student's identified deficit prior to the intensifying Tier 3 interventions.

Number of times per week intervention provided

The number of times per week each Tier 3 intervention is provided will vary depending on the guidelines of the Tier 3 intervention program and the individual needs of the student. Tier 3 intervention groups meet 4-5 times per week in addition to small group Tier 2 instruction/intervention and Tier 1 Core Instruction.

Number of minutes per intervention session

The amount of time in one to one, one to two, or one to three instruction and the intensity of this instruction should reflect the degree of risk, determined by reading assessment data. The number of minutes per Tier 3 intervention session will vary depending on the manner in which the intervention has been found to have the greatest impact on learning outcomes in relation to closing achievement gaps and ameliorating reading deficiencies. The recommended number of minutes per Tier 3 intervention

Grade Levels: 6-12

session typically ranges from 30-55+ minutes depending on the component of reading being addressed.

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?

Teachers providing Tier 3 intervention will collaborate with individuals on the School Literacy Leadership Team (e.g., district/school reading coach, media specialists, lead teachers, district literacy specialists, school Intervention Team Facilitator (ITF), school/district instructional leader) to:
-ensure the interventions being selected and implemented are evidence-based and correspond to the district K-12 Evidence-Based Comprehensive Reading Plan;
-ensure the Tier 3 Intensive, Individualize Instruction/Intervention being implemented adequately aligns with the student's identified area(s) of deficiency;
-ensure that Intensive, Individualize Instruction/Intervention are being implemented in addition to small group Supplemental Instruction/Intervention and Core Instruction;
-frequently review and analyze progress monitoring data to evaluate the progress of students receiving Intensive, Individualize Instruction/Intervention;
-determine the adequacy of student progress and the need to dismiss or make adjustments to the duration, frequency, and intensity of Intensive, Individualize Instruction/Intervention;
-measure and evaluate the Effectiveness of Interventions for Intensive, Individualize Instruction/ Intervention (EI-I) by comparing the percentage of students receiving Tier 3 intervention at the being of the year with the percentage of those same students who no longer require Tier 3 intervention because the instruction and intervention ameliorated the identified deficit(s) determined by on or above grade level reading benchmarks;
-based on the EI-I evaluation, determine which Intensive, Individualize Instruction/Intervention are effectively meeting the needs of students and why;
-based on the EI-I evaluation, determine which Intensive, Individualize Instruction/Intervention are not effectively meeting the needs of students and why;
-make recommendations to add, keep, or remove Intensive, Individualize Instruction/Intervention to the district K-12 Evidence-Based Comprehensive Reading Plan.

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

In alignment with ESSA, the district selects instructional practices and interventions shown to improve student outcomes through rigorous scientific studies. Members of the district's reading department take into account the study design, results of a study, findings from related studies, sample size and setting, and how the students and setting in the study overlap with those in the districts when selecting Supplemental Instruction/Intervention programs/materials/strategies.

Tier 4: Strong Evidence Supplemental Instruction/Intervention adopted by the district are supported by strong evidence from at least one well-designed and well-implemented experimental study that aligns with the What Works Clearinghouse evidence standards without reservations. The experimental study or studies have demonstrated that the program/material/strategy improves a relevant student outcome (for example, reading scores or attendance rates). Experimental studies (Random Control Trials) are those in which students are randomly assigned to treatment or control groups, allowing researchers to speak with confidence about the likelihood that a strategy causes an outcome. The research study or studies use large, multi-site samples. No other experimental or quasi-experimental research shows that the strategy negatively affects the outcome. Researchers have found that the strategy improves

Grade Levels: 6-12

outcomes for the specific student subgroups that the district or school intends to support with the strategy.

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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.

Identifying Students with a Substantial Deficiency in Reading Grades K-12

Step 1: Clay County District Schools will implement the Coordinated Screening and Progress Monitoring (CSPM) Program known as Florida's Assessment of Student Thinking (FAST). All students enrolled in Voluntary Pre Kindergarten through 10th grade will be administered the FAST in the fall, winter and spring of each program year.

Step 2: The School Literacy Leadership Team will analyze the screening data from the fall administration of the FAST to determine which students have been identified at the lowest achievement level/benchmark.

Step 3: The School Literacy Leadership Team will use a triangulation of data including communication (parent and student input), observation (teacher input), and product (assessment) to determine if the identified students have received Tier 1 Evidence-Based Reading Instruction (EBRI) through a structured literacy approach to distinguish between instructional casualties and substantial reading deficiencies.

Step 4:

Option 1
If it is determined the students have not received initial EBRI, the instruction must be provided immediately. Instruction must be provided at the most basic level of deficiency, and response to instruction must be monitored and reviewed by the School Literacy Leadership Team. Additionally, the School Literacy Leadership Team will determine if the appropriate course of action is Tier 1 instruction and intervention at an individual, a class-wide, or grade-wide level based on student data.

Once initial EBRI is provided, the School Literacy Leadership Team will meet again to determine students'

response to Tier 1 instruction and intervention. The team will formulate next steps in alignment with the B.E.S.T. Foundational Benchmarks and the individual needs of the identified students.

Option 2
If it is determined that the identified students have received initial EBRI and remediation at Tier 1, a diagnostic assessment should be administered to create an instructional and intervention approach to provide more individualized and frequent instruction, and more opportunity for practice using a structured literacy approach to address the identified areas of deficiency. All determinations must be made in compliance with current state statute regarding identification of students with a substantial deficiency in reading.

After diagnostic assessments have been administered, the School Literacy Leadership Team will meet with the School Intervention Team to analyze the diagnostic data. Any student in kindergarten through grade 12 who exhibits a substantial deficiency in reading based upon screening, diagnostic, progress monitoring or assessment data; statewide assessments; and teacher observations will be provided intensive, explicit, systematic and multisensory reading interventions immediately following the identification of the reading deficiency. An intervention plan will be created to align the student's identified reading deficiencies which must include evidence-based interventions from the state-approved 2022-23 Clay County District Schools Comprehensive Evidence-Based Reading Plan (CERP).

Step Five: The school will provide written notification to the parent of any student determined to have a substantial deficiency in reading of the following:

1. That his or her child has been identified as having a substantial deficiency in reading, including a description and explanation, in terms understandable to the parent, of the exact nature of the student's difficulty in learning and lack of achievement in reading;
2. A description of the current services that are provided to the child;
3. A description of the proposed intensive interventions and supports that will be provided to the child that are designed to remediate the identified area of reading deficiency;
4. That if the child's reading deficiency is not remediated by the end of grade 3, the child must be retained unless he or she is exempt from mandatory retention for good cause;
5. Strategies, including multisensory strategies, through a read-at-home plan the parent can use in helping his or her child succeed in reading;
6. That the statewide, standardized English Language Arts assessment is not the sole determiner of promotion and that additional evaluations, portfolio reviews and assessments are available to the child to assist parents and the school district in knowing when a child is reading at or above grade level and ready for grade promotion;
7. The district's specific criteria and policies for student portfolios and the evidence required for a student to demonstrate mastery of Florida's academic standards for English Language Arts. A school must immediately begin collecting evidence for a portfolio when a student in grades K-12 is identified as being at risk of retention or upon the request of the parent, whichever occurs first;
8. The district's specific criteria and policies for mid-year promotion. Mid-year promotion means promotion of a retained student at any time during the year of retention once the student has demonstrated ability to read at grade level; and
9. Information about the student's eligibility for the New Worlds Reading Initiative under s. 1003.485, F.S., and information on parent training modules and other reading engagement resources available through the initiative.

Step Six: Instruction and intervention will be implemented in alignment with the individualized reading intervention plan along with progress monitoring. After initial notification, the school will communicate to the parent at least monthly of the student's progress in response to the intensive interventions and supports. Such communications must be in writing and must explain any additional interventions or supports that will be implemented to accelerate the student's progress if the interventions and supports already being

implemented have not resulted in improvement.

Step Seven: The School Intervention Team will continue to meet to review progress monitoring data and make determinations based upon the student's response to instruction and intervention. All instruction and intervention will be provided until the identified reading deficiency has been ameliorated.