

The School District of Lee County



2022-23 Reading Plan

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Contact Information, Communication Plan, and Student Achievement Goals

Contact Information - Part A

District Contact Information

Reading Contacts

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

Contact	Name, Title, Email, Phone
Main District Reading Contact	Houchin, Lori Director, Middle School Curriculum and Instruction lorimh@leeschools.net 239-337-8607
Elementary English Language Arts (ELA)	Quisenberry, Bethany Director, Elementary Curriculum and Instruction bethanylq@leeschools.net 239-461-8412
Secondary ELA	Savage, Rebecca Coordinator, Secondary ELA rebeccaajs@leeschools.net 239-337-8635
Reading Endorsement	McLaughlin, Joelle Coordinator, Professional Development joellerm@leeschools.net 239-337-8305
Reading Curriculum	Ziemer, Melissa Coordinator, Secondary Reading melissacz@leeschools.net 239-337-1423
Professional Development	Martin, Helen Assistant Director, Professional Development helenjma@leeschools.net 239-335-1407
Assessment	Kaye, Matthew Director Assessment and Accountability matthewpk@leeschools.net 239-335-1448
Data Element	Kaye, Matthew Director Assessment and Accountability matthewpk@leeschools.net 239-335-1448
Summer Reading Camp	Quisenberry, Bethany Director, Elementary Curriculum and Instruction bethanylq@leeschools.net 239-461-8412
Third Grade Promotion	Quisenberry, Bethany Director, Elementary Curriculum and Instruction bethanylq@leeschools.net 239-461-8412
300 Lowest-Performing Elementary Schools	Quisenberry, Bethany Director, Elementary Curriculum and Instruction bethanylq@leeschools.net 239-461-8412
Multi-Tiered System of Supports (MTSS)	Duncan, Jessica Executive Director of Student Services jessicakd@leeschools.net 239-335-1452

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 K-12 Reading Plan will be reviewed by all administrators and coaches during trainings. Coaches will review the plan with reading teachers. It will be housed in our administrator and coach Google Classrooms and will also be posted on our district site. In addition, we will share the plan with administrators through a Zoom meeting in which we will discuss allocated funds for Literacy Coaches, lowest 300, and Summer Reading Camp information. Reading coaches will be meeting with support staff to ensure that they understand the components and deliverables of the K-12 plan. Parents and/or community stakeholders will have access to the plan on our district website.

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 46%

Previous School Year

Kindergarten - % of Students "Ready" on FLKRS 55%

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

Implementation of the Young 5 program in 10 elementary schools to help increase readiness. We also will increase participation in a School District of Lee County pre-k program by 200 students. An early learning expansion committee will convene and meet each month to discuss action plans and monitor progress. We are also working to decrease the number of students absent in our pre-k programs from 25% to 20% by working with parents and visiting homes, hiring social workers, and family advocates and mental health professionals and utilizing parent contracts.

Statewide English Language Arts Standardized Assessment:

Grade	Previous School Year % of Students Scoring					Goal for Plan Year % of Students Scoring				
	Lvl 1	Lvl 2	Lvl 3	Lvl 4	Lvl 5	Lvl 1	Lvl 2	Lvl 3	Lvl 4	Lvl 5
3	25	24	27	18	5	29	23	27	16	4
4	28	22	24	19	8	27	21	25	20	8
5	23	27	25	18	8	26	23	24	19	8
6	25	25	22	20	9	27	24	20	21	8
7	30	24	21	16	8	32	23	21	16	8
8	26	22	25	17	9	33	21	23	15	9
9	29	23	22	18	8	28	21	21	20	9
10	27	25	21	19	8	32	23	20	17	7

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%).

K-2 will increase the percentage of students scoring at or above grade level by 4% this year (47% to 51%).

Grades 3-5 will increase the percentage of students scoring at or above grade level by 4% this year (50% to 54%).

Grades 6-8 will increase the percentage of students scoring at or above grade level by 4% this year (47% to 51%).

Grades 9-10 will increase the percentage of students scoring at or above grade level by 4% this year (44% to 48%).

District Budget for Evidence-Based Reading Instruction Allocation

Budget

1	Estimated proportional share distributed to district charter	\$732,144.79
	FTE	2022-23
		\$732,144.79
2	Reading coaches assigned to elementary schools	\$3,672,746.00
	FTE	2022-23
	49.0	\$3,672,746.00
3	Reading coaches assigned to secondary schools	\$236,130.00
	FTE	2022-23
	2.0	\$236,130.00
4	Intervention teachers assigned to elementary schools	\$368,301.32
	FTE	2022-23
	4.0	\$368,301.32
5	Intervention teachers assigned to secondary schools	\$184,150.68
	FTE	2022-23
	2.0	\$184,150.68
6	Supplemental materials or interventions for elementary schools	\$0.00
7	Supplemental materials or interventions for secondary schools	\$0.00
8	Intensive interventions for elementary students reading below grade level	\$0.00
9	Intensive interventions for secondary students reading below grade level	\$0.00
10	Professional development	\$0.00
11	Helping teachers earn the reading endorsement	\$0.00
12	Summer reading camps	\$438,410.21
	FTE	2022-23
		\$438,410.21

13	Additional hour for 300 lowest-performing elementary schools	\$0.00
14	Early literacy instruction/intervention for VPK completers pursuant to s. 1008.25(8)(c), F.S.	\$0.00
Total:		\$5,631,883.00

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

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

The K-12 Reading Allocation will be used to fund primary literacy coaches and a district literacy team to support school based coaches with implementation of reading k-12. The coaches will provide reading expertise through professional development to increase the knowledge and skills in foundational reading. The coaches will also support teachers with analysis of data and provide push in support for small group instruction. Foundational reading trainings will be delivered to K-3 literacy coaches monthly and there will be opportunities for K-3 teachers to receive professional development on the science of reading, which will be trained by our district team and with our K-3 literacy coaches. K-3 teachers also receive district support in PLCs and through coaching/modeling.

School Literacy Leadership Teams

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

The requirement is communicated through agendas and school improvement plans, as well as monitored through data chats which occur three times per year. In addition, Principal Leads are asked to inquire about the process and progress.

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

Executive Directors for School Development, the Chief Academic Officer and our Curriculum and Instruction Department will be sent the rosters for each School's Literacy Leadership Team by the principal of the school.

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

The Executive Directors for School Development and the Curriculum and Instruction team will support School Literacy Leadership Teams and monitor implementation for compliance, as well as provide professional development as needed to support the efficacy of the teams.

Professional Development

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

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

Science of Reading trainings are offered on a monthly basis. In addition, Literacy Coaches are provided training once per month to support them in their role and to provide them with more intensive training on the Science of Reading, as well as, data protocols to help the coaches determine which teachers need more professional development in the area that the weak data indicates. The training also provides Literacy Coaches with coaching strategies. Mentor teachers are provided to schools through Peer Collaborative Teachers. In addition, the District Literacy Coaches and Content Specialists open their classrooms as model classrooms and allow teachers from other schools the opportunity to see them model virtually. When not teaching, the District Literacy Coaches and Content Specialists provide mentoring, coaching, and professional development to schools. The Curriculum team also provides updated links to the progress monitoring data that administrators and teachers can click on to get their most recent data. We also provide quarterly Leading and Learning trainings and each school has a member to attend for each grade level and/or each core content area. These trainings analyze progress monitoring data, provide new standards information, and allow teachers to share best practices. These team members then push into their school's PLC to provide the same learning to their peers. Each school requires team members to meet weekly in their Professional Learning Communities. During this time, they analyze data, share best practices, and plan instruction and supports as data indicates.

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

Professional Development opportunities and requirements are communicated to principals through our monthly professional development offerings and through our Literacy newsletters, as well as communicated in the Executive Directors' weekly memos and through our Literacy Coach emails and updates. Each level also has an Administrative Website where trainings are posted and the links can be pushed out to the appropriate teaching staff.

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

Principals work with Human Resources and the Executive Directors for School Development to monitor teacher inservice records and School Professional Development plans to ensure compliance. The Staffing and Talent Management Department monitors individual teacher compliance for course assignments and professional development requirements and/or certification or re-certification. In addition, they monitor any teacher who is out of field to help them follow the plan created to get them out of that status.

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.

In Grades 3-12, we considered the ELA lowest district 25% to determine reading needs, as well as schools that had low performance based on ELL, ESE, and ESSA data. We also used ELA trend data for the past three years as an indicator. In addition, we utilized STAR Reading, i-Ready Diagnostic Data and Reading Program data from 2021-2022. We also increased support by providing additional funding for Literacy coaches at every school for the K-2 level to provide more intensive assistance for Foundational skills in Reading. Our district data through Covid shows a learning gap for K-3 students in ELA, which is why we funded the additional Primary Literacy Coach for each school. The district works to ensure that all literacy coaches are reading endorsed or reading certified prior to hiring.

Upload rubric, if applicable

The following documents were submitted as evidence for this section:

No files were uploaded

Literacy Coaches - Part B**Requirements of the Just Read, Florida! Coaching Model**

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

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

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

Yes

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

The following documents were submitted as evidence for this section:

No files were uploaded

If yes, please complete the next section:

How are these requirements being communicated to principals?

The role of the literacy coach has an identified job description that is shared with both principals and coaches. In addition, the role of the coach and sharing of effective practices is revisited at each leadership meeting.

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?

Coaches will receive monthly training which will include time to review and revise action plans that prioritize their work for the following month based on data analysis. In addition, coaches are completing coach logs that are analyzed to determine where extra support is needed when compared to the data analysis.

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

The District Reading Coordinators will monitor coach activities and meet with leadership from Academic Services to share findings and best practices. They will review the coach logs and compare those results to the data analysis to influence action plans.

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

The data will be reviewed monthly by the District Reading Coordinators and quarterly with Academic Services team. In addition, progress monitoring data is examined weekly as we update the data links for teachers and administrators.

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

The District Reading Coordinators will follow the coaching model to support coaches who demonstrate a need for improvement. The support will be tailored based on progress monitoring data and coaching data. In addition, the Curriculum Team works closely with administrators to have ongoing conversations about how their coach can continue to improve their impact at the school.

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?
DIBELS	K-5	Progress Monitoring	Oral Language, Phonological Awareness, Phonics, Fluency	3 x A Year
District Developed Assessment	K-10	Formative Assessment	Phonological Awareness, Phonics, Fluency, Vocabulary, Comprehension	2 x A Month
FAST - Cambium	3-10	Screener, Progress Monitoring, Summative	Vocabulary, Comprehension	3 x A Year
Read 180 Benchmark and Inventory	6-10	Screener, Progress Monitoring	Phonological Awareness, Phonics, Fluency, Vocabulary, Comprehension	3 x A Year
i-Ready	k-8	Diagnostic	Phonological Awareness, Phonics, Fluency, Vocabulary, Comprehension	Annually
FAST - STAR	k-2	Screener, Progress Monitoring, Summative	Oral Language, Phonological Awareness, Phonics, Fluency, Vocabulary, Comprehension	3 x A Year

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?

Academic Services is responsible for ensuring that the objectives of the K-12 Reading Plan are being met at each school. This includes monitoring district reading/ELA data to determine that students are placed correctly into the proper core Reading and/or supplemental Reading program. Data is monitored frequently so that placement is fluid and is meeting the need of each student as they grow in their Reading ability. District Curriculum and Instruction team members provide support and ongoing professional development to improve Reading practices at each school. During Quarterly Data Chats with each school and at monthly Principal meetings, Reading data is reviewed and action plans are revisited to ensure that schools are receiving support to improve Reading achievement.

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

All core Reading programs used at our district have high efficacy based on the criteria set forth by Just Read, Florida and follow the Science of Reading to ensure that students are receiving systematic and explicit instruction. Any supplemental programs that are used to fill additional gaps are monitored by the Curriculum and Instruction team through data analysis classroom observation data. Literacy coaches monitor classroom teachers to ensure that the programs are used with fidelity.

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

The District has a progress monitoring plan that is introduced to all administrators and teachers in the district during preschool and throughout the year during professional development. Each teacher is provided a data link that is continuously updated as new common district formatives are released. Leading and Learning members from each school receive a quarterly data protocol at their training and

this protocol is used weekly at their PLC meetings. In addition, weekly learning path data is pushed out to administrators and Literacy Coaches that can be provided to teachers and used to help develop differentiation plans.

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

The District Curriculum team develops content area instructional guides. The guides incorporate Reading strategies to support students in learning new standards. The District adopted five High Yield Instructional Strategies that support Reading and Writing across the content areas. Teachers receive ongoing training on how to use the Instructional Guides and how to incorporate High Yield Strategies. In addition, ESE and ESOL strategies are included as appropriate in Stage 4 of the Instructional Guide.

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

The District has many opportunities for schools and teachers to report concerns regarding implementation and lack of student achievement growth. Teachers can report concerns during weekly PLC trainings and Quarterly Leading and Learning trainings. In addition, administrators meet together monthly and also have the opportunity to share concerns during their quarterly data chats. Literacy coaches meet monthly to bring concerns and seek solutions based on data findings. Teachers can provide feedback on Instructional Guides and the Curriculum Team monitors and responds to the feedback on a weekly basis.

District-Level Monitoring - Part C

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

- Analyze elements of the district's plan, including literacy leadership, literacy coaching, standards, curriculum, instruction, intervention, assessment, professional learning and family engagement;
- Include input from teachers, literacy coaches and administrators at the school level;
- Identify elements in need of improvement and evidence-based strategies to increase literacy outcomes for students; and
- Analyze the effectiveness of interventions implemented in the prior year.

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

The CERP Reflection Tool indicates a need for more administrator training to be competent in evaluating and supporting the Science of Reading in their classrooms. Administrators will receive training on a quarterly basis on the Foundational B.E.S.T. Reading Benchmarks. In addition, our website includes look-fors for each Benchmark to support their learning walks and observations. A Scope and Sequence and/or pacing guide with data considerations is provided and administrators receive training on this each quarter if they are the PLC administrator for Reading. Intervention time has been added to specifically address foundational needs in Reading. Administrators will be trained on how the time should be used as well as informed of upcoming trainings and curriculum to maximize the time effectively.

School-Level Monitoring of Plan Implementation

School-level Reading Plan implementation - Part A

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

What process is in place to ensure effective implementation?

Administrators are provided tools like curriculum briefs, pacing guides, etc. to support them as they walk classrooms and execute observations. In addition, this information is helpful as they attend PLCs. They also have data links that are updated weekly, so they can monitor Reading achievement data. In addition, they meet regularly with Literacy Coaches for the purpose of determining action plans based on data analysis.

Who at the district level supports effective implementation?

Literacy coaches support at the school level by hosting professional development and attending PLCs, as well as pushing into classrooms. The Academic Services team, which consists of Executive Directors for School Development and Curriculum and Instruction Directors and Coordinators meet monthly to discuss data results and plan for district intervention at the school level, as well as determine next steps for professional development.

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

Walkthrough data and progress monitoring data identify areas of need for improvement at the district level. Monthly Literacy Coach meetings have time allotted to analyze data and develop action plans for areas that indicate a need for improvement. The partnership between Academic Services and Human Resources is utilized to provide a system of support to improve the quality of instruction.

Weekly reading walkthroughs by administrators - Part B

What process is in place to ensure effective implementation?

Reading Leadership teams meet monthly to determine a schedule of walkthroughs. They attend weekly PLCs where core Reading data and progress monitoring data are discussed. This influences the action plans which also influences the look-fors based on each teacher's data and improvement plan.

Who at the district level supports effective implementation?

District Literacy Coordinators monitor monthly Literacy coach logs along with core and supplemental program data to create an action plan for support when data is trending down. District Literacy Coaches collaborate directly with school Literacy coaches to identify specific teachers in need of support with small group instruction and/or program implementation.

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

Our District process is to work with the Literacy Coaches and administrators to help with the development of action plans and to support by pushing in and providing professional development as warranted by the data.

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

What process is in place to ensure effective implementation?

The District provides updated weekly data links to support the grouping and intervention plans for each classroom. Data is discussed at Quarterly District Data Chats and during weekly PLCs which are monitored by administrators at the school level.

Who at the district level supports effective implementation?

The Academic Services team hosts quarterly data chats. In addition, the Curriculum Coordinators host monthly Literacy Coach meetings and Quarterly Leading and Learning meetings where data protocols are in place to influence action plans to support improvement in the area of Reading. The data also influences who is pulled for intervention and this placement is fluid based on our progress monitoring data. Curriculum experts push in for modeling, training, and they develop additional resources to support the interventions at the school level.

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

Data analysis plays an important role in identifying areas in need of improvement. We use ESSA data, trend data, school component data, progress monitoring data, Reading core and supplemental program data, as well as school data from classroom walkthroughs to determine action plans for improvement and to determine where support is needed from the district and/or school team. In addition, data chats with principal leads and/or Executive Directors for School Development and members of the Academic Services team allow for strategic conversations regarding plan implementation and progress monitoring.

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.

3rd Grade Summer Reading Camp will be offered for all 3rd grade students that score a Level 1 on Reading FAST and do not have a Good Cause. Summer Reading Camp will be four days a week for 6 hours each day. Per the requirements of Section 1008.25(7)(b)(3), F.S., all teachers selected to deliver SRC instruction are highly effective as determined by their evaluation under Section 1012.34, F.S. and have their Reading

Endorsement. The anticipated teacher/student ratio will be 1:15. 3rd grade students will follow a scripted Reading Program created using FCRR materials. Students will complete a STAR Reading Assessment as a Pre and Post Assessment. Students will also access their independent learning paths from i-Ready to increase proficiency in reading.

iReady has promising ESSA evidence as provided at the following link: <https://tinyurl.com/2p86k5mb>

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.

The SDLC will be offering Summer Expanded Learning for all students in grades K-8. All families of Kindergarten to 8th grade students will be notified of the program and provided the opportunity to register their child. The program will be virtual utilizing Zoom. The Summer Expanded Learning Program will be four days a week. Students will work in their i-Ready student learning path for 45 minutes each week. All students that are a Level 1 or 2 as determined by their Spring i-Reading Diagnostic will also receive daily Reading Intervention in a small group through zoom. Teachers will monitor the data in i-Ready and provide additional one on one intervention for students that are not passing their lessons at a 70% or higher. Teachers will use the i-Ready Toolbox lessons for intervention and/or FCRR materials. Students will complete a pre and post Growth Monitoring Assessment for progress monitoring of the program.

Attendance - Part B

Complete below depicting the number and percentage of students attending summer reading camps.

Number of Students Attending Summer Reading Camp

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

1,015

Students who demonstrate a reading deficiency in grades K-2

1,829

Students who score Level 1 in grades 4-5

309

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.)

82%

Students who demonstrate a reading deficiency in grades K-2

20%

Students who score Level 1 in grades 4-5

8%

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 Read at Home Plan will be shared through School Messenger and posted on the District and School websites in the Parent Portal. Parents have access to Destiny to determine which library books their child has been checking out. A partnership with the Lee County Library System has also been established to support students with reading outside of the school day. Through the partnership, all students have access to all books available through the library system using the student's Overdrive account. The Lee County Library System also provides literacy resources for families that are communicated through the School Messenger platform. K-5 students that qualified for the New Worlds Reading Initiative received communication for how to register their child to receive books each month. Flyers and school messengers, as well as direct teacher communication are used to increase registrations.

Who at the district is responsible for monitoring this requirement?

The District Literacy Team is responsible for monitoring the Parent Read at Home Plan. The Curriculum team and the Communications team partner to ensure that the information is posted and updated as needed on the Parent Portal which is located on the District's website.

Assessment, Curriculum, and Instruction

Requirements - Part A

Elementary schools (K-5) must teach reading in a dedicated, uninterrupted block of time of at least 90 minutes daily to all students. The reading block will include whole group instruction utilizing an evidence-based sequence of reading instruction and small group differentiated instruction in order to meet individual student needs.

Provide whole group instruction utilizing an evidence-based sequence of reading instruction.

How does the district support and monitor implementation?

The District has common Benchmark based exemplars (formatives) and summatives to measure student progress with Benchmark based mastery. This allows principals the ability to monitor the pacing of the District's Scope and Sequence at each grade level. Principals receive professional development and curriculum guidance through the administrator website to support them with look-fors as they monitor classrooms.

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

Academic Services monitors all Reading data and Literacy coach data, as well as classroom walk through data to identify trends and areas of opportunity. Academic Services hosts quarterly data chats, monthly Principal meetings, monthly Assistant Principal for curriculum meetings, and Literacy coach meetings. All of these meetings provide time for data protocols and the opportunity for schools to work with District leaders to develop action plans and request additional assistance as data indicates.

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?

District curriculum teams develop instructional guides to infuse informational texts that provide background information and necessary vocabulary support to enhance comprehension of content area standards and topics. The District works with vendors to ensure that instructional materials have a variety of increasingly complex texts in a variety of mediums. School level and District level teams monitor the use and implementation through PLC conversations and through classroom walkthrough data.

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

The Curriculum Coordinators are responsible for supporting and monitoring implementation of literacy skills in content areas and elective curriculum resources. They support this endeavor through professional development opportunities that share best practices and embed reading supports through content area Leading and Learning trainings.

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

How does the district support and monitor implementation?

District teams are trained to use core Reading and supplemental Reading program data to develop plans and groupings for small group instruction and interventions. The district teams work with the literacy coaches to develop a system for analyzing data and influencing small groups and interventions that are fluid and targeted to meet each student's need according to his/her data.

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

The ELA/Reading Curriculum team monitors district level data and analyzes school data to discuss with literacy coaches and teams at the school level. The Reading program data is analyzed weekly and reports are shared with administration and Literacy coaches to support the creation of groupings and resources for small group instruction and intervention. This is monitored through coach logs and discussed at District Quarterly Data Chats and monthly administration and coach meetings.

Florida's Revised Formula For Success - Part B

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

- **Six components of reading:** oral language, phonological awareness, phonics, fluency, vocabulary, and comprehension;
- **Four types of classroom assessments:** screening, progress monitoring, diagnostic, and summative assessment;
- **Core Instruction (Tier 1):** is standards-aligned; includes accommodations for students with a disability, students with an Individual Educational Plan (IEP), and students who are English language learners; provides print-rich explicit and systematic, scaffolded, differentiated instruction, and corrective feedback; builds background and content knowledge; incorporates writing in response to reading; and incorporates the principles of Universal Design for Learning as defined in 34 C.F.R. 200.2(b)(2)(ii);
- **Supplemental Instruction/Intervention (Tier 2):** is standards-aligned; includes accommodations for students with a disability, students with an IEP, and students who are English language learners; provides explicit, systematic, small group teacher-led instruction matched to student need, targeting gaps in learning to reduce barriers to students' ability to meet Tier 1 expectations; provides multiple opportunities to practice the targeted skill(s) and receive corrective feedback; and occurs in addition to core instruction; and
- **Intensive, Individualized Instruction/Intervention (Tier 3):** is standards-aligned; includes accommodations for students with a disability, students with an IEP, and students who are English language learners; provides explicit, systematic, individualized instruction based on student need, one-on-one or very small group instruction with more guided practice, immediate corrective feedback, and frequent progress monitoring; and occurs in addition to core instruction and Tier 2 interventions. In accordance with Section 1011.62(8)(d), F.S., intensive reading interventions must be delivered by instructional personnel who are certified or endorsed in reading.

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

The District provides a tiered system of support for students. During tier one, all students receive instruction that is aligned to the grade level benchmarks. High quality instruction in Reading implemented with a high degree of fidelity and by highly trained teachers will help most students perform at proficiency in the six areas of reading. Students who are not successful in the tier one classroom will receive supplemental evidence based intervention through the use of a tier two or three evidence based resources as data indicates. The needs of these students are identified through the assessment process and evidence based instructional programs are delivered to focus on identified needs. Instruction is provided in small groups unlike tier one and more time is allotted to support this intervention. Tier three students are at a higher risk of not graduating on time; therefore, targeted intensive assistance is closely monitored and students are receiving support by a highly effective reading certified or endorsed teacher with an evidenced based intervention program. Data for tier two and three students are monitored more frequently than tier one students and intervention plans and groupings are fluid as data is analyzed.

How does the district support and monitor implementation?

The District supports implementation by identifying the score ranges of both FAST and progress monitoring data to match the interventions needed for each student. Guidance is given for initial scheduling and also for fluidity of movement as data indicates into interventions based on progress monitoring results. Schedules are regularly monitored as is program data to ensure that students are

placed into the correct interventions. In addition, data is monitored at the school and district level to support students as they move through the tiered system.

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

Curriculum and Instruction Directors, Coordinators, and Executive Directors for School Development monitor the tiered reading system on a monthly basis by analyzing data and meeting with Literacy Coaches and administrators to make recommendations or modify plans for placement of students.

Assessment/Curriculum Decision Trees - Part C

Requirements

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

The Decision Trees must contain the following information:

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

Tier 1

Core Instruction:

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

Grade Levels: K-5**IF Student meets the following criteria at the beginning of the school year:***(Enter assessment criteria that will be used)*

Students score in the meets, exceeds or advanced, according to FSA Spring Score, or FAST Cambium Baseline, or FAST STAR baseline (according to grade-level)

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.

District Supported Materials:

Wonders (Core grades K-5)

Really Great Reading (Core phonics K-2)

iReady/Compass (small group)

District Supported Resources:

- Standards-based Scope and Sequences and Instructional Guides
- K-5 Standards-based resource of Filling in the Gaps to assist teachers with a gathering place of research-based teaching/learning materials

Progress Monitoring**Assessment & Frequency**

FAST

Three per year (except last year due to Distance Learning)

Universal Screener: STAR/Cambium 2 times per year

Administer the STAR Early Literacy for all Kindergarten students

Mid-year, Kindergarten students scoring above a 852 may be tested on STAR Reading.

Administer STAR for 1st and 2nd Grade students

Cambium for all Grade 3rd -5th grade students

iReady Diagnostic (Screener)

All students in Grades K-2 will take the Diagnostic 2 times a year.

In Grades 3-5 students scoring below grade level on their prior year FSA or baseline Cambium training will take the Diagnostic 2 times a year. i-Ready scale score shows meets grade level expectations or above.

DIBELS 8th Edition

3 Benchmarks Per Year

Full DIBELS 8th Edition (All students in Grades K and 1st)

ORF DIBELS 8th Edition (All Students in Grade 2 & below grade level students in Grades 3-5)

District Formative Assessments

2nd-5th grade students take formative assessments created by the SDLC Curriculum and Instruction dept.

These assessments are based on BEST Standards and are given 3 per quarter.

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

FSA

Grades 3-5: Student's scores Level 3-5 on their FSA (2022)

i-Ready Scaled Score:

K: 396-800

1: 458-800

Grade Levels: K-5**Progress Monitoring**

2: 513-800

3: 533-800

4: 556-800

5: 580-800

DIBELS:

Any Composite Score within the Green or Blue (Minimal Risk/Negligible Risk) according to DIBELS Benchmark Goals.

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

FSA

Grades 3-5: Student's scores Level 2 on their FSA (Spring 2022)

i-Ready

Student demonstrates minimally below proficiency.

Students scoring in the minimally below level according to i-Ready data will be placed in Tier II and will receive an additional 30 minutes of reading instruction; five days per week beyond the 90-minute reading block in groups of 5 – 7 students.

DIBELS

Any Composite Score within the Yellow or "Some Risk" range according to the DIBELS Benchmark Goals.

Analyze data results, such as fluency checks, to determine the level and content of daily differentiated intervention and to provide targeted, prescriptive instruction.

How is the effectiveness of Tier 1 instruction being monitored?

- District-created formative assessments measure proficiency on targeted standards.
- Continuous Improvement process each quarter to identify any changes or realignment needed
- Data analysis and protocols completed with the grade-level representative, from each school, quarterly
- Large scale PLC with grade-level representatives quarterly to walk through how to utilize the district formatives, DIBELS, decoding diagnostics available to pinpoint student need and what resources to utilize based on that specific need
- Teacher training (and retraining) for the component they are using to give Tier 2 instruction
- Coaching by i-Ready coaches to fine-tune instruction
- Coaching by Really Great Reading consultant on how to improve from data results
- Teacher and school administration feedback (monthly/quarterly/end of year)
- Work with the MTSS team to align messaging, resources, processes for supporting students within Tier 2
- District Learning Walks are conducted at each school so we are able to monitor program implementation as well as identify areas of improvement necessary.
- Train and Coach (on going) K-2, 3-5 Reading Coaches and Assistant Principals quarterly to identify and solve problems specific to students in Tier 2

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?

- District-created formative assessments measure proficiency on targeted standards
- We look at our Universal Screener data quarterly to see if what we're doing for Tier 1 is working or not and then adjust curriculum supplemental resources accordingly. We look to see what the scope of what our reading needs are and then focus on those strategically.

Grade Levels: K-5

- District Learning Walks are conducted at each school so we are able to monitor program implementation as well as identify areas of improvement necessary. We use this qualitative data, along with the other district assessment quantitative data, to triangulate a full picture. From there, as a district ELA team, we monitor effectiveness as well as work through the continuous improvement process to make adjustments as necessary. We utilize our grade-level leaders at each school (we call our “Leading and Learning” team) as well as our K-2, 3-5 Reading Coaches to help carry out the necessary actions for student support.

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

Wonders (Core Grades K-2): <https://s3.amazonaws.com/ecommerce-prod.mheducation.com/unitas/school/explore/sites/reading-wonders/essa-evidence-for-wonders.pdf>

Really Great Reading (Core phonics and small group): Level of Evidence – Strong
Source: https://www.reallygreatreading.com/research_successes

i-Ready (small group): Level of Evidence – Strong as studied with ESSA
<https://www.curriculumassociates.com/-/media/1a95af7827d74adcb87ccc7a53a7af22.ashx>

How is the effectiveness of Tier 1 curriculum being monitored?

- District-created formative assessments measure proficiency on targeted standards and are given and analyzed two times per quarter.
- District Learning Walks are conducted at each school so we are able to monitor program implementation as well as identify areas of improvement necessary. We use this qualitative data, along with the other district assessment quantitative data, to triangulate a full picture.
- Course Codes are tracked at each grade-level, based on each curriculum, to measure the effectiveness of the curriculum. We also cross reference this data with the feedback we gather from the specific program coach from the publishing company to monitor fidelity vs other root causes of success or opportunities.

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

We look at our Universal Screener data quarterly to see if what we’re doing for Tier 1 is working or not and then adjust curriculum supplemental resources accordingly. We look to see what the scope of what our reading needs are and then focus on those strategically. We also monitor pacing through walk throughs and PLC conversations to determine which students need more support and if additional PD is needed for a teacher to improve student achievement.

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

FY22 School Year: Students who participate in distance learning will be enrolled with Lee Virtual School and follow fidelity of the virtual school program.

Grade Levels: 6-8

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

(Enter assessment criteria that will be used)

Student meets the following criteria at beginning of school year:

Most recent FSA ELA score of level 3, 4, or 5 and/or Spring progress monitoring indicates student is reading on grade level.

No state assessment score: Administer HMH reading inventory or i-Ready Diagnostic. A score of 400 or above on the reading inventory or a scale score of 593-619 or higher for Grade 6, 600-628 or higher for Grade 7 and 602-634 or higher for Grade 8 on i-Ready is considered on or above level.

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.

Study Sync (55-60 minutes every other day):

- Evidence of effectiveness is measured by 2 District-created quarterly standards-based formative assessments, i-Ready Reading progress monitoring, and teacher-created formative and summative assessments. This triangulated data is analyzed in weekly Professional Learning Communities (PLCs) to drive subsequent instructional decisions.

i-Ready Grades 6, 7, 8 (level 3 -5 FSA ELA) (55-60 minutes every other day):

- Evidence of effectiveness is measured by mid-year, and end of year Diagnostic Assessments,
- program data from individual student learning paths, and formative assessments in teacher-led instruction. This triangulated data is analyzed in weekly Professional Learning Communities (PLCs) to drive subsequent instructional decisions.

i-Ready learning paths with Cambridge Lower Secondary Global Perspective (levels 4 & 5 FSA ELA) (55-60 minutes every other day):

- Evidence of effectiveness is measured by mid-year, and end of year Diagnostic Assessments, and teacher-created formative and summative assessments. This triangulated data is analyzed in weekly Professional Learning Communities (PLCs) to drive subsequent instructional decisions.

Progress Monitoring

Assessment & Frequency

i-Ready diagnostic baseline, mid-year and 3rd quarter and quarterly progress monitoring assessments for grade level ELA standards. STAR reading if extra data point is needed.

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

i-Ready Scale Score
 Grade 6: 579 - 800
 Grade 7: 591 – 800
 Grade 8: 599 - 800

i-Ready Scale Score
 Grade 6: 593 - 800
 Grade 7: 600 - 800
 Grade 8: 602 - 800

Grade Levels: 6-8

Progress Monitoring

Grade 6 & 7 STAR Reading PR of 45 or higher
Grade 8 STAR Reading PR of 40 or higher

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

i-Ready Scale Score

Grade 6: 541 – 578

Grade 7: 557 – 590

Grade 8: 567 - 598

i-Ready Scale Score

Grade 6: 554 - 592

Grade 7: 563 - 599

Grade 8: 566 - 601

Grade 6 & 7 STAR Reading PR of 20-44

Grade 8 STAR Reading PR of 20-39

How is the effectiveness of Tier 1 instruction being monitored?

- District-created formative assessments measure proficiency on targeted standards.

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?

- Should students not respond to Tier 1 instruction based on an analysis of the formative data, the district provides instructional support through professional development, participating in Professional Learning Communities (PLCs), and instructional coaching.
- District Learning Walks are conducted at each school, so we can monitor program implementation as well as identify areas of improvement necessary.
- Train and Coach (on going) Reading Coaches and Administrators quarterly to identify and solve problems specific to students in Tier 2

How is the effectiveness of Tier 1 curriculum being monitored?

- District-created formative assessments measure proficiency on targeted standards.

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

- Should students not respond to Tier 1 curriculum based on an analysis of the formative and i-Ready program data, the district provides additional supports and opportunities to reteach in our standards-based Instructional Guides and the i-Ready Toolbox resources.
- Study Sync includes standards-based tutorials to target specific deficits.
- District Learning Walks are conducted at each school, so we can monitor program implementation as well as identify areas of improvement necessary.
- Train and Coach (on going) Reading Coaches and Administrators quarterly to identify and solve problems specific to students in Tier 2

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

Grade Levels: 6-8

- FY22 School Year: Students who participate in distance learning will be enrolled with Lee Virtual School and follow fidelity of the virtual school program.

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

Study Sync – Evidence –Meets Expectations as rated by ESSA

Source: <https://www.edreports.org/reports/overview/studysync-ela-2021>

i-Ready Level of Evidence – Strong as studied with ESSA

Source: <https://www.curriculumassociates.com/-/media/1a95af7827d74adcb87ccc7a53a7af22.ashx>

Grade Levels: 9-12**IF Student meets the following criteria at the beginning of the school year:**

(Enter assessment criteria that will be used)

Student meets the following criteria at beginning of school year:

Most recent FSA ELA score of level 3, 4, or 5

No state assessment score: Administer Reading Inventory, or STAR Reading test. The following measures are considered on or above level:

- A PR of 40 or higher for Grades 9-12 on STAR
- A Lexile score of above 1261 for Grade 9 and 1336 for Grades 10-12 on the Reading Inventory

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.

Study Sync (46 minutes every day):

- Evidence of effectiveness is measured by 2 District-created quarterly standards-based formative assessments, STAR Reading progress monitoring, and teacher-created formative and summative assessments. This triangulated data is analyzed in weekly Professional Learning Communities (PLCs) to drive subsequent instructional decisions.

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

Study Sync – Evidence –Meets Expectations as rated by ESSA

Source: <https://www.edreports.org/reports/overview/studysync-ela-2021>

Progress Monitoring**Assessment & Frequency**

District created formative assessments are standards based and given twice per quarter in addition to using the new state progress monitoring system of FAST Cambium which will be given at the beginning of the year, mid-year and at the end of the year to measure progress.

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

Students in tier one will score proficient or meets and above on district formatives and state progress monitoring.

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

Students who score below grade level based on the state progress monitoring scale score, will receive tier two support until the data demonstrates growth or proficiency.

How is the effectiveness of Tier 1 instruction being monitored?

- District-created formative assessments measure proficiency on targeted standards.

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: 9-12

- Should students not respond to Tier 1 instruction based on an analysis of the formative data, the district provides instructional support through professional development, participating in Professional Learning Communities (PLCs), and instructional coaching.
- District Learning Walks are conducted at each school, so we can monitor program implementation as well as identify areas of improvement necessary.
- Train and Coach (on going) Reading Coaches and Administrators quarterly to identify and solve problems specific to students in Tier 2

How is the effectiveness of Tier 1 curriculum being monitored?

- District-created formative assessments measure proficiency on targeted standards.

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

- Should students not respond to Tier 1 curriculum based on an analysis of the formative and i-Ready program data, the district provides additional supports and opportunities to reteach in our standards-based Instructional Guides and the i-Ready Toolbox resources.
- Study Sync includes standards-based tutorials to target specific deficits.
- District Learning Walks are conducted at each school, so we can monitor program implementation as well as identify areas of improvement necessary.
- Train and Coach (on going) Reading Coaches and Administrators quarterly to identify and solve problems specific to students in Tier 2

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

How is instruction modified for students who receive instruction through distance learning?

FY22 School Year: Students who participate in distance learning will be enrolled with Lee Virtual School and follow fidelity of the virtual school program.

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: 9-12**IF Student meets the following criteria at the beginning of the school year:**

(Enter assessment criteria that will be used)

Student meets the following criteria at beginning of school year:

Most recent FSA ELA score of level 2

No state assessment score: Administer Reading Inventory or STAR Reading test. The following measures are considered minimally below level:

PR 20-39 on STAR Reading

Lexile measure of 1050-1260 for Grade 9 and 1090-1335 for Grades 10-12

Tier 1 Instruction: Study Sync (46 minutes daily):

Evidence of effectiveness is measured by 2 District-created quarterly standards-based formative assessments, STAR Reading progress monitoring, and teacher-created formative and summative assessments. This triangulated data is analyzed in weekly Professional Learning Communities (PLCs) to drive subsequent instructional decisions.

Tier 2 Instruction: Study Sync with Compass Learning Path as an independent differentiated rotation (Grades 9-10) (46 minutes daily) or SAT/ACT Reading Support (Grades 11-12)

Interventions:

are 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 feedback

occurs during time allotted in addition to core instruction

includes accommodations (IEP, ESOL or 504)

THEN TIER 1 Instruction and TIER 2 Interventions

Progress Monitoring

Tier 2 Programs/Materials/Strategies & Duration

Study Sync with Compass Learning Path as an independent differentiated rotation (Grades 9-10)

SAT/ACT Reading Support (Grades 11-12)

Assessment & Frequency

Study Sync with Compass Learning Path as an independent differentiated rotation (Grades 9-10)

STAR Reading baseline, mid-year and 3rd quarter and quarterly progress monitoring assessments for grade level ELA standards.

SAT/ACT Reading Support (Grades 11-12)

STAR Reading baseline, mid-year and 3rd quarter and quarterly progress monitoring assessments for grade level ELA standards.

Performance Criteria to discontinue Tier 2 interventions

Study Sync with Compass Learning Path as an independent differentiated rotation (Grades 9-10)

STAR Reading indicates: PR 40-99

SAT/ACT Reading Support (Grades 11-12)

STAR Reading indicates: PR 40-99

Grade Levels: 9-12

Progress Monitoring

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

Study Sync with Compass Learning Path as an independent differentiated rotation (Grades 9-10)
STAR Reading PR of 20-39
SAT/ACT Reading Support (Grades 11-12)
STAR Reading PR of 20-39

Performance Criteria that prompts the addition of Tier 3 interventions

Study Sync with Compass Learning Path as an independent differentiated rotation (Grades 9-10)
STAR Reading PR of 1-19
SAT/ACT Reading Support (Grades 11-12)
STAR Reading PR of 1-19

Number of times per week intervention provided

5 (daily)

Number of minutes per intervention session

46

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?

Should students not respond to specific reading intervention for the upcoming school year, the district will:

provide support for investigating if area of the instructional delivery component of the classroom needs support which could be provided through a) additional reading coach/administrative support, b) additional professional development or training, or c) teaming the teacher with a highly effective model teacher for assistance

provide support for investigating if areas of curriculum effectiveness need support which could be provided using supplemental materials utilized during time allotted for differentiation of instruction as indicated in the district's pacing guide (supplemental or alternative materials might be any of the reading intervention materials currently in place at the Elementary level or in ESE that target specific, diagnosed areas of need for individual students)

provide support for investigating any areas of additional targeted support which could be provided through working with the school's Reading Leadership Team (PLC) and the content area teachers to solidify the support of the content area teachers in reinforcing the skills taught in the Intensive Reading classrooms.

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

Intervention: Study Sync (46 minutes daily):

Grade Levels: 9-12

Study Sync – Evidence –Meets Expectations as rated by ESSA

Source: <https://www.edreports.org/reports/overview/studysync-ela-2021>

Evidence of effectiveness is measured by lesson formative assessments, selection and unit assessments, Compass Learning Path data, and STAR Reading progress monitoring data. This triangulated data is analyzed in weekly Professional Learning Communities (PLCs) to drive subsequent instructional decisions.

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

FY22 School Year: Students who participate in distance learning will be enrolled with Lee Virtual School and follow fidelity of the virtual school program.

Grade Levels: 6-8

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

(Enter assessment criteria that will be used)

Student meets the following criteria at beginning of school year: Most recent FSA ELA score of level 2

No state assessment score: Administer HMH reading inventory or i-Ready Diagnostic. A score of 400 or below on the reading inventory or a scale score of 554-575 for Grade 6, 563 - 582 for Grade 7 and 566-601 for Grade 8 on i-Ready is considered minimally below level.

Tier 1 Instruction: Study Sync (55-60 minutes every other day):

Evidence of effectiveness is measured by 2 District-created quarterly standards-based formative assessments, i-Ready Reading progress monitoring, and teacher-created formative and summative assessments. This triangulated data is analyzed in weekly Professional Learning Communities (PLCs) to drive subsequent instructional decisions.

Interventions:

i-Ready (55-60 minutes every day for FSA Level 2b; 45-60 minutes differentiated learning path weekly for FSA Level 2a): Evidence of effectiveness is measured by beginning of year, middle of year, and end of year Diagnostic Assessments, program data from individual student learning paths, and formative assessments in teacher-led instruction. This triangulated data is analyzed in weekly Professional Learning Communities (PLCs) to drive subsequent instructional decisions.

6th – 8th HMH Read 180 with small group instruction, differentiated student application as an independent differentiated and independent reading rotations (55-60 minutes every day). Evidence of effectiveness is measured every three weeks with formative assessments and end of unit workshop every nine weeks. The triangulated data is analyzed in PLCs with reading coaches to adjust instruction:

- are 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 feedback
- occurs during time allotted in addition to core instruction
- includes accommodations (IEP, ESOL or 504)

THEN TIER 1 Instruction and TIER 2 Interventions

Progress Monitoring

Tier 2 Programs/Materials/Strategies & Duration

6th – 8th HMH Read 180 with student application as independent differentiated rotation and i-Ready as a supplement with individualized learning paths based on diagnostic assessment. Read 180 is every day and i-Ready differentiated learning path is part of weekly instruction.

Assessment & Frequency

Reading Inventory administered beginning of year, mid-year and end-of-year
 i-Ready diagnostic mid-year and 3rd quarter and quarterly progress monitoring assessments for grade level ELA standards.
 STAR reading if extra data point is needed.

Grade Levels: 6-8

Progress Monitoring

Performance Criteria to discontinue Tier 2 interventions

Reading Inventory
Grade 6: 925-1700+
Grade 7: 970-1700+
Grade 8: 1010-1700+
i-Ready Scale Score
Grade 6: 541-578
Grade 7: 557-590
Grade 8: 567-598

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

Reading Inventory
Grade 6:730-924
Grade 7: 770-969
Grade 8: 790-1009
i-Ready Scale Score
Grade 6: 579 - 800
Grade 7: 591 – 800
Grade 8: 599 - 800

Performance Criteria that prompts the addition of Tier 3 interventions

Reading Inventory
Grade 6:BR-729
Grade 7: BR-769
Grade 8: BR-769
i-Ready Scale Score
Grade 6:100-540
Grade 7: 100-556
Grade 8: 100-566
i-Ready Diagnostic 2 times per year

Number of times per week intervention provided

2-3

Number of minutes per intervention session

55-60

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?

Should students not respond to specific reading intervention for the upcoming school year, the district will:

provide support for investigating if area of the instructional delivery component of the classroom needs support which could be provided through a) additional reading coach/administrative support, b) additional professional development or training, or c) teaming the teacher with a highly effective model

Grade Levels: 6-8

teacher for assistance

provide support for investigating if areas of curriculum effectiveness need support which could be provided using supplemental materials utilized during time allotted for differentiation of instruction as indicated in the district's pacing guide (supplemental or alternative materials might be any of the reading intervention materials currently in place at the Elementary level or in ESE that target specific, diagnosed areas of need for individual students)

provide support for investigating any areas of additional targeted support which could be provided through working with the school's Reading Leadership Team (PLC) and the content area teachers to solidify the support of the content area teachers in reinforcing the skills taught in the Intensive Reading classrooms.

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

Intervention is HMH Read 180 (55-60 minutes other day) and i-Ready (45-60 minutes differentiated learning path weekly).

Level of Evidence – Strong: Based on the study of the effectiveness of Read 180 – Language Literacy and Content provided by HMH at time of state approved adoption, students who used the program with fidelity showed significant gains on Stanford 10 in reading comprehension, language and vocabulary. The growth was significantly higher than the level of growth in the national norming sample. Source: ESSA Evidence

i-Ready supplemental intervention: Moderate evidence: A study of 24 schools and nearly 19,000 students showed that 6th grade students scored significantly higher than students who did not use i-Ready. 7th and 8th students who use i-Ready scored higher than peers who did not use i-Ready. The difference for 7th and 8th graders was not statistically significant. Source: i-Ready ESSA Efficacy Summary

The district will continue to monitor evidence of effectiveness is measured by beginning of year, middle of year, and end of year Diagnostic Assessments, program data from individual student learning paths, and formative assessments during teacher-led instruction. This triangulated data is analyzed in weekly Professional Learning Communities (PLCs) to drive subsequent instructional decisions.

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

FY22 School Year: Students who participate in distance learning will be enrolled with Lee Virtual School and follow fidelity of the virtual school program. Lee Virtual School will handle our Tier 2 interventions and follow the Florida Virtual School intervention model.

Grade Levels: K-5**IF Student meets the following criteria at the beginning of the school year:**

(Enter assessment criteria that will be used)

Students score in the minimally below level, according to FSA or i-Ready (according to grade-level), will be placed in Tier II and will receive an additional 30 minutes of reading instruction.

THEN TIER 1 Instruction and TIER 2 Interventions**Progress Monitoring****Tier 2 Programs/Materials/Strategies & Duration**

Read Well

Really Great Reading

K-2: Really Great Reading Playground

Filling in the Gaps

i-Ready/Compass Toolbox of teacher resources

K-5: FCRR and CPALMS activities included in district created Instructional guides

Assessment & Frequency

Read Well

3 times a quarter

Really Great Reading

DIBELS (3 times a year)

Really Great Reading Decoding Diagnostics: Beginning & Advanced (BOY, MOY, EOY)

K-2: Really Great Reading Playground

DIBELS (3 times a year Really Great Reading Decoding Diagnostics: Beginning & Advanced (BOY, MOY, EOY)

Filling in the Gaps

DIBELS (3 times a year)

SDLC Formative Assessments

i-Ready/Compass Toolbox of teacher resources

DIBELS (3 times a year)

SDLC Formative Assessments

K-5: FCRR and CPALMS activities included in district created Instructional guides

i-Ready Diagnostic Assessments (3 times per year) SDLC Formative Assessments

Performance Criteria to discontinue Tier 2 interventions

Read Well: Successful completion of Unit 20 (Unit 38 in Grade 1).

Really Great Reading: Students score are no longer “some risk” and move into “minimal risk” or above according to Benchmark Goals Testing as mastery of either of the RGR Decoding Diagnostics/ Grouping Matrix

K-2: Really Great Reading Playground

Students score are no longer “some risk” and move into “minimal risk” or above according to Benchmark Goals

Testing as mastery of either of the RGR Decoding Diagnostics/Grouping Matrix

Filling in the Gaps

Students score are no longer “some risk” and move into “minimal risk” or above according to Benchmark Goals

i-Ready/Compass Toolbox of teacher resources

Students score are no longer “some risk” and move into “minimal risk” or above according to Benchmark Goals

K-5: FCRR and CPALMS activities included in district created Instructional guides

Students are no longer placing in the minimally below grade level rang on the diagnostic assessment.

Grade Levels: K-5**Progress Monitoring****Performance Criteria indicating continuation of Tier 2 interventions in addition to Tier 1 instruction**

Read Well: Unsuccessful completion of any end of Unit assessment would mean reteaching of Unsuccessful completion of the same unit. Unit assessment up to Unit 20 (Unit 38 in grade 1) would qualify the student to progress to the next unit of learning.

Really Great Reading: Students are still YELLOW “some risk” according to Benchmark Goals Testing as mastery of either of the RGR Decoding Diagnostics/Grouping Matrix

K-2: Really Great Reading Playground

Students are still YELLOW “some risk” according to Benchmark Goals

Testing as mastery of either of the RGR Decoding Diagnostics/Grouping Matrix

Filling in the Gaps

Students are still YELLOW “some risk” according to Benchmark Goals

i-Ready/Compass Toolbox of teacher resources

Students are still YELLOW “some risk” according to Benchmark Goals

K-5: FCRR and CPALMS activities included in district created Instructional guides

Students are still placing in the minimally below grade level rang on the diagnostic assessment

Performance Criteria that prompts the addition of Tier 3 interventions

Read Well: Unsuccessful completion of the same unit would qualify the student for Tier 3 supports

Really Great Reading: If students are not showing mastery of phonics on the Decoding Diagnostics/ Grouping Matrix or RED “at risk” according to Benchmark Goals, then they are to receive Tier 3 instruction.

K-2: Really Great Reading Playground

If students are not showing mastery of phonics on the Decoding Diagnostics/Grouping Matrix or RED “at risk” according to Benchmark Goals, then they are to receive Tier 3 instruction.

Filling in the Gaps

If students do not show improvement on DIBELS, formative and summative assessments (according to standard), students will receive Tier 3 instruction.

i-Ready/Compass Toolbox of teacher resources

If students do not show improvement on DIBELS, formative and summative assessments (according to standard), students will receive Tier 3 instruction.

K-5: FCRR and CPALMS activities included in district created Instructional guides

Students are still placing minimally below on the diagnostic and are not showing growth or they are now placing below grade level.

Number of times per week intervention provided

5

Number of minutes per intervention session

30

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

Continuous Improvement process each quarter to identify any changes or realignment needed .

Grade Levels: K-5

Data analysis and protocols completed with each grade-level representative, from each school, quarterly ·

Large scale PLC with grade-level representatives quarterly to walk through how to utilize the district formatives, DIBELS, decoding diagnostics available to pinpoint student need and what resources to utilize based on that specific need ·

Teacher training (and retraining) for the component they are using to give Tier 2 instruction ·

Coaching by iReady coaches to fine-tune instruction

Coaching by Really Great Reading consultant on how to improve from data results

District provides coaching/support for both the schools' coach and/or classroom teachers ·

Teacher and school administration feedback (monthly/quarterly/end of year)

Work with the MTSS team to align messaging, resources, processes for supporting students within Tier 2 · District Learning Walks are conducted at each school so we are able to monitor program implementation as well as identify areas of improvement necessary.

Train K-2, 3-5 Reading Coaches and Assistant Principals quarterly to identify and solve problems specific to students in Tier 2

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

Really Great Reading does not meet strong, moderate or promising levels of evidence for grades k-5; however, the following IES Practice Guide Recommendations support the program: Foundational Skills to Support Reading for Understanding in Kindergarten Through 3rd Grade: Recommendation 1: Teach students academic language skills, including the use of inferential and narrative language, and vocabulary knowledge; Minimal Evidence; Recommendation 2: Develop awareness of the segments of sounds in speech and how they link to letters; Strong Evidence; 3: Teach students to decode words, analyze word parts, and write and recognize words; Strong Evidence; 4: Ensure that each student reads connected text every day to support reading accuracy, fluency, and comprehension; Moderate Evidence.

Read Well- Level of Evidence- Strong Source: https://www.voyagersopris.com/docs/default-source/literacy/read-well/essa_flyer_read_well_web.pdf?sfvrsn=29d92e41_4

Really Great Reading Level of Evidence – Strong Source: https://www.reallygreatreading.com/research_successes

i-Ready Level of Evidence – Strong as studied with ESSA <https://www.curriculumassociates.com/-/media/1a95af7827d74adcb87ccc7a53a7af22.ashx>

Evidence of effectiveness is measured by lesson formative assessments, selection and unit assessments, decoding diagnostics, DIBELSs progress monitoring data, i-Ready Universal Screener data and student Standards Trackers (updated from classroom/district assessments). This triangulated data is analyzed in bi-weekly Professional Learning Communities (PLCs) to drive subsequent

Grade Levels: K-5

instructional decisions at schools and also at a district level with our grade-level Leading and Learning representatives, K-2 Literacy Coaches and 3-5 Literacy Coaches.

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

FY22 School Year: Students who participate in distance learning will be enrolled with Lee Virtual School and follow fidelity of the virtual school program. Lee Virtual School will handle our Tier 2 interventions and follow the Florida Virtual School intervention model.

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)

Student meets the following criteria at beginning of school year: Students scoring in the substantially below level according to FSA, STAR/i-Ready data they will be placed in Tier III. These students will receive Tier II instruction and will also receive a district approved supplemental intervention program to target deficits and address needs. Tier III students will receive 30 minutes of Tier II reading instruction and an additional 30 minutes of Tier III reading instruction five days a week beyond the 90- minute reading block. Tier III students will receive instruction in small groups of 1-2 students.

Immediate, intensive intervention: ·
 extended time
 targeted instruction based on student need
 small group or one-on-one instruction
 accommodations (IEP, ESOL, or 504)
 more frequent progress monitoring than TIER 1 instruction and TIER 2 interventions
 additional time allotted is in addition to core instruction and tier 2 interventions

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

Progress Monitoring

Tier 3 Programs/Materials/Strategies & Duration

Read Well
 3 times a quarter
 Really Great Reading
 K-2: Sharon Walpole book and lessons
 i-Ready Toolbox
 K-2: Really Great Reading Playground

Assessment & Frequency

Read Well
 Unsuccessful completion of any end of Unit assessment would mean reteaching of that unit.
 Successful completion of a Unit assessment up to Unit 20 (Unit 38 in grade 1) would qualify the student to progress to the
 Really Great Reading next unit of learning.
 K-2: Sharon Walpole book and lessons
 i-Ready Toolbox
 K-2: Really Great Reading Playground

Performance Criteria to discontinue Tier 3 interventions

Read Well
 Really Great Reading
 K-2: Sharon Walpole book and lessons
 i-Ready Toolbox
 K-2: Really Great Reading Playground

Performance Criteria indicating continuation of Tier 3 interventions

Read Well
 Unsuccessful completion of the same unit would qualify the student for Tier 3 supports.
 Really Great Reading
 K-2: Sharon Walpole book and lessons

Grade Levels: K-5

Progress Monitoring

i-Ready Toolbox

K-2: Really Great Reading Playground

Performance Criteria that prompts intensified Tier 3 interventions

Read Well

Really Great Reading

K-2: Sharon Walpole book and lessons

i-Ready Toolbox

K-2: Really Great Reading Playground

Number of times per week intervention provided

5

Number of minutes per intervention session

30

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

Continuous Improvement process each quarter to identify any changes or realignment needed

District provides coaching/support for both the schools' coach and/or classroom teachers

Data analysis and protocols completed with each grade-level representative, from each school, quarterly

Large scale PLC with grade-level representatives quarterly to walk through how to utilize the district formatives, DIBELS, decoding diagnostics available to pinpoint student need and what resources to utilize based on that specific need

Teacher training (and retraining) for the component they are using to give Tier 2 instruction

Coaching by Read iReady coaches to fine-tune instruction

Coaching by Really Great Reading consultant on how to improve from data results

Teacher and school administration feedback (monthly/quarterly/end of year)

Work with the MTSS team to align messaging, resources, processes for supporting students within Tier 2

District Learning Walks are conducted at each school so we are able to monitor program implementation as well as identify areas of improvement necessary.

Work with the MTSS team to align messaging, resources, processes for supporting students within Tier 2 and Tier 3

Grade Levels: K-5

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

Read Well- Level of Evidence-

Really Great Reading does not meet strong, moderate or promising levels of evidence for grades k-5; however, the following IES Practice Guide Recommendations support the program: Foundational Skills to Support Reading for Understanding in Kindergarten Through 3rd Grade: Recommendation 1: Teach students academic language skills, including the use of inferential and narrative language, and vocabulary knowledge; Minimal Evidence; Recommendation 2: Develop awareness of the segments of sounds in speech and how they link to letters; Strong Evidence; 3: Teach students to decode words, analyze word parts, and write and recognize words; Strong Evidence; 4: Ensure that each student reads connected text every day to support reading accuracy, fluency, and comprehension; Moderate Evidence.

Source: https://www.voyagersopris.com/docs/default-source/literacy/read-well/essa_flyer_read_well_web.pdf?sfvrsn=29d92e41_4

Really Great Reading Level of Evidence –

Source: https://www.reallygreatreading.com/research_successes

Evidence of effectiveness is measured by lesson formative assessments, selection and unit assessments, decoding diagnostics, DIBELSs progress monitoring data, i-Ready & STAR/Universal Screener data and student Standards Trackers (updated from classroom/district assessments). This triangulated data is analyzed in bi-weekly Professional Learning Communities (PLCs) to drive subsequent instructional decisions at schools and also at a district level with our grade-level Leading and Learning representatives, K-2 Literacy Coaches and 3-5 Literacy Coaches.

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

FY22 School Year: Students who participate in distance learning will be enrolled with Lee Virtual School and follow fidelity of the virtual school program. Lee Virtual School will handle our Tier 3 interventions and follow the Florida Virtual School intervention model.

Grade Levels: 6-8

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

(Enter assessment criteria that will be used)

Student meets the following criteria at beginning of school year:

Most recent FSA ELA score of level 1

No state assessment score: Administer HMH reading inventory or i-Ready Diagnostic. A score of 400 or below on the reading inventory or a scale score of 100-553 for Grade 6, 100-562 for Grade 7 and 100-565 for Grade 8 on i-Ready is considered substantially below level.

Tier 1 Instruction: Study Sync (55-60 minutes every other day):

Evidence of effectiveness is measured by 2 District-created quarterly standards-based formative assessments, i-Ready Reading progress monitoring, and teacher-created formative and summative assessments. This triangulated data is analyzed in weekly Professional Learning Communities (PLCs) to drive subsequent instructional decisions.

Tier 2 Interventions:

i-Ready (45-60 minutes weekly):

Evidence of effectiveness is measured by beginning of year, middle of year, and end of year Diagnostic Assessments, program data from individual student learning paths, and formative assessments in teacher-led instruction. This triangulated data is analyzed in weekly Professional Learning Communities (PLCs) to drive subsequent instructional decisions.

Tier 3 Interventions:

System 44 (55-60 minutes daily):

Evidence of effectiveness is measured by beginning of year, middle of year, and end of year Diagnostic Assessments, program data from individual student learning paths, and formative assessments in teacher-led instruction. This triangulated data is analyzed in weekly Professional Learning Communities (PLCs) to drive subsequent instructional decisions, Immediate, intensive intervention: extended time

targeted instruction based on student need

small group or one-on-one instruction

accommodations (IEP, ESOL, or 504)

more frequent progress monitoring than TIER 1 instruction and TIER 2 interventions

additional time allotted is in addition to core instruction and tier 2 interventions

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

Progress Monitoring

Tier 3 Programs/Materials/Strategies & Duration

HMH System 44

Assessment & Frequency

Reading and Phonics Inventory administered beginning of year, mid-year and end-of-year i-Ready diagnostic mid-year and 3rd quarter and quarterly progress monitoring assessments for grade level ELA standards.

STAR reading if extra data point is needed.

Performance Criteria to discontinue Tier 3 interventions

Reading Inventory

Grade 6: 925-1700+

Grade Levels: 6-8

Progress Monitoring

Grade 7: 970-1700+
Grade 8: 1010-1700+
i-Ready Scale Score
Grade 6: 554-575
Grade 7: 563-599
Grade 8: 566-601
STAR Reading
Grade 6 & 7 PR of 20-44
Grade 8 PR of 20-39

Performance Criteria indicating continuation of Tier 3 interventions

Reading Inventory
Grade 6:BR-729
Grade 7: BR-769
Grade 8: BR-769
i-Ready diagnostic indicates scale score of
6h grade: 100 – 553
7th Grade: 100 – 562
8th Grade: 100- 565

Performance Criteria that prompts intensified Tier 3 interventions

STAR Reading indicates no growth from Level 1 buckets:
1-7 PR = 1a
8-13 PR = 1b
14-19 PR = 1c

Number of times per week intervention provided

Daily (following school calendar)

Number of minutes per intervention session

55-60

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?

Should students not respond to specific reading intervention for the upcoming school year, the district will:

provide support for investigating if area of the instructional delivery component of the classroom is in need of support which could be provided through a) additional reading coach/administrative support, b) additional professional development or training, or c) teaming the teacher with a highly effective model teacher for assistance

provide support for investigating if areas of curriculum effectiveness are in need of support which could be provided through the use of supplemental materials utilized during time allotted for differentiation of instruction as indicated in the district’s pacing guide (supplemental or alternative materials might be any of the reading intervention materials currently in place at the Elementary level or in ESE that target

Grade Levels: 6-8

specific, diagnosed areas of need for individual students)

provide support for investigating any areas of additional targeted support which could be provided through working with the school's Reading Leadership Team (PLC) and the content area teachers to solidify the support of the content area teachers in reinforcing the skills taught in the Intensive Reading classrooms.

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

Intervention: System 44 Strong Evidence: System 44

Students receiving the intervention of System 44 made significant improvements on multiple measures including word reading accuracy, decoding, fluency, and comprehension as measured by Phonics and Reading Inventories.

Dosage analyses revealed that student software usage was significantly related to reading outcomes, with greater topic completion resulting in stronger end-of-year gains.

Source: System 44

System 44 does not meet strong, moderate or promising levels of evidence for grades 6-12; however, the following IES Practice Guide Recommendations support the program: Providing Reading Interventions for Students in Grades 4-9: Recommendation 1: Build students' decoding skills so they can read complex multisyllabic words, Strong Evidence; Recommendation 2: Provide purposeful fluency-building activities to help students read effortlessly; 4: Routinely use a set of comprehension-building practices to help students make sense of the text (Part 3A. Build students' world and world knowledge so they can make sense of the text; Part 3B. Consistently provide students with opportunities to ask and answer questions to better understand the text they read; Part 3C. Teach students a routine for determining the gist of a short section of text; and Part 3D. Teach students to monitor their comprehension as they read), Strong Evidence; and 4. Provide students with opportunities to practice making sense of stretch text (i.e., challenging text) that will expose them to complex ideas and information, Promising Evidence.

The district will continue to monitor the evidence of effectiveness as measured by beginning of year, middle of year, and end of year Reading and/or Phonics Inventories, program data from individual student learning paths (student app.), program data from Interim Assessments, and formative assessments during teacher-led instruction. This triangulated data is analyzed in weekly Professional Learning Communities (PLCs) to drive subsequent instructional decisions.

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

FY22 School Year: Students who participate in distance learning will be enrolled with Lee Virtual School and follow fidelity of the virtual school program. Lee Virtual School will handle our Tier 2 interventions and follow the Florida Virtual School intervention model.

Grade Levels: 9-12

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

(Enter assessment criteria that will be used)

Student meets the following criteria at beginning of school year:

Most recent FSA ELA score of level 1

No state assessment score: Administer reading placement test or STAR Reading test. The following measures are considered substantially below level:

PR of 1-19 on STAR Reading

A Lexile measure of BR-1049 for Grade 9 and BR-1079 for Grades 10-12 on the Reading Inventory

Tier 1 Instruction: Study Sync (46 minutes daily during ELA block):

Evidence of effectiveness is measured by 2 District-created quarterly standards-based formative assessments, STAR Reading progress monitoring, and teacher-created formative and summative assessments. This triangulated data is analyzed in weekly Professional Learning Communities (PLCs) to drive subsequent instructional decisions.

Tier 2 Instruction: HMH Read 180, HMH System 44, or Study Sync and SAT/ACT support for comprehension and vocabulary support (during tier 3 reading block) Immediate, intensive intervention: extended time

targeted instruction based on student need

small group or one-on-one instruction

accommodations (IEP, ESOL, or 504)

more frequent progress monitoring than TIER 1 instruction and TIER 2 interventions

additional time allotted is in addition to core instruction and tier 2 interventions

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

Progress Monitoring

Tier 3 Programs/Materials/Strategies & Duration

HMH Read 180 (for students scoring a Lexile of 400 or above and students scoring less than 400 but whose Phonics Inventory indicates are advanced decoders) (Grades 9-10 and 11-12 as appropriate)

HMH System 44 (for students scoring a Lexile of less than 400 whose Phonics Inventory indicates decoding issues) (Grades 9-10 and 11-12 as appropriate)

Study Sync with SAT/ACT Reading Support (Grades 11-12)

Assessment & Frequency

HMH Read 180 (Grades 9-10 and 11-12 as appropriate)

STAR Reading baseline, mid-year and 3rd quarter and quarterly progress monitoring assessments for grade level ELA standards.

HMH System 44 (Grades 9-10 and 11-12 as appropriate)

STAR Reading baseline, mid-year and 3rd quarter and quarterly progress monitoring assessments for grade level ELA standards.

Study Sync with SAT/ACT Reading Support (Grades 11-12)

STAR Reading baseline, mid-year and 3rd quarter and quarterly progress monitoring assessments for grade level ELA standards.

Performance Criteria to discontinue Tier 3 interventions

HMH Read 180 (Grades 9-10 and 11-12 as appropriate)

Grade Levels: 9-12

Progress Monitoring

STAR Reading PR of 20-39
HMH System 44 (Grades 9-10 and 11-12 as appropriate)
STAR Reading PR of 20-39
Study Sync with SAT/ACT Reading Support (Grades 11-12)
STAR Reading PR of 20-39

Performance Criteria indicating continuation of Tier 3 interventions

HMH Read 180 (Grades 9-10 and 11-12 as appropriate)
STAR Reading PR of 20-39
HMH System 44 (Grades 9-10 and 11-12 as appropriate)
STAR Reading PR of 20-39
Study Sync with SAT/ACT Reading Support (Grades 11-12)
STAR Reading PR of 20-39

Performance Criteria that prompts intensified Tier 3 interventions

HMH Read 180 (Grades 9-10 and 11-12 as appropriate)
STAR Reading indicates no growth from Level 1 buckets:
1-7 PR = 1a
8-13 PR = 1b
14-19 PR = 1c
HMH System 44 (Grades 9-10 and 11-12 as appropriate)
STAR Reading indicates no growth from Level 1 buckets:
1-7 PR = 1a
8-13 PR = 1b
14-19 PR = 1c
Study Sync with SAT/ACT Reading Support (Grades 11-12)
STAR Reading indicates no growth from Level 1 buckets:
1-7 PR = 1a
8-13 PR = 1b
14-19 PR = 1c

Number of times per week intervention provided

Read 180: daily (following school calendar)

System 44: daily (following school calendar)

Grade 11-12 Study Sync with SAT/ACT Reading Support: daily (following school calendar)

Number of minutes per intervention session

46

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?

Should students not respond to specific reading intervention for the upcoming school year, the district will:

Grade Levels: 9-12

provide support for investigating if area of the instructional delivery component of the classroom needs support which could be provided through a) additional reading coach/administrative support, b) additional professional development or training, or c) teaming the teacher with a highly effective model teacher for assistance

provide support for investigating if areas of curriculum effectiveness need support which could be provided using supplemental materials utilized during time allotted for differentiation of instruction as indicated in the district's pacing guide (supplemental or alternative materials might be any of the reading intervention materials currently in place at the Elementary level or in ESE that target specific, diagnosed areas of need for individual students)

provide support for investigating any areas of additional targeted support which could be provided through working with the school's Reading Leadership Team (PLC) and the content area teachers to solidify the support of the content area teachers in reinforcing the skills taught in the Intensive Reading classrooms.

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

Read 180 Level of Evidence-Strong : Based on the findings, students increased comprehension by 6 percentile points, general literacy achievement by 4 percentile points and fluency by 4 percentile points.

Source: What Works Clearing House Intervention Report

Source: System 44

System 44 does not meet strong, moderate or promising levels of evidence for grades 6-12; however, the following IES Practice Guide Recommendations support the program: Providing Reading Interventions for Students in Grades 4-9: Recommendation 1: Build students' decoding skills so they can read complex multisyllabic words, Strong Evidence; Recommendation 2: Provide purposeful fluency-building activities to help students read effortlessly; 4: Routinely use a set of comprehension-building practices to help students make sense of the text (Part 3A. Build students' world and world knowledge so they can make sense of the text; Part 3B. Consistently provide students with opportunities to ask and answer questions to better understand the text they read; Part 3C. Teach students a routine for determining the gist of a short section of text; and Part 3D. Teach students to monitor their comprehension as they read), Strong Evidence; and 4. Provide students with opportunities to practice making sense of stretch text (i.e., challenging text) that will expose them to complex ideas and information, Promising Evidence.

District will continue to monitor evidence of effectiveness as measured by beginning of year, middle of year, and end of year Reading Inventories and Phonics Inventories (as appropriate), program data from the student application, and formative assessments during teacher-led instruction. This triangulated data is analyzed in weekly Professional Learning Communities (PLCs) to drive subsequent instructional decisions.

Study Sync – Evidence –Meets Expectations as rated by ESSA

Source: <https://www.edreports.org/reports/overview/studysync-ela-2021>

Evidence of effectiveness is measured by lesson formative assessments, selection and unit assessments, Compass Learning Path data, and STAR Reading progress monitoring data. This triangulated data is analyzed in weekly Professional Learning Communities (PLCs) to drive subsequent instructional decisions.

Grade Levels: 9-12

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

FY22 School Year: Students who participate in distance learning will be enrolled with Lee Virtual School and follow fidelity of the virtual school program.

Identification of Students with a Substantial Reading Deficiency

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

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

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

Students in Kindergarten that score on the Winter diagnostic for i-Ready as one grade level below and score Red: Intensive Support/At Risk on the Winter DIBELS assessment will be identified for an MTSS Plan Tier 3. Students in 1st grade that scored on their previous end of year i-Ready as Red – Emerging K and score Red: Intensive Support/At Risk on their Fall DIBELS assessment will be identified for an MTSS plan Tier 3. Students in 2nd that scored on their previous end of year i-Ready as Red and two grade levels below and score Red: Intensive Support/At Risk on their Fall DIBELS assessment will be identified for an MTSS plan Tier 3. Students in 3rd that scored on their previous end of year i-Ready as Red and three grade levels below and score Red: Intensive Support/At Risk on their Fall DIBELS assessment will be identified for an MTSS plan Tier 3. Students in 4th and 5th grade that scored a Level 1 on their previous year FSA, scored on their previous end of year i-Ready as three or more grade levels below, and score Red: Intensive Support/At Risk on their Fall DIBELS ORF will be identified for an MTSS plan Tier 3. Students in grades Kindergarten -5th grade that have been identified for ESE and have Reading goals written into their IEP and are not progressing towards their grade level access standards will be identified as Tier 3.

Students in grades 6-8 who scored on the end of year i-Ready as being three or more grade levels below in reading or scored a level 1 on the FSA are placed into tier 3 interventions. Students in grades 9-12 who have been identified by STAR reading as substantially below and scored a level one on the FSA are placed into tier 3 for intensive intervention. This data is monitored by either STAR or i-Ready two times per year. In addition, we rely on the core reading program data to determine placement/movement into core reading programs or to adjust level placement of core reading programs. When we receive state assessment results, we also review the data to study alignment with the core reading program or diagnostic data for placement. The diagnostic results identify which areas of Reading need the most targeted support. In addition, we will monitor grade level performance with the state's progress monitoring system.