

Dixie District Schools



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	Lee, Tracy Director of Curriculum tracylee@dixie.k12.fl.us 352-541-6338
Elementary English Language Arts (ELA)	Tillis, Karen Elementary School Principal karentillis@dixie.k12.fl.us 352-541-6253
Elementary English Language Arts (ELA)	McCaskill, Kristen Elementary Principal kristenmccaskill@dixie.k12.fl.us 352-541-6251
Elementary English Language Arts (ELA)	St. Laurent, Aimee Elementary Reading/Literacy Coach aimeestlaurent@dixie.k12.fl.us 352-541-6251
Elementary English Language Arts (ELA)	Kight, April Middle School Reading/Literacy Coach aprillkight@dixie.k12.fl.us 352-541-6254
Elementary English Language Arts (ELA)	Mills, Alexa Director of ESE and Student Services alexamills@dixie.k12.fl.us 352-541-6250
Elementary English Language Arts (ELA)	Ganus, Karen Director of Elementary and Secondary Education karenganus@dixie.k12.fl.us 352-541-6250
Elementary English Language Arts (ELA)	Lee, Tracy Director of Curriculum tracylee@dixie.k12.fl.us 352-541-6250
Elementary English Language Arts (ELA)	Lord, Chasity Middle School Assistant Principal chasitylord@dixie.k12.fl.us 352-541-6254
Secondary ELA	Lee, Tracy Director of Curriculum tracylee@dixie.k12.fl.us 352-541-6250
Secondary ELA	Mills, Alexa Director of ESE and Student Services alexamills@dixie.k12.fl.us 352-541-6250
Secondary ELA	Ganus, Karen Director of Elementary and Secondary Education karenganus@dixie.k12.fl.us 352-541-6250
Secondary ELA	Lord, Chasity Middle School Assistant Principal chasitylord@dixie.k12.fl.us 352-541-6254

Contact	Name, Title, Email, Phone
Secondary ELA	Kight, April Middle Reading/Literacy Coach aprilkight@dixie.k12.fl.us 352-541-6254
Secondary ELA	Geiger, Gina High School Assistant Principal ginageiger@dixie.k12.fl.us 352-541-6252
Reading Endorsement	Ganus, Karen Director of Elementary and Secondary Education karenganus@dixie.k12.fl.us 352-541-6250
Reading Endorsement	Lee, Tracy Director of Curriculum tracylee@dixie.k12.fl.us 352-541-6250
Reading Curriculum	Lee, Tracy Director of Curriculum tracylee@dixie.k12.fl.us 352-541-6250
Professional Development	Ganus, Karen Director of Elementary and Secondary Education karenganus@dixie.k12.fl.us 352-541-6250
Professional Development	Lee, Tracy Director of Curriculum tracylee@dixie.k12.fl.us 352-541-6250
Assessment	Anguish, Monica District Management Information Systems and Testing Coordinator monicaanguish@dixie.k12.fl.us 352-541-6250
Assessment	Ganus, Karen Director of Elementary and Secondary Education karenganus@dixie.k12.fl.us 352-541-6250
Assessment	Mills, Alexa Director of ESE and Student Services alexamills@dixie.k12.fl.us 352-541-6250
Assessment	Lee, Tracy Director of Curriculum tracylee@dixie.k12.fl.us 352-541-6250
Data Element	Anguish, Monica District Management Information Services and Assessment Coordinator monicaanguish@dixie.k12.fl.us 352-541-6250
Data Element	Lee, Tracy Director of Curriculum tracylee@dixie.k12.fl.us 352-541-6250

Contact	Name, Title, Email, Phone
Summer Reading Camp	Lee, Tracy Director of Curriculum tracylee@dixie.k12.fl.us 352-541-6250
Summer Reading Camp	Tillis, Karen Elementary School Principal karentillis@dixie.k12.fl.us 352-541-6253
Summer Reading Camp	McCaskill, Kristen Elementary School Principal kristenmccaskill@dixie.k12.fl.us 352-541-6251
Third Grade Promotion	Lee, Tracy Director of Curriculum tracylee@dixie.k12.fl.us 352-541-6250
Third Grade Promotion	Mills, Alexa Director of ESE and Student Services alexamills@dixie.k12.fl.us 352-541-6250
Third Grade Promotion	Ganus, Karen Director of Elementary and Secondary Education karenganus@dixie.k12.fl.us 352-541-6250
Third Grade Promotion	Tillis, Karen Elementary Principal karentillis@dixie.k12.fl.us 352-541-6253
Third Grade Promotion	McCaskill, Kristen Elementary School Principal kristenmccaskill@dixie.k12.fl.us 352-541-6251
300 Lowest-Performing Elementary Schools	Lee, Tracy Director of Curriculum tracylee@dixie.k12.fl.us 352-541-6250
Multi-Tiered System of Supports (MTSS)	Mills, Alexa Director of ESE and Student Services alexamills@dixie.k12.fl.us 352-541-6250
Multi-Tiered System of Supports (MTSS)	Lee, Tracy Director of Curriculum tracylee@dixie.k12.fl.us 352-541-6250
Secondary ELA	Whittington, Lindsey Literacy Coach lindseywhittington@dixie.k12.fl.us

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.

District Literacy Leadership Team members contributed to the contents of the CERP. Upon approval of the CERP by JRF! and the local school board, the final contents will be shared with school administrators and literacy/reading coaches. Principals/coaches will then share it with school based reading literacy leadership teams, classroom teachers and support staff (as needed). The contents of the CERP will be relayed to parents via School Advisory Council (SAC) meetings. The CERP will also be linked on the district website for public viewing.

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 69%

Previous School Year

Kindergarten - % of Students "Ready" on FLKRS 72%

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

- Offer VPK roundup
- Provide VPK for the full day at no additional cost
- Use state approved curriculum
- Utilize Learning Dynamics reading kits and provide implementation PD for new teachers
- Provide PD in foundational reading skills as needed
- Use qualified teachers in all classes
- Maintain low teacher:student ratio

Statewide English Language Arts Standardized Assessment:

Grade	Previous School Year % of Students Scoring					Goal for Plan Year % of Students Scoring				
	Lvl 1	Lvl 2	Lvl 3	Lvl 4	Lvl 5	Lvl 1	Lvl 2	Lvl 3	Lvl 4	Lvl 5
3	17	20	39	20	3	12	15	44	23	6
4	18	28	29	18	6	13	23	34	21	9
5	28	27	29	13	4	22	22	34	16	6
6	26	30	27	14	3	21	25	32	17	5
7	31	27	26	13	3	26	22	31	16	5
8	31	31	23	12	4	26	26	28	14	6
9	32	28	25	12	4	27	23	30	14	6
10	36	21	25	13	5	31	16	30	16	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%).

For each grade, K - 2, increase the percentage of students currently scoring at or above grade level on the F.A.S.T. assessment by 5% for the year as follows:

Previous School Year - Spring 2022 i-Ready Assessment - % of Students Scoring
At/Above Grade Level Below Grade Level Significantly Below Grade Level

K 90 10 0
1 67 31 2
2 75 19 6

Goal for Plan Year - % of Students Scoring

At/Above Grade Level Below Grade Level Significantly Below Grade Level

K 95 5 0
1 72 27 1
2 80 17 3

District Budget for Evidence-Based Reading Instruction Allocation

Budget

1	Estimated proportional share distributed to district charter		\$11,000.00
		FTE	2022-23
			\$11,000.00
2	Reading coaches assigned to elementary schools		\$110,000.00
		FTE	2022-23
		1.4	\$110,000.00
3	Reading coaches assigned to secondary schools		\$74,000.00
		FTE	2022-23
		1.2	\$74,000.00
4	Intervention teachers assigned to elementary schools		\$0.00
5	Intervention teachers assigned to secondary schools		\$0.00
6	Supplemental materials or interventions for elementary schools		\$7,298.00
		FTE	2022-23
			\$7,298.00
7	Supplemental materials or interventions for secondary schools		\$0.00
		FTE	2022-23
			\$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		\$5,000.00
		FTE	2022-23
			\$5,000.00

11	Helping teachers earn the reading endorsement	\$5,000.00
	FTE	2022-23
		\$5,000.00
12	Summer reading camps	\$10,000.00
	FTE	2022-23
		\$10,000.00
13	Additional hour for 300 lowest-performing elementary schools	\$0.00
14	Early literacy instruction/intervention for VPK completers pursuant to s. 1008.25(8)(c), F.S.	\$0.00
Total:		\$222,298.00

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.

Our district prioritized approximately 67% of our reading allocation funds to support K - 3 students identified with a substantial deficiency in reading as follows:

- fund reading/literacy coaches at both elementary schools (\$110,000)
- proportional share to district PreK - grade 2 charter school (\$11,000)
- purchase elementary supplemental materials (ESGI licenses) to meet the needs of students with substantial reading deficiencies in grades PreK - grade 2 (\$7,298)
- provide PD funding for PreK teachers on teaching essential literacy skills via play based learning to increase kindergarten readiness (\$5,000)
- help teachers earn reading endorsement so they are qualified to provide tier 3 reading intervention in grades K - 3 (\$5,000)
- provide tier 3 reading intervention to 3rd graders scoring level 1 on FSA via Summer Reading Camp (\$10,000)

School Literacy Leadership Teams

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

The School Literacy Leadership requirement is verbally communicated to principals during District Literacy Leadership Team CERP planning meetings and during principal/director meetings. A printed copy of the CERP, which includes the SLLT requirement, is distributed during the principal/director meeting as well.

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

Tracy Lee – Director of Curriculum

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

Tracy Lee – Director of Curriculum

Professional Development

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

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

The following professional development will be provided by the district and/or schools:

- We will continue to offer the 40 hour course Exploring Structured Literacy via the BESE PDA Portal. This course satisfies the 40 hour in-service hours of professional learning related to the use of explicit, systematic and sequential approaches to reading instruction, developing phonemic awareness, and implementing multisensory intervention strategies as required per F.S. 1012.585(3). Dixie District Schools will provide an in house, qualified, trained instructor to facilitate this course for teachers within our district.
- Qualified in district trainers will provide reading endorsement competency instruction, enabling teachers to earn their reading endorsement so they are qualified to serve tier 3 reading intervention to students with substantial reading deficiencies.
- We will work with our Regional Literacy Director to provide professional learning in phonics for early/late elementary as needed.
- Additional PD will be provided in phonics program implementation for grades K – 2.
- We will ensure the master schedules of schools reflect common planning time, allowing teachers to meet weekly for professional learning provided by the literacy coach and/or lead teachers. The weekly professional development will be reflective of school and staff needs, based on the CERP and progress monitoring data. As part of the prescribed follow-up to need based training, teachers and coaches may be required to visit/observe established model classrooms within the school.
- Mentor teachers will be partnered to provide guidance, motivation and academic support to new and/or struggling teachers on an as needed basis.
- Literacy/reading coaches will lead teams in school wide learning walks, providing teams with opportunities to reflect on what students are learning, evidence-based learning strategies, student interaction with the content, and student engagement.

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 requirements were communicated verbally at District Literacy Leadership Team CERP meetings, as well as during a director/principal meeting where the PD requirements will be presented in a written copy of the CERP. The district will support principals with each requirement as follows:
- 40 hour Exploring Structured Literacy Course via the BESE PDA Portal: The district will pay for and provide a highly qualified, in district course facilitator for the course, running two sessions per school year. We will also create a course schedule, providing teachers with the opportunity to complete the course well before their recertification date.
 - Reading Endorsement Competency Courses: The district will provide the opportunity for two reading coaches to become highly qualified trainers for the FCRR Reading Endorsement Pathway. The district will

provide these coaches the time, materials, opportunity and funding to instruct and assist teachers throughout the district in earning their reading endorsement, allowing them to better serve tier 3 intervention students with substantial reading deficiencies.

For other PD opportunities listed above (phonics, SRLD, master scheduling, mentor teachers and learning walks) the district will assist principals by offering DLLT support, training opportunities for reading/literacy coaches, as well as additional support, assistance and funding as needed to ensure that schools are able to provide PD opportunities as described above.

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

Tracy Lee – Director of Curriculum

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.

All schools in our district have on site, qualified, full time literacy coaches.

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?

Requirements of the Just Read, Florida! Coaching Model are communicated to principals during District Literacy Leadership Team CERP planning meetings, as well as during director/principal meetings, where a copy of the JRF! Coaching Model will be distributed and discussed.

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?

The district supports literacy coaches with prioritizing high impact activities by:

- ensuring school principals are aware of the expectations for literacy coaches per the JRF! Coaching Model
- ensuring schools establish common planning time within grade levels and/or departments, allowing ample time for literacy coaches to meet with teachers to conduct data analysis, coach, and provide PD based on need
- implementing quarterly DLLT meetings (which includes coaches) with the Director of Curriculum; coaching requirements will be discussed and emphasized during these meetings

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

Tracy Lee - Director of Curriculum

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

Coaching time, tasks, and impact data are discussed and reviewed during quarterly DLLT meetings with the Director of Curriculum. The Director of Curriculum will also do periodic site visits to monitor and assess coaching time and tasks.

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

Concerns regarding coaching time and tasks will be addressed during DLLT meetings and/or at monthly principal/director meetings. If data indicates a need, the DLLT will work through the 5 step problem solving process regarding coaching time and tasks to generate possible solutions and action steps.

District-Level Monitoring of Plan Implementation

District-Level Monitoring - Part A

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

- Provide an explanation of the data that will be collected, how it will be collected, and the frequency of review must be provided. Districts must also explain how concerns are communicated if it is determined that the District K-12 Comprehensive Evidence-Based Reading Plan is not being implemented in a systematic and explicit manner, based on data to meet the needs of students;
- Ensure all instruction in reading is systematic and explicit, based on data, and uses an evidence-based sequence of reading instruction and strategies to meet the needs of students at the school level and determining appropriate instructional adjustments;
- Ensure that data from formative assessments are used to guide differentiation of reading instruction;
- Ensure incorporation of reading and literacy instruction by all content area teachers into subject areas to extend and build discussions of text in order to deepen understanding; and
- Evaluate District K-12 Comprehensive Evidence-Based Reading Plan implementation and impact on student achievement.

Assessments

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

- the full name of the assessment;
- the grade level(s) the assessment is administered, and, where applicable, criteria for identifying students who will be assessed; and
- the components of reading (oral language, phonological awareness, phonics, fluency, vocabulary, comprehension) or the standards strand (reading, communication) that will be assessed, the type of assessment, and how often the data will be collected and analyzed to support instruction.

Name of the Assessment	To whom is the assessment administered?	Assessment type	What component of the reading/strand of standard is being assessed?	How often is the data being collected?
FAST - STAR	students grades K - 2	Screener, Progress Monitoring, Summative	Oral Language, Phonological Awareness, Phonics, Fluency, Vocabulary, Comprehension	3 x A Year
i-Ready	students grades K - 7	Screener, Progress Monitoring, Diagnostic, Summative	Phonological Awareness, Phonics, Vocabulary, Comprehension	3 x A Year
FAST - Cambium	students grade 3 - 10	Screener, Progress Monitoring, Summative	Vocabulary, Comprehension	3 x A Year
STAR CBM	grade 8 - 12 reading intervention students	Screener, Progress Monitoring, Summative	Vocabulary, Comprehension	3 x A Year
Weekly/unit assessments from state adopted ELA textbook	Students grades K -12	Formative Assessment	Phonics, Fluency, Vocabulary, Comprehension	Weekly, Monthly
Oral Reading Fluency (ORF)	Students K - 4 (all students 3 x's per year; monthly to students receiving fluency intervention); students 5 - 7 (given monthly to students receiving fluency intervention)	Screener, Progress Monitoring	Fluency	Monthly, 3 x A Year
LNFL/LSF	Students K -1 (all students 3 x's per year; students receiving intervention monthly)	Screener, Progress Monitoring	Phonological Awareness	Monthly, 3 x A Year
ESGI formative skill based assessments	Students K -2	Screener, Progress Monitoring, Formative Assessment	Phonics, Fluency	2 x A Month, Monthly

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?

Tracy Lee - Director of Curriculum

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

Processes in place ensuring all instruction in foundational reading skills is systematic and explicit and evidence-based include:
 -offering PD on foundational reading skills that is systematic and explicit

- ensuring instructional materials included on school based intervention decision trees are evidence-based and/or supported with evidence-based instructional strategies
- ELA/reading walkthroughs
- principals will review lesson plans periodically
- regular PD opportunities will be provided via the school based coach, including PD on evidence-based strategies

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

Processes in place for ensuring that formative assessment data is used to differentiate reading instruction include:

- coaches will offer professional development on intervention decision trees
- principals will conduct ELA/reading walkthroughs
- formative assessments are utilized as pre assessments for differentiated and tiered instruction and as post assessments to evaluate concept mastery

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

Steps taken to incorporate literacy instruction into content areas to build discussions of texts in order to deepen understanding include:

- the use of DBQ's in secondary
- the implementation of Scholastic News magazines in elementary
- the purchase and use of books from the Civics Literacy Booklist in SS classes
- the implementation of evidence-based strategies school wide at secondary level
- the use of state adopted curriculum
- Socratic seminar PD in secondary

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

If the CERP is not being implemented to meet the needs of students, concerns will be communicated to principals and coaches during DLLT meetings and/or monthly principal/director meetings with school and district administrators

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.

District-level monitoring of plan implementation is completed as part of the meeting(s) for writing the new CERP for the upcoming school year. It includes input from district leaders, teachers, literacy coaches and administrators at the school level. We discuss the prior year CERP, identify elements in need of improvement and possible strategies intended to contribute to increased literacy outcomes for students. Input from these discussions are used to revise and rewrite the CERP for the upcoming school year.

School-Level Monitoring of Plan Implementation

School-level Reading Plan implementation - Part A

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

What process is in place to ensure effective implementation?

Principals/literacy coaches at schools will have a mandatory training on the contents of the CERP at the beginning of the school year, ensuring staff members are aware of the requirements, including the weekly reading walkthrough requirement.

Who at the district level supports effective implementation?

Tracy Lee - Director of Curriculum

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

The process in place to identify areas in need of improvement in school-level reading plan implementation includes the use of the CERP Self-Reflection Tool at times throughout the school year during SLLT meetings to monitor effective implementation.

Weekly reading walkthroughs by administrators - Part B

What process is in place to ensure effective implementation?

To ensure effective implementation of weekly reading walkthroughs:

- principals are informed of the requirement during CERP planning meetings, during summer administrative training, and will be reminded once again during a director/principal meeting after the final reading plan have been approved
- principals/literacy coaches will document this via walkthrough forms
- this will be discussed during DLLT meetings

Who at the district level supports effective implementation?

Tracy Lee - Director of Curriculum

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

To identify areas in need of improvement for effective implementation we will discuss the weekly reading walkthroughs at principal/director leadership meetings and DLLT meetings.

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

What process is in place to ensure effective implementation?

To ensure data is being used to determine interventions effectively:

- schools work collaboratively with the district to create CERP intervention decision trees, which document the data based intervention placement process
- Principals and literacy coaches monitor collection and utilization of assessment data, including progress monitoring data, by participating in Problem Solving Team (PST) meetings monthly. The PST analyzes assessment and performance data and determines intervention and support needs of students, including

initial and ongoing RTI Tier placement and intervention materials/strategies

-schools build their master schedules around necessary intervention needs

-schools are provided the opportunity to have FDLRS assist with inclusive scheduling

-schools have push in teachers and/or paraprofessionals whose schedules are determined based on student intervention needs

Who at the district level supports effective implementation?

Tracy Lee - Director of Curriculum

Alexa Mills - Director of ESE and Student Services

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

We utilize the 5 step problem solving process to identify areas in need of improvement to ensure effective implementation.

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.

All grade 3 students who score a level 1 on FSA ELA will receive a written notification to attend Summer Reading Camp with a qualified teacher endorsed or certified in reading. Materials to be used are evidence-based and offer explicit, systematic, and multisensory reading instruction in phonemic awareness, phonics, fluency, vocabulary, and comprehension:

i-Ready - promising evidence <https://tinyurl.com/2p85hvmt>

Quick Reads - strong evidence <https://tinyurl.com/yz76r28w>

Raz-Plus - strong evidence <https://tinyurl.com/yck25njy>

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?

No

If yes, describe the district's instructional plan, include a description of the evidence-based instructional materials that will be utilized.

N/A

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.)

12

Students who demonstrate a reading deficiency in grades K-2

0

Students who score Level 1 in grades 4-5

0

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.)

46%

Students who demonstrate a reading deficiency in grades K-2

0%

Students who score Level 1 in grades 4-5

0%

Family Engagement through a Read-At-Home Plan

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

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

Parents of all students in grades K-3 identified as having a substantial deficiency in reading are provided access to a read-at-home plan at their initial Tier 3 RTI meeting each school year. This plan contains information about the 6 key concepts of effective reading instruction: oral language, phonemic awareness, phonics, fluency, vocabulary, and comprehension. It also includes many free online resources for helping children master these key concepts.

Literacy partnerships or programs the district has to increase support for families to engage in literacy activities and reading at home include:

- Our local public library, which offers a summer reading program that includes story time and crafts, as well as ebook and audiobook rentals
- New Worlds Reading Initiative
- Title I, which purchases and distributes book backpacks free of cost to elementary students, helping families to have a reading library in their home
- Step Up for Students reading scholarship accounts

Who at the district is responsible for monitoring this requirement?

Tracy Lee - Director of Curriculum

Assessment, Curriculum, and Instruction

Requirements - Part A

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

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

How does the district support and monitor implementation?

The district supports and monitors implementation of whole group instruction utilizing an evidence-based sequence of reading instruction in the following ways:

- professional learning on CERP requirements
- monitor lesson plans
- weekly reading walkthroughs

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

Tracy Lee - Director of Curriculum
Karen Ganus - Director of Elementary and Secondary Education

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

How does the district support and monitor implementation?

The district supports and monitors implementation of using texts to increase students' background knowledge and literacy skills in social studies, science, and the arts by requiring the implementation of current, state adopted ELA materials K - 12 that meet this requirement and utilizing supplemental programs and/or materials such as DBQ's, Achieve3000, Scholastic News, Commonlit.org, Readworks, etc.

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

Tracy Lee - Director of Curriculum

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

How does the district support and monitor implementation?

The district supports and monitors implementation of small group differentiated instruction to meet individual students needs in the following ways:

- professional learning on CERP requirements
- monitor lesson plans
- weekly reading walkthroughs

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

Tracy Lee - Director of Curriculum

Florida's Revised Formula For Success - Part B

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

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

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

The district will align K - 12 reading instruction with Florida's Revised Formula for Success in the following ways:

- provide professional development on CERP requirements
- provide professional development on the 6 components of reading (as needed)
- ensure schools ha utilize screening, progress monitoring/formative, diagnostic and summative assessments
- provide schools with rigorous, state adopted curriculum to ensure core instruction is aligned to state standards, offers differentiation and scaffolding opportunities, builds background and content knowledge through both reading and writing opportunities, and incorporates the principles of UDL
- work with schools to develop and implement Tier 2 and Tier 3 interventions using evidence based instructional resources and/or strategies via Intervention Decision Trees in the CERP

How does the district support and monitor implementation?

The district supports and monitors implementation by offering professional development providing training on CERP requirements, providing schools with necessary assessment and curriculum

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

Tracy Lee - Director of Curriculum

Alexa Mills - Director of ESE and Student Services

Karen Ganus - Director of Elementary and Secondary Education

Carol Forehand – Federal Titles Coordinator

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

(Enter assessment criteria that will be used)

- Level 3+ on prior year FSA
- FAST Cambium: level 3 +
- FAST STAR: above grade level
- i-Ready: K - 336+ 1st - 392+ 2nd - 443+ 3rd - 488+ 4th - 520+

The school based problem solving team meets to review available student data and determine if there is sufficient data evidence to indicate MTSS placement is needed.

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.

AES:

- Benchmark Advance - Promising Evidence
- Saxon Phonics -
- i-Ready - Promising Evidence

OTES:

- SAVVAS MyView Literacy
- Reading Horizons Discovery
- i-Ready - Promising Evidence

While Benchmark Advance and i-Ready have evidence to support the effectiveness of their programs, Saxon, SAVVAS MyView Literacy and Reading Horizons Discovery do not meet strong, moderate or promising levels of evidence. The following IES Practice Guide recommendations support each of these programs and will be incorporated at elementary schools within our district:

Evidence-based practices from IES Practice Guide: Foundational Skills to Support Reading for Understanding in Kindergarten through 3rd Grade to support all programs

- Develop awareness of segments of sounds in speech and how they link to letters - Strong Evidence
- Teach students to decode words, analyze word parts, & write & recognize words - Strong Evidence
- Ensure that each student reads connected text every day to support reading accuracy, fluency, and comprehension - Moderate Evidence

Evidence-based practices from IES Practice Guide: Providing Reading Interventions for Students in Grades 4 - 9

- Build students' decoding skills so they can read complex multisyllabic words - Strong Evidence
- Provide purposeful fluency-building activities to help students read effortlessly - Strong Evidence
- Routinely use comprehension-building practices to help students make sense of text - Strong Evidence
- Provide students with opportunities to practice making sense of stretch text (I.E., challenging text) that will expose them to complex ideas and information - Moderate Evidence

These IES recommendations are incorporated into each district resource listed above as each was designed with the foundational principles of the science of reading in mind and incorporate the 6 areas of reading into lessons throughout the programs.

Grade Levels: K - 4

The district will support and monitor implementation of the evidence-based reading instruction utilizing the identified IES recommendations through providing PD opportunities and funding, as necessary, for principals and literacy coaches, who will then be responsible for training and supporting staff in implementing them.

Progress Monitoring**Assessment & Frequency**

- i-Ready diagnostic/progress monitoring/summative assessment 3 times per year
- FAST - STAR screener/progress monitoring/summative assessment 3 times per year
- LNF screener/progress monitoring assessment monthly or 3 times per year (as needed)
- ORF screener/progress monitoring assessment monthly or 3 times per year (as needed)
- FAST - Cambium screener/progress monitoring/summative assessment 3 times per year
- Weekly/Unit tests from state adopted textbook
- ESGI formative skill based assessments monthly or 2 x's per month as needed

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

- 80% of students are meeting grade level appropriate targets on i-Ready/FAST - STAR/FAST - Cambium
- 80% of students made expected growth between diagnostic assessments
- 80% of students are passing ELA grade level coursework with a C average or better

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

- Student didn't meet grade level expectations on i-Ready/FAST - STAR/FAST - Cambium assessments
- Student is not making expected gains between diagnostic assessments
- Student has a D/F in ELA standards based, grade level assessments and/or coursework

How is the effectiveness of Tier 1 instruction being monitored?

Classroom walkthrough observations and progress monitoring data

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

MTSS Problem Solving Teams, instructional coaching model, professional development, PLC's, IPDP's, observation walkthroughs

Due to a lack of internet infrastructure and staff availability we only offer in person learning.

How is the effectiveness of Tier 1 curriculum being monitored?

Through school grades, school level progress monitoring data, ESSA status, and school or district level data meetings

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

Grade Levels: K - 4

Data chats and team planning to identify gaps/weaknesses in the curriculum and pacing of lessons, post observation conferences, benchmark based planning and instructions

Due to a lack of internet infrastructure and staff availability we only offer in person learning.

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

Due to a lack of internet infrastructure and staff availability we only offer in person learning.

In the event of another shutdown students who have access to high speed internet may receive instruction through distance learning, where they will have access to i-Ready and adopted curriculum via Google Classroom and school provided Chromebooks. Teachers have the ability to assign lessons and instruction based on student need and ability. Teachers may send benchmark based assignments in paper form as well as digitally. Students can use KAMI to interact with PDF documents, turning virtual learning into an interactive experience. Teachers will make contact with students weekly via phone, email, Google Meet, or other digital meeting platform to help with assignments, answer questions, offer remediation, etc.

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

(Enter assessment criteria that will be used)

- Level 3+ on prior year FSA
- FAST Cambium: level 3 +
- i-Ready: 5th - 545+

The school based problem solving team meets to review available student data and determine if there is sufficient data evidence to indicate MTSS placement is needed.

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.

- Benchmark Advance - Promising Evidence
- i-Ready - Promising Evidence

Benchmark Advance and i-Ready have evidence to support the effectiveness of their programs, however, the following IES Practice Guide recommendations support each of these programs and will be incorporated within 5th grade classrooms in our district:

Evidence-based practices from IES Practice Guide: Improving Adolescent Literacy: Effective Classroom and Intervention Practices

- Provide explicit vocabulary instruction - Strong Evidence
- Provide direct and explicit comprehension strategy instruction - Strong Evidence
- Provide opportunities for extended discussion of text meaning and interpretation - Moderate Evidence
- Increase student motivation and engagement in literacy learning - Moderate Evidence

These IES recommendations are incorporated into each resource above as each was designed with the foundational principles of the science of reading in mind and the 6 areas of reading are incorporated into lessons throughout each.

The district will support and monitor implementation of the evidence-based reading instruction utilizing the identified IES recommendations through providing PD opportunities and funding, as necessary, for principals and literacy coaches, who will then be responsible for training and supporting staff in implementing them.

Progress Monitoring**Assessment & Frequency**

- i-Ready diagnostic/progress monitoring/summative assessment 3 times per year
- FAST -Cambium screener/progress monitoring/summative assessment 3 times per year
- ORF screener/progress monitoring assessment monthly or 3 times per year (as needed)
- Weekly/Unit tests from state adopted textbook

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

- 80% of students are meeting grade level appropriate targets on i-Ready/FAST - Cambium assessments

Grade Levels: 5**Progress Monitoring**

- 80% of students made expected growth between diagnostic assessments
- 80% of students are passing ELA grade level coursework with a C average or better

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

- Student didn't meet grade level expectations on i-Ready/FAST - Cambium assessments
- Student is not making expected gains between diagnostic assessments
- Student has a D/F in ELA standards based, grade level assessments and/or coursework

How is the effectiveness of Tier 1 instruction being monitored?

Classroom walkthrough observations & progress monitoring data

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

MTSS-Problem Solving Teams, instructional coaching model, professional development, PLCs, IPDPs, observation walkthroughs

Due to a lack of internet infrastructure and staff availability we only offer in person learning.

How is the effectiveness of Tier 1 curriculum being monitored?

Through school grades, school level progress monitoring data, ESSA status, and school or district level data meetings

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

Data chats and team planning to identify gaps/weaknesses in the curriculum and pacing of lessons, post observation conferences, benchmark based planning and instruction.

Due to a lack of internet infrastructure and staff availability we only offer in person learning.

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

Due to a lack of internet infrastructure and staff availability we only offer in person learning.

in the event of a shutdown students who have access to high speed internet may receive instruction through distance learning, where they will have access to adopted curriculum via Canvas and school provided Chromebooks. Teachers have the ability to assign lessons and instruction based on student need and ability. Teachers may send benchmark based assignments in paper form as well as digitally. Students can use KAMI to interact with PDF documents, turning virtual learning into an interactive experience. Teachers will make contact with students weekly via phone, email, Google Meet, or other digital meeting platform to help with assignments, answer questions, offer remediation, etc.

Grade Levels: 6 - 7**IF Student meets the following criteria at the beginning of the school year:***(Enter assessment criteria that will be used)*

- Level 3+ on prior year FSA
- FAST Cambium: level 3 +
- i-Ready: 6th - 560+ 7th - 576+

The school based problem solving team meets to review available student data and determine if there is sufficient data evidence to indicate MTSS placement is needed.

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.

- CKLA Amplify - Moderate Evidence
- i-Ready - Promising Evidence

CKLA Amplify and i-Ready have evidence to support the effectiveness of their programs, however, the following IES Practice Guide recommendations support the programs as well and will be incorporated within grade 6 - 7 classrooms in our district:

Evidence-based practices from IES Practice Guide: Improving Adolescent Literacy: Effective Classroom and Intervention Practices

- Provide explicit vocabulary instruction - Strong Evidence
- Provide direct and explicit comprehension strategy instruction - Strong Evidence
- Provide opportunities for extended discussion of text meaning and interpretation - Moderate Evidence
- Increase student motivation and engagement in literacy learning - Moderate Evidence

These IES recommendations are incorporated into each resource above as each was designed with the foundational principles of the science of reading in mind and the 6 areas of reading are incorporated into lessons throughout each.

The district will support and monitor implementation of the evidence-based reading instruction utilizing the identified IES recommendations through providing PD opportunities and funding, as necessary, for principals and literacy coaches, who will then be responsible for training and supporting staff in implementing them.

Progress Monitoring**Assessment & Frequency**

- i-Ready diagnostic/progress monitoring/summative assessment 3 times per year
- FAST -Cambium screener/progress monitoring/summative assessment 3 times per year
- ORF screener/progress monitoring assessment monthly or 3 times per year (as needed)
- Weekly/Unit tests from state adopted textbook

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

- 80% of students are meeting grade level appropriate targets on i-Ready/FAST - Cambium assessments

Grade Levels: 6 - 7**Progress Monitoring**

- 80% of students made expected growth between diagnostic assessments
- 80% of students are passing ELA grade level coursework with a C average or better

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

- Student didn't meet grade level expectations on i-Ready/FAST - Cambium assessments
- Student is not making expected gains between diagnostic assessments
- Student has a D/F in ELA standards based, grade level assessments and/or coursework

How is the effectiveness of Tier 1 instruction being monitored?

Classroom walkthrough observations & progress monitoring data

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

MTSS-Problem Solving Teams, instructional coaching model, professional development, PLCs, IPDPs, observation walkthroughs

Due to a lack of internet infrastructure and staff availability we only offer in person learning.

How is the effectiveness of Tier 1 curriculum being monitored?

Through school grades, school level progress monitoring data, ESSA status, and school or district level data meetings

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

Data chats and team planning to identify gaps/weaknesses in the curriculum and pacing of lessons, post observation conferences, benchmark based planning and instruction.

Due to a lack of internet infrastructure and staff availability we only offer in person learning.

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

Due to a lack of internet infrastructure and staff availability we only offer in person learning.

in the event of a shutdown students who have access to high speed internet may receive instruction through distance learning, where they will have access to adopted curriculum via Canvas and school provided Chromebooks. Teachers have the ability to assign lessons and instruction based on student need and ability. Teachers may send benchmark based assignments in paper form as well as digitally. Students can use KAMI to interact with PDF documents, turning virtual learning into an interactive experience. Teachers will make contact with students weekly via phone, email, Google Meet, or other digital meeting platform to help with assignments, answer questions, offer remediation, etc.

Grade Levels: 8**IF Student meets the following criteria at the beginning of the school year:***(Enter assessment criteria that will be used)*

- Level 3+ on prior year FSA
- FAST Cambium: level 3 +
- STAR Reading: 60th%ile or higher

The school based problem solving team meets to review available student data and determine if there is sufficient data evidence to indicate MTSS placement is needed.

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.

- CKLA Amplify - Moderate Evidence

CKLA Amplify has evidence to support the effectiveness of the program, however, the following IES Practice Guide recommendations will be incorporated within 8th grade classrooms in our district:

Evidence-based practices from IES Practice Guide: Improving Adolescent Literacy: Effective Classroom and Intervention Practices

- Provide explicit vocabulary instruction - Strong Evidence
- Provide direct and explicit comprehension strategy instruction - Strong Evidence
- Provide opportunities for extended discussion of text meaning and interpretation - Moderate Evidence
- Increase student motivation and engagement in literacy learning - Moderate Evidence

These IES recommendations are incorporated into each resource above as each was designed with the foundational principles of the science of reading in mind and the 6 areas of reading are incorporated into lessons throughout each.

The district will support and monitor implementation of the evidence-based reading instruction utilizing the identified IES recommendations through providing PD opportunities and funding, as necessary, for principals and literacy coaches, who will then be responsible for training and supporting staff in implementing them.

Progress Monitoring**Assessment & Frequency**

- STAR assessment, 3 times annually
- FAST -Cambium screener/progress monitoring/summative assessment 3 times per year
- Weekly/Unit tests from state adopted textbook

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

- 80% of students are meeting grade level appropriate targets on STAR/FAST - Cambium assessments
- 80% of students made expected growth between diagnostic assessments
- 80% of students are passing ELA grade level coursework with a C average or better

Grade Levels: 8**Progress Monitoring****Performance Criteria that prompts the addition of Tier 2 interventions for students not meeting the expectation/benchmark**

- Student didn't meet grade level expectations on STAR/FAST - Cambium assessments
- Student is not making expected gains between diagnostic assessments
- Student has a D/F in ELA standards based, grade level assessments and/or coursework

How is the effectiveness of Tier 1 instruction being monitored?

Through school grades, school level progress monitoring data, ESSA status, and school or district level data meetings

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

MTSS-Problem Solving Teams, instructional coaching model, professional development, PLCs, IPDPs, observation walkthroughs

Due to a lack of internet infrastructure and staff availability we only offer in person learning.

How is the effectiveness of Tier 1 curriculum being monitored?

Through school grades, school level progress monitoring data, ESSA status, and school or district level data meetings

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

Data chats and team planning to identify gaps/weaknesses in the curriculum and pacing of lessons, post observation conferences, benchmark based planning and instruction.

Due to a lack of internet infrastructure and staff availability we only offer in person learning.

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

Due to a lack of internet infrastructure and staff availability we only offer in person learning.

in the event of a shutdown students who have access to high speed internet may receive instruction through distance learning, where they will have access to adopted curriculum via Canvas and school provided Chromebooks. Teachers have the ability to assign lessons and instruction based on student need and ability. Teachers may send benchmark based assignments in paper form as well as digitally. Students can use KAMI to interact with PDF documents, turning virtual learning into an interactive experience. Teachers will make contact with students weekly via phone, email, Google Meet, or other digital meeting platform to help with assignments, answer questions, offer remediation, etc.

Grade Levels: 9 - 12**IF Student meets the following criteria at the beginning of the school year:***(Enter assessment criteria that will be used)*

- Level 3+ on prior year FSA
- FAST Cambium: level 3 +
- STAR Reading: 60th%ile or higher

The school based problem solving team meets to review available student data and determine if there is sufficient data evidence to indicate MTSS placement is needed.

THEN TIER 1 Only**Core Curriculum**

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

- SAVVAS myPerspectives - Promising Evidence

SAVVAS myPerspectives has evidence to support the effectiveness of the program, however, the following IES Practice Guide recommendations will be incorporated within high school ELA classrooms in our district:

Evidence-based practices from IES Practice Guide: Improving Adolescent Literacy: Effective Classroom and Intervention Practices

- Provide explicit vocabulary instruction - Strong Evidence
- Provide direct and explicit comprehension strategy instruction - Strong Evidence
- Provide opportunities for extended discussion of text meaning and interpretation - Moderate Evidence
- Increase student motivation and engagement in literacy learning - Moderate Evidence

These IES recommendations are incorporated into the resource above as it was designed with the foundational principles of the science of reading in mind and the foundations of reading are incorporated throughout the text.

The district will support and monitor implementation of the evidence-based reading instruction utilizing the identified IES recommendations through providing PD opportunities and funding, as necessary, for principals and literacy coaches, who will then be responsible for training and supporting staff in implementing them.

Progress Monitoring**Assessment & Frequency**

- STAR assessment, 3 times annually
- FAST -Cambium screener/progress monitoring/summative assessment 3 times per year
- Weekly/Unit tests from state adopted textbook

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

- 80% of students are meeting grade level appropriate targets on STAR/FAST - Cambium assessments
- 80% of students made expected growth between diagnostic assessments
- 80% of students are passing ELA grade level coursework with a C average or better

Grade Levels: 9 - 12**Progress Monitoring****Performance Criteria that prompts the addition of Tier 2 interventions for students not meeting the expectation/benchmark**

- Student didn't meet grade level expectations on STAR/FAST - Cambium assessments
- Student is not making expected gains between diagnostic assessments
- Student has a D/F in ELA standards based, grade level assessments and/or coursework

How is the effectiveness of Tier 1 instruction being monitored?

Through school grades, school level progress monitoring data, ESSA status, and school or district level data meetings

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

Data chats and team planning to identify gaps/weaknesses in the curriculum and pacing of lessons, post observation conferences, benchmark based planning and instruction.

Due to a lack of internet infrastructure and staff availability we only offer in person learning.

How is the effectiveness of Tier 1 curriculum being monitored?

Through school grades, school level progress monitoring data, ESSA status, and school or district level data meetings

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

Data chats and team planning to identify gaps/weaknesses in the curriculum and pacing of lessons, post observation conferences, benchmark based planning and instruction.

Due to a lack of internet infrastructure and staff availability we only offer in person learning.

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

Due to a lack of internet infrastructure and staff availability we only offer in person learning.

in the event of a shutdown students who have access to high speed internet may receive instruction through distance learning, where they will have access to adopted curriculum via Canvas and school provided Chromebooks. Teachers have the ability to assign lessons and instruction based on student need and ability. Teachers may send benchmark based assignments in paper form as well as digitally. Students can use KAMI to interact with PDF documents, turning virtual learning into an interactive experience. Teachers will make contact with students weekly via phone, email, Google Meet, or other digital meeting platform to help with assignments, answer questions, offer remediation, etc.

Tier 2

Supplemental Instruction/Intervention:

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

Grade Levels: K - 4**IF Student meets the following criteria at the beginning of the school year:**

(Enter assessment criteria that will be used)

- Level 2 on prior year FSA
- FAST - Cambium level 2
- FAST - STAR below grade level
- i-Ready: K - 326-335 1st - 373-391 2nd - 420-442 3rd - 463-487 4th - 495-519

The school based problem solving team meets to review available student data and determine if there is sufficient evidence to indicate the need for intervention and, if so, place student in appropriate intervention tier (T2 or T3).

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

- Saxon Phonics intervention materials
- Benchmark Advance intervention materials
- Fluency intervention via Read Naturally
- Fluency intervention via Quick Reads
- Reading Horizons Discovery Phonics intervention materials
- SAVVAS intervention materials
- Raz-Plus
- FCRR Student Notebook activities
- i-Ready
- Develop awareness of the segments of sounds in speech and how they link to letters
- Teach students to decode words, analyze word parts, and write and recognize words
- Ensure that each student reads connected text every day to support reading accuracy, fluency, and comprehension
- Build students' decoding skills so they can read complex multisyllabic words
- Provide purposeful fluency-building activities to help students read effortlessly
- Routinely use a set of comprehension-building practices to help students make sense of text
- Provide students with opportunities to practice making sense of stretch text (I.E., challenging text) that will expose them to complex ideas and information

Assessment & Frequency

- LNF/LSF assessments monthly for students with decoding/fluency issues grades K -1
- ORF assessments monthly for students with decoding/fluency issues grades 1 - 4
- ESGI formative skill based assessments monthly or 2 x's per month as needed
- Monthly skill specific assessments following specific interventions

Performance Criteria to discontinue Tier 2 interventions

- C average or better on grade-level, benchmark based coursework
- Meets grade level appropriate performance targets on progress monitoring assessment(s)
- Making consistent, grade level appropriate gains on progress monitoring

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

- Student has a D in ELA standards based, grade level assessments and/or coursework
- Student met 1 year below grade level expectations on progress monitoring assessment(s)

Grade Levels: K - 4**Progress Monitoring**

- Student didn't make expected gains between diagnostic assessments
- Student is stagnant or showing minimal growth on monthly progress monitoring assessments

Performance Criteria that prompts the addition of Tier 3 interventions

- Student has an F in ELA standards based, grade level assessments and/or coursework
- Student met 2 or more years below grade level expectations on progress monitoring assessment(s)
- Student has a drop or no growth on progress monitoring assessments
- Student is stagnant or declining on monthly progress monitoring assessments

Number of times per week intervention provided

2-3 days

Number of minutes per intervention session

20 minutes

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

Classroom walkthroughs by district staff, school based-administrators, and coaches with follow-up instructional coaching and professional development when deemed necessary. Concerns will be brought to admin meetings, grade level team meetings, and/or monthly MTSS meetings with the problem-solving team. Team planning days will be provided so that teams may meet together to plan, align core curriculum and instruction, and make adjustments to pacing guides and focus calendars. Interventions and best practices will be shared at team meetings so that all may benefit from shared ideas and support. Data chats will occur monthly to identify problematic areas and potential solutions. Parents will be notified of interventions and progress by the classroom teacher.

Due to a lack of internet infrastructure and staff availability we only offer in person learning.

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

- i- Ready
- Saxon Phonics Intervention Materials
- Read Naturally - Moderate Evidence
- Reading Horizons Discovery Phonics Intervention Materials
- Benchmark Advance Intervention Materials
- SAVVAS MyView Intervention Materials
- Quick Reads - Strong Evidence
- Raz-Plus - Strong Evidence
- FCRR Student Center Activities

SAVVAS myView Literacy, Reading Horizons Discovery Phonics and FCRR Student Center Activities do not meet strong, moderate or promising levels of evidence. The following IES Practice Guide recommendations support each of these programs and will be incorporated at elementary schools within our district:

Grade Levels: K - 4

Evidence-based practices from IES Practice Guide: Foundational Skills to Support Reading for Understanding

in Kindergarten through 3rd Grade to support all programs <https://tinyurl.com/2chfkfjv>

- * Develop awareness of the segments of sounds in speech and how they link to letters - Strong Evidence

- * Teach students to decode words, analyze word parts, and write and recognize words - Strong Evidence

- * Ensure that each student reads connected text every day to support reading accuracy, fluency, and comprehension - Moderate Evidence

Evidence-based practices from IES Practice Guide: Providing Reading Interventions for Students in Grades 4 - 9 <https://tinyurl.com/5n8vc7v4>

- * Build students' decoding skills so they can read complex multisyllabic words - Strong Evidence

- * Provide purposeful fluency-building activities to help students read effortlessly - Strong Evidence

- * Routinely use a set of comprehension-building practices to help students make sense of text - Strong Evidence

- * Provide students with opportunities to practice making sense of stretch text (I.E., challenging text) that

will expose them to complex ideas and information - Moderate Evidence

These IES recommendations are incorporated into each district resource listed above as each was designed with the foundational principles of the science of reading in mind and incorporate the 6 areas of reading into lessons throughout the programs.

The district will support and monitor implementation of the evidence-based reading instruction utilizing the

identified IES recommendations through providing PD opportunities and funding, as necessary, for principals and literacy coaches, who will then be responsible for training and supporting staff in implementing them.

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

Due to a lack of internet infrastructure and staff availability we only offer in person learning.

In the event of a shutdown students will receive instruction through distance learning. Students who receive interventions through distance learning will receive Tier 1 instruction alongside their peers. They will also receive additional small group interventions (2-3 X weekly) via digital meetings (Google Meet), Google Classroom, telephone, or face-to-face (when appropriate). They will receive instruction and activities that are tailored to their needs, and may be below grade level in order to fill instructional gaps. I-Ready lessons/intervention materials will be presented on a lower level than their peers for remedial purposes. Additional progress monitoring will occur at least monthly on these students to monitor their academic gains and identify particular weaknesses.

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

(Enter assessment criteria that will be used)

- Level 2 on prior year FSA
- FAST - Cambium level 2
- i-Ready - scale score of 521 - 544

The school based problem solving team meets to review available student data and determine if there is sufficient evidence to indicate the need for intervention and, if so, place student in appropriate intervention tier (T2 or T3).

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

- Quick Reads
- Read Naturally
- Achieve 3000
- Benchmark Advance intervention materials
- FCRR Student Center Activities
- Raz-Plus
- i-Ready
- Build students' decoding skills so they can read complex multisyllabic words
- Provide purposeful fluency-building activities to help students read effortlessly
- Routinely use a set of comprehension building practices to help students make sense of text
- Provide students with opportunities to practice making sense of stretch text (I.E., challenging text) that will expose them to complex ideas and information

Assessment & Frequency

- Monthly skill specific assessment(s) following interventions
- ORF assessments monthly for students with decoding/fluency issues

Performance Criteria to discontinue Tier 2 interventions

- C average or better on grade-level, benchmark based coursework
- Meets grade level appropriate performance targets on progress monitoring assessment(s)
- Making consistent grade level appropriate gains on progress monitoring

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

- Student has a D in ELA standards based, grade level assessments and/or coursework
- Student met 1 year below grade level expectations on progress monitoring assessment(s)
- Student didn't make expected gains between diagnostic assessments
- Student is stagnant or showing minimal growth on monthly progress monitoring assessments

Performance Criteria that prompts the addition of Tier 3 interventions

- Student has an F in ELA standards based, grade level assessments and/or coursework
- Student met 2 or more years below grade level criteria on progress monitoring assessment(s)
- Student has a drop or no growth on progress monitoring assessments
- Student is stagnant or declining on monthly progress monitoring assessments

Number of times per week intervention provided

Grade Levels: 5

2 - 3 days

Number of minutes per intervention session

20 - 30 minutes

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

Classroom walkthroughs by district staff, school based-administrators, and coaches with follow-up instructional coaching and professional development when deemed necessary. Concerns will be brought to admin meetings, grade level team meetings, and/or monthly MTSS meetings with the problem-solving team. Team planning days will be provided so that teams may meet together to plan, align core curriculum and instruction, and make adjustments to pacing guides and focus calendars. Interventions and best practices will be shared at team meetings so that all may benefit from shared ideas and support. Data chats will occur monthly to identify problematic areas and potential solutions. Parents will be notified of interventions and progress by the classroom teacher.

Due to a lack of internet infrastructure and staff availability we only offer in person learning.

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

- Read Naturally - Moderate Evidence <https://tinyurl.com/365adf44>
- Benchmark Advance Intervention Materials (See 11C)
- Quick Reads - Strong Evidence <https://tinyurl.com/3x8hpkwc>
- Achieve3000 - Promising Evidence <https://tinyurl.com/mr2mcfsx>
- FCRR Student Center Activities - No Evidence
- Raz-Plus - Strong Evidence <https://tinyurl.com/2wdusnrj>
- i- Ready (See 11c)

Evidence-based practices from IES Practice Guide: Providing Reading Interventions for Students in Grades 4 - 9 <https://tinyurl.com/5n8vc7v4>

- * Build students' decoding skills so they can read complex multisyllabic words - Strong Evidence
- * Provide purposeful fluency-building activities to help students read effortlessly - Strong Evidence
- * Routinely use a set of comprehension-building practices to help students make sense of text - Strong Evidence
- * Provide students with opportunities to practice making sense of stretch text (I.E., challenging text) that will expose them to complex ideas and information - Moderate Evidence

These IES recommendations are incorporated into the district resources listed above as each was designed with the foundational principles of the science of reading in mind and incorporate the 6 areas of reading into lessons throughout the programs.

The district will support and monitor implementation of the evidence-based reading instruction utilizing the identified IES recommendations through providing PD opportunities and funding, as necessary, for

Grade Levels: 5

principals and literacy coaches, who will then be responsible for training and supporting staff in implementing them.

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

Due to a lack of internet infrastructure and staff availability we only offer in person learning.

In the event of another shutdown students who have access to high speed internet may receive Tier 1 instruction alongside their peers. They will also receive additional small group interventions (2 - 3 X weekly) via digital meetings (Google Meet), telephone, or face-to-face (when appropriate). They will receive instruction and activities that are tailored to their needs, and may be below grade level in order to fill instructional gaps. I-Ready lessons/intervention materials will be presented on a lower level than their peers for remedial purposes. Additional progress monitoring will occur at least monthly on these students to monitor their academic gains and identify particular weaknesses.

Grade Levels: 6 - 7**IF Student meets the following criteria at the beginning of the school year:***(Enter assessment criteria that will be used)*

- Level 2 on prior year FSA
- FAST - Cambium level 2
- i-Ready: 6th - 535 - 559 7th - 551 - 575

The school based problem solving team meets to review available student data and determine if there is sufficient evidence to indicate the need for intervention and, if so, place student in appropriate intervention tier (T2 or T3).

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

- Read Naturally
- Achieve 3000
- FCRR Student Center Activities
- i-Ready
- Build students' decoding skills so they can read complex multisyllabic words
- Provide purposeful fluency-building activities to help students read effortlessly
- Routinely use a set of comprehension building practices to help students make sense of text
- Provide students with opportunities to practice making sense of stretch text (I.E., challenging text) that will expose them to complex ideas and information

Assessment & Frequency

- Monthly skill specific assessment(s) following interventions
- ORF assessments monthly for students with decoding/fluency issues

Performance Criteria to discontinue Tier 2 interventions

- C average or better on grade-level, benchmark based coursework
- Meets grade level appropriate performance targets on progress monitoring assessment(s)
- Making consistent grade level appropriate gains on progress monitoring

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

- Student has a D in ELA standards based, grade level assessments and/or coursework
- Student met 1 year below grade level expectations on progress monitoring assessment(s)
- Student didn't make expected gains between diagnostic assessments
- Student is stagnant or showing minimal growth on monthly progress monitoring assessments

Performance Criteria that prompts the addition of Tier 3 interventions

- Student has an F in ELA standards based, grade level assessments and/or coursework
- Student met 2 or more years below grade level criteria on progress monitoring assessment(s)
- Student has a drop or no growth on progress monitoring assessments
- Student is stagnant or declining on monthly progress monitoring assessments

Number of times per week intervention provided

2 - 3 days

Grade Levels: 6 - 7**Number of minutes per intervention session**

20 - 30 minutes

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

Classroom walkthroughs by district staff, school based-administrators, and coaches with follow-up instructional coaching and professional development when deemed necessary. Concerns will be brought to admin meetings, grade level team meetings, and/or monthly MTSS meetings with the problem-solving team. Team planning days will be provided so that teams may meet together to plan, align core curriculum and instruction, and make adjustments to pacing guides and focus calendars. Interventions and best practices will be shared at team meetings so that all may benefit from shared ideas and support. Data chats will occur monthly to identify problematic areas and potential solutions. Parents will be notified of interventions and progress by the classroom teacher.

Due to a lack of internet infrastructure and staff availability we only offer in person learning.

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

- Read Naturally - Moderate Evidence
- Achieve3000 - Promising Evidence
- FCRR Student Center Activities
- i- Ready

Evidence-based practices from IES Practice Guide: Providing Reading Interventions for Students in Grades 4 - 9

- * Build students' decoding skills so they can read complex multisyllabic words - Strong Evidence
- * Provide purposeful fluency-building activities to help students read effortlessly - Strong Evidence
- * Routinely use a set of comprehension-building practices to help students make sense of text - Strong Evidence
- * Provide students with opportunities to practice making sense of stretch text (I.E., challenging text) that will expose them to complex ideas and information - Moderate Evidence

These IES recommendations are incorporated into the district resources listed above as each was designed with the foundational principles of the science of reading in mind and incorporate the 6 areas of reading into lessons throughout the programs.

The district will support and monitor implementation of the evidence-based reading instruction utilizing the identified IES recommendations through providing PD opportunities and funding, as necessary, for principals and literacy coaches, who will then be responsible for training and supporting staff in implementing them.

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

Grade Levels: 6 - 7

Due to a lack of internet infrastructure and staff availability we only offer in person learning.

In the event of another shutdown students who have access to high speed internet may receive Tier 1 instruction alongside their peers. They will also receive additional small group interventions (2 - 3 X weekly) via digital meetings (Google Meet), telephone, or face-to-face (when appropriate). They will receive instruction and activities that are tailored to their needs, and may be below grade level in order to fill instructional gaps. I-Ready lessons/intervention materials will be presented on a lower level than their peers for remedial purposes. Additional progress monitoring will occur at least monthly on these students to monitor their academic gains and identify particular weaknesses.

Grade Levels: 8 - 12**IF Student meets the following criteria at the beginning of the school year:**

(Enter assessment criteria that will be used)

- Level 2 on prior year FSA
- FAST - Cambium level 2
- STAR - Percentile score in the 30 - 59 %ile range

The school based problem solving team meets to review available student data and determine if there is sufficient evidence to indicate the need for intervention and, if so, place student in appropriate intervention tier (T2 or T3).

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

- HMH Read 180
- Perfection Learning Connections
- Build students' decoding skills so they can read complex multisyllabic words
- Provide purposeful fluency-building activities to help students read effortlessly
- Routinely use a set of comprehension building practices to help students make sense of text
- Provide students with opportunities to practice making sense of stretch text (I.E., challenging text) that will expose them to complex ideas and information

Assessment & Frequency

- Chapter reading assessments based on B.E.S.T. standards approximately every two weeks (Perfection Learning)
- Reading Inventory Assessment 3 times annually (READ 180)
- interim and end-of-workshop standards mastery assessments every two week - monthly (READ 180)
- Monthly skill specific assessment(s) following interventions

Performance Criteria to discontinue Tier 2 interventions

- C average or better on grade-level, benchmark based coursework
- Meets grade level appropriate performance targets on progress monitoring assessment(s)
- Making consistent grade level appropriate gains on progress monitoring

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

- Student has a D in ELA standards based, grade level assessments and/or coursework
- Student met 1 year below grade level expectations on progress monitoring assessment(s)
- Student didn't make expected gains between diagnostic assessments
- Student is stagnant or showing minimal growth on monthly progress monitoring assessments

Performance Criteria that prompts the addition of Tier 3 interventions

- Student has an F in ELA standards based, grade level assessments and/or coursework
- Student met 2 or more years below grade level criteria on progress monitoring assessment(s)
- Student has a drop or no growth on progress monitoring assessments
- Student is stagnant or declining on monthly progress monitoring assessments

Number of times per week intervention provided

Grade Levels: 8 - 12

5 times per week

Number of minutes per intervention session

50 minutes per day

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?

Classroom walkthroughs by district staff, school based-administrators, and coaches with follow-up instructional coaching and professional development when deemed necessary. Concerns will be brought to admin meetings, grade level team meetings, and/or monthly MTSS meetings with the problem-solving team. Team planning days will be provided so that teams may meet together to plan, align core curriculum and instruction, and make adjustments to pacing guides and focus calendars. Interventions and best practices will be shared at team meetings so that all may benefit from shared ideas and support. Data chats will occur monthly to identify problematic areas and potential solutions. Parents will be notified of interventions and progress by the classroom teacher.

Due to a lack of internet infrastructure and staff availability we only offer in person learning.

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

- HMH Read 180 - Positive effect
- Perfection Learning Connections

Evidence-based practices from IES Practice Guide: Providing Reading Interventions for Students in Grades 4 - 9

- * Build students' decoding skills so they can read complex multisyllabic words - Strong Evidence
- * Provide purposeful fluency-building activities to help students read effortlessly - Strong Evidence
- * Routinely use a set of comprehension-building practices to help students make sense of text - Strong Evidence
- * Provide students with opportunities to practice making sense of stretch text (I.E., challenging text) that will expose them to complex ideas and information - Moderate Evidence

These IES recommendations are incorporated into the district resources listed above as each was designed with the foundational principles of the science of reading in mind and incorporate the 6 areas of reading into lessons throughout the programs.

The district will support and monitor implementation of the evidence-based reading instruction utilizing the identified IES recommendations through providing PD opportunities and funding, as necessary, for principals and literacy coaches, who will then be responsible for training and supporting staff in implementing them.

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

Grade Levels: 8 - 12

Due to a lack of internet infrastructure and staff availability we only offer in person learning.

In the event of another shutdown students who have access to high speed internet may receive Tier 1 instruction alongside their peers. They will also receive additional small group interventions (2 - 3 X weekly) via digital meetings (Google Meet), telephone, or face-to-face (when appropriate). They will receive instruction and activities that are tailored to their needs, and may be below grade level in order to fill instructional gaps. I-Ready lessons/intervention materials will be presented on a lower level than their peers for remedial purposes. Additional progress monitoring will occur at least monthly on these students to monitor their academic gains and identify particular weaknesses.

[enter grade levels]

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

- Level 1 on prior year FSA
- FAST Cambium: level 1
- FAST STAR: significantly below grade level
- i-Ready: K - 0 - 325 1st - 0 - 372 2nd - 0 - 419 3rd - 0 - 462 4th - 0 - 494

The school based problem solving team meets to review available student data and determine if there is sufficient data evidence to indicate intervention needs (Tier 2 or Tier 3).

THEN TIER 1 instruction, TIER 2 interventions, and TIER 3 intensive interventions**Progress Monitoring****Tier 3 Programs/Materials/Strategies & Duration**

- Saxon Phonics intervention materials
- Benchmark Advance intervention materials
- Fluency intervention via Read Naturally
- Fluency intervention via Quick Reads
- Reading Horizons Discovery Phonics intervention materials
- SAVVAS intervention materials
- Raz-Plus
- Teach students academic language skills, including the use of inferential and narrative language, and vocabulary knowledge - Minimal Evidence
- Develop awareness of the segments of sounds in speech and how they link to letters - Strong Evidence
- Teach students to decode words, analyze word parts, and write and recognize words - Strong Evidence
- Ensure that each student reads connected text every day to support reading accuracy, fluency, and comprehension - Moderate Evidence
- Build students' decoding skills so they can read complex multisyllabic words
- Provide purposeful fluency-building activities to help students read effortlessly
- Routinely use a set of comprehension-building practices to help students make sense of text
- Provide students with opportunities to practice making sense of stretch text (I.E., challenging text) that will expose them to complex ideas and information

Assessment & Frequency

- ESGI skills based assessments monthly or more frequently, as needed
- Monthly skill specific assessments following specific interventions
- LNF/LSF assessments monthly for students with decoding/fluency issues grades K -1
- ORF assessments monthly for students with decoding/fluency issues grades 1 - 4

Performance Criteria to discontinue Tier 3 interventions

- Student improves from F to D on grade-level, benchmark based coursework
- Student makes steady progress on monthly progress monitoring assessments
- Student meets T2 expectation on progress monitoring assessment(s)

Performance Criteria indicating continuation of Tier 3 interventions

- Student continues to struggle with grade-level, benchmark based coursework
- Student fails to make appropriate progress on monthly progress monitoring

Grade Levels: K - 4**Progress Monitoring****Performance Criteria that prompts intensified Tier 3 interventions**

- Student's grades continue to decline
- Student demonstrates declining learning gains on progress monitoring assessments or flatlines for 3 or more consecutive months (pre-/mid-/post-)
- Student's score continue to decline or flatlines for 3 or more consecutive months on monthly skill specific assessments directly related to interventions (example: sight word assessment, after intervention on sight words)

Number of times per week intervention provided

3 – 5 days

Number of minutes per intervention session

20-30 minutes

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

Classroom walkthroughs by district staff, school based-administrators, and coaches with follow-up instructional coaching and professional development when deemed necessary. Concerns will be brought to admin meetings, bi-weekly team meetings, and/or monthly MTSS meetings with the problem-solving team. Team planning days will be provided so that teams may meet together to plan, align core curriculum and instruction, and make adjustments to pacing guides and focus calendars. Interventions and best practices will be shared at team meetings so that all may benefit from shared ideas and support. Data chats will occur monthly to identify problematic areas and potential solutions. Parents will be notified of interventions and progress by the classroom teacher.

Due to a lack of internet infrastructure and staff availability we only offer in person learning.

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

- Saxon Phonics Intervention Materials
- Read Naturally - Moderate Evidence
- Reading Horizons Discovery Phonics Intervention Materials
- Benchmark Advance Intervention Materials
- SAVVAS MyView Intervention Materials
- Quick Reads - Strong Evidence
- Raz-Plus - Strong Evidence
- FCRR Student Center Activities - No Evidence
- Evidence-based practices from IES Practice Guide: Foundational Skills to Support Reading for Understanding in Kindergarten through 3rd Grade to support all programs
- * Teach students academic language skills, including the use of inferential and narrative language, and vocabulary knowledge - Minimal Evidence

Grade Levels: K - 4

- * Develop awareness of the segments of sounds in speech and how they link to letters - Strong Evidence
- * Teach students to decode words, analyze word parts, and write and recognize words - Strong Evidence
- * Ensure that each student reads connected text every day to support reading accuracy, fluency, and comprehension - Moderate Evidence
- Evidence-based practices from IES Practice Guide: Providing Reading Interventions for Students in Grades 4 - 9
- * Build students' decoding skills so they can read complex multisyllabic words - Strong Evidence
- * Provide purposeful fluency-building activities to help students read effortlessly - Strong Evidence
- * Routinely use a set of comprehension-building practices to help students make sense of text - Strong Evidence
- * Provide students with opportunities to practice making sense of stretch text (I.E., challenging text) that will expose them to complex ideas and information - Moderate Evidence

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

Due to a lack of internet infrastructure and staff availability we only offer in person learning.

In the event of a shutdown students will receive instruction through distance learning. Students who receive interventions through distance learning will receive Tier 1 instruction alongside their peers. They will also receive additional small group interventions (2-3 X weekly) via digital meetings (Google Meet), Google Classroom, telephone, or face-to-face (when appropriate). They will receive instruction and activities that are tailored to their needs, and may be below grade level in order to fill instructional gaps. I-Ready lessons/intervention materials will be presented on a lower level than their peers for remedial purposes. Additional progress monitoring will occur at least monthly on these students to monitor their academic gains and identify particular weaknesses.

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

(Enter assessment criteria that will be used)

- Level 1 on prior year FSA
- FAST Cambium level 1
- i-Ready scale score of 0 - 520

The school based problem solving team meets to review available student data and determine if there is sufficient data evidence to indicate intervention needs (Tier 2 or Tier 3).

THEN TIER 1 instruction, TIER 2 interventions, and TIER 3 intensive interventions**Progress Monitoring****Tier 3 Programs/Materials/Strategies & Duration**

- Great Leaps
- Curriculum Associates Phonics for Reading
- FCRR Student Center activities
- Benchmark Advance intervention materials
- Read Naturally
- Quick Reads
- Raz-Plus
- Build students' decoding skills so they can read complex multisyllabic words
- Provide purposeful fluency-building activities to help students read effortlessly
- Routinely use a set of comprehension building practices to help students make sense of text
- Provide students with opportunities to practice making sense of stretch text (I.E., challenging text) that will expose them to complex ideas and information

Assessment & Frequency

- Monthly skill specific assessments following specific interventions
- ORF assessments monthly for students with decoding/fluency issues

Performance Criteria to discontinue Tier 3 interventions

- Student improves from F to D on grade-level, benchmark based coursework
- Student makes progress on monthly progress monitoring assessments
- Student meets T2 expectations on progress monitoring assessment(s)

Performance Criteria indicating continuation of Tier 3 interventions

- Student continues to struggle with grade-level, benchmark based coursework
- Student fails to make appropriate progress on monthly progress monitoring

Performance Criteria that prompts intensified Tier 3 interventions

- Student's grades continue to decline
- Student demonstrates declining learning gains on progress monitoring assessments or flatlines for 3 or more consecutive months (pre-/mid-/post-)
- Student's score continue to decline or flatlines for 3 or more consecutive months on monthly skill specific assessments directly related to interventions (example: sight word assessment, after intervention on sight words)

Number of times per week intervention provided

Grade Levels: 5

3 - 5 days

Number of minutes per intervention session

30 - 50 minutes

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

Classroom walkthroughs by district staff, school based-administrators, and coaches with follow-up instructional coaching and professional development when deemed necessary. Concerns will be brought to admin meetings, team meetings, and/or monthly MTSS meetings with the problem-solving team. Team planning time will be provided so that teams may meet together to plan, align core curriculum and instruction, and make adjustments to pacing guides and focus calendars. Interventions and best practices will be shared at team meetings so that all may benefit from shared ideas and support. Data chats will occur monthly to identify problematic areas and potential solutions. Parents will be notified of interventions and progress by the classroom teacher.

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

- Great Leaps - No evidence
- Curriculum Associates Phonics for Reading - Demonstrates a Rationale
- FCRR Student Center Activities - No Studies that I can find
- Benchmark Advance Intervention Materials
- Read Naturally - Moderate Evidence
- Quick Reads - Strong Evidence
- Raz-Plus - Strong Evidence

Evidence-based practices from IES Practice Guide: Providing Reading Interventions for Students in Grades 4 - 9

- * Build students' decoding skills so they can read complex multisyllabic words - Strong Evidence
- * Provide purposeful fluency-building activities to help students read effortlessly - Strong Evidence
- * Routinely use a set of comprehension-building practices to help students make sense of text - Strong Evidence
- * Provide students with opportunities to practice making sense of stretch text (I.E., challenging text) that will expose them to complex ideas and information - Moderate Evidence

These IES recommendations are incorporated into the district resources listed above as each was designed with the foundational principles of the science of reading in mind and incorporate the 6 areas of reading into lessons throughout the programs.

The district will support and monitor implementation of the evidence-based reading instruction utilizing the identified IES recommendations through providing PD opportunities and funding, as necessary, for principals and literacy coaches, who will then be responsible for training and supporting staff in implementing them.

Grade Levels: 5

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

Due to a lack of internet infrastructure and staff availability we only offer in person learning.

In the event of a shutdown students who have high speed internet access may receive instruction through distance learning. Students who receive interventions through distance learning will receive Tier 1 instruction alongside their peers. They will also receive additional small group interventions (2-3 X weekly) via digital meetings (Google Meet), Google Classroom, telephone, or face-to-face (when appropriate). They will receive instruction and activities that are tailored to their needs, and may be below grade level in order to fill instructional gaps. I-Ready lessons/intervention materials will be presented on a lower level than their peers for remedial purposes. Additional progress monitoring will occur at least monthly on these students to monitor their academic gains and identify particular weaknesses.

Grade Levels: 6 - 7**IF Student meets the following criteria at the beginning of the school year:**

(Enter assessment criteria that will be used)

- Level 1 on prior year FSA
- FAST - Cambium level 1
- i-Ready: 6th - 0 - 534 7th - 0 - 550

The school based problem solving team meets to review available student data and determine if there is sufficient evidence to indicate the need for intervention and, if so, place student in appropriate intervention tier (T2 or T3).

THEN TIER 1 instruction, TIER 2 interventions, and TIER 3 intensive interventions**Progress Monitoring****Tier 3 Programs/Materials/Strategies & Duration**

- Read Naturally
- Mindplay
- Curriculum Associates Phonics for Reading
- Goodman's Five Star Stories
- FCRR Student Center Activities
- i-Ready
- Build students' decoding skills so they can read complex multisyllabic words
- Provide purposeful fluency-building activities to help students read effortlessly
- Routinely use a set of comprehension building practices to help students make sense of text
- Provide students with opportunities to practice making sense of stretch text (I.E., challenging text) that will expose them to complex ideas and information

Assessment & Frequency

- Monthly skill specific assessment(s) following interventions
- ESGI formative skill based assessments monthly or 2 x's per month as needed
- ORF assessments monthly for students with decoding/fluency issues

Performance Criteria to discontinue Tier 3 interventions

- Student improves from F to D on grade-level, benchmark based coursework
- Student makes progress on monthly progress monitoring assessments
- Student meets T2 expectations on progress monitoring assessment(s)

Performance Criteria indicating continuation of Tier 3 interventions

- Student continues to struggle with grade-level, benchmark based coursework
- Student fails to make appropriate progress on monthly progress monitoring

Performance Criteria that prompts intensified Tier 3 interventions

- Student's grades continue to decline
- Student demonstrates declining learning gains on progress monitoring assessments or flatlines for 3 or more consecutive months (pre-/mid-/post-)
- Student's score continue to decline or flatlines for 3 or more consecutive months on monthly skill specific assessments directly related to interventions (example: sight word assessment, after intervention on sight words)

Grade Levels: 6 - 7**Number of times per week intervention provided**

5 days per week

Number of minutes per intervention session

50 minutes per day

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?

Classroom walkthroughs by district staff, school based-administrators, and coaches with follow-up instructional coaching and professional development when deemed necessary. Concerns will be brought to admin meetings, team meetings, and/or monthly MTSS meetings with the problem-solving team. Team planning time will be provided so that teams may meet together to plan, align core curriculum and instruction, and make adjustments to pacing guides and focus calendars. Interventions and best practices will be shared at team meetings so that all may benefit from shared ideas and support. Data chats will occur monthly to identify problematic areas and potential solutions. Parents will be notified of interventions and progress by the classroom teacher.

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

- Read Naturally
- Mindplay - No evidence
- Curriculum Associates Phonics for Reading - No evidence
- Goodman's Give Star Stories - No Evidence
- FCRR Student Center Activities - No Evidence
- i-Ready
- Achieve3000

Evidence-based practices from IES Practice Guide: Providing Reading Interventions for Students in Grades 4 - 9

- * Build students' decoding skills so they can read complex multisyllabic words - Strong Evidence
- * Provide purposeful fluency-building activities to help students read effortlessly - Strong Evidence
- * Routinely use a set of comprehension-building practices to help students make sense of text - Strong Evidence
- * Provide students with opportunities to practice making sense of stretch text (I.E., challenging text) that will expose them to complex ideas and information - Moderate Evidence

These IES recommendations are incorporated into the district resources listed above as each was designed with the foundational principles of the science of reading in mind and incorporate the 6 areas of reading into lessons throughout the programs.

The district will support and monitor implementation of the evidence-based reading instruction utilizing the identified IES recommendations through providing PD opportunities and funding, as necessary, for principals and literacy coaches, who will then be responsible for training and supporting staff in implementing them.

Grade Levels: 6 - 7

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

Due to a lack of internet infrastructure and staff availability we only offer in person learning.

In the event of a shutdown students who have high speed internet access may receive instruction through distance learning. Students who receive interventions through distance learning will receive Tier 1 instruction alongside their peers. They will also receive additional small group interventions (2-3 X weekly) via digital meetings (Google Meet), Google Classroom, telephone, or face-to-face (when appropriate). They will receive instruction and activities that are tailored to their needs, and may be below grade level in order to fill instructional gaps. I-Ready lessons/intervention materials will be presented on a lower level than their peers for remedial purposes. Additional progress monitoring will occur at least monthly on these students to monitor their academic gains and identify particular weaknesses.

Grade Levels: 8 - 12**IF Student meets the following criteria at the beginning of the school year:**

(Enter assessment criteria that will be used)

- Level 1 on prior year FSA
- FAST - Cambium level 1
- STAR - Percentile score in the 0 - 30%ile range

The school based problem solving team meets to review available student data and determine if there is sufficient evidence to indicate the need for intervention and, if so, place student in appropriate intervention tier (T2 or T3).

THEN TIER 1 instruction, TIER 2 interventions, and TIER 3 intensive interventions**Progress Monitoring****Tier 3 Programs/Materials/Strategies & Duration**

- HMH Read 180
- Perfection Learning Connections
- Build students' decoding skills so they can read complex multisyllabic words
- Provide purposeful fluency-building activities to help students read effortlessly
- Routinely use a set of comprehension building practices to help students make sense of text
- Provide students with opportunities to practice making sense of stretch text (I.E., challenging text) that will expose them to complex ideas and information

Assessment & Frequency

- Chapter reading assessments based on B.E.S.T. standards approximately every two weeks (Perfection Learning)
- Reading Inventory Assessment 3 times annually (READ 180)
- interim and end-of-workshop standards mastery assessments every two week - monthly (READ 180)
- Monthly skill specific assessment(s) following interventions

Performance Criteria to discontinue Tier 3 interventions

- Student improves from F to D on grade-level, benchmark based coursework
- Student makes progress on monthly progress monitoring assessments
- Student meets T2 expectations on progress monitoring assessment(s)

Performance Criteria indicating continuation of Tier 3 interventions

- Student continues to struggle with grade-level, benchmark based coursework
- Student fails to make appropriate progress on monthly progress monitoring

Performance Criteria that prompts intensified Tier 3 interventions

- Student's grades continue to decline
- Student demonstrates declining learning gains on progress monitoring assessments or flatlines for 3 or more consecutive months (pre-/mid-/post-)
- Student's score continue to decline or flatlines for 3 or more consecutive months on monthly skill specific assessments directly related to interventions (example: sight word assessment, after intervention on sight words)

Grade Levels: 8 - 12**Number of times per week intervention provided**

5 times per week

Number of minutes per intervention session

50 minutes

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

Classroom walkthroughs by district staff, school based-administrators, and coaches with follow-up instructional coaching and professional development when deemed necessary. Concerns will be brought to admin meetings, team meetings, and/or monthly MTSS meetings with the problem-solving team. Team planning time will be provided so that teams may meet together to plan, align core curriculum and instruction, and make adjustments to pacing guides and focus calendars. Interventions and best practices will be shared at team meetings so that all may benefit from shared ideas and support. Data chats will occur monthly to identify problematic areas and potential solutions. Parents will be notified of interventions and progress by the classroom teacher.

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

- HMH Read 180 - Positive effect
- Perfection Learning Connections - No evidence

Evidence-based practices from IES Practice Guide: Providing Reading Interventions for Students in Grades 4 - 9

- * Build students' decoding skills so they can read complex multisyllabic words - Strong Evidence
- * Provide purposeful fluency-building activities to help students read effortlessly - Strong Evidence
- * Routinely use a set of comprehension-building practices to help students make sense of text - Strong Evidence
- * Provide students with opportunities to practice making sense of stretch text (I.E., challenging text) that will expose them to complex ideas and information - Moderate Evidence

These IES recommendations are incorporated into the district resources listed above as each was designed with the foundational principles of the science of reading in mind and incorporate the 6 areas of reading into lessons throughout the programs.

The district will support and monitor implementation of the evidence-based reading instruction utilizing the identified IES recommendations through providing PD opportunities and funding, as necessary, for principals and literacy coaches, who will then be responsible for training and supporting staff in implementing them.

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

Grade Levels: 8 - 12

Due to a lack of internet infrastructure and staff availability we only offer in person learning.

In the event of a shutdown students who have high speed internet access may receive instruction through distance learning. Students who receive interventions through distance learning will receive Tier 1 instruction alongside their peers. They will also receive additional small group interventions (2-3 X weekly) via digital meetings (Google Meet), Google Classroom, telephone, or face-to-face (when appropriate). They will receive instruction and activities that are tailored to their needs, and may be below grade level in order to fill instructional gaps. I-Ready lessons/intervention materials will be presented on a lower level than their peers for remedial purposes. Additional progress monitoring will occur at least monthly on these students to monitor their academic gains and identify particular weaknesses.

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.

The school-based Problem Solving Team meets to review available student data and determine if there is sufficient data evidence to indicate the student needs intervention, what level of intervention (Tier 2 OR Tier 2 and Tier 3), and whether the student meets the (above mentioned) criteria to be identified with a substantial deficiency in reading.