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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	Murphy, Everett Director of Teaching and Learning everett.murphy@bakerk12.org 9042590429
Elementary English Language Arts (ELA)	Murphy, Everett Director of Teaching and Learning everett.murphy@bakerk12.org 9042590429
Secondary ELA	Murphy, Everett Director of Teaching and Learning everett.murphy@bakerk12.org 9042590429
Reading Curriculum	Murphy, Everett Director of Teaching and Learning everett.murphy@bakerk12.org 9042590429
Professional Development	Murphy, Everett Director of Teaching and Learning everett.murphy@bakerk12.org 9042590429
Third Grade Promotion	Murphy, Everett Director of Teaching and Learning everett.murphy@bakerk12.org 9042590429
Assessment	Wheeler, Traci Director of Title One and Student Accountability traci.wheeler@bakerk12.org 904-259-3367
Data Element	Windham, Mary MIS- Data Processor mary.windham@bakerk12.org 9042590449
Reading Endorsement	Mobley, Robin Associate Superintendent of HR robin.mobley@bakerk12.org 904-259-0401
Multi-Tiered System of Supports (MTSS)	Wheeler, Traci Director of Assessment and Accountability traci.wheeler@bakerk12.org 904-259-3367
Summer Reading Camp	Murphy, Everett Director of Teaching and Learning everett.murphy@bakerk12.org 904-259-0429

Communication of Plan Information

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

The Reading Plan link will be placed on all school websites as well as the district website for all stakeholders to view. The Reading Plan will be shared with all staff through a district email to share

goals and strategies for the 2022-2023 school year. When school resumes in the fall, the Reading Plan will be shared and discussed at each school site in their back to school meetings.

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 85%

Previous School Year

Kindergarten - % of Students "Ready" on FLKRS 87%

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

The Kindergarten Center exceeded last year's goal of 70%.

- * Continued use of the district adopted curriculum for both school year VPK and summer VPK.
- * The district added Heggerty Phonemic Awareness in both pre-k and kindergarten to help boost FLKRS scores
- * The Kindergarten Center will continue using the VPK Star Early Literacy . Pre-k teachers use the STAR and AP data to guide their instruction.
- * We closely monitor and provide intervention for the kindergarten students who scored below grade level on 2 or more areas of AP 3 in pre-k. Students also participate in a fast paced ABC Bootcamp for quick letter review before the FLKRS test .
- * The Kindergarten Center gives the FLKRS one-on-one with a touchscreen tablet Replacing computers with a mouse, for touch screen computers, and establishing a FLKRS assessment team to administer FLKRS with fidelity are goals to help drive instruction in Pre-K.

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	8	24	39	22	7	5	20	40	25	10
4	24	26	25	16	9	20	20	25	20	15
5	28	27	19	18	9	20	25	25	20	10
6	20	21	20	26	14	15	15	25	30	15
7	34	26	18	15	6	30	25	20	15	10
8	33	22	26	13	6	30	20	25	15	10
9	28	25	17	20	10	25	20	25	20	10
10	31	23	18	20	8	30	20	20	20	10

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

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

The goal of Baker County School District would be to limit the loss of student learning due to the Covid Slide. Our goal would be to show at least 2% gain on STAR assessments for grades K-2.

Another goal would be learning to use the new FAST for grades 3-10 to progress monitor and address specific needs of students in real time. Having multiple assessment data points should help us in meeting our yearly goals.

District Budget for Evidence-Based Reading Instruction Allocation

Budget		
1	Estimated proportional share distributed to district charter	\$0.00
2	Reading coaches assigned to elementary schools	\$78,333.45
	FTE	2022-23
	1.0	\$78,333.45
3	Reading coaches assigned to secondary schools	\$59,817.10
	FTE	2022-23
	1.0	\$59,817.10
4	Intervention teachers assigned to elementary schools	\$223,576.45
	FTE	2022-23
	4.0	\$223,576.45
5	Intervention teachers assigned to secondary schools	\$0.00
6	Supplemental materials or interventions for elementary schools	\$0.00
7	Supplemental materials or interventions for secondary schools	\$0.00
8	Intensive interventions for elementary students reading below grade level	\$0.00
9	Intensive interventions for secondary students reading below grade level	\$0.00
10	Professional development	\$0.00
11	Helping teachers earn the reading endorsement	\$0.00
12	Summer reading camps	\$0.00
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:		\$361,727.00

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.

Baker County School District recognizes the importance of early identification of reading deficiencies (especially in K-3), so corrective instruction and interventions are designed to raise literacy achievement of students who are below grade-level expectations in reading. Elementary schools have staff dedicated to facilitate interventions in K-3. Students with the most need of reading intervention are identified and placed in different programs to support their areas of deficiency

The district wrote a grant to fund the hiring of interventions to help provide an extra layer of support for struggling readers at the K-3 levels.

The majority of the Reading Allocation is spent on staff to support the focus of K-3 students with reading deficiencies.

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School Literacy Leadership Teams

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

During educational leader's meetings at the beginning of the school year, principals will be given information about the requirements of the School Literacy Leadership Team. This information will outline who is on the team, how often the team should meet, and the goals of the meetings.

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

The principal of each school in coordination with the reading coach will choose and submit a roster of members of the School Literacy Leadership Team to the Director of Teaching and Learning.

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

The Director of Teaching and Learning will monitor and support the School Literacy Leadership Teams and ensure compliance.

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.

*In order to provide mentor teachers for new teachers, Clinical Ed Mentor Training will be provided through NEFEC. After completing this course mentor teachers will be assigned to new teachers.

*New teachers are assigned a mentor and during their first year of teaching follow the district new teacher guidelines. This allows the teacher and mentor to meet weekly to share techniques, strategies, and overall ideas of what the new teacher may need to be successful. The new teacher will also have plenty of opportunities to observe the various mentor teachers on campus to see effective ways of teaching.

*The UF Flamingo Literacy Matrix is an online professional development system. Educators can select the competency or competencies needed for Reading Endorsement. This PD focuses on foundational competencies for reading: Foundations, Assessment, Instruction, and Intervention. Teachers can earn all 5 competencies for adding the Reading Endorsement to their certificate.

*NEFEC is offering Rural Connect Grant again to provide elementary teachers literacy training. Rural Connect is a five-year, early-phase Education Innovation and Research grant awarded to NEFEC by the US Department of Education. Rural Connect is a solution for empowering rural educators as advocates in their professional learning, giving voice and choice to teachers who otherwise operate in isolation from their peers. Through a network of regional learning communities focused on integrating literacy into content area curriculum, Rural Connect provides a platform for cross-district, teacher-led learning and practice-connected support that is crucial to the growth and retention of educators in small, rural districts. The three main goals of Rural Connect are:

- 1) Increase achievement and literacy engagement of high-need, rural students;
- 2) Increase collective efficacy and motivation of rural teachers; and
- 3) Refine an innovative, replicable model for rural professional learning, collaboration, and support.

*FDLRS offering Exploring Structured Literacy to renew certificates with reading points. FDLRS provides a variety of ways to earn inservice points. Free online professional development is available statewide through the BEESS Portal to Professional Development Alternatives (PDA). FDLRS PDA courses are designed to assist Florida educators with various instructional and behavioral support needs to maximize achievement for all students. Each course contains high quality, up-to-date content and engaging, online activities. Many of these courses are online but there are also facilitated courses where teachers can participate and schools will give teachers professional leave to attend the trainings.

*Team Time is a time where elementary schools meet as grades to share teaching strategies, information, and other PD. This happens once per month at the elementary schools.

*All schools have Data Chats where data is broken down and a plan of action is created to address needs. This occurs at the beginning of each school year and after progress monitoring assessments are given.

*Teachers are encouraged to visit model classrooms to develop effective teaching skills/methods

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.

With the support of NEFEC, a master in-service plan will be developed and shared with all principals. As new opportunities for PD arise they will be shared with principals to disseminate with their staff.

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

The Director of Teaching and Learning will support professional development.

Charter Schools

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

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

NA

Literacy Coaches

Literacy Coaches - Part A

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

Coaches must possess the following:

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

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

Baker County School District sees the importance of having a literacy coach in every school. Funds from various sources; Title 1, Title 2, Reading Allocation, and General Funds pay for this important support. 100% of the schools in the district have a literacy coach on staff. All Literacy Coaches will have at least a Bachelor's Degree, be reading endorsed or have reading on their certification. Coaches will be selected from experienced classroom teachers who have shown their knowledge and abilities to effectively implement reading strategies with students. They must be able to communicate with all stakeholders, be able to offer PD to classroom teachers, and also be able to observe and offer interventions to teachers for struggling readers.

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?

Reading Coaches meet regularly with principals to discuss goals and upcoming events, PD, assessments, etc.

The Reading Coach has a specific and detailed job description that is posted on the district web site. This job description can viewed at:
<https://www.bakerk12.org/cms/lib/FL02213740/Centricity/domain/168/job%20descriptions/READING%20COACH.pdf>

The Reading Coach's duties are explained at the beginning of the year in faculty meetings and Educational Leaders meetings.

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?

Time is allocated for coaches to prepare, plan, and implement goals to meet their schools' needs. Coaches meet with one another to collaborate and plan professional development events for their schools. The district limits the amount of time coaches are used for extra duties.

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

The Director of Teaching and Learning

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

Monthly at reading meetings.

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

During Literacy Leadership Team meetings, needs are identified and a plan of action for the coach is determined. Also, during coaches meetings, needs are discussed and ideas shared about how to address them.

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?
i-Ready	Grades 4-5	Screener, Progress Monitoring, Diagnostic	Vocabulary, Comprehension	Quarterly
District Developed Assessment	Kindergarten	Screener, Progress Monitoring, Diagnostic	Fluency, Vocabulary, Comprehension	3 x A Year
USA Test Prep	9-12	Progress Monitoring, Formative Assessment, Summative	Vocabulary, Comprehension	3 x A Year
STAR	1-10	Progress Monitoring, Formative Assessment	Vocabulary, Comprehension	Monthly
FAST - Cambium	Grades 3-10	Formative Assessment	Oral Language, Fluency	2 x A Month
FAST - STAR	K-2	Formative Assessment	Comprehension	Monthly
Teacher Created Benchmark Assessments	Grades 6-12	Progress Monitoring	Phonological Awareness, Phonics	2 x A Month
Oral Reading Fluency on Grade-Level Cold Reads	Grades 9-12	Progress Monitoring	Comprehension	Weekly
Accelerated Reader (AR)	K-8	Progress Monitoring	Oral Language, Phonological Awareness, Phonics, Fluency, Vocabulary, Comprehension	Weekly
Saxon Phonics		Progress Monitoring, Formative Assessment	Phonological Awareness, Phonics	Weekly
Reading Assistant	K-3	Screener	Oral Language, Phonics	Quarterly
Title 1 Teacher Created Progress Monitoring	K-5			
SRA	K-2 for Tier 2 and 3			

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?

The Director of Teaching and Learning

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

All instruction is aligned with the Florida Standards. Curriculum used by schools is state approved and research based. Teachers collaborate to develop lesson plans and curriculum maps that are submitted to the principal for approval. Teachers are provided ongoing PD in the science of reading.

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

Data chats are held with each teacher to discuss and analyze assessment data. Student needs are identified and plans are revised to provide additional instructional supports. The instructional coach and/or the MTSS team collaborate with the teachers to plan for tiered instruction and interventions. Students may also be identified for placement in additional reading interventions.

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

Various forms of PD is offered throughout the year to ensure the enrichment of literacy instruction throughout all content area classrooms.

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

Being a small district, communication is welcomed and principals make themselves available to all stakeholders to express concerns. Through various school site meetings, issues are addressed and plans are formulated.

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.

Through quarterly instructional coaches meetings, each school will provide various data and input to analyze the current reading plan and make adjustments to the plan and its implementation. Instructional coaches will gather input from their school's literacy leadership team to bring to the quarterly instructional coaches meeting. Professional development was identified as an area of need for staff. This need has been shared with the North East Florida Educational Consortium (NEFEC) to help with teachers understanding the "Science of Reading". More opportunities are being looked at for PD for teachers and additional funds are being allocated through Title II to pay for these PD times.

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?

- * Lesson Plans- Ed Leaders review and give feedback
- * Curriculum Mapping- Done as a team with Ed Leader feedback, Ed Leaders check for implementation during walk-throughs, teams and PLC's hold members accountable for keeping pace with the map through data chats.
- * Intentional Walk Throughs- Ed Leaders share at district Ed Leader meetings with the Executive Director of Teaching and Learning and the Superintendent
- * Data Chats (Using Progress Monitoring Assessments)-These are led by PLC or Team Leaders, Instructional Coaches, and/or Ed Leaders. Teachers and teams, including grade levels, subject areas, and Literacy Leadership Teams plan and provide interventions at the appropriate tier(s) based on data.
- * Teacher Evaluations- Ed Leaders evaluate teachers once or twice a year depending on their contract. Teachers are provided detailed feedback.

Who at the district level supports effective implementation?

The Director of Teaching and Learning

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

The literacy coaches assess testing data, throughout the year to look for weaknesses in instructional practices and to provide support for teachers and students.

At the quarterly Literacy Coaches Meetings, we will discuss the progress of implementation of the reading plan and consider next steps to enhance effectiveness. Coaches will bring data and evidence of implementation from their respective schools and will work together with the Executive Director of Teaching and Learning to identify next steps for implementation in the problem-solving process and to evaluate the effectiveness of current interventions and strategies.

Weekly reading walkthroughs by administrators - Part B

What process is in place to ensure effective implementation?

A district created data collection tool using Google Docs will be used for Weekly Reading Walkthroughs. This data will be shared with Instructional Coaches and District Leaders to ensure fidelity and plan to meet additional needs.

Who at the district level supports effective implementation?

The Director of Teaching and Learning

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

The district created walkthrough tool will identify areas of need. This tool will be submitted to the district monthly.

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

What process is in place to ensure effective implementation?

Dates and times are scheduled throughout the year for student assessment. Data chats are planned to analyze the data and identify areas of student needs. Coaches and the MTSS team support teachers in implementing differentiated instruction based on student data. especially the new (FAST)

Who at the district level supports effective implementation?

The Director of Teaching and Learning

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

At the school site, the MTSS team and Literacy Leadership teams monitor student progress. Areas of need are identified and a plan of action is developed to address and alleviate deficits.

Summer Reading Camp

Reading Camp - Part A

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

- Provide instruction to grade 3 students who score Level 1 on the statewide standardized assessment for ELA;
- Implement evidence-based explicit, systematic, and multisensory reading instruction in phonemic awareness, phonics, fluency, vocabulary, and comprehension; and
- Provide instruction by a highly effective teacher endorsed or certified in reading.

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

Yes

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

The following instructional materials/tools will be used for the 2022-2023 Summer Reading Camp.

Saxon Phonics does not meet strong, moderate or promising levels of evidence; however, the following IES Practice Guide Recommendation(s) support the program: Foundational Skills to Support Reading for Understanding in Kindergarten Through 3rd Grade Practice Guide: Recommendation 2: Develop awareness of the segments of sound in speech and how they link to letters, Strong Evidence. Recommendation 3: Teach students to decode words, analyze word parts, and write and recognize words, Strong Evidence. Saxon Phonics provides daily practice in alphabet recognition, phonemic/phonological awareness, daily introduction of a new letter/combination/digraph/blend, spelling, and sound review, differentiated activities, new concepts, phonics/print awareness, and sight words. The district will support and monitor implementation of this program by assessing lesson plans, teacher walkthroughs, and purchasing materials and training, including teacher compensation for professional development.

Readworks does not meet strong, moderate or promising levels of evidence; however, the following IES Practice Guide Recommendation(s) support the program: Foundational Skills to Support Reading for Understanding in Kindergarten Through 3rd Grade Practice Guide: Recommendation 4: Ensure that each student reads connected text every day to support reading accuracy, fluency, and comprehension, Moderate Evidence. High-interest, online, leveled texts, both fiction and nonfiction, are provided to students to develop fluency and vocabulary. These language-rich texts are followed by a variety of questions based on the selection, both multiple choice and open-ended. These questions are explicit and inferential, and build on each other in order to develop students' understanding of text features and comprehension. The district will support and monitor implementation of this program by teacher walkthroughs, maintaining access to 1:1 Chromebooks, and assessing lesson plans, including teacher compensation for planning curriculum maps and correlations to Best Standards.

IXL Learning does not meet strong, moderate or promising levels of evidence; however, the following IES Practice Guide Recommendation(s) support the program: Foundational Skills to Support Reading for Understanding in Kindergarten Through 3rd Grade Practice Guide: Recommendation 1: Teach students academic language skills, including the use of inferential and narrative language, and vocabulary knowledge, Minimal Evidence. Recommendation 2: Develop awareness of the segments of sounds in

speech and how they link to letters, Strong Evidence. Recommendation 3: Teach students to decode words, analyze word parts, and write and recognize words, Strong Evidence. Recommendation 4: Ensure that each student reads connected text every day to support reading accuracy, fluency, and comprehension, Moderate Evidence. This program is designed to support any reading curriculum as it uses online lessons and games to teach concepts such as Reading Foundations, Reading Strategies, Writing Strategies, Vocabulary, and Grammar. The district will support and monitor implementation of this program by teacher walkthroughs, maintaining access to 1:1 Chromebooks, and assessing lesson plans, including teacher compensation for planning curriculum maps and correlations to Best Standards.

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.

NA

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.)

15

Students who demonstrate a reading deficiency in grades K-2

21

Students who score Level 1 in grades 4-5

27

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.)

12%

Students who demonstrate a reading deficiency in grades K-2

16%

Students who score Level 1 in grades 4-5

21%

Family Engagement through a Read-At-Home Plan

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

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

The district uses Renaissance Accelerated Reading Program to promote and encourage independent reading at home in the child's zone of proximal development level. Computer based Accelerated Reader Quizzes are administered at school to ensure reading comprehension. Teachers encourage parents to be a part of the AR program and are provided testing data from their child's individualized test.

All elementary schools schedule meetings with parents to discuss their child's current reading level and develop a plan for parents to help optimize reading at home.

Teachers send home individualized at home reading practice, targeting the student's area of need.

Days before summer break, students K-5 are given take home packets of new reading books and materials with parental instruction on how they can work with their student on reading for the summer.

Students who have reading deficiencies are identified and information is sent home about the "New World Reading Initiative" that provides students with a free home library of books. This is funded by FLDOE and books are provided by Scholastic.

Who at the district is responsible for monitoring this requirement?

The Director of Teaching and Learning.

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?

Core Curriculum-

Elementary K-5- Savvas

Grades 6-8- Mirrors and Windows

Grades 9-12- Springboard from College Board.- Springboard does not meet strong, moderate or promising levels of evidence; however, the following IES Practice Guide Recommendation(s) support the program: Providing Reading Interventions for Students in Grades 4–9: Recommendation 3: Routinely use a set of comprehension-building practices to help students make sense of the text, Strong Evidence—

- Part 3A. Build students' world and word knowledge so they can make sense of the text
- Part 3B. Consistently provide students with opportunities to ask and answer questions to better understand the text they read
- Part 3C. Teach students a routine for determining the gist of a short section of text
- Part 3D. Teach students to monitor their comprehension as they read

Recommendation 4: Provide students with opportunities to practice making sense of stretch text (i.e., challenging text) that will expose them to complex ideas and information, Moderate Evidence.

Newsela provides online, real-world texts that engage students. The texts are leveled, so they're easier to use in differentiated instruction, scaffolding, and independent learning. They have built-in activities and lessons that spark interest while simultaneously providing in-context skills practice. The district will support and monitor implementation of this program by teacher walkthroughs, maintaining access to 1:1 Chromebooks, and assessing lesson plans, including teacher compensation for planning curriculum maps and correlations to Best Standards & continued purchase of the product.

Walk Throughs- Ed Leaders frequently visit reading and ELA classrooms. They note the strategies students and teachers are using, as well as the standards being taught, and the rigor of instruction. Ed Leaders are looking for teachers to utilize the core curriculum, keep up with the map, and provide differentiation as needed.

Lesson Plans-Teachers submit lesson plans to their Ed. Leaders on a schedule set by each school. Ed. Leaders examine the lesson plans to check if teachers have a strong grasp of the purpose for each lesson, as well as whether they are planning standards-based instruction that builds skills with a gradual release of responsibility and scaffolding appropriate to the skill and time of year.

Dedicated Block of Scheduled Time for Reading (First 90 Minutes of the School Day) for all K-5 students

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

The Director of Teaching and Learning

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?

SAVVAS, Mirrors and Windows, and Spring Board the district adopted curricula, integrate content areas such as social studies, science and arts.

Additional supplemental materials and web-based programs such as Newsela and Readworks, also support understanding of important concepts in social studies, science and the arts.

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

The Director of Teaching and Learning

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

How does the district support and monitor implementation?

During the scheduled reading block, small group instruction, reading centers, and individual supports are given to students. Additional staff are dedicated to supporting efforts. Every teacher has an additional staff member to assist them in the classroom during the reading block.

Literacy coaches also monitor small group instruction for implementation and share out at quarterly coaches meetings.

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

The Director of Teaching and Learning

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 school district provides core reading instruction that includes the six components of reading. Students are assessed throughout the year and needs are identified and addressed through tiered levels of instruction and intervention. The MTSS identification and implementation guide is used in all schools within the district. This process helps in streamlining and following students from year to year to maintain tiered supports.

How does the district support and monitor implementation?

All reading curriculum will align with Florida's Revised Formula for Success. Time scheduled through the year for the MTSS team to review DATA and assure interventions are being used for success.

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

The Director of Accountability and Special Programs

Assessment/Curriculum Decision Trees - Part C

Requirements

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

The Decision Trees must contain the following information:

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

Tier 1

Core Instruction:

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

Grade Levels: K-5

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

(Enter assessment criteria that will be used)

Student meets the following criteria at beginning of school year: PKK (Kindergarten): Kindergarten Readiness checklist and FLKRS provide a starting point for instruction.

MES/WES (1st - 3rd): If student scores at or above 50 PR on the initial STAR Reading Assessment; students scoring between 39-49 are considered on watch. For 3rd grade students scoring proficient on FAST assessments.

KIS (4th -5th): If students score a level 3 or above on FAST

THEN TIER 1 Only

Core Curriculum

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

The following programs are on the Florida State Adoption List:

PKK (Kindergarten): The core curriculum is Savvas which has a strong evidence rating from ESSA.

MES/WES: The core curriculum is Savvas which has a strong evidence rating from ESSA.

KIS: The core curriculum is Savvas which has a strong evidence rating from ESSA.

Progress Monitoring

Assessment & Frequency

PKK (Kindergarten): Weekly classroom assessments and STAR Early Literacy (4x per year).
 MES/WES - 1st - 3rd grades: STAR Reading, (4 times per year for all students), STAR Early Literacy (for select students), Weekly Assessments
 KIS- 4th- 5th grades: STAR (3 times per year), i-Ready (3 times per year) Diagnostic, & Summative Assessments (monthly)

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

PKK (Kindergarten): 70% on classroom assessments and 50 PR on STAR Early Literacy
 MES/WES - 1st - 3rd grades: 50 PR on STAR, 70% on weekly assessments
 KIS- 4th-5th grades: 50 PR on STAR, Tier 1 Indicated on iReady Diagnostic, and 70% or above on summative assessments.

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

PKK (Kindergarten): Students score below Tier 1 benchmark.
 MES/WES - 1st - 3rd grades: 49 PR or below on STAR, 69% or below on weekly assessments
 KIS- 4th- 5th grades: 49 PR or below on STAR, Tier 2 indicated on i-Ready Diagnostic, and 69% or below on summative assessments. FAST-FSA equivalent score greater than or equal to level 3

How is the effectiveness of Tier 1 instruction being monitored?

Grade Levels: K-5

PKK (Kindergarten): Tier 1 instruction is monitored through weekly classroom assessments and STAR Early Literacy.

MES/WES - 1st - 3rd grades: Tier 1 instruction is monitored through weekly classroom assessments, progress reports, and report cards. FAST-FSA Equivalent Score greater than or equal to level 3.

KIS- 4th and 5th grades: Tier 1 instruction is monitored through summative assessment data, cut scores from STAR and i-Ready Diagnostics, progress reports, and report cards. FAST-FSA Equivalent Score greater than or equal to level 3.

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?

PKK Kindergarten): School/classroom data is analyzed by the MTSS Core Team using ICEL/RIOT Tool for problem solving.

MES/WES - 1st - 3rd grades: School/classroom data is analyzed by the MTSS Core Team using ICEL/RIOT tool for problem solving.

KIS- 4th and 5th grades: School/classroom data is analyzed by the MTSS Core Team using ICEL/RIOT Tool for problem solving

How is the effectiveness of Tier 1 curriculum being monitored?

PKK (Kindergarten): Lesson Plans, common planning meetings, PLC meetings, data chats, classroom walkthroughs

MES/WES - 1st - 3rd grades: Lesson Plans, common planning meetings, PLC meetings, data chats, classroom walkthroughs

KIS - 4th - 5th grades: Lesson Plans, common planning meetings, PLC meetings, data chats, classroom walkthroughs

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

PKK (Kindergarten): MTSS problem solving worksheet and flowchart

MES/WES - 1st - 3rd grades: MTSS problem solving worksheet and flowchart

KIS 4th - 5th grades: MTSS problem solving worksheet and flowchart

N/A on Distance Learning

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

N/A

Grade Levels: 6-8 grades**IF Student meets the following criteria at the beginning of the school year:**

(Enter assessment criteria that will be used)

6th-8th grades- Student meets the following criteria at beginning of school year:
Student scored a 2 or higher on the most recent FSA or STAR scores are in the highest 75%.

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.

6th-8th grade Curriculum:
Amplify ELA

Teengagement and Top score are used to supplement core curriculum and neither meet strong, moderate or promising levels of evidence; however, the following IES Practice Guide Recommendation(s) support the program: Providing Reading Interventions for Students in Grades 4–9: Recommendation 3: Routinely use a set of comprehension-building practices to help students make sense of the text, Strong Evidence—

- Part 3A. Build students' world and word knowledge so they can make sense of the text
- Part 3B. Consistently provide students with opportunities to ask and answer questions to better understand the text they read
- Part 3C. Teach students a routine for determining the gist of a short section of text
- Part 3D. Teach students to monitor their comprehension as they read

Recommendation 4: Provide students with opportunities to practice making sense of stretch text (i.e., challenging text) that will expose them to complex ideas and information, Moderate Evidence. Newsela provides online, real-world texts that engage students. The texts are leveled, so they're easier to use in differentiated instruction, scaffolding, and independent learning. They have built-in activities and lessons that spark interest while simultaneously providing in-context skills practice. The district will support and monitor implementation of this program by teacher walkthroughs, maintaining access to 1:1 Chromebooks, and assessing lesson plans, including teacher compensation for planning curriculum maps and correlations to Best Standards & continued purchase of the product.

All curriculum is delivered using highly effective strategies which are supported by strong evidence (https://ies.ed.gov/ncee/wwc/Docs/PracticeGuide/readingcomp_pg_092810.pdf). Strategies utilized: activating prior knowledge, questioning, visualizing, monitoring and clarifying, drawing inferences, and summarizing or retelling.

Progress Monitoring**Assessment & Frequency**

6th-8th Grades-

Benchmark assessments every 2 to 4 weeks.

Grades for courses

STAR- 3X per year for comprehension, Lexile level percentile, national comparison

FAST- 3x per year

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

6th-8th Grades-

Benchmark assessment scores at proficient level

Grade Levels: 6-8 grades

Progress Monitoring

Classroom grades 60% or higher
STAR scale score equal to level 2 and above
Scoring proficient on FAST

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

6th-8th Grades-
Scoring below proficient on benchmark assessments or a failing class average
Falling below level 2 scaled score for STAR
Below proficient on FAST

How is the effectiveness of Tier 1 instruction being monitored?

Data chats with grade-level and administrative teams
Grade-level analysis of benchmark assessments
Classroom walkthroughs

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?

Upon review of data, teachers share instructional strategies and best practices. Department heads, peer teachers, and instructional coach provide support to implement identified instructional strategies and improved instructional design through observation and reflection and modeling. PLC's, professional development, and IPDPs designed around identified needs.

How is the effectiveness of Tier 1 curriculum being monitored?

Ongoing review of benchmark assessment data and classroom grades by grade-level teams/data chats
Review of STAR scores by instructional coach and teachers.
Review of FAST data by instructional coach and teachers.

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

In a continuous cycle, grade-level by subject area teams create focus calendars and those teams, along with administrators review data to revise the focus calendars based on student scores on benchmark assessments. Teachers and instructional coach meet to review STAR data and determine if students' instructional needs are being met or if adjustments are needed.

N/A to distance learning

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

N/A,

Grade Levels: 9-10 grades**IF Student meets the following criteria at the beginning of the school year:***(Enter assessment criteria that will be used)*

Student meets the following criteria at beginning of school year:

Student scored a 2 or higher on the most recent FSA(This will change to FAST) or student's most recent FSA and STAR scores are in the highest 90%

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.

Springboard ELA is used in our core English classes and honors English classes to guide instruction and provide rigorous texts for scaffolded and close reading, as well as writing about text. The curriculum does not meet strong, moderate or promising levels of evidence; however, the following IES Practice Guide Recommendation(s) support the program: Providing Reading Interventions for Students in Grades 4–9: Recommendation 2: Provide purposeful fluency-building activities to help students read effortlessly, Strong Evidence. Recommendation 3: Routinely use a set of comprehension-building practices to help students make sense of the text, Strong Evidence—

- Part 3A. Build students' world and word knowledge so they can make sense of the text
- Part 3B. Consistently provide students with opportunities to ask and answer questions to better understand the text they read
- Part 3C. Teach students a routine for determining the gist of a short section of text
- Part 3D. Teach students to monitor their comprehension as they read

Recommendation 4: Provide students with opportunities to practice making sense of stretch text (i.e., challenging text) that will expose them to complex ideas and information, Moderate Evidence. Newsela provides online, real-world texts that engage students. The texts are leveled, so they're easier to use in differentiated instruction, scaffolding, and independent learning. They have built-in activities and lessons that spark interest while simultaneously providing in-context skills practice. The district will support and monitor implementation of this program by teacher walkthroughs, maintaining access to 1:1 Chromebooks, and assessing lesson plans, including teacher compensation for planning curriculum maps and correlations to Best Standards & continued purchase of the product.

Progress Monitoring**Assessment & Frequency**

USA Test Prep -Quarterly-

Classwork grades and unit assessments-(weekly grades) based on Springboard ELA

FAST- 3x per year, will provide an FSA Equivalent Score

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

Scoring at least 60% on Progress Monitoring Assessments

Scoring at least 60% (passing) for class grades

Scoring proficient on FAST

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

Scoring below 60% on Progress Monitoring Assessments

Failing class average

Scoring below proficient on FAST

Grade Levels: 9-10 grades

How is the effectiveness of Tier 1 instruction being monitored?

Review of student grades at progress report time and ending the 9 week grading period

Data analysis in PLC and grade-level team meetings

Classroom Walkthroughs

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?

PLC reviews data. Teachers share instructional strategies that have led to stronger student performance. PLC leader, peer teachers, and instructional coach support teachers in implementing instructional strategies.

How is the effectiveness of Tier 1 curriculum being monitored?

PLC and grade-level teams review data from unit test.

Review data from FAST.

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

PLC and grade-level teams build the focus calendar during the summer and meet during the school year to revise it based on student needs as revealed by unit tests, classwork performance, and FAST data.

NA on distance learning

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

NA

Grade Levels: 11-12 grades**IF Student meets the following criteria at the beginning of the school year:***(Enter assessment criteria that will be used)*

Students scored a 3 or higher on the most recent FSA (from now on FAST).

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.

Springboard ELA is used in our core English classes and honors English classes to guide instruction and provide rigorous texts for scaffolded and close reading, as well as writing about text. The program does not meet strong, moderate or promising levels of evidence; however, the following IES Practice Guide Recommendation(s) support the program: Providing Reading Interventions for Students in Grades 4–9: Recommendation 2: Provide purposeful fluency-building activities to help students read effortlessly, Strong Evidence. Recommendation 3: Routinely use a set of comprehension-building practices to help students make sense of the text, Strong Evidence—

- Part 3A. Build students' world and word knowledge so they can make sense of the text
- Part 3B. Consistently provide students with opportunities to ask and answer questions to better understand the text they read
- Part 3C. Teach students a routine for determining the gist of a short section of text
- Part 3D. Teach students to monitor their comprehension as they read

Recommendation 4: Provide students with opportunities to practice making sense of stretch text (i.e., challenging text) that will expose them to complex ideas and information, Moderate Evidence. Newsela provides online, real-world texts that engage students. The texts are leveled, so they're easier to use in differentiated instruction, scaffolding, and independent learning. They have built-in activities and lessons that spark interest while simultaneously providing in-context skills practice. The district will support and monitor implementation of this program by teacher walkthroughs, maintaining access to 1:1 Chromebooks, and assessing lesson plans, including teacher compensation for planning curriculum maps and correlations to Best Standards & continued purchase of the product.

Progress Monitoring**Assessment & Frequency**

USA Test Prep Quarterly

Classwork grades and unit assessments (weekly grades) based on Springboard ELA

FAST 3 times per year will provide an FSA Equivalent Score

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

Scoring at least 60% on Progress Monitoring Assessments

Scoring at least 60% (passing) for class grades

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

Scoring below 60% on Progress Monitoring Assessments

Failing class average

How is the effectiveness of Tier 1 instruction being monitored?

Grade Levels: 11-12 grades

Review of students' grades at progress report times and at 9-week grading periods

Data analysis in PLC and grade-level teams

Classroom Walkthroughs

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?

PLC reviews data. Teachers share instructional strategies that have led to stronger student performance. PLC leader, peer teachers, and instructional coach support teachers in implementing instructional strategies.

How is the effectiveness of Tier 1 curriculum being monitored?

PLC and grade-level teams review of data from unit tests.

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

PLC and grade-level teams build the focus calendar during the summer and meet during the school year to revise it based on student needs as revealed by unit test and classwork performance.

NA on distance learning

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

NA

Tier 2

Supplemental Instruction/Intervention:

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

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

(Enter assessment criteria that will be used)

PKK (Kindergarten): Kindergarten Readiness checklist and FLKRS provide a starting point for instruction. If students lack kindergarten readiness skills, Tier 2 interventions are provided.

MES/WES (1st-3rd grades): If student scores between 11-38 PR on the initial STAR Reading Assessment

KIS (4th -5th): If students score a level 2 or below on the FAST-FSA

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

Saxon Phonics does not meet strong, moderate or promising levels of evidence; however, the following IES Practice Guide Recommendation(s) support the program: Foundational Skills to Support Reading for Understanding in Kindergarten Through 3rd Grade Practice Guide:

Recommendation 2: Develop awareness of the segments of sound in speech and how they link to letters, Strong Evidence. Recommendation 3: Teach students to decode words, analyze word parts, and write and recognize words, Strong Evidence. Saxon Phonics provides daily practice in alphabet recognition, phonemic/phonological awareness, daily introduction of a new letter/combination/digraph/blend, spelling, and sound review, differentiated activities, new concepts, phonics/print awareness, and sight words. The district will support and monitor implementation of this program by assessing lesson plans, teacher walkthroughs, and purchasing materials and training, including teacher compensation for professional development.

3rd Grade

Readworks does not meet strong, moderate or promising levels of evidence; however, the following IES Practice Guide Recommendation(s) support the program: Foundational Skills to Support Reading for Understanding in Kindergarten Through 3rd Grade Practice Guide: Recommendation 4: Ensure that each student reads connected text every day to support reading accuracy, fluency, and comprehension, Moderate Evidence. High-interest, online, leveled texts, both fiction and nonfiction, are provided to students to develop fluency and vocabulary. These language-rich texts are followed by a variety of questions based on the selection, both multiple choice and open-ended. These questions are explicit and inferential, and build on each other in order to develop students' understanding of text features and comprehension. The district will support and monitor implementation of this program by teacher walkthroughs, maintaining access to 1:1 Chromebooks, and assessing lesson plans, including teacher compensation for planning curriculum maps and correlations to Best Standards.

4th-5th Grades

Readworks does not meet strong, moderate or promising levels of evidence; however, the following IES Practice Guide Recommendation(s) support the program: Providing Reading Interventions for Students in Grades 4–9: Recommendation 2: Provide purposeful fluency-building activities to help students read effortlessly, Strong Evidence. Recommendation 3: Routinely use a set of comprehension-building practices to help students make sense of the text, Strong Evidence—

- Part 3A. Build students' world and word knowledge so they can make sense of the text
- Part 3B. Consistently provide students with opportunities to ask and answer questions to better understand the text they read
- Part 3C. Teach students a routine for determining the gist of a short section of text
- Part 3D. Teach students to monitor their comprehension as they read

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

Recommendation 4: Provide students with opportunities to practice making sense of stretch text (i.e., challenging text) that will expose them to complex ideas and information, Moderate Evidence. High-interest, online, leveled texts, both fiction and nonfiction, are provided to students to develop fluency and vocabulary. These language-rich texts are followed by a variety of questions based on the selection, both multiple choice and open-ended. These questions are explicit and inferential, and build on each other in order to develop students' understanding of text features and comprehension. The district will support and monitor implementation of this program by teacher walkthroughs, maintaining access to 1:1 Chromebooks, and assessing lesson plans, including teacher compensation for planning curriculum maps and correlations to Best Standards.

1st -3rd Grade

IXL Learning does not meet strong, moderate or promising levels of evidence; however, the following IES Practice Guide Recommendation(s) support the program: Foundational Skills to Support Reading for Understanding in Kindergarten Through 3rd Grade Practice Guide: Recommendation 1: Teach students academic language skills, including the use of inferential and narrative language, and vocabulary knowledge, Minimal Evidence. Recommendation 2: Develop awareness of the segments of sounds in speech and how they link to letters, Strong Evidence. Recommendation 3: Teach students to decode words, analyze word parts, and write and recognize words, Strong Evidence. Recommendation 4: Ensure that each student reads connected text every day to support reading accuracy, fluency, and comprehension, Moderate Evidence. This program is designed to support any reading curriculum as it uses online lessons and games to teach concepts such as Reading Foundations, Reading Strategies, Writing Strategies, Vocabulary, and Grammar. The district will support and monitor implementation of this program by teacher walkthroughs, maintaining access to 1:1 Chromebooks, and assessing lesson plans, including teacher compensation for planning curriculum maps and correlations to Best Standards.

4th-5th Grades

IXL Learning does not meet strong, moderate or promising levels of evidence; however, the following IES Practice Guide Recommendation(s) support the program: Providing Reading Interventions for Students in Grades 4–9: Recommendation 2: Provide purposeful fluency-building activities to help students read effortlessly, Strong Evidence. Recommendation 3: Routinely use a set of comprehension-building practices to help students make sense of the text, Strong Evidence—

- Part 3A. Build students' world and word knowledge so they can make sense of the text
- Part 3B. Consistently provide students with opportunities to ask and answer questions to better understand the text they read
- Part 3C. Teach students a routine for determining the gist of a short section of text
- Part 3D. Teach students to monitor their comprehension as they read

Recommendation 4: Provide students with opportunities to practice making sense of stretch text (i.e., challenging text) that will expose them to complex ideas and information, Moderate Evidence. This program is designed to support any reading curriculum as it uses online lessons and games to teach concepts such as Reading Strategies, Writing Strategies, Vocabulary, and Grammar. The district will support and monitor implementation of this program by teacher walkthroughs, maintaining access to 1:1 Chromebooks, and assessing lesson plans, including teacher compensation for planning curriculum maps and correlations to Best Standards.

Assessment & Frequency

Kindergarten:

Weekly Saxon Phonics classroom assessment,

STAR Early Literacy (3x per year)

WES & MES:grades 1-3

STAR (4 times per year)

Built-in progress monitoring in Reading Assistant,

Grade Levels: K-5

Progress Monitoring

SRA Early Interventions in Reading (when in program)
AR-weekly (Scholastic book sets)
KIS:grades 4-5
STAR
Built in progress monitoring in Fast ForWord and Reading Assistant,
Title 1-teacher created PM Assessment
FAST- 3 times per year

Performance Criteria to discontinue Tier 2 interventions

Kindergarten:
Tier 2 intervention is discontinued when gap is closed between Tier 2 student and Tier 1 students
WES & MES:grades 1-3
50 PR on STAR, reading on grade level
KIS:grades 4-5
Gap is closed between Tier 2 student and Tier 1 students

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

Kindergarten:
Student continues to score below grade level on weekly classroom assessments and STAR Early Literacy
WES & MES:grades 1-3
Student has not reached 50 PR on STAR. They are not reading on grade level.
KIS:grades 4-5
Gap between Tier 2 student and Tier 1 student is not closing at the appropriate rate

Performance Criteria that prompts the addition of Tier 3 interventions

Kindergarten:
Tier 3 interventions are prompted for students previously retained in kindergarten who are still performing below level
WES & MES:grades 1-3
Regressing or not making progress on STAR or progress monitoring assessments
KIS:grades 4-5
Gap between Tier 2 student and Tier 1 student is not closing, or it is widening
FAST- scores at or below level 2

Number of times per week intervention provided

K-5th grade- 2- 5xs per week

Number of minutes per intervention session

K-5th grade- 15-30 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?

K-5th- MTSS 4-step problem solving worksheet and flowchart

Grade Levels: K-5

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

K-5th- (See individual programs listed) Interventions are based on the best practices suggested by Florida Center for Reading Research to address phonological awareness, phonics, fluency, vocabulary, and comprehension

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

N/A

Grade Levels: 6-8 Grades**IF Student meets the following criteria at the beginning of the school year:***(Enter assessment criteria that will be used)*

Student scores at the bottom quartile of most recent STAR administration

FAST-FSA level 2 or below

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

Grades 6-8

Newsela does not meet strong, moderate or promising levels of evidence; however, the following IES Practice Guide Recommendation(s) support the program: Providing Reading Interventions for Students in Grades 4–9: Recommendation 2: Provide purposeful fluency-building activities to help students read effortlessly, Strong Evidence. Recommendation 3: Routinely use a set of comprehension-building practices to help students make sense of the text, Strong Evidence—

- Part 3A. Build students' world and word knowledge so they can make sense of the text
- Part 3B. Consistently provide students with opportunities to ask and answer questions to better understand the text they read
- Part 3C. Teach students a routine for determining the gist of a short section of text
- Part 3D. Teach students to monitor their comprehension as they read

Recommendation 4: Provide students with opportunities to practice making sense of stretch text (i.e., challenging text) that will expose them to complex ideas and information, Moderate Evidence.

Newsela provides online, real-world texts that engage students. The texts are leveled, so they're easier to use in differentiated instruction, scaffolding, and independent learning. They have built-in activities and lessons that spark interest while simultaneously providing in-context skills practice. The district will support and monitor implementation of this program by teacher walkthroughs, maintaining access to 1:1 Chromebooks, and assessing lesson plans, including teacher compensation for planning curriculum maps and correlations to Best Standards & continued purchase of the product.

Grades 6-8

USA TestPrep does not meet strong, moderate or promising levels of evidence; however, the following IES Practice Guide Recommendation(s) support the program: Providing Reading Interventions for Students in Grades 4–9: Recommendation 2: Provide purposeful fluency-building activities to help students read effortlessly, Strong Evidence. Recommendation 3: Routinely use a set of comprehension-building practices to help students make sense of the text, Strong Evidence—

- Part 3A. Build students' world and word knowledge so they can make sense of the text
- Part 3B. Consistently provide students with opportunities to ask and answer questions to better understand the text they read
- Part 3C. Teach students a routine for determining the gist of a short section of text
- Part 3D. Teach students to monitor their comprehension as they read

Recommendation 4: Provide students with opportunities to practice making sense of stretch text (i.e., challenging text) that will expose them to complex ideas and information, Moderate Evidence.

Teacher-driven, text-based assignments that also provided independent student practice, individualized learning paths, and a series of games that correspond with each learning concept. The district will support and monitor implementation of this program by teacher walkthroughs, maintaining access to 1:1 Chromebooks, and assessing lesson plans, including teacher compensation for planning curriculum maps and correlations to Best Standards & continued purchase of the product.

Grades 6-8

Scholastic Action Magazine does not meet strong, moderate or promising levels of evidence; however, the following IES Practice Guide Recommendation(s) support the program: Providing Reading Interventions for Students in Grades 4–9: Recommendation 2: Provide purposeful fluency-

Grade Levels: 6-8 Grades**Progress Monitoring**

building activities to help students read effortlessly, Strong Evidence. Recommendation 3: Routinely use a set of comprehension-building practices to help students make sense of the text, Strong Evidence—

- Part 3A. Build students' world and word knowledge so they can make sense of the text
- Part 3B. Consistently provide students with opportunities to ask and answer questions to better understand the text they read
- Part 3C. Teach students a routine for determining the gist of a short section of text
- Part 3D. Teach students to monitor their comprehension as they read

Recommendation 4: Provide students with opportunities to practice making sense of stretch text (i.e., challenging text) that will expose them to complex ideas and information, Moderate Evidence.

Scholastic Action Magazine provides online, real-world texts that engage students. The texts are leveled, so they're easier to use in differentiated instruction, scaffolding, and independent learning. They have built-in activities and lessons that spark interest while simultaneously providing in-context skills practice. The district will support and monitor implementation of this program by teacher walkthroughs, maintaining access to 1:1 Chromebooks, and assessing lesson plans, including teacher compensation for planning curriculum maps and correlations to Best Standards.

Grades 6-8

Moby Max does not meet strong, moderate or promising levels of evidence; however, the following IES Practice Guide Recommendation(s) support the program: Providing Reading Interventions for Students in Grades 4–9: Recommendation 2: Provide purposeful fluency-building activities to help students read effortlessly, Strong Evidence. Recommendation 3: Routinely use a set of comprehension-building practices to help students make sense of the text, Strong Evidence—

Part 3A. Build students' world and word knowledge so they can make sense of the text

Part 3B. Consistently provide students with opportunities to ask and answer questions to better understand the text they read

Part 3C. Teach students a routine for determining the gist of a short section of text

Part 3D. Teach students to monitor their comprehension as they read

Recommendation 4: Provide students with opportunities to practice making sense of stretch text (i.e., challenging text) that will expose them to complex ideas and information, Moderate Evidence.

Teacher-driven, text-based assignments that also provided independent student practice, individualized learning paths, and a series of games that correspond with each learning concept. The district will support and monitor implementation of this program by teacher walkthroughs, maintaining access to 1:1 Chromebooks, and assessing lesson plans, including teacher compensation for planning curriculum maps and correlations to Best Standards & continued purchase of the product.

Grades 6-8

Scholastic Story Works does not meet strong, moderate or promising levels of evidence; however, the following IES Practice Guide Recommendation(s) support the program: Providing Reading Interventions for Students in Grades 4–9: Recommendation 2: Provide purposeful fluency-building activities to help students read effortlessly, Strong Evidence. Recommendation 3: Routinely use a set of comprehension-building practices to help students make sense of the text, Strong Evidence—

• Part 3A. Build students' world and word knowledge so they can make sense of the text

• Part 3B. Consistently provide students with opportunities to ask and answer questions to better understand the text they read

• Part 3C. Teach students a routine for determining the gist of a short section of text

• Part 3D. Teach students to monitor their comprehension as they read

Recommendation 4: Provide students with opportunities to practice making sense of stretch text (i.e., challenging text) that will expose them to complex ideas and information, Moderate Evidence.

StoryWorks provides online & print real-world texts that engage students. The texts are leveled, so they're easier to use in differentiated instruction, scaffolding, and independent learning. They have built-in activities and lessons that spark interest while simultaneously providing in-context skills

Grade Levels: 6-8 Grades**Progress Monitoring**

practice. The district will support and monitor implementation of this program by teacher walkthroughs, maintaining access to 1:1 Chromebooks, and assessing lesson plans, including teacher compensation for planning curriculum maps and correlations to Best Standards & continued purchase of the product.

These products all address ELA Best Standards for 6th—8th Grade students in a variety of highly-engaging and easy-to-use formats. This allows teachers to select the products that best suit their own teaching style, while still supporting their students' needs. Tier 1, Tier 2 and even Tier 3 students benefit from the individualized lessons, scaffolding, and flexibility of presentation, allowing their use for students with IEP's.

Assessment & Frequency

STAR 4x per year

Various programs have built in assessments

Teacher Assessments at various times throughout the year

FAST 3x per year

Performance Criteria to discontinue Tier 2 interventions

Reading on Grade Level

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

Reading below Grade Level

Performance Criteria that prompts the addition of Tier 3 interventions

Reading below grade level without favorable response to intervention and no improvement on reading assessment (rate necessary to close deficiency gap in a short amount of time)

Number of times per week intervention provided

5

Number of minutes per intervention session

55

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?

The teacher in the foundational reading class analyzes gaps in foundational reading skills and creates interventions to eliminate deficits. They also work closely with the 6th grade ELA teachers to provide support for students by reinforcing what is taught in their classes. The teacher also works with support facilitators and the instructional coach to ensure students are taught reading strategies they can utilize in all subject areas.

Ongoing professional development for intensive reading teachers for SIMS

Ongoing data review of benchmark and classroom assessments and continued instructional decisions based on the data analysis.

Ongoing monitoring to ensure program is implemented with fidelity.

Grade Levels: 6-8 Grades

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

Strong evidence based on the idea that we utilize a variety of research-based strategies that show effect and continuously review data to modify instruction and delivery to best meet the needs of the students.

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

NA

Grade Levels: 9-10 Grades**IF Student meets the following criteria at the beginning of the school year:***(Enter assessment criteria that will be used)*

Students whose FSA and STAR Reading scores fall into the lowest 10% of scores are considered for Intensive Reading Class.

Student scores level 2 or below on FAST

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

Newsela does not meet strong, moderate or promising levels of evidence; however, the following IES Practice Guide Recommendation(s) support the program: Providing Reading Interventions for Students in Grades 4–9: Recommendation 2: Provide purposeful fluency-building activities to help students read effortlessly, Strong Evidence. Recommendation 3: Routinely use a set of comprehension-building practices to help students make sense of the text, Strong Evidence—

- Part 3A. Build students' world and word knowledge so they can make sense of the text
- Part 3B. Consistently provide students with opportunities to ask and answer questions to better understand the text they read
- Part 3C. Teach students a routine for determining the gist of a short section of text
- Part 3D. Teach students to monitor their comprehension as they read

Recommendation 4: Provide students with opportunities to practice making sense of stretch text (i.e., challenging text) that will expose them to complex ideas and information, Moderate Evidence.

Newsela provides online, real-world texts that engage students. The texts are leveled, so they're easier to use in differentiated instruction, scaffolding, and independent learning. They have built-in activities and lessons that spark interest while simultaneously providing in-context skills practice. The district will support and monitor implementation of this program by teacher walkthroughs, maintaining access to 1:1 Chromebooks, and assessing lesson plans, including teacher compensation for planning curriculum maps and correlations to Best Standards & continued purchase of the product.

USA TestPrep does not meet strong, moderate or promising levels of evidence; however, the following IES Practice Guide Recommendation(s) support the program: Providing Reading Interventions for Students in Grades 4–9: Recommendation 2: Provide purposeful fluency-building activities to help students read effortlessly, Strong Evidence. Recommendation 3: Routinely use a set of comprehension-building practices to help students make sense of the text, Strong Evidence—

- Part 3A. Build students' world and word knowledge so they can make sense of the text
- Part 3B. Consistently provide students with opportunities to ask and answer questions to better understand the text they read
- Part 3C. Teach students a routine for determining the gist of a short section of text
- Part 3D. Teach students to monitor their comprehension as they read

Recommendation 4: Provide students with opportunities to practice making sense of stretch text (i.e., challenging text) that will expose them to complex ideas and information, Moderate Evidence.

Teacher-driven, text-based assignments that also provided independent student practice, individualized learning paths, and a series of games that correspond with each learning concept. The district will support and monitor implementation of this program by teacher walkthroughs, maintaining access to 1:1 Chromebooks, and assessing lesson plans, including teacher compensation for planning curriculum maps and correlations to Best Standards & continued purchase of the product.

Readworks does not meet strong, moderate or promising levels of evidence; however, the following IES Practice Guide Recommendation(s) support the program: Providing Reading Interventions for Students in Grades 4–9: Recommendation 2: Provide purposeful fluency-building activities to help students read effortlessly, Strong Evidence. Recommendation 3: Routinely use a set of comprehension-building practices to help students make sense of the text, Strong Evidence—

Grade Levels: 9-10 Grades**Progress Monitoring**

- Part 3A. Build students' world and word knowledge so they can make sense of the text
 - Part 3B. Consistently provide students with opportunities to ask and answer questions to better understand the text they read
 - Part 3C. Teach students a routine for determining the gist of a short section of text
 - Part 3D. Teach students to monitor their comprehension as they read
- Recommendation 4: Provide students with opportunities to practice making sense of stretch text (i.e., challenging text) that will expose them to complex ideas and information, Moderate Evidence. Teacher-driven, text-based assignments that also provided independent student practice, individualized learning paths, and a series of games that correspond with each learning concept. The district will support and monitor implementation of this program by teacher walkthroughs, maintaining access to 1:1 Chromebooks, and assessing lesson plans, including teacher compensation for planning curriculum maps and correlations to Best Standards & continued purchase of the product.

Assessment & Frequency

Built-in Assessments
 USA Test Prep Benchmark Assessments
 Teacher Created Benchmark Assessments
 Oral Reading Fluency on Grade-Level Cold Reads

Performance Criteria to discontinue Tier 2 interventions

90% or above on grade-level texts
 Scoring 90% or above on Focused Correction Areas
 150 WCPM on Cold Reads

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

60%-100% on below grade-level texts
 Scoring 50%-89% on USA Test Prep Benchmark Assessments
 Scoring 60-80% on Focused Correction Area
 90-149 WCPM Cold Reads

Performance Criteria that prompts the addition of Tier 3 interventions

60% or below on texts 3 years or more below grade level
 Scoring below 50% on USA Test Prep Benchmark Assessments
 Scoring Below 60% on Focused Correction Areas
 Fewer than 90 WCPM on Cold reads

Number of times per week intervention provided

5

Number of minutes per intervention session

50

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?

The Intensive Reading teacher works closely with the ELA teachers and ESE support facilitators to support students with strategies that can be applied in ELA class. She uses the same writing and

Grade Levels: 9-10 Grades

reading strategies and reinforces what is taught in ELA class. Intensive Reading class also supports the school-wide vocabulary program.

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

Promising evidence: We use a variety of strategies and examine data in order to continue those that work best for the students in Intensive Reading class during the year.

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

NA

Grade Levels: 11-12 Grades**IF Student meets the following criteria at the beginning of the school year:**

(Enter assessment criteria that will be used)

Has not earned passing score on grade 10 FSA (Soon to be FAST) or concordant score
Seniors given preference. Juniors are given Oct. re-take and chance to take SAT or ACT.

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

Newsela does not meet strong, moderate or promising levels of evidence; however, the following IES Practice Guide Recommendation(s) support the program: Providing Reading Interventions for Students in Grades 4–9: Recommendation 2: Provide purposeful fluency-building activities to help students read effortlessly, Strong Evidence. Recommendation 3: Routinely use a set of comprehension-building practices to help students make sense of the text, Strong Evidence—

- Part 3A. Build students' world and word knowledge so they can make sense of the text
- Part 3B. Consistently provide students with opportunities to ask and answer questions to better understand the text they read
- Part 3C. Teach students a routine for determining the gist of a short section of text
- Part 3D. Teach students to monitor their comprehension as they read

Recommendation 4: Provide students with opportunities to practice making sense of stretch text (i.e., challenging text) that will expose them to complex ideas and information, Moderate Evidence.

Newsela provides online, real-world texts that engage students. The texts are leveled, so they're easier to use in differentiated instruction, scaffolding, and independent learning. They have built-in activities and lessons that spark interest while simultaneously providing in-context skills practice. The district will support and monitor implementation of this program by teacher walkthroughs, maintaining access to 1:1 Chromebooks, and assessing lesson plans, including teacher compensation for planning curriculum maps and correlations to Best Standards & continued purchase of the product.

USA TestPrep does not meet strong, moderate or promising levels of evidence; however, the following IES Practice Guide Recommendation(s) support the program: Providing Reading Interventions for Students in Grades 4–9: Recommendation 2: Provide purposeful fluency-building activities to help students read effortlessly, Strong Evidence. Recommendation 3: Routinely use a set of comprehension-building practices to help students make sense of the text, Strong Evidence—

- Part 3A. Build students' world and word knowledge so they can make sense of the text
- Part 3B. Consistently provide students with opportunities to ask and answer questions to better understand the text they read
- Part 3C. Teach students a routine for determining the gist of a short section of text
- Part 3D. Teach students to monitor their comprehension as they read

Recommendation 4: Provide students with opportunities to practice making sense of stretch text (i.e., challenging text) that will expose them to complex ideas and information, Moderate Evidence.

Teacher-driven, text-based assignments that also provided independent student practice, individualized learning paths, and a series of games that correspond with each learning concept. The district will support and monitor implementation of this program by teacher walkthroughs, maintaining access to 1:1 Chromebooks, and assessing lesson plans, including teacher compensation for planning curriculum maps and correlations to Best Standards & continued purchase of the product.

Readworks does not meet strong, moderate or promising levels of evidence; however, the following IES Practice Guide Recommendation(s) support the program: Providing Reading Interventions for Students in Grades 4–9: Recommendation 2: Provide purposeful fluency-building activities to help students read effortlessly, Strong Evidence. Recommendation 3: Routinely use a set of comprehension-building practices to help students make sense of the text, Strong Evidence—

Grade Levels: 11-12 Grades

Progress Monitoring

- Part 3A. Build students’ world and word knowledge so they can make sense of the text
 - Part 3B. Consistently provide students with opportunities to ask and answer questions to better understand the text they read
 - Part 3C. Teach students a routine for determining the gist of a short section of text
 - Part 3D. Teach students to monitor their comprehension as they read
- Recommendation 4: Provide students with opportunities to practice making sense of stretch text (i.e., challenging text) that will expose them to complex ideas and information, Moderate Evidence. Teacher-driven, text-based assignments that also provided independent student practice, individualized learning paths, and a series of games that correspond with each learning concept. The district will support and monitor implementation of this program by teacher walkthroughs, maintaining access to 1:1 Chromebooks, and assessing lesson plans, including teacher compensation for planning curriculum maps and correlations to Best Standards & continued purchase of the product.

Assessment & Frequency

- Built-in Assessments
- USA Test Prep Benchmark Assessments
- Teacher Created Benchmark Assessments
- Oral Reading Fluency on Grade-Level Cold Reads

Performance Criteria to discontinue Tier 2 interventions

- 90% or above on grade-level texts
- Scoring 90% or above on Focused Correction Areas
- 150 WCPM on Cold Reads

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

- 60%-100% on below grade-level texts
- Scoring 50%-89% on USA Test Prep Benchmark Assessments
- Scoring 60-80% on Focused Correction Area
- 90-149 WCPM Cold Reads

Performance Criteria that prompts the addition of Tier 3 interventions

- 60% or below on texts 3 years or more below grade level
- Scoring below 50% on USA Test Prep Benchmark Assessments
- Fewer than 90 WCPM on Cold reads
- Scoring below level 2 on FAST

Number of times per week intervention provided

5

Number of minutes per intervention session

50

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?

- Weekly ACT practice tests to measure progress
- Data chats between teacher and student

Grade Levels: 11-12 Grades

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

Moderate evidence based on previous ACT pass rate among students who have taken the class

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

N/A

Tier 3

Intensive, Individualized Instruction/Intervention:

- *is targeted instruction based on student need;*
- *provides small group or one-on-one instruction;*
- *includes accommodations (IEP, ESOL, or 504);*
- *includes more frequent progress monitoring than Tier 1 instruction and Tier 2 interventions; and*
- *ensures additional **time allotted is in addition** to core instruction and Tier 2 interventions.*

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

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

(Enter assessment criteria that will be used)

Student meets the following criteria at beginning of school year:

Student is identified as needing Tier III interventions due to lack of success with Tier I instruction and the addition of Tier II intervention.

PKK (Kindergarten): If retainees continue to score below grade level expectations

WES & MES - (1st- 3rd grades): If student scores below 11 PR on the initial STAR Reading Assessment

KIS - 4th and 5th grades: If students score a level 1 on (FSA 2021) or in (2022 FAST)

THEN TIER 1 instruction, TIER 2 interventions, and TIER 3 intensive interventions
Progress Monitoring
Tier 3 Programs/Materials/Strategies & Duration
Kindergarten-2nd Grades

Saxon Phonics does not meet strong, moderate or promising levels of evidence; however, the following IES Practice Guide Recommendation(s) support the program: Foundational Skills to Support Reading for Understanding in Kindergarten Through 3rd Grade Practice Guide:

Recommendation 2: Develop awareness of the segments of sound in speech and how they link to letters, Strong Evidence. Recommendation 3: Teach students to decode words, analyze word parts, and write and recognize words, Strong Evidence. Saxon Phonics provides daily practice in alphabet recognition, phonemic/phonological awareness, daily introduction of a new letter/combination/digraph/blend, spelling, and sound review, differentiated activities, new concepts, phonics/print awareness, and sight words. The district will support and monitor implementation of this program by assessing lesson plans, teacher walkthroughs, and purchasing materials and training, including teacher compensation for professional development.

3rd Grade

Readworks does not meet strong, moderate or promising levels of evidence; however, the following IES Practice Guide Recommendation(s) support the program: Foundational Skills to Support Reading for Understanding in Kindergarten Through 3rd Grade Practice Guide: Recommendation 4: Ensure that each student reads connected text every day to support reading accuracy, fluency, and comprehension, Moderate Evidence. High-interest, online, leveled texts, both fiction and nonfiction, are provided to students to develop fluency and vocabulary. These language-rich texts are followed by a variety of questions based on the selection, both multiple choice and open-ended. These questions are explicit and inferential, and build on each other in order to develop students' understanding of text features and comprehension. The district will support and monitor implementation of this program by teacher walkthroughs, maintaining access to 1:1 Chromebooks, and assessing lesson plans, including teacher compensation for planning curriculum maps and correlations to Best Standards.

4th-5th Grades

Readworks does not meet strong, moderate or promising levels of evidence; however, the following IES Practice Guide Recommendation(s) support the program: Providing Reading Interventions for Students in Grades 4–9: Recommendation 2: Provide purposeful fluency-building activities to help students read effortlessly, Strong Evidence. Recommendation 3: Routinely use a set of comprehension-building practices to help students make sense of the text, Strong Evidence—

- Part 3A. Build students' world and word knowledge so they can make sense of the text
- Part 3B. Consistently provide students with opportunities to ask and answer questions to better

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

understand the text they read

- Part 3C. Teach students a routine for determining the gist of a short section of text
- Part 3D. Teach students to monitor their comprehension as they read

Recommendation 4: Provide students with opportunities to practice making sense of stretch text (i.e., challenging text) that will expose them to complex ideas and information, Moderate Evidence. High-interest, online, leveled texts, both fiction and nonfiction, are provided to students to develop fluency and vocabulary. These language-rich texts are followed by a variety of questions based on the selection, both multiple choice and open-ended. These questions are explicit and inferential, and build on each other in order to develop students' understanding of text features and comprehension. The district will support and monitor implementation of this program by teacher walkthroughs, maintaining access to 1:1 Chromebooks, and assessing lesson plans, including teacher compensation for planning curriculum maps and correlations to Best Standards.

1st -3rd Grade

IXL Learning does not meet strong, moderate or promising levels of evidence; however, the following IES Practice Guide Recommendation(s) support the program: Foundational Skills to Support Reading for Understanding in Kindergarten Through 3rd Grade Practice Guide: Recommendation 1: Teach students academic language skills, including the use of inferential and narrative language, and vocabulary knowledge, Minimal Evidence. Recommendation 2: Develop awareness of the segments of sounds in speech and how they link to letters, Strong Evidence. Recommendation 3: Teach students to decode words, analyze word parts, and write and recognize words, Strong Evidence. Recommendation 4: Ensure that each student reads connected text every day to support reading accuracy, fluency, and comprehension, Moderate Evidence. This program is designed to support any reading curriculum as it uses online lessons and games to teach concepts such as Reading Foundations, Reading Strategies, Writing Strategies, Vocabulary, and Grammar. The district will support and monitor implementation of this program by teacher walkthroughs, maintaining access to 1:1 Chromebooks, and assessing lesson plans, including teacher compensation for planning curriculum maps and correlations to Best Standards.

4th-5th Grades

IXL Learning does not meet strong, moderate or promising levels of evidence; however, the following IES Practice Guide Recommendation(s) support the program: Providing Reading Interventions for Students in Grades 4–9: Recommendation 2: Provide purposeful fluency-building activities to help students read effortlessly, Strong Evidence. Recommendation 3: Routinely use a set of comprehension-building practices to help students make sense of the text, Strong Evidence—

- Part 3A. Build students' world and word knowledge so they can make sense of the text
- Part 3B. Consistently provide students with opportunities to ask and answer questions to better understand the text they read
- Part 3C. Teach students a routine for determining the gist of a short section of text
- Part 3D. Teach students to monitor their comprehension as they read

Recommendation 4: Provide students with opportunities to practice making sense of stretch text (i.e., challenging text) that will expose them to complex ideas and information, Moderate Evidence. This program is designed to support any reading curriculum as it uses online lessons and games to teach concepts such as Reading Strategies, Writing Strategies, Vocabulary, and Grammar. The district will support and monitor implementation of this program by teacher walkthroughs, maintaining access to 1:1 Chromebooks, and assessing lesson plans, including teacher compensation for planning curriculum maps and correlations to Best Standards.

Assessment & Frequency

Kindergarten:

Weekly Saxon Phonics classroom assessments, STAR Early Literacy (5x per year), Weekly assessed Learning Goals set by Support Facilitator/ Teacher based on individual student needs

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

WES & MES:

STAR (4 times per year) Built-in progress monitoring in ReadingAssistant, SRA Early Interventions in Reading (when in program), AR -weekly (Scholastic book sets), Weekly assessed Learning Goals set by Support Facilitator/ Teacher based on individual student need, FAST 3 times per year

KIS:

STAR Built-in progress monitoring in Fast ForWord and Reading Assistant, Title 1-teacher created PM Assessment, Weekly assessed Learning Goals set by Support Facilitator/ Teacher based on individual student need, FAST 3 times per year

Performance Criteria to discontinue Tier 3 interventions

Grades K-5

Tier 3 intervention is gradually faded and discontinued when gap is closed between Tier 3 student and Tier 2 students an increase to level 2 or above on FAST

Performance Criteria indicating continuation of Tier 3 interventions

Kindergarten:

Tier 3 interventions are modified for students who have previously been retained in kindergarten yet are

still performing below level and/or not reaching their individual learning goals

Grades 1-5:

Tier 3 interventions are modified for students who are still performing below level and/or not reaching their individual learning goals- continuing to score level 1 on FAST

Performance Criteria that prompts intensified Tier 3 interventions

If Tier 3 interventions are unsuccessful in raising students' reading levels, students may be referred for further testing and possible placement in ESE. The use of more intensified reading interventions to one on one with increased frequency.

FAST levels continue to stay at level 1

Number of times per week intervention provided

3-5

Number of minutes per intervention session

15-30 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?

MTSS 4-step problem solving worksheet and flowchart. Parent involvement is critical during the problem-solving process as the MTSS team works together to create an individualized plan for the student.

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

Grade Levels: K-5

Strong evidence (FCRR) supports the five components of reading to build reading comprehension. Highly qualified teachers will design the individualized lessons and conduct progress monitoring.

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

NA

Grade Levels: 6-8 Grades**IF Student meets the following criteria at the beginning of the school year:**

(Enter assessment criteria that will be used)

Student meets the following criteria at beginning of school year: Student is identified as needing tier 3 interventions due to lack of success with tier one instruction and the addition of tier 2 interventions. Scoring level 1 on FAST STAR assessment in the lowest scale scores.

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

Grades 6-8

Newsela does not meet strong, moderate or promising levels of evidence; however, the following IES Practice Guide Recommendation(s) support the program: Providing Reading Interventions for Students in Grades 4–9: Recommendation 2: Provide purposeful fluency-building activities to help students read effortlessly, Strong Evidence. Recommendation 3: Routinely use a set of comprehension-building practices to help students make sense of the text, Strong Evidence—

- Part 3A. Build students' world and word knowledge so they can make sense of the text
- Part 3B. Consistently provide students with opportunities to ask and answer questions to better understand the text they read
- Part 3C. Teach students a routine for determining the gist of a short section of text
- Part 3D. Teach students to monitor their comprehension as they read

Recommendation 4: Provide students with opportunities to practice making sense of stretch text (i.e., challenging text) that will expose them to complex ideas and information, Moderate Evidence.

Newsela provides online, real-world texts that engage students. The texts are leveled, so they're easier to use in differentiated instruction, scaffolding, and independent learning. They have built-in activities and lessons that spark interest while simultaneously providing in-context skills practice. The district will support and monitor implementation of this program by teacher walkthroughs, maintaining access to 1:1 Chromebooks, and assessing lesson plans, including teacher compensation for planning curriculum maps and correlations to Best Standards & continued purchase of the product.

Grades 6-8

USA TestPrep does not meet strong, moderate or promising levels of evidence; however, the following IES Practice Guide Recommendation(s) support the program: Providing Reading Interventions for Students in Grades 4–9: Recommendation 2: Provide purposeful fluency-building activities to help students read effortlessly, Strong Evidence. Recommendation 3: Routinely use a set of comprehension-building practices to help students make sense of the text, Strong Evidence—

- Part 3A. Build students' world and word knowledge so they can make sense of the text
- Part 3B. Consistently provide students with opportunities to ask and answer questions to better understand the text they read
- Part 3C. Teach students a routine for determining the gist of a short section of text
- Part 3D. Teach students to monitor their comprehension as they read

Recommendation 4: Provide students with opportunities to practice making sense of stretch text (i.e., challenging text) that will expose them to complex ideas and information, Moderate Evidence.

Teacher-driven, text-based assignments that also provided independent student practice, individualized learning paths, and a series of games that correspond with each learning concept. The district will support and monitor implementation of this program by teacher walkthroughs, maintaining access to 1:1 Chromebooks, and assessing lesson plans, including teacher compensation for planning curriculum maps and correlations to Best Standards & continued purchase of the product.

Grades 6-8

Scholastic Action Magazine does not meet strong, moderate or promising levels of evidence;

Grade Levels: 6-8 Grades**Progress Monitoring**

however, the following IES Practice Guide Recommendation(s) support the program: Providing Reading Interventions for Students in Grades 4–9: Recommendation 2: Provide purposeful fluency-building activities to help students read effortlessly, Strong Evidence. Recommendation 3: Routinely use a set of comprehension-building practices to help students make sense of the text, Strong Evidence—

- Part 3A. Build students' world and word knowledge so they can make sense of the text
- Part 3B. Consistently provide students with opportunities to ask and answer questions to better understand the text they read
- Part 3C. Teach students a routine for determining the gist of a short section of text
- Part 3D. Teach students to monitor their comprehension as they read

Recommendation 4: Provide students with opportunities to practice making sense of stretch text (i.e., challenging text) that will expose them to complex ideas and information, Moderate Evidence.

Scholastic Action Magazine provides online, real-world texts that engage students. The texts are leveled, so they're easier to use in differentiated instruction, scaffolding, and independent learning. They have built-in activities and lessons that spark interest while simultaneously providing in-context skills practice. The district will support and monitor implementation of this program by teacher walkthroughs, maintaining access to 1:1 Chromebooks, and assessing lesson plans, including teacher compensation for planning curriculum maps and correlations to Best Standards.

Grades 6-8

Moby Max does not meet strong, moderate or promising levels of evidence; however, the following IES Practice Guide Recommendation(s) support the program: Providing Reading Interventions for Students in Grades 4–9: Recommendation 2: Provide purposeful fluency-building activities to help students read effortlessly, Strong Evidence. Recommendation 3: Routinely use a set of comprehension-building practices to help students make sense of the text, Strong Evidence—

- Part 3A. Build students' world and word knowledge so they can make sense of the text
- Part 3B. Consistently provide students with opportunities to ask and answer questions to better understand the text they read
- Part 3C. Teach students a routine for determining the gist of a short section of text
- Part 3D. Teach students to monitor their comprehension as they read

Recommendation 4: Provide students with opportunities to practice making sense of stretch text (i.e., challenging text) that will expose them to complex ideas and information, Moderate Evidence.

Teacher-driven, text-based assignments that also provided independent student practice, individualized learning paths, and a series of games that correspond with each learning concept. The district will support and monitor implementation of this program by teacher walkthroughs, maintaining access to 1:1 Chromebooks, and assessing lesson plans, including teacher compensation for planning curriculum maps and correlations to Best Standards & continued purchase of the product.

Grades 6-8

Scholastic Story Works does not meet strong, moderate or promising levels of evidence; however, the following IES Practice Guide Recommendation(s) support the program: Providing Reading Interventions for Students in Grades 4–9: Recommendation 2: Provide purposeful fluency-building activities to help students read effortlessly, Strong Evidence. Recommendation 3: Routinely use a set of comprehension-building practices to help students make sense of the text, Strong Evidence—

- Part 3A. Build students' world and word knowledge so they can make sense of the text
- Part 3B. Consistently provide students with opportunities to ask and answer questions to better understand the text they read
- Part 3C. Teach students a routine for determining the gist of a short section of text
- Part 3D. Teach students to monitor their comprehension as they read

Recommendation 4: Provide students with opportunities to practice making sense of stretch text (i.e., challenging text) that will expose them to complex ideas and information, Moderate Evidence.

StoryWorks provides online & print real-world texts that engage students. The texts are leveled, so

Grade Levels: 6-8 Grades

Progress Monitoring

they're easier to use in differentiated instruction, scaffolding, and independent learning. They have built-in activities and lessons that spark interest while simultaneously providing in-context skills practice. The district will support and monitor implementation of this program by teacher walkthroughs, maintaining access to 1:1 Chromebooks, and assessing lesson plans, including teacher compensation for planning curriculum maps and correlations to Best Standards & continued purchase of the product.

These products all address ELA Best Standards for 6th—8th Grade students in a variety of highly-engaging and easy-to-use formats. This allows teachers to select the products that best suit their own teaching style, while still supporting their students' needs. Tier 1, Tier 2 and even Tier 3 students benefit from the individualized lessons, scaffolding, and flexibility of presentation, allowing their use for students with IEP's.

Assessment & Frequency

A minimum of monthly based on intervention program, progression and fluency probes
 STAR 4 x per year
 Various program assessments
 Teacher assessments

Performance Criteria to discontinue Tier 3 interventions

Improvement in targeted skill area and overall improvement in STAR scale score

Performance Criteria indicating continuation of Tier 3 interventions

Poor improvement or no improvement in targeted skill area and no improvement in STAR scale score

Performance Criteria that prompts intensified Tier 3 interventions

If Tier 3 interventions are unsuccessful in raising students' reading levels, students may be referred for further testing and possible placement in ESE. The use of more intensified reading interventions to one on one with increased frequency. FAST scores remaining at level 1

Number of times per week intervention provided

2-3 times weekly

Number of minutes per intervention session

55

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?

The teacher in the foundational reading class analyzes gaps in foundational reading skills and creates interventions to eliminate deficits. They also work closely with the ELA teachers to provide support for students by reinforcing what is taught in their classes. The teacher also works with support facilitators and the instructional coach to ensure students are taught reading strategies they can utilize in all subject areas.

Ongoing professional development for intensive reading teachers for SIMS

Ongoing data review of benchmark and classroom assessments and continued instructional decisions based on the data analysis.

Ongoing monitoring to ensure program is implemented with fidelity.

Grade Levels: 6-8 Grades

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

Strong evidence based on the idea that we utilize a variety of research-based strategies that show effect and continuously review data to modify instruction and delivery to best meet the needs of the students.

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

NA

Grade Levels: 9-10 Grades**IF Student meets the following criteria at the beginning of the school year:***(Enter assessment criteria that will be used)*

Previously identified for Tier 3 intervention due to lack of success in Intensive Reading Class
STAR assessment in the lowest scale scores

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

Repeated Readings

<https://visible-learning.org/hattie-ranking-influences-effect-sizes-learning-achievement/>

* FAIR Toolkit fluency intervention (6weeks) does not meet strong, moderate or promising levels of evidence; however, the following IES Practice Guide Recommendation(s) support the program:
Providing Reading Interventions for Students in Grades 4–9: Recommendation 2: Provide purposeful fluency-building activities to help students read effortlessly, Strong Evidence. Recommendation 3: Routinely use a set of comprehension-building practices to help students make sense of the text, Strong Evidence—

- Part 3A. Build students' world and word knowledge so they can make sense of the text
- Part 3B. Consistently provide students with opportunities to ask and answer questions to better understand the text they read
- Part 3C. Teach students a routine for determining the gist of a short section of text
- Part 3D. Teach students to monitor their comprehension as they read

FAST 3 times per year

Assessment & Frequency

Oral Fluency Probe weekly

Performance Criteria to discontinue Tier 3 interventions

100 WCPM on cold read of grade-level text

Performance Criteria indicating continuation of Tier 3 interventions

Decrease in fluency over three weeks on practiced passage

Performance Criteria that prompts intensified Tier 3 interventions

If Tier 3 interventions are unsuccessful in raising students' reading levels, students may be referred for further testing and possible placement in ESE. The use of more intensified reading interventions to one on one with increased frequency.

Number of times per week intervention provided

3 times per week

Number of minutes per intervention session

5

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

Grade Levels: 9-10 Grades

MTSS team uses the four-step problem solving process.

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

Strong evidence (FCRR supports fluency instruction to build automaticity for comprehension.) We also work on decoding after the fluency intervention without taking too much time away from classes for which students are receiving high school credit.

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

NA

Grade Levels: 11-12 Grades**IF Student meets the following criteria at the beginning of the school year:**

(Enter assessment criteria that will be used)

Previously identified for Tier 3 intervention due to lack of success in Intensive Reading Class or ACT class
STAR assessment in the lowest scale scores

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

Progress Monitoring

Tier 3 Programs/Materials/Strategies & Duration

Repeated Readings

<https://visible-learning.org/hattie-ranking-influences-effect-sizes-learning-achievement/>

* FAIR Toolkit fluency intervention (6weeks) does not meet strong, moderate or promising levels of evidence; however, the following IES Practice Guide Recommendation(s) support the program: Providing Reading Interventions for Students in Grades 4–9: Recommendation 2: Provide purposeful fluency-building activities to help students read effortlessly, Strong Evidence. Recommendation 3: Routinely use a set of comprehension-building practices to help students make sense of the text, Strong Evidence—

- Part 3A. Build students' world and word knowledge so they can make sense of the text
- Part 3B. Consistently provide students with opportunities to ask and answer questions to better understand the text they read
- Part 3C. Teach students a routine for determining the gist of a short section of text
- Part 3D. Teach students to monitor their comprehension as they read

FAST 3 times per year

Assessment & Frequency

Oral Fluency Probe weekly

Performance Criteria to discontinue Tier 3 interventions

100 wcpm on cold read of grade-level text

Performance Criteria indicating continuation of Tier 3 interventions

Decrease in fluency over three weeks on practice passage.

Performance Criteria that prompts intensified Tier 3 interventions

If Tier 3 interventions are unsuccessful in raising students' reading levels, students may be referred for further testing and possible placement in ESE. The use of more intensified reading interventions to one on one with increased frequency.

Number of times per week intervention provided

3

Number of minutes per intervention session

5

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

Grade Levels: 11-12 Grades

MTSS team uses the four-step problem-solving process.

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

Strong evidence (FCRR supports fluency instruction to build automaticity for comprehension.)We also work on decoding after the fluency intervention without taking too much time away from classes for which students are receiving high school credit

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

N/A

Identification of Students with a Substantial Reading Deficiency

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

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

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

Students in K-12 will be identified as having a substantial reading deficiency if they score at the lowest achievement level on a universal screener and/or progress monitoring assessment (STAR Early Literacy, STAR, iReady, USA Testprep, new FAST assessment). In addition, teacher input based on observation data, both informal and formal, are collected on a daily basis and used as a form of identification. The MTSS process will also identify through various data those students who continue to show deficiencies in reading.