students instruction environment school improvement family collaborative teaching needs assessment increased achievement strategic goals mission vision community involvement problem solving step building relationships leadership strategies resources effective ambitious supportive 8-Step zero planning public and college and career mission vision

2022-23 Reading Plan - Leon

Table of Contents

Contact Information, Communication Plan, and Student Achievement Goals

Contact Information - Part A

District Contact Information

Reading Contacts

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

Contact	Name, Title, Email, Phone
Main District Reading Contact	Wilkinson, Suzanne K-8 Principal swilkinson@fsu.edu 850-245-3700
Elementary English Language Arts (ELA)	Wilkinson, Suzanne K-8 Principal swilkinson@fsu.edu 850-245-3700
Secondary ELA	Brink, Megan 9-12 Principal mbrink@admin.fsu.edu 850-245-3700
Reading Endorsement	Jeune, Daphney Dean of Accountability d.jeune@fsu.edu 8502453700
Reading Curriculum	Helms, Amber Academic Dean-awhelms@fsu.edu awhelms@fsu.edu 8502453700
Professional Development	Wilkinson, Suzanne K-8 Principal swilkinson@fsu.edu 8502453700
Assessment	Crombie, Megan Instructional Specialist mcrombie@fsu.edu 8502453700
Data Element	Raker, Alice MIS Director-araker@fsu.edu araker@admin.fsu.edu 8502453700
Summer Reading Camp	Helms, Amber Academic Dean-awhelms@fsu.edu awhelms@fsu.edu 8502453700
Third Grade Promotion	Wilkinson, Suzanne K-8 Principal swilkinson@fsu.edu 8502453700
Multi-Tiered System of Supports (MTSS)	Broome, Monica ESE Director mbroome@fsu.edu 850-245-3800

Communication of Plan Information

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

The Comprehensive Evidence-Based Reading Plan is reviewed with the teachers at the beginning and throug[h] the year during Professional Learning Community (PLC) meetings. It is embedded in our school improvement

that is shared at board meetings to all stakeholders. The Reading Plan is posted on our school's website for a
stakeholders to access and review.

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 58%

Previous School Year
Kindergarten - % of Students "Ready" on FLKRS 60%

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

FSU Lab School does not have a Pre-K program.
FSU Lab School will screen incoming kindergarteners to assess readiness level. The Lexia Core 5 program w
used to provide individualized online instruction for students in K-2. Teachers will use instructional resources
provided by the program to remediate students on skill deficits. The Teachers will be provided with ongoing
professional development on how to integrate phonemic awareness, phonics, word study and spelling, fluency
vocabulary, and text comprehension strategies into an explicit, systematic, and sequential approach to readin
instruction.

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	L
3	5	14	29	38	15	3	12	32	41	
4	7	15	28	30	20	5	14	31	33	
5	6	9	30	6	19	4	7	33	9	
6	11	19	31	26	14	9	17	34	29	
7	6	19	30	27	18	4	17	33	30	
8	10	27	25	25	13	8	25	28	28	
9	8	24	25	27	17	6	22	28	30	
10	10	25	30	23	13	8	23	33	26	

*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 c
(the approved district progress monitoring assessment) by 5% this year, from (60%) to (65%).*

Grade K- Increase the percent of kindergarten students currently scoring at or above grade level on the iRead
Diagnostic by 2% this year, from (98 %) to (100%).
Grade 1 - Increase the percent of first grade students currently scoring at or above grade level on the iReady
Diagnostic by 5% this year, from (84%) to (89%).
Grade 2- Increase the percent of second grade students currently scoring at or above grade level on the iRea
Diagnostic by 5% this year, from (83%) to (88%).
Grade 3 – Increase the percent of third grade students currently scoring at or above grade level on the iReady
Diagnostic by 5% this year, from (90%) to (95%).

Grade 4 – Increase the percent of fourth grade students currently scoring at or above grade level on the iReady Diagnostic by 5% this year, from (82%) to (87%).

Grade 5 – Increase the percent of fifth grade students currently scoring at or above grade level on the iReady Diagnostic by 5% this year, from (72%) to (77%).

Grade 6 – Increase the percent of sixth grade students currently scoring at or above grade level on the iReady Diagnostic by 5% this year, from (72%) to (77%).

Grade 7- Increase the percent of seventh grade students currently scoring at or above grade level on the iReady Diagnostic by 5% this year, from (76%) to (81%).

Grade 8 - Increase the percent of eighth grade students currently scoring at or above grade level on the iReady Diagnostic by 5% this year, from (65%) to (70%).

District Budget for Evidence-Based Reading Instruction Allocation

Budget

1	Estimated proportional share distributed to district charter		
		FTE	2022-2
2	Reading coaches assigned to elementary schools		
3	Reading coaches assigned to secondary schools		
4	Intervention teachers assigned to elementary schools		$121,1
		FTE	2022-2
		2.0	$121,1
5	Intervention teachers assigned to secondary schools		$80,5
		FTE	2022-2
		1.0	$80,5
6	Supplemental materials or interventions for elementary schools		$1,3
		FTE	2022-2
			$1,3
7	Supplemental materials or interventions for secondary schools		$5
		FTE	2022-2
			$5
8	Intensive interventions for elementary students reading below grade level		$1,4
		FTE	2022-2
			$1,4
9	Intensive interventions for secondary students reading below grade level		$5
		FTE	2022-2
			$5
10	Professional development		$5
		FTE	2022-2

			$5
11	Helping teachers earn the reading endorsement		
12	Summer reading camps		
13	Additional hour for 300 lowest-performing elementary schools		
14	Early literacy instruction/intervention for VPK completers pursuant to s. 1008.25(8)(c), F.S.		
	Total:	$205,8	

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 substantial deficiency in reading.

FSU Lab School will utilize the Research-Based Reading Instruction Allocation funds for salaries and supplemental materials to support students in K-3 with substantial reading deficiencies. Tiered interventions are provided for stude who are identified with substantial deficiency in Reading K-3.

School Literacy Leadership Teams

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

FSU Lab School is its own district. The K-8 principal serves as the reading contact.

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

FSU Lab School is its own school/district.

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

The school's leadership team is responsible for supporting and monitoring compliance.

Professional Development

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

- Provide professional development required by Section 1012.98(4)(b)11., F.S., which includes training to hel 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, includ 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.

FSU-Lab School partners with NEFEC to provide professional development to teachers which includes training to he teachers integrate the six areas of reading, including multisensory intervention strategies, and structured literacy. Th leadership team utilizes progress-monitoring data to identify areas of need to provide targeted professional developr FSUS will identify mentor teachers and model classrooms for demonstration of instructional strategies from teacher peers. Weekly meetings are set aside for grade level professional development.

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.

FSU-Lab is a K-12 school within our own district.

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

The leadership team as a collective group shares the responsibilities of monitoring the professional development requirements and ensuring compliance.

Charter Schools
Charter schools must utilize their proportionate share of the evidence-based reading allocation accordance with Sections 1002.33(7)(a)2. a. and 1008.25(3)(a), F.S. All intensive reading interven 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 schoo
determined to have the greatest need based on student performance data in reading. Districts must use the Just Re
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 betwee
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 coa
services and supports? Attach corresponding rubric, if applicable.**

N/A FSU-Lab is a K-12 school within our own district.

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 instruct reading strategies.

- Prioritize time to those teachers, activities, and roles that will have the greatest impact on student achievem 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 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 c and must limit the time spent on administering or coordinating assessments.

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

No

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

The following documents were submitted as evidence for this section:

FSUS_Student_Services_Personnel_Eval_Model.pdf

We have attached FSUS Student Services Evaluation Model.

[Document Link](#)

If yes, please complete the next section:

How are these requirements being communicated to principals?

FSU-Lab is a K-12 school within our own district.

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?

FSUS does not have a reading coach. Several people address the reading coach requirements. The teachers tha provide the Tier 3 intensive support are reading endorsed and/or certified. The Leadership Team will review scho data to identify strengths and areas for improvement and creates action plans for providing professional developr The MTSS members through ongoing data chats and observations monitor the effectiveness of small group, differentiated instruction. Support is provided by the ESE/Interventionist Teachers to ensure fidelity.

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

Principals, Academic Deans, Instructional Specialist, and ESE Director

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

Ongoing

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

The Leadership Team will review school data to identify strengths and areas for improvement.
The leadership team will attend regular scheduled meetings and progress monitoring meetings with support staff teachers. The MTSS members through ongoing data chats and observations monitor the effectiveness of small g differentiated instruction. Support is provided by the ESE/Interventionist Teachers to ensure fidelity.

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 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 data bei collecte
i-Ready	Grades K-8	Screener, Progress Monitoring, Diagnostic	Phonological Awareness, Phonics, Fluency, Vocabulary, Comprehension	3 x A Ye
	Grades 9-10	Screener, Progress Monitoring	Vocabulary, Comprehension	3 x A Ye
CORE Assessing Reading Multiple Measures	Grades K-12	Diagnostic	Oral Language, Phonological Awareness, Phonics, Fluency, Vocabulary, Comprehension	Annuall
iReady Dyslexia Screening Tool	Grades K-2	Screener, Progress Monitoring, Formative Assessment	Oral Language, Fluency	2 x A Mo Monthl
iReady Oral Reading Fluency Assessment Tool	Grades 1-4	Screener, Progress Monitoring, Formative Assessment	Fluency	2 x A Mo Monthl
Lexia Core5 Placement Test	Grades K-2	Diagnostic	Phonological Awareness, Phonics, Comprehension	Annuall
Heggerty Phonological Awareness	Grades K-2	Screener, Progress Monitoring, Diagnostic	Phonological Awareness	Weekly, Mo
	Grades 3-10	Summative	Vocabulary, Comprehension	Annuall
Lexia Core5 Lessons	Grades K-2	Progress Monitoring	Phonological Awareness, Phonics, Vocabulary, Comprehension	Weekly, Mo
iReady Tools for Scaffolding Comprehension	Grades 3-8	Screener, Progress Monitoring, Formative Assessment	Vocabulary, Comprehension	Weekly, Mo
FAST - STAR	K-2	Screener, Progress Monitoring, Summative	Oral Language, Phonological Awareness, Phonics, Fluency, Vocabulary, Comprehension	3 x A Ye
FAST - Cambium	Grades 3-10	Screener, Progress Monitoring, Summative	Vocabulary, Comprehension	3 x A Ye

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-

The leadership team as a collective group shares these responsibilities. The leadership team includes our K-8 ar 9-12 Principals, Academic Deans, ESE Director, and Instructional Specialist

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

There are weekly walkthroughs by administration. On formal walkthroughs an evaluative tool from the Marzano Evaluation and Observation Model, is used to monitor and informally assess reading instruction.

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

Progress monitoring meetings are scheduled monthly and the leadership team and teachers use the data based problem solving protocol to ensure that the data from formative assessments are used to guide differentiation of reading instruction for all students.

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

The 90-minute reading block includes literacy instruction into content areas which will include texts from the B.E.S ELA text list.

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

Surveys are sent to stakeholders for constructive feedback. The leadership team reviews the concerns and sche meetings as needed.

District-Level Monitoring - Part C
Districts must annually evaluate the implementation of their K-12 Reading plan on the form entitled District K-12 CEI 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 student based upon the analysis conducted as part of the District K-12 CERP Reflection Tool.

Based upon the analysis conducted as part of the District K-12 CERP Reflection Tool, FSU-Lab would like to foc improving the tiered intervention process. As a way to increase literacy outcomes for our students, we will have a person who will only focus on analyzing the effectiveness of interventions implemented and provide literacy coac and guidance on curriculum and instructional strategies to increase literacy outcomes as Director of Academic Intervention. Our Director of Academic Intervention will be working in collaboration with teachers, MTSS Teams, instructional specialist, and Director of Research, Data and Learning.

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, th
reading plan, including weekly reading walkthroughs conducted by administrators. In addition, districts must describe
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?

The leadership team meets quarterly to review school-wide data in order to determine intervention and support n
of students. The leadership team and administrators will informally assess classroom instruction throughout the s
year, at least once per month.

Who at the district level supports effective implementation?

The leadership team meets quarterly to review school-wide data in order to determine intervention and support n
of students. The leadership team and administrators will informally assess classroom instruction throughout the s
year, at least once per month. The leadership team includes our K-8 and 9-12 Principals, Academic Deans, ESE
Director, and Instructional Specialist

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

The leadership team meets quarterly to review school-wide data in order to determine intervention and support n
of students. The leadership team and administrators will informally assess classroom instruction throughout the s
year, at least once per month.

Weekly reading walkthroughs by administrators - Part B

What process is in place to ensure effective implementation?

The Marzano's Observation and Evaluation model is used to monitor and ensure effective implementation of the

Who at the district level supports effective implementation?

The leadership team

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

The administrator that supervises elementary, middle and high school will use pre and post conferences as well a
observations to assess classroom instruction. Administrators will Informally assess classroom instruction through
the school year (once per month).

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

What process is in place to ensure effective implementation?

The administrator that supervises elementary, middle and high school will conduct at least 6 progress-monitoring
meetings with grade levels in grades K-8 and in grades 9-12 progress monitoring meetings occur monthly by the
Department Chair who reports progress towards our district goals to the principal monthly. STAR data is reviewed
the English Department and Principal after each administration. A plan for data review is outlined in the MTSS
Handbook, which requires teachers to review data and set learning goals based on specific student's data.
Administrators monitor to assure that instruction aligns with set learning goals.

Who at the district level supports effective implementation?

The leadership team

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

Teachers are expected to include standards within lesson plans. Observation results will showcase targeted Flor
Standards within lessons. Administrators will do informal walk-throughs.
Administrators will Informally assess classroom instruction aligned to Florida Standards throughout the school ye
(once per month). Beginning teachers and new teachers to the district will be formally observed three times. Tea
with at least four years of service will be formally observed one time per year.

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 EL

- ◦ Implement evidence-based explicit, systematic, and multisensory reading instruction in phonemic awarenes 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.

Each student will complete a daily individual student-teacher conference to discuss daily skills assessment, and student will complete a benchmark portfolio as well as take the STAR Reading Enterprise Test.

Districts have the option of providing summer reading camps to students in grades K-2 who demonstrate reading deficiency as determined by district and state assessments, and students in grades 4-5 who sco Level 1 on the statewide, standardized ELA assessment.

Will the district implement this option?

Yes

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

FSUS will provide summer reading camps for students in grades K-4. The program is called Practicing Academic Learning Skills (PALS-The PALS program is just what we called our summer reading camp.)We will be using the iReady-personalized instruction that consist of personalized instruction and performance assessments on progre The iReady Instruction -Research meets the Every Student Succeeds Act (ESSA) Level 2 (Moderate) evidence requirements https://www.curriculumassociates.com/research-and-efficacy/i-ready-evidence-impact

Attendance - Part B
Complete below depicting the number and percentage of students attending summer reading camps.

Number of Students Attending Summer Reading Camp

Third grade students who score Level 1 and at risk of retention (1008.25(7)(a)2., F.S.)
5

Students who demonstrate a reading deficiency in grades K-2
49

Students who score Level 1 in grades 4-5
13

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.)
100%

Students who demonstrate a reading deficiency in grades K-2
75%

Students who score Level 1 in grades 4-5
62%

Family Engagement through a Read-At-Home Plan
In accordance with Section 1008.25(5)(c), F.S., parents of students identified with a substantia
deficiency in reading must be provided a read-at-home plan that the parent can use to help with rea
at home.

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

The Read-At-Home Plan will be distributed to all students who are on an academic PMP or have an IEP. The Read-
Home Plan is sent to all parents electronically and a hard copy is sent home with students who are on an academic
or have an IEP and is also given to the parents during our beginning of the year parent-teacher conferences. The R
At-Home Plan is a plan that describes strategies and suggestions for helping students with foundational reading skil
includes multisensory strategies, an overview of the components of reading, and reading activities and resources fo
students.

Who at the district is responsible for monitoring this requirement?

The Leadership team and ESE team

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
students. The reading block will include whole group instruction utilizing an evidence-based sequence of reading
instruction and small group differentiated instruction in order to meet individual student needs.

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

How does the district support and monitor implementation?

The evaluative tool in iObservation helps administrators monitor the effectiveness of the core instruction and
systematic instruction. Whole group reading instruction will be delivered using Benchmark Advanced. There w
a 90 minute block of uninterrupted ELA time, and small group differentiated instruction.

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

Leadership Team

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

How does the district support and monitor implementation?

The leadership team through support in PLCs and ongoing professional development monitor and assist with
implementation of using texts to build background knowledge and literacy skills in content areas.

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

Leadership Team

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

How does the district support and monitor implementation?

The MTSS team members through ongoing data chats and observations monitor the effectiveness of small gr
differentiated instruction.

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

Leadership Team

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 t
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, stu with an Individual Educational Plan (IEP), and students who are English language learners; provides print-ri explicit and systematic, scaffolded, differentiated instruction, and corrective feedback; builds background an 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 stude 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 reduc barriers to students' ability to meet Tier 1 expectations; provides multiple opportunities to practice the target skill(s) and receive corrective feedback; and occurs in addition to core instruction; and

- **Intensive, Individualized Instruction/Intervention (Tier 3):** is standards-aligned; includes accommodation 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 instru 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., intensiv 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.

FSUS Decision Tree chart ensures alignment of the K-12 reading instruction and Florida's Revised Formula for
Success. FSUS Reading Profiles chart identifies a learner's level of reading proficiency in the six areas of reading
minimum of three times a year. Students who are not meeting with adequate academic progress or having substa
deficiency in reading will receive intensive support as outlined in the reading plan. The effectiveness of Tier 1
instruction in grades K-12 will be monitored by the leadership team using pre and post conferences as well as
walkthrough observations to ensure the effectiveness of classroom instruction and alignment to the B.E.S.T.
Standards and curriculum. At Tier 2 and Tier 3, the members of the MTSS Team and Leadership Team will analy
data and review progress monitoring meeting notes and use the problem-solving process using the ICEL/RIOT m
to determine next action steps.

How does the district support and monitor implementation?

The leadership team will attend regular scheduled meetings and progress monitoring meetings with support staff
teachers. The MTSS members through ongoing data chats and observations monitor the effectiveness of small g
differentiated instruction. Support is provided by the ESE/Interventionist Teachers to ensure fidelity.

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

The leadership team as a collective group will share in these responsibilities.

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 Reading Screener (FLKRS) must be used as a component of identification for kindergarten students, and according to section (12) of the plan rule, the assessment tool used to identify students in grades K-3 with a substantial deficiency. Florida Standards Assessment-English Language Arts (FSA-ELA) must be one of the components used for grades 3-12 pursuant to Section 1008.25(4)(a), F.S.;

- Target audience (grade level);

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

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

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

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

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

Tier 1

Core Instruction:

- *is standards-aligned;*

- *builds background and content knowledge;*

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

- *incorporates writing in response to reading;*

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

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

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

Grade Levels: Grades K-5

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

Students in grades K-2 score in the 50th percentile on the FAST STAR Assessment and iReady Reading Diagnic
Students in grades 3-5 score in the 50th percentile on the FAST Assessment and iReady Reading Diagnostic
(FSA Achievement Level 3-5)

<div style="background:green; text-align:center">**THEN TIER 1 Only**</div>

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

Our Core Curriculum for grades K-5 is Benchmark Advance which is supported by ESSA's moderate evidence criteria.

Progress Monitoring

Assessment & Frequency
Benchmark Advance Weekly Progress Monitoring Assessments, progress monitoring assessment of the B.E.S.
standards to show mastery, and iReady weekly progress monitoring assessments.
iReady Reading Diagnostic, FAST STAR Assessment, and FAST Assessment 3 times a year.

Performance Criteria that indicates Tier 1 is sufficient for at least 80% of students
Scoring at or above the 50th percentile and indicating mastery of the B.E.S.T. standards at or above 80%.

Performance Criteria that prompts the addition of Tier 2 interventions for students not meeting the expectation/benchmark
Scoring below the 40th percentile and indicating mastery of the B.E.S.T. standards below 70%.
Early Warning System (EWS) indicators identifying students who are at risk

How is the effectiveness of Tier 1 instruction being monitored?

The leadership team will use pre and post conferences as well as walkthrough observations to ensure the effectiveness of classroom instruction and alignment to grade-level B.E.S.T. Standards and curriculum.

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?

Analyzing and interpreting data through Progress Monitoring Meetings, walkthroughs, and collaborative grade level common planning.
During monthly progress monitoring meetings, teachers and a member from the MTSS Team will analyze data a use the problem-solving process using the ICEL/RIOT matrix to create action steps.
The above procedures will be the same for distance learners.

How is the effectiveness of Tier 1 curriculum being monitored?

The leadership team will use pre and post conferences as well as walkthrough observations to ensure the effectiveness of classroom instruction and alignment to grade-level B.E.S.T. Standards and curriculum.

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

Grade Levels: Grades K-5

Analyzing and interpreting data through Progress Monitoring Meetings, walkthroughs, and collaborative grade le
common planning.
During monthly progress monitoring meetings, teachers and a member from the MTSS Team will analyze data a
use the problem-solving process using the ICEL/RIOT matrix to create action steps.
The above procedures will be the same for distance learners.

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

FSUS is using an Innovative Model where teachers provide instruction through Zoom. Evidence-based technolo
programs are used to provide asynchronous and synchronous instruction.

Grade Levels: Grades 6-12

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

Students in grades 6-12 score in the 50th percentile on the FAST Assessment
(FSA Achievement Level 3-5)
AND
Students scoring at or above the 50th percentile on the iReady Diagnostic

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.

Our Core Curriculum for grades 6-12 is myPerspectives which is supported by ESSA's promising evidence criter

Progress Monitoring

Assessment & Frequency

myPerspectives Weekly Progress Monitoring Assessments, progress monitoring assessment of the B.E.S.T. standards to show mastery, and iReady weekly progress monitoring assessments.
iReady Reading Diagnostic and FAST Assessment 3 times a year.

Performance Criteria that indicates Tier 1 is sufficient for at least 80% of students
Scoring at or above the 50th percentile and indicating mastery of the B.E.S.T. standards at or above 80%.

Performance Criteria that prompts the addition of Tier 2 interventions for students not meeting the expectation/benchmark
Scoring below the 40th percentile and indicating mastery of the B.E.S.T. standards below 70%.
Early Warning System (EWS) indicators identifying students who are at risk

How is the effectiveness of Tier 1 instruction being monitored?

The leadership team will use pre and post conferences as well as walkthrough observations to ensure the effectiveness of classroom instruction and alignment to grade-level B.E.S.T. Standards and curriculum.

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

Analyzing and interpreting data through Progress Monitoring Meetings, walkthroughs, department meetings, and collaborative grade level common planning.
During monthly progress monitoring meetings, teachers and a member from the MTSS Team will analyze data a use the problem-solving process using the ICEL/RIOT matrix to create action steps.
The above procedures will be the same for distance learners.

How is the effectiveness of Tier 1 curriculum being monitored?

The leadership team will use pre and post conferences as well as walkthrough observations to ensure the effectiveness of classroom instruction and alignment to grade-level B.E.S.T. Standards and curriculum.

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

Grade Levels: Grades 6-12

Analyzing and interpreting data through Progress Monitoring Meetings, walkthroughs, department meetings, and collaborative grade level common planning.
During monthly progress monitoring meetings, teachers and a member from the MTSS Team will analyze data a use the problem-solving process using the ICEL/RIOT matrix to create action steps.
The above procedures will be the same for distance learners.

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

FSUS is using an Innovative Model where teachers provide instruction through Zoom. Evidence-based technolo programs are used to provide asynchronous and synchronous instruction.

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: Grades 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 if the score is below the 40th percentile on the FAST STAR Assessment and
iReady Reading Diagnostic, and ORF is below grade level and in grades 3-5 if the score is below the 40th perce
on the FAST Assessment and iReady Reading Diagnostic, and ORF is below grade level
(FSA Achievement Level is below 3)

THEN TIER 1 Instruction and TIER 2 Interventions

Progress Monitoring

Tier 2 Programs/Materials/Strategies & Duration
Lexia Core 5 Program, at least three times per week
iReady Tools for Instruction, at least three times per week
CORE Teaching Reading Sourcebook will be used at least three times per week. FSUS grade level intervention
specialist will pre and post assess the basic skills of Reading using the CORE Teaching Reading Assessment
Manual and provide individual or small group instruction using the CORE Teaching Reading Strategies at least
three times per week.
Reciprocal Teaching strategy at least three times per week

Assessment & Frequency
Ongoing assessment following the program's guidelines

Performance Criteria to discontinue Tier 2 interventions
Scoring at or above the 50th percentile. Positive trend line on the intervention

Performance Criteria indicating continuation of Tier 2 interventions in addition to Tier 1 instruction
Scoring below the 40th percentile. Questionable or Negative trend line on the intervention

Performance Criteria that prompts the addition of Tier 3 interventions
Scoring below the 25th percentile. Negative trend line on the intervention

Number of times per week intervention provided

3 times per week

Number of minutes per intervention session

Between 20-30 minutes per intervention session

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

The MTSS Team, Leadership Team, teachers will analyze data and use the problem-solving process using the
RIOT matrix to create action steps.
The above procedures will be the same for distance learners.

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

Grade Levels: Grades K-5

Lexia Core 5 is supported by Strong Evidence according to Evidence for ESSA.

Reciprocal Teaching-strong https://visible-learning.org/2016/04/hattie-ranking-backup-of-138-effects/

iReady Instruction -Research meets the Every Student Succeeds Act (ESSA) Level 2 (Moderate) evidence requirements https://www.curriculumassociates.com/research-and-efficacy/i-ready-evidence-impact

CORE's learning support meets the ESSA Moderate Evidence requirement with positive outcomes https://www.corelearn.com/teaching-reading-sourcebook-third-edition/

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

Through Zoom and Google Classroom the distance learners will be provided with instruction and support as it w be given in brick and mortar setting using digital components.

Grade Levels: Grades 6-12

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

(Enter assessment criteria that will be used)

Student meets the following criteria if the score is below the 40th percentile on the FAST Assessment and iReady
Reading Diagnostic.
(FSA Achievement Level is below 3)

THEN TIER 1 Instruction and TIER 2 Interventions

Progress Monitoring

Tier 2 Programs/Materials/Strategies & Duration
Grades 6-8
Review Universal Screener information to determine targeted area(s) of need.
Core Instruction + Targeted Intervention;
•Content-area Reading Class or intensive Reading Class (in addition to ELA Class) –Daily.
•Integrated and targeted small-group instruction within class – groups of 5 – 7 students; using iReady Tools
Grades 9-12
Review of Universal Screener data will help target instruction.
Core Instruction + Targeted Intervention;
Content-Area Reading Class or Intensive Reading Class – 45-minutes daily
•LightSail- Differentiated small and whole group instruction with progress monitoring.
iReady Tools for Instruction will be used at least three times per week
CORE Teaching Reading Sourcebook will be used at least three times per week. FSUS grade level intervention
specialist will pre and post assess the basic skills of Reading using the CORE Teaching Reading Assessment
Manual and provide individual or small group instruction using the CORE Teaching Reading Strategies at least
three times per week.
Reciprocal Teaching strategy at least three times per week

Assessment & Frequency
Ongoing assessment following the program's guidelines

Performance Criteria to discontinue Tier 2 interventions
Scoring at or above the 50th percentile. Positive trend line on the intervention

Performance Criteria indicating continuation of Tier 2 interventions in addition to Tier 1 instruction
Scoring below the 40th percentile. Questionable or Negative trend line on the intervention

Performance Criteria that prompts the addition of Tier 3 interventions
Scoring below the 25th percentile. Negative trend line on the intervention

Number of times per week intervention provided

3 times per week

Number of minutes per intervention session

Between 20-30 minutes per intervention session

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

Grade Levels: Grades 6-12

The MTSS Team, Leadership Team, teachers will analyze data and use the problem-solving process using the RIOT matrix to create action steps.
The above procedures will be the same for distance learners.

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

Reciprocal Teaching-strong https://visible-learning.org/2016/04/hattie-ranking-backup-of-138-effects/

iReady Instruction -Research meets the Every Student Succeeds Act (ESSA) Level 2 (Moderate) evidence requirements https://www.curriculumassociates.com/research-and-efficacy/i-ready-evidence-impact

CORE's learning support meets the ESSA Moderate Evidence requirement with positive outcomes https://www.corelearn.com/teaching-reading-sourcebook-third-edition/

LightSail meets the promising requirements showing evidence of efficacy based on the study conducted by John Hopkins University education unit.

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

Through Zoom and Google Classroom the distance learners will be provided with instruction and support as it will be given in brick and mortar setting using digital components.

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: Grades K-5

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

Students who received Tier 3 interventions in the previous school year or students who received multiple years
Tier 2 interventions with minimal progress determined by the MTSS Team.

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

Progress Monitoring

Tier 3 Programs/Materials/Strategies & Duration
CORE Teaching Reading Sourcebook will be used at least four times a week. FSUS grade level intervention
specialist will pre and post assess the basic skills of Reading using the CORE Teaching Reading Assessment
Manual and provide individual or small group instruction using the CORE Teaching Reading Strategies at least
times per week.
Barton Reading and Spelling System for intensive multisensory instruction at least four times per week
Lexia Core 5 Program, at least four times per week
Heggerty Bridge the Gap-Phonemic Awareness Intervention, at least four times per week.

Assessment & Frequency
Ongoing assessment following the program's guidelines.

Performance Criteria to discontinue Tier 3 interventions
Scoring above the 40th below the 50th percentile
Positive trend line on the intervention

Performance Criteria indicating continuation of Tier 3 interventions
Scoring above the 40th below the 50th percentile Questionable or negative trend line on the intervention

Performance Criteria that prompts intensified Tier 3 interventions
Scoring below the 25h percentile
Negative trend line on the intervention

Number of times per week intervention provided

4 to 5 times per week

Number of minutes per intervention session

Between 20-30 minutes per intervention session

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

Progress monitoring meetings, walk-throughs, MTSS Team meetings, and professional development.
The MTSS Team, Leadership Team, teachers will analyze data and use the problem-solving process using the
RIOT matrix to create action steps.
The above procedures will be the same for distance learners.

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

Grade Levels: Grades K-5

Barton Reading and Spelling System for intensive multisensory instruction an Orton-Gillingham Approach has li
evidence of effectiveness- http://www.bestevidence.org/overviews/O/Orton-Gillingham-Approach.htm

Lexia Core 5 is supported by Strong Evidence according to Evidence for ESSA.

CORE's learning support meets the ESSA Moderate Evidence requirement with positive outcomes
https://www.corelearn.com/teaching-reading-sourcebook-third-edition/

Heggerty Bridge the Gap-Phonemic Awareness Intervention-supports the development and awareness of the
segments of sounds in speech and how they link to letters, which is a strong ESSA Tier 1 evidence-based practi
https://heggerty.org/blog/lisa-cook-case-
study/#:~:text=Therefore%2C%20we%20chose%20to%20implement,Tier%201%20evidence%2Dbased%20pra
The following IES Practice Guide Recommendation(s) support the program: Foundational Skills to Support Read
for Understanding in Kindergarten Through 3rd Grade. (https://ies.ed.gov/ncee/wwc/practiceguide/21).
Recommendation(s): 1.Teach students academic language skills, including the use of inferential and narrative
language, and vocabulary knowledge-Minimal Evidence. 2. Develop awareness of the segments of sounds in
speech and how they link to letters-Strong Evidence. 3. Teach students to decode words, analyze word parts, a
write and recognize words-Strong Evidence. 4. Ensure that each student reads connected text every day to sup
reading accuracy, fluency, and comprehension-Moderate Evidence. These recommendation(s) were built into th
program by description of program design. The district will support and monitor implementation of this program
supporting and monitoring implementation, including professional learning activities for professional learning.

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

Through Zoom and Google Classroom the distance learners will be provided with instruction and support as it w
be given in brick and mortar setting using digital components provided by an interventionist.

Grade Levels: Grades 6-12

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

Students who received Tier 3 interventions in the previous school year or students who received multiple years
Tier 2 interventions with minimal progress determined by the MTSS Team

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

Progress Monitoring

Tier 3 Programs/Materials/Strategies & Duration
CORE Teaching Reading Sourcebook will be used at least four times per week. FSUS grade level intervention
specialist will pre and post assess the basic skills of Reading using the CORE Teaching Reading Assessment
Manual and provide individual or small group instruction using the CORE Teaching Reading Strategies at least
times per week.
Heggerty Bridge the Gap-Phonemic Awareness Intervention, at least four times per week. (If needed.)
Grades 6-8
Review data from universal screener to determine area(s) of need. If sufficient information is not available,
administer CORE Reading to plan intervention.
Core Instruction + Targeted Intervention + Intensive Intervention;
•90-minute Intensive Reading Class in addition to ELA Class (daily);
•Small group differentiated instruction; groups of 3 – 7; using iReady Tools
Grades 9-12
Review data from universal screener to determine area(s) of need. If sufficient information is not available,
administer CORE Reading to plan intervention.
Core Instruction + Targeted Intervention
+ Intensive Intervention;
Intensive Reading Class; 45 – 90 minutes daily
•LightSail- Intensive Targeted classroom instruction occurring daily to build basic skills while continuing
participation in core instruction.

Assessment & Frequency
Ongoing assessment following the program's guidelines

Performance Criteria to discontinue Tier 3 interventions
Scoring above the 40th below the 50th percentile
Positive trend line on the intervention

Performance Criteria indicating continuation of Tier 3 interventions
Scoring above the 40th below the 50th percentile
Questionable or negative trend line on the intervention

Performance Criteria that prompts intensified Tier 3 interventions
Scoring below the 25h percentile
Negative trend line on the intervention

Number of times per week intervention provided

4 to 5 times per week

Number of minutes per intervention session

Between 20-30 minutes per intervention session

Grade Levels: Grades 6-12

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

Progress monitoring meetings, walk-throughs, MTSS Team meetings, and professional development.
The MTSS Team, Leadership Team, teachers will analyze data and use the problem-solving process using the RIOT matrix to create action steps.
The above procedures will be the same for distance learners.

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

CORE's learning support meets the ESSA Moderate Evidence requirement with positive outcomes
https://www.corelearn.com/teaching-reading-sourcebook-third-edition/

LightSail meets the promising requirements showing evidence of efficacy based on the study conducted by John Hopkins University education unit.

Heggerty Bridge the Gap-Phonemic Awareness Intervention-supports the development and awareness of the segments of sounds in speech and how they link to letters, which is a strong ESSA Tier 1 evidence-based practi
https://heggerty.org/blog/lisa-cook-case-
study/#:~:text=Therefore%2C%20we%20chose%20to%20implement,Tier%201%20evidence%2Dbased%20pra
The following IES Practice Guide Recommendation(s) support the program: Foundational Skills to Support Read for Understanding in Kindergarten Through 3rd Grade. (https://ies.ed.gov/ncee/wwc/practiceguide/21).
Recommendation(s): 1.Teach students academic language skills, including the use of inferential and narrative language, and vocabulary knowledge-Minimal Evidence. 2. Develop awareness of the segments of sounds in speech and how they link to letters-Strong Evidence. 3. Teach students to decode words, analyze word parts, an write and recognize words-Strong Evidence. 4. Ensure that each student reads connected text every day to sup reading accuracy, fluency, and comprehension-Moderate Evidence. These recommendation(s) were built into th program by description of program design. The district will support and monitor implementation of this program b supporting and monitoring implementation, including professional learning activities for professional learning.

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

Through Zoom and Google Classroom the distance learners will be provided with instruction and support as it w be given in brick and mortar setting using digital components provided by an interventionist.

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 determin
Section 1008.25(5)(a), F.S., must be covered by a federally required student plan, such as an individual education p
(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 unive
  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
  benchmark on the coordinated screening and progress monitoring system pursuant to Section 1008.25(8), F

- The student scores at the lowest achievement level/benchmark as identified by the publisher during progres
  monitoring administration at any time during the school year, on an assessment listed in the district's approv
  District K-12 Comprehensive Evidence-Based Reading Plan and beginning in 2022-2023 school year, stude
  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; phonic
  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.**

At FSUS, students who consistently score below the 25th percentile with a negative trend line on the interventions w
identified as students with a substantial deficiency in reading.