
Table of Contents

Contact Information, Communication Plan, and Student Achievement Goals	3
Budget	6
School Literacy Leadership Teams	8
Professional Development	9
Charter Schools	10
Literacy Coaches	11
District-Level Monitoring of Plan Implementation	14
School-Level Monitoring of Plan Implementation	18
Summer Reading Camp	20
Parent Support through a Read-At-Home Plan	22
Assessment, Curriculum, and Instruction	23
Identification of Students with a Substantial Reading Deficiency	54

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	Berry, Brandie Director of ELA/Reading berryb@duvalschools.org 9043487857
Elementary English Language Arts (ELA)	Berry, Brandie Director of ELA/Reading berryb@duvalschools.org 904-348-7857
Secondary ELA	Berry, Brandie Director of ELA/Reading berryb@duvalschools.org 904-348-7857
Reading Endorsement	Spaulding, Zeina Executive Director of Professional Development khanachetz@duvalschools.org 904-348-7807
Reading Curriculum	Berry, Brandie Director of ELA/Reading berryb@duvalschools.org 904-348-7857
Professional Development	Spaulding, Zeina Executive Director of Professional Development khanachetz@duvalschools.org 904-348-7807
Assessment	Hays, Virginia Director of Data and Assessment haysv@duvalschools.org 904-348-7895
Data Element	Stouffer, Katy Director of Data and Assessment ramseyk@duvalschools.org 904-348-7895
Summer Reading Camp	Berry, Brandie Director of ELA/Reading berryb@duvalschools.org 904-348-7857
Third Grade Promotion	Berry, Brandie Director of ELA/Reading berryb@duvalschools.org 9043487857
300 Lowest-Performing Elementary Schools	Berry, Brandie Director of ELA/Reading berryb@duvalschools.org 9043487857
Multi-Tiered System of Supports (MTSS)	Royce, Erin Supervisor of School Improvement roycee@duvalschools.org 9043902505

Communication of Plan Information

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

The K-12 Reading Plan is shared with region superintendents and principals via the Academic Services newsletter. It is shared with all administrators, coaches, teachers, and support staff via a district-wide Weekly Briefing. It is also posted in our district's curriculum guides (internal) and our public-facing website.

Student Achievement Goals - Part B

Measurable Student Achievement Goals

For each grade, K-12, establish clear and measurable student literacy achievement goals based on screening, progress monitoring, and statewide/districtwide summative assessments.

Previous School Year

Kindergarten - % of Students "Ready" on FLKRS 50%

Previous School Year

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

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

Duval County Public Schools (DCPS) is implementing World of Wonders curriculum in all VPK classes and Frog Street in all district-operated Head Start programs. Additional supports are provided as needed in the areas of print concepts, phonological awareness, oral language, and mathematics as determined by student progress on the VPK assessment and the STAR Early Literacy exam. We have replicated the state's pilot of STAR Early Literacy in all VPK classrooms to determine students' readiness for kindergarten before leaving VPK. This allows us to better meet the needs of students and make adjustments to the curriculum as indicated by the data.

To ensure that our VPK students continue learning over the summer, a 300-hour summer program will be offered for any student transitioning to kindergarten who did not complete 70% of their hours during the school year. Additionally, DCPS is providing a transition to kindergarten kit to every student who participated in a VPK program during the 2021-22 school year. We will also provide transition kits to 500 students enrolled in 25 low-performing preschools in Duval County. Parents and guardians will receive the FLDOE parent newsletter for kindergarten and a workbook for use during the summer months to help prepare students for kindergarten. We also hold online transition to kindergarten meetings with our district programs and community providers.

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	30	23	24	18	6	25	18	29	21	8
4	30	20	23	19	8	25	15	28	22	10
5	29	24	22	17	7	24	19	27	20	9
6	33	24	19	18	7	28	19	24	21	9
7	37	21	19	15	8	32	16	24	22	10
8	37	21	19	15	8	32	16	24	22	10
9	33	21	18	18	10	28	16	23	21	12
10	34	23	18	17	9	29	18	23	21	11

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%).

A minimum of 72.55% of students in grades K-2 will score an Achievement Level of 3 or higher on the Spring administration of Star (PM3).

District Budget for Evidence-Based Reading Instruction Allocation

Budget		
1	Estimated proportional share distributed to district charter	\$1,337,264.00
	FTE	2022-23
		\$1,337,264.00
2	Reading coaches assigned to elementary schools	\$322,566.94
	FTE	2022-23
	3.0	\$322,566.94
3	Reading coaches assigned to secondary schools	\$84,763.53
	FTE	2022-23
	1.0	\$84,763.53
4	Intervention teachers assigned to elementary schools	\$2,146,080.00
	FTE	2022-23
	32.0	\$2,146,080.00
5	Intervention teachers assigned to secondary schools	\$0.00
6	Supplemental materials or interventions for elementary schools	\$1,852,555.58
	FTE	2022-23
		\$552,346.00

		\$485,000.00
		\$613,429.58
		\$201,780.00
7	Supplemental materials or interventions for secondary schools	\$1,567,295.68
	FTE	2022-23
		\$135,960.00
		\$1,431,335.68
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	\$81,245.27
	FTE	2022-23
		\$71,245.27
		\$10,000.00
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:	\$7,391,771.00

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.

We have allocated \$4,350,344.92 towards elementary resources, representing 59% of our total reading budget allocation. Within this amount, purchases include supplemental and intervention resources specifically for K-3 students. Intervention teachers will provide intensive reading instruction for K-3 students. Professional development will support the implementation of a K-3 Tier III Reading intervention and training for teachers K-3 on the Science of Reading and BEST benchmarks.

School Literacy Leadership Teams

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

The requirement for School Literacy Leadership Teams is communicated to region superintendents and principals via the Academic Services newsletter and in a monthly principals' meeting.

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

The roster of School Literacy Leadership Teams is communicated to the Director of ELA/Reading.

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

The Director of ELA/Reading and the region superintendents will support and monitor School Literacy Leadership Teams.

Professional Development

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

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

All district teachers complete a mandatory 5-hour training on teaching students with dyslexia and the Science of Reading, which includes research and multisensory strategies for teaching phonemic awareness, phonics, word study and spelling, fluency, vocabulary, and text comprehension strategies through an explicit, systematic, and sequential approach. Additionally, ELA and Reading teachers are attending training on the Science of Reading, BEST benchmarks, and the district curriculum in collaboration with our State Regional Literacy Directors.

Principals schedule common planning times for grade levels or departments and the school leadership (Principal, assistant principal, or coach) meets weekly or biweekly with teachers to provide embedded professional learning through Professional Learning Community (PLC) structures. During these meetings, teacher teams discuss benchmarks, review student work and data, and plan upcoming instruction, providing relevant and differentiated professional learning for each team. Progress monitoring data identify teachers in need of additional support, which can be provided by the site-based literacy coach or administrator, a district specialist, or through participation in school-level or district training.

District and state assessment data identify teachers who may be candidates to serve as mentor teachers and/or model classrooms. Principal and/or literacy coach recommendations confirm that teachers meet the criteria to serve in this capacity and in what areas.

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

The requirement to schedule teachers to have common planning times is included in the Master Scheduling Guidelines, which are distributed to all principals and assistant principals. Region superintendents and executive directors monitor the frequency and focus of each school's PLCs, professional development plans, and teacher support.

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

The content of the ELA professional development sessions offered by the district team is the responsibility of the Director of ELA/Reading. Tracking the completion of the required dyslexia course is the responsibility of the Executive Director of Professional Development. School-based professional learning and teacher support are monitored by region superintendents and executive directors.

Charter Schools

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

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

Yes

Literacy Coaches

Literacy Coaches - Part A

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

Coaches must possess the following:

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

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

District literacy specialists are deployed to schools based on school grades, district diagnostics and progress monitoring assessments, and percentage of novice teachers.

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?

Principals receive an email from the Director of ELA outlining the role of the district literacy specialists and the appropriate work they can do while supporting the school. The literacy specialists meet with each principal to discuss the school's needs, review the requirements for their role, and determine the scope of work that will be most impactful at the school.

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?

These requirements impact district-level literacy specialists who report to the director of ELA/Reading. After receiving training, the district specialists meet with the principals of their assigned schools to discuss how they will provide support to the school using the Just Read, Florida! coaching model.

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

The director and supervisors of ELA/Reading support and monitor activities of the district literacy specialists.

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

Specialists record their activities on a daily basis through a district dashboard that allows supervisors, directors, executive directors, regions superintendents, and the Chief Academic Officer to view the reports individually or in aggregate at the school or district level. These are viewed weekly to monthly, depending on the individual's role in supervising the support provided to schools by district literacy specialists.

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

New data sources, such as district progress monitoring assessments and/or diagnostics are analyzed by district and school leadership to identify positive or negative trends in students' performance by content area and grade at the district level, and by content area, grade level, and teacher at the school level. District literacy specialists may be reassigned based on changes in the data that indicate more critical needs exist elsewhere.

District-Level Monitoring of Plan Implementation

District-Level Monitoring - Part A

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

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

Assessments

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

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

Name of the Assessment	To whom is the assessment administered?	Assessment type	What component of the reading/strand of standard is being assessed?	How often is the data being collected?
FAST - STAR	All K-2 students	Screener, Progress Monitoring, Summative	Oral Language, Phonological Awareness, Phonics, Fluency, Vocabulary, Comprehension	3 x A Year
FAST - Cambium	All students grades 3-10	Screener, Progress Monitoring, Summative	Vocabulary, Comprehension	3 x A Year
Achieve 3000	All students grades 3-12	Screener, Progress Monitoring, Summative	Vocabulary, Comprehension	3 x A Year
i-Ready	All students in grades 1 and 2.	Screener, Progress Monitoring, Diagnostic, Summative	Phonological Awareness, Phonics, Vocabulary, Comprehension	3 x A Year
Waterford Assessment of Core Skills (WACS)	All Kindergarten students	Screener, Progress Monitoring, Diagnostic, Summative	Oral Language, Phonological Awareness, Phonics, Fluency, Vocabulary, Comprehension	3 x A Year
District Developed Assessment	All students grades 2-10	Formative Assessment	Vocabulary, Comprehension	Annually
Benchmark Advance Unit Assessments	All students grades K-5	Formative Assessment	Phonological Awareness, Phonics, Vocabulary, Comprehension	Monthly
StudySync End-of-Unit Assessments	All students grades 6-12	Formative Assessment	Vocabulary, Comprehension	Monthly
Benchmark Advance Oral Reading Records	Students reading below grade level in grades K-5	Progress Monitoring, Diagnostic	Phonics, Fluency, Vocabulary, Comprehension	3 x A Year
Benchmark Advance Quick Checks	Students performing below grade level in one or more reading strands in grades K-5.	Progress Monitoring, Diagnostic	Phonological Awareness, Phonics, Fluency, Vocabulary, Comprehension	Quarterly
StudySync Diagnostic Assessments	ELA students in grades 6-12	Diagnostic	Comprehension	Annually
Achieve3000 WordStudio Spelling Inventory	Students in grades 9-10 enrolled in Intensive Reading courses	Diagnostic	Phonics	Annually
MasteryPrep TruScore Practice Tests	Students in 11th-12th grade intensive reading courses	Formative Assessment, Diagnostic	Vocabulary, Comprehension	3 x A Year

District-Level Monitoring - Part B

Provide the following information to depict how the district will meet each of the requirements.

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

The Chief Academic Officer, the Chief of Schools, the region superintendents and executive directors, and the Director of ELA/Reading all share the responsibility for the oversight support, and follow-up of the comprehensive reading plan.

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

Academic Services provides evidence-based resources and instructional guidance for teaching foundational reading skills through curriculum guides that are systematic and explicit and professional development sessions. Instruction is supported at the school level by principals, assistant principals, literacy coaches, and district or region specialists.

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

Principals, assistant principals, and literacy coaches work with teachers in PLCs to review data and plan instruction as a result of the data analysis. Schools submit an action plan to region superintendents after each progress monitoring assessment detailing plans for remediation and intervention.

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

The ELA/Reading Department serves as a support to the district's content-area teams by sharing best practices for literacy instruction in the content area classrooms and collaboratively identifying opportunities to infuse reading, writing, speaking, and listening strategies into curriculum guides as appropriate to deepen students' understanding of texts and demonstrate learning in content area classes.

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

Concerns will be communicated via the Region Superintendent or Chief of Schools to the Chief Academic Officer. The two teams will collaborate with the principal to ensure the school has the support needed to implement the reading plan effectively.

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.

As a result of our reflection, the following priorities were identified:

- broadening the membership of the district literacy team and meeting more regularly
- initial B.E.S.T. training for teachers and administrators (grades 3-12)
- ongoing monthly training on B.E.S.T. and evidence-based literacy practices for K-12
- resources for at-home reading plans available at the beginning of the school year and tied to our district's focus on PMP plans for below-level readers
- Train-the-trainer model to prepare school-level leaders to deliver professional learning to teachers in the literacy domains
- Provide opportunities for teachers and coaches to co-facilitate professional development with district specialists to build the capacity

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?

Our administrators input their weekly walkthrough data into a district-created Qualtrics form that populates a data dashboard. This allows the completion of walkthroughs to be monitored and the data to be examined for trends by school and region leadership. Assessment data is analyzed after each diagnostic or formative assessment is completed and action plans for instruction and intervention are shared with region leadership via the school's 4-step plan.

Who at the district level supports effective implementation?

Region Superintendents, Executive Directors, Division of Schools Directors, and the Chief of Schools all support the effective implementation of the reading plan.

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

Trends in schools' performance on each assessment are tracked and analyzed throughout the school year and across school years. Schools that do not show a positive trend in student performance receive additional support in conducting classroom walkthroughs, completing data analysis and action planning, and providing appropriate interventions for students.

Weekly reading walkthroughs by administrators - Part B

What process is in place to ensure effective implementation?

Our administrators input their weekly walkthrough data into a district-created Qualtrics form that populates a data dashboard. Rubrics and the ability to upload pictures of artifacts that support findings help to calibrate scores and provide context. This process allows the completion of walkthroughs to be monitored and the data to be examined for trends by school and region leadership.

Who at the district level supports effective implementation?

Region Superintendents, Executive Directors, Division of Schools Directors, and the Chief of Schools

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

Region leadership teams schedule instructional rounds that include district staff, school staff, and administrators from other schools. Those participating in the walkthroughs discuss what was observed and calibrate their ratings. Schools in need of support with the walkthrough process are scheduled for more instructional rounds and support from region teams. Additionally, the walkthrough dashboard allows region leadership and the Division of Schools leadership to review the outcomes of weekly walkthroughs and engage school leaders in dialogue about the results.

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

What process is in place to ensure effective implementation?

Assessment data is analyzed after each diagnostic or formative assessment is completed and action plans for instruction and intervention are shared with region leadership via the school's 4-step plan. Site visits are conducted to monitor the fidelity of the 4-step plan implementation efforts. The MTSS process is used to address the needs of individual students who are not responding to the instruction and remediation provided.

Who at the district level supports effective implementation?

Region Superintendents, Executive Directors, Division of Schools Directors, and the Chief of Schools

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

Trends in schools' performance on each assessment are tracked and analyzed throughout the school year and across school years. Schools that do not show a positive trend in student performance receive additional support in conducting classroom walkthroughs, completing data analysis and action planning, and providing appropriate interventions for students.

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.

Our district will provide a summer reading camp option for any third-grade student who had not earned a promotion through FSA or a Good Cause Exemption. The Duval summer reading camp curriculum for third grade was created in collaboration with Integrity Literacy Solutions. It meets the recommendation of the Improving Reading Comprehension in Kindergarten through 3rd Grade Practice Guide, published by the National Center for Education Evaluation and Regional Assistance, to explicitly teach students how to use reading comprehension strategies. This recommendation was evaluated by What Works Clearinghouse and was found to have Strong levels of evidence. Students also receive explicit and systematic instruction in foundational skills as appropriate based on students' needs. Teachers with a reading endorsement or certification are prioritized for hiring in the third-grade summer camp as a condition of our MOU with the teachers' union.

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

Will the district implement this option?

Yes

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

A summer reading camp will be offered to students in the Lowest Performing Quartile who had completed grades K-5 during the 2021-22 school year. Students will receive daily instruction in Reading Comprehension, Writing, Phonics/Word Study, and Vocabulary. This instruction is supported by the following research:

- What Works Clearinghouse "Foundational Skills to Support Reading for Understanding in Kindergarten Through 3rd Grade" Practice Guide: Practice 3: Teach Students to decode words, analyze word parts, and write and recognize words [Strong Evidence]
- What Works Clearinghouse "Foundational Skills to Support Reading for Understanding in Kindergarten Through 3rd Grade" Practice Guide: Practice 4: Ensure that each student reads connected text every day to support reading accuracy, fluency, and comprehension.

[Moderate Evidence]

-What Works Clearinghouse "Teaching Elementary Students to Be Effective Writers" Practice Guide: Practice 2: Teach students to use the writing process for a variety of purposes.

[Strong Evidence]

-What Works Clearinghouse "Improving Reading Comprehension in Kindergarten Through 3rd Grade: Practice 1: Teach students how to use reading comprehension strategies [Strong Evidence]

--What Works Clearinghouse "Improving Reading Comprehension in Kindergarten Through 3rd Grade: Practice 2: Teach students to identify and use the text's organizational structure to comprehend, learn, and remember content [Moderate Evidence]

- John Hattie's effect sizes from "Visible Learning for Literacy":

Classroom Discussion [.82]

Feedback [.75]

Vocabulary Programs [.67]

Comprehension Programs [.60]

Direct Instruction [.59]

Phonics Instruction [.54]

Writing Programs [.44]

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.)

3,125

Students who demonstrate a reading deficiency in grades K-2

3,110

Students who score Level 1 in grades 4-5

5,822

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.)

47%

Students who demonstrate a reading deficiency in grades K-2

17%

Students who score Level 1 in grades 4-5

8%

Family Engagement through a Read-At-Home Plan

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

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

After a district diagnostic window closes, schools use our decision trees to determine which students are considered substantially below grade level. A parent/guardian letter that explains the reading deficiency and the implications for the student is sent home. The letter requires a signature and invites the parent/guardian to schedule a conference with the teacher to discuss the information in more detail. The K-3 Read-at-Home resources provide families with guidance on supporting literacy activities that parents/guardians can implement at home to support their student's reading development. These resources are available on the district website in English and Spanish. They can be printed for families upon request.

We currently have a partnership with Read USA and Scholastic Inc. to provide books and suggestions for literacy activities to do at home to all K-5 students over the summer. VPK students will receive summer kits to extend their home learning throughout the summer. Our Parent Academy sessions provide training and suggestions to families on how to engage in literacy activities over the summer in a fun, engaging manner that helps avoid summer learning loss.

Our district-wide focus on literacy is supported by a city-wide alliance of non-profit organizations named "Read Jax." These organizations are partnering with Duval County Public Schools to raise awareness in the community and to help families support the literacy development of their children. Their "20 minutes a day paves the way" slogan will encourage children to read 20 minutes each day. Additionally, our students who are identified as substantially below grade level are encouraged to enroll in the New Worlds Reading Initiative (grades K-5) to receive free books at home throughout the school year and to apply for Reading Scholarship funds (grades 4-5).

Who at the district is responsible for monitoring this requirement?

The Director of ELA/Reading and the Assistant Superintendent for Data and Assessment are responsible for monitoring this requirement.

Assessment, Curriculum, and Instruction

Requirements - Part A

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

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

How does the district support and monitor implementation?

The district provides master schedule guidelines, instructional frameworks, and sample schedules to assist schools in scheduling and instructional planning that includes a minimum of 90 minutes of uninterrupted ELA instruction in grades K-5. A scope and sequence for reading instruction that follows the Science of Reading research is provided through the district curriculum guides.

Schools submit their schedules to region leadership and teachers submit lesson plans to school leadership. Classroom walkthroughs collect data that indicate levels of implementation and are monitored by school, region, and district leadership.

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

The Chief Academic Office and Chief of Schools are responsible for supporting and monitoring this requirement.

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

How does the district support and monitor implementation?

The newly adopted resource for ELA instruction in K-5 is a content-based series with units on Life Science, Government and Citizenship, Technology, History, Culture and Geography, Earth Science, Economics, and Physical Science at every grade level. Classroom libraries contain at least 50% informational texts to provide additional access to texts on topics relevant to Social Studies, Science, and the Arts. K-5 students also have access to digital informational texts in Raz Kids (K-2) and Freckle (3-5) for independent reading at school and from home. Teachers and students in grades 3-12 across content areas have access to Achieve3000 as an instructional resource for informational texts that can be aligned to content area course objectives.

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

The Director of ELA/Reading is responsible for supporting and monitoring this requirement.

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

How does the district support and monitor implementation?

The district provides master schedule guidelines, instructional frameworks, and sample schedules to assist schools in scheduling and instructional planning that includes small group differentiated instruction. Resources for conducting guided reading lessons and

intervention lessons have been provided to schools for use during this time. This is monitored through classroom walkthroughs, lesson plans, and school schedules.

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

The Chief Academic Office and Chief of Schools are responsible for supporting and monitoring this requirement.

Florida's Revised Formula For Success - Part B

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

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

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

The district's instructional framework for ELA instruction includes phonological awareness, phonics, fluency, vocabulary, and comprehension. Oral language is infused throughout the ELA block, with intervention available for students in K-2 who demonstrate a language deficiency. The district's assessment strategy includes screening, progress monitoring, and summative assessments, with diagnosis tools available when additional information is needed.

Core instruction is tightly aligned to state standards and provides accommodations for students with disabilities on general standards and Access Points and for ELLs. Informational texts in each grade level's curriculum build background and content knowledge across content areas. Academic discourse opportunities and writing in response to reading are included in the lesson guidance for every text.

The district's MTSS process outlines the process and expectations for Tier 2 and Tier 3 interventions and ensures that all Tier 3 students have an IEP or PMP. Teachers of Tier 3 interventions must be certified or endorsed in reading.

How does the district support and monitor implementation?

The ELA/Reading Department provides support to schools in the instruction of the six components of reading. The Data and Assessment Team works collaboratively with Academic Services to create and execute an assessment strategy that incorporates all the necessary types of assessments. The Office of School Improvement provides training and support to schools in implementing the MTSS process.

Instruction is monitored by school leadership and instructional coaches through weekly walkthroughs and common planning sessions. Region and district leadership also observe instruction through instructional reviews. The Chief Academic Officer and the Chief of Schools monitor the Completion of district assessments. In contrast, the data from assessments are analyzed and responded to at the school and district levels. Responses are under the direction of the Chief Academic Officer, Chief of Schools, and Region Superintendents. All students working below grade level in reading will have a PMP written and will be scheduled for Tier II or Tier III intervention. This is monitored by the Assistant Superintendent of Data and Assessment.

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

The Chief Academic Officer and the Chief of Schools are responsible for this requirement.

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)

Kindergarten:

FLKRS Scaled Score equal to or greater than 500, OR

Waterford Assessment of Core Skills Fall Diagnostic designation of At or Above Expected

First Grade:

i-Ready Fall Diagnostic Scaled Score of 434 or higher, OR

PM1 Star Early Literacy Percentile Rank of 40PR or higher

Second Grade

i-Ready Fall Diagnostic Scaled Score of 489 or higher, OR

PM1 Star Reading Percentile Rank of 40PR or higher

Third Grade

Star Reading Fall Percentile Rank of 40PR or higher, OR

Achieve3000 Fall Level Set score of 530L or higher

Fourth Grade

Star Reading Fall Percentile Rank of 40PR or higher, OR

Achieve3000 Fall Level Set score of 735L or higher, OR

Achievement Level 3, 4, or 5 on the 2022 Spring FSA

Fifth Grade

Star Reading Fall Diagnostic Percentile Rank of 40PR or higher, OR

Achieve3000 Fall Level Set score of 900L or higher, OR

Achievement Level 3, 4, or 5 on the 2022 Spring FSA

THEN TIER 1 Only

Core Curriculum

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

Benchmark Advance (Moderate to Strong Evidence)

Benchmark Advance employs multiple recommendations from What Works Clearinghouse and the National Center for Education Evaluation and Regional Assistance, including:

- o Develops awareness of the segments of sounds in speech and how they link to letters (Strong Evidence)

- o Teaches students to decode words, analyze word parts, and write and recognize words (Strong Evidence)

- o Ensures that each student reads connected text every day to support reading accuracy, fluency, and comprehension (Moderate Evidence)

- o Teaches students how to use reading comprehension strategies (Strong Evidence)

- o Teaches students to identify and use the text's organizational structure to comprehend, learn, and remember content (Moderate Evidence)

Grade Levels: K-5**Progress Monitoring****Assessment & Frequency**

Waterford Assessment of Core Skills- BOY, MOY, EOY

iReady Diagnostic- BOY, MOY

Star Early Literacy and Reading- BOY (optional), EOY

Achieve3000 Level Set- BOY, MOY, EOY

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

Waterford Assessment of Core Skills- student scores "at or above expected"

iReady Diagnostic- minimum scores for "on-grade ranges" are achieved

Star Early Literacy and Reading- minimum scores for 40th PR

Achieve3000 Level Set- minimum scores for 50th PR

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

Waterford Assessment of Core Skills- student scores "below expected"

iReady Diagnostic- student scores "one grade level below"

Star Early Literacy and Reading- student scores between 25th PR and 39th PR

Achieve3000 Level Set- student scores between the 25th PR and the 49th PR

How is the effectiveness of Tier 1 instruction being monitored?

All administrators and teachers are regularly engaged in the work of aligning resources and instruction to the state standards through our Standards-Based Instruction initiative that resulted from our study of TNTP's Opportunity Myth. Through this work, teacher teams collaborate in Professional Learning Communities (PLCs) to study the B.E.S.T. benchmarks and clarification to identify the discreet parts of each benchmark that together represent mastery of the full benchmark. Then, teams review available instructional resources and assessments to determine how well they align with the expectations of the benchmark. Any misalignments or gaps are rectified before instruction for the benchmark is delivered.

During instruction, instructional leadership teams conduct classroom walkthroughs, collecting information through a district dashboard on the alignment of the observed instruction, resources, and student tasks. This data helps schools identify alignment concerns, which will be a focus of future PLC work with teachers. Additionally, student work samples and formative assessments provide data that reflect student learning and the effectiveness of Tier 1 instruction. The new FAST Cambium PMs will also provide data regarding students' success in answering questions aligned to grade level benchmarks.

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?

The MLT monitors data and meets to discuss areas of concern, identify root causes, and devise plans for improving the effectiveness of Tier 1 instruction.

How is the effectiveness of Tier 1 curriculum being monitored?

The effectiveness of the Tier 1 curriculum is monitored through formative and summative data and weekly classroom walkthroughs data.

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

Grade Levels: K-5

District leaders monitor walkthrough and assessment data to identify trends and adjust district resources and support accordingly. The MLT engages in the same review at the school level to ensure the curriculum is meeting the needs of their students.

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

All students have returned to in-person learning unless enrolled in the Duval Virtual Instructional Academy, which utilizes a curriculum designed specifically for online learning and includes both synchronous and asynchronous learning experiences.

Grade Levels: 6-8

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

(Enter assessment criteria that will be used)

Sixth Grade

Achieve3000 Fall Level Set score of 990L or higher, or
FSA Achievement Level 3, 4, or 5

Seventh Grade

Achieve3000 Fall Level Set score of 1060L or higher, or
FSA Achievement Level 3, 4, or 5

Eighth Grade

Achieve3000 Fall Level Set score of 1125L or higher, or
FSA Achievement Level 3, 4, or 5

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.

McGraw Hill StudySync (Promising)

Research base and studies for StudySync:

What Works Clearinghouse- Improving Adolescent Literacy: Effective Classroom and Intervention Practices

The following practices are incorporated in McGraw Hill's StudySync lessons:

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

Progress Monitoring

Assessment & Frequency

Achieve3000 LevelSet- BOY, MOY, EOY
FAST: Cambium- PM1, PM2, PM3

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

Achieve3000- A minimum score of 50th Percentile during each assessment window.

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

Achieve3000- scoring below the 50th Percentile during any assessment window.

How is the effectiveness of Tier 1 instruction being monitored?

All administrators and teachers are regularly engaged in the work of aligning resources and instruction to the state standards through our Standards-Based Instruction initiative that resulted from our study of TNTP's Opportunity Myth. Through this work, teacher teams collaborate in Professional Learning

Grade Levels: 6-8

Communities (PLCs) to study the B.E.S.T. benchmarks and clarification to identify the discreet parts of each benchmark that together represent mastery of the full benchmark. Then, teams review available instructional resources and assessments to determine how well they align with the expectations of the benchmark. Any misalignments or gaps are rectified before instruction for the benchmark is delivered.

During instruction, instructional leadership teams conduct classroom walkthroughs, collecting information through a district dashboard on the alignment of the observed instruction, resources, and student tasks. This data helps schools identify alignment concerns, which will be a focus of future PLC work with teachers. Additionally, student work samples and formative assessments provide data that reflect student learning and the effectiveness of Tier 1 instruction. The new FAST Cambium PMs will also provide data regarding students' success in answering questions aligned to grade level benchmarks.

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?

The MLT monitors data and meets to discuss areas of concern, identify root causes, and devise plans for improving the effectiveness of Tier 1 instruction. Teachers and administrators collaborate in PLCs and Common Planning sessions to identify and solve problems in regard to student learning. These processes are in place for in-person and distance learning programs.

How is the effectiveness of Tier 1 curriculum being monitored?

The effectiveness of the Tier 1 curriculum is monitored through formative and summative data and weekly classroom walkthroughs data.

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

District leaders monitor walkthrough and assessment data to identify trends and adjust district curricula and support accordingly. The MLT engages in the same review at the school level to ensure the curriculum is meeting the needs of its students. These processes are in place for in-person and distance learning programs.

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

All students have returned to in-person learning unless enrolled in the Duval Virtual Instructional Academy, which utilizes a curriculum designed specifically for online learning and includes both synchronous and asynchronous learning experiences.

Grade Levels: 9-12

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

(Enter assessment criteria that will be used)

Ninth Grade

Achieve3000 Fall Level Set score of 1180L or higher, or
FSA Achievement Level 3, 4, or 5

Tenth Grade

Achieve3000 Fall Level Set score of 1230L or higher, or
FSA Achievement Level 3, 4, or 5

Eleventh Grade

Achieve3000 Fall Level Set score of 1270L or higher, or
FSA Achievement Level 3, 4, or 5, or

Twelfth Grade

Achieve3000 Fall Level Set score of 1270L or higher

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.

McGraw Hill StudySync (Promising)

Research base and studies for StudySync:

What Works Clearinghouse- Improving Adolescent Literacy: Effective Classroom and Intervention Practices

The following practices are incorporated in McGraw Hill's StudySync lessons:

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

Progress Monitoring

Assessment & Frequency

Achieve3000 LevelSet- BOY, MOY, EOY

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

Achieve3000- A minimum score of 50th Percentile during each assessment window

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

Achieve3000- scoring below the 50th Percentile during any assessment window.

How is the effectiveness of Tier 1 instruction being monitored?

Grade Levels: 9-12

All administrators and teachers are regularly engaged in the work of aligning resources and instruction to the state standards through our Standards-Based Instruction initiative that resulted from our study of TNTP's Opportunity Myth. Through this work, teacher teams collaborate in Professional Learning Communities (PLCs) to study the B.E.S.T. benchmarks and clarification to identify the discreet parts of each benchmark that together represent mastery of the full benchmark. Then, teams review available instructional resources and assessments to determine how well they align with the expectations of the benchmark. Any misalignments or gaps are rectified before instruction for the benchmark is delivered.

During instruction, instructional leadership teams conduct classroom walkthroughs, collecting information through a district dashboard on the alignment of the observed instruction, resources, and student tasks. This data helps schools identify alignment concerns, which will be a focus of future PLC work with teachers. Additionally, student work samples and formative assessments provide data that reflect student learning and the effectiveness of Tier 1 instruction. The new FAST Cambium PMs will also provide data regarding students' success in answering questions aligned to grade level benchmarks.

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?

The MLT monitors data and meets to discuss areas of concern, identify root causes, and devise plans for improving the effectiveness of Tier 1 instruction. Teachers and administrators collaborate in PLCs and Common Planning sessions to identify and solve problems in regard to student learning. These processes are in place for in-person and distance learning programs.

How is the effectiveness of Tier 1 curriculum being monitored?

The effectiveness of the Tier 1 curriculum is monitored through formative and summative data and weekly classroom walkthroughs data.

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

District leaders monitor walkthrough and assessment data to identify trends and adjust district curricula and support accordingly. The MLT engages in the same review at the school level to ensure the curriculum is meeting the needs of its students. These processes are in place for in-person and distance learning programs.

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

All students have returned to in-person learning unless enrolled in the Duval Virtual Instructional Academy, which utilizes a curriculum designed specifically for online learning and includes both synchronous and asynchronous learning experiences.

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)

Kindergarten:

FLKRS Scaled Score less than 500, OR

Waterford Assessment of Core Skills Fall Diagnostic designation of Below Expected

First Grade:

i-Ready Fall Diagnostic Scale Score of 375-433, OR

PM1 Star Early Literacy Percentile Rank of 26PR-39PR

Second Grade

i-Ready Fall Diagnostic Scale Score of 421-488, OR

PM1 Star Reading Percentile Rank of 26PR-39PR

Third Grade

Star Reading Fall Diagnostic Percentile Rank of 26PR-39PR, OR

Achieve3000 Fall Level Set score of 270L-515L

Fourth Grade

Star Reading Fall Diagnostic Percentile Rank of 26PR-39PR, OR

Achieve3000 Fall Level Set score of 390L-735L, OR

FSA Achievement Level 2

Fifth Grade

Star Reading Diagnostic Percentile Rank of 26PR-39PR, OR

Achieve3000 Fall Level Set score of 505L-825L, OR

FSA Achievement Level 2

THEN TIER 1 Instruction and TIER 2 Interventions

Progress Monitoring

Tier 2 Programs/Materials/Strategies & Duration

All Tier 2 interventions run 6-8 weeks:

Waterford Reading Academy (K)

i-Ready (1-2)

Achieve3000 (3-5)

Benchmark Advance Intervention Kit lessons (K-5)

Assessment & Frequency

Waterford (K): Assessment of Core Skills (WACS) BOY, MOY, EOY; Lesson Assessments weekly

i-Ready(1-2): Growth Monitoring Assessment monthly

Star Reading (3-5): Star assessment monthly

Achieve3000 (3-5): Level adjustments monthly

Benchmark Advance Intervention Checklists and/or Unit Assessments (K-5): monthly

FAST Star (2-5) and Cambium (3-5): BOY, MOY, EOY

Performance Criteria to discontinue Tier 2 interventions

Waterford Reading Academy (K): students scores "at or above expected" on WACs or passes lesson assessment

i-Ready (1-2): minimum scores for "on-grade" ranges are achieved

Star Reading (3-5): minimum scores for 40th PR

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

Achieve3000 (3-5): minimum scores for 50th PR

FAST Cambium or Star: student earns an Achievement Level of 3 or higher

Benchmark Advance Intervention Checklists and/or Unit Assessments: Student demonstrates mastery of identified skill or benchmark

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

Waterford Reading Academy (K): students scores "below expected" on WACs or fails lesson assessment

i-Ready (1-2): student scores "one grade level below"

Star Reading (3-5): student scores between 25th PR and 39th PR

Achieve3000 (3-5): student scores between 25th PR and 49th PR or student not earning at least 70% on first try score

Benchmark Advance Intervention Checklists and/or Unit Assessments: Student does not consistently demonstrate mastery of identified skill or benchmark

Performance Criteria that prompts the addition of Tier 3 interventions

Waterford Reading Academy (K): students scores "significantly below expected" on WACs or fails multiple lesson assessments for the same benchmark(s)

i-Ready (1-2): student scores "two grade levels below"

Star Reading (3-5): student scores below the 25th PR

Achieve3000 (3-5) : student scores below the 25th PR or student not demonstrating Lexile growth in monthly adjustments

Benchmark Advance Intervention Checklists and/or Unit Assessments: Student repeatedly does not demonstrate mastery of identified skill or benchmark

Number of times per week intervention provided

Waterford Reading Academy (K): 5x per week

i-Ready (1-2): 3x per week

Achieve3000 (3-5): 2-3x per week

Benchmark Advance Intervention Kit lessons: 3x/week

Number of minutes per intervention session

Waterford Reading Academy (K): 15 min.

i-Ready (1-2): 15 min.

Achieve3000 (3-5): 20-30 min.

Benchmark Advance Intervention Kit lessons: 20 min.

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?

Students' progress in Tier 2 interventions is monitored so that lack of progress is identified and the Collaborative Problem-Solving Team (CPST) can collaborate to identify possible barriers to the student's learning. The CPST meets to develop a support plan. If the support plan is for the student, the CPST will decide who is able to conduct classroom visits (a minimum of two times) to monitor the fidelity of implementation.

Grade Levels: K-5

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

Waterford Literacy Academy for Tier 2 (Moderate):

-Four studies of Waterford Reading Academy used for Tier 2 intervention yielded a rating of Moderate Evidence.

-Waterford Early Reading Level One was found to demonstrate Promising Evidence for Print Knowledge.

i-Ready (Moderate):

Many rigorous research studies meeting ESSA Level 2 (Moderate) evidence standards demonstrated positive and statistically significant gains for students receiving i-Ready Instruction above that of their control group counterparts in both reading and mathematics on internal and external outcome measures.

Achieve3000 (Promising)

-According to studies reviewed by What Works Clearinghouse, Achieve3000 had potentially positive effects on comprehension and general literacy achievement for adolescent readers.

-Evidence for ESSA lists Achieve3000 for elementary with an ESSA rating of Promising

Benchmark Advance Intervention Kit lessons
Small Group Learning:

What Works Clearinghouse Practice Guide- Assisting Students Struggling with Reading: Response to Intervention (RtI) and Multi-Tier Intervention in the Primary Grades

-Provide intensive, systematic instruction on up to three foundational reading skills in small groups to students who score below the benchmark score on universal screening. (Strong Evidence)

Hattie (2016) found that small group learning can be “very effective” with an effect size of .49, as long as the instruction matches the needs of the learner.

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

Most Tier 2 resources are digital, allowing for seamless integration into distance learning classrooms. Small group instruction with Benchmark Advance Intervention Kits would be delivered during synchronous small group instruction.

Grade Levels: 6-8

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

(Enter assessment criteria that will be used)

Sixth Grade

Achieve3000 Fall Level Set score of 835L to 985L, or
FSA Achievement Level 2

Seventh Grade

Achieve3000 Fall Level Set score of 910L to 1055, or
FSA Achievement Level 2

Eighth Grade

Achieve3000 Fall Level Set score of 970L to 1120, or
FSA Achievement Level 2

THEN TIER 1 Instruction and TIER 2 Interventions

Progress Monitoring

Tier 2 Programs/Materials/Strategies & Duration

Achieve3000
Achieve3000 WordStudio

Assessment & Frequency

Achieve3000 LevelSet 3x per year; Lexile adjustments monthly
WordStudio Lesson Assessments (per lesson)
FAST Cambium: 3x per year
StudySync End-of-Unit Assessments monthly

Performance Criteria to discontinue Tier 2 interventions

Achieve3000 LevelSet: student scores at the 50th PR or higher
WordStudio Lesson Assessments: Student consistently demonstrates mastery of foundational skill(s) and passes lesson tasks/assessment
FAST Cambium: student earns an Achievement Level of 3 or higher
StudySync End-of-Unit Assessments; student demonstrates mastery of assessed benchmarks

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

Achieve3000 LevelSet: student scores between the 25th and 49th PR
WordStudio Lesson Assessments: Student does not mastery of foundational skill(s) or passes lesson tasks/assessment
StudySync End-of-Unit Assessments; student demonstrates some mastery of assessed benchmarks

Performance Criteria that prompts the addition of Tier 3 interventions

Achieve3000 LevelSet: student scores below the 25th PR
WordStudio Lesson Assessments: Student cannot successfully complete assigned lessons
StudySync End-of-Unit Assessments; student repeatedly does not demonstrate mastery of assessed benchmarks

Number of times per week intervention provided

Achieve3000: 2-3 times per week
Achieve3000 WordStudio: 2-3 times per week

Grade Levels: 6-8

Number of minutes per intervention session

Achieve3000: 20-30 minutes

Achieve3000 WordStudio: 20 minutes

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

Students' progress in Tier 2 interventions is monitored so that lack of progress is identified and the Collaborative Problem-Solving Team (CPST) can collaborate to identify possible barriers to the student's learning. The CPST meets to develop a support plan. If the support plan is for the student, the CPST will decide who is able to conduct classroom visits (a minimum of two times) to monitor the fidelity of implementation.

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

Achieve3000-Secondary (Strong)

-According to studies reviewed by Evidence for ESSA, a study involving suburban and urban districts across the U.S. compared students who used Achieve3000 and those who did not. The study found significant positive effects for the combined sample of sixth graders (effect size =+0.22) and ninth graders (effect size = +0.44) for a weighted average of +0.29 on Total Reading Scores. This qualifies Achieve3000 for the ESSA "Strong" category.

Achieve3000 WordStudio

What Works Clearinghouse Practice Guide: Providing Reading Interventions for Students in Grades 4-9

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

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

All Tier 2 resources are digital, allowing for seamless integration into distance learning classrooms.

Grade Levels: 9-12

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

(Enter assessment criteria that will be used)

Ninth Grade

Achieve3000 Fall Level Set score of 1025L to 1175L, or
FSA Achievement Level 2

Tenth Grade

Achieve3000 Fall Level Set score of 1075L to 1225L, or
FSA Achievement Level 2

Eleventh Grade

Achieve3000 Fall Level Set score of 1115L to 1265L, or
FSA Achievement Level 2

Twelfth Grade

Achieve3000 Fall Level Set score of 1115L to 1265L

THEN TIER 1 Instruction and TIER 2 Interventions

Progress Monitoring

Tier 2 Programs/Materials/Strategies & Duration

Achieve3000
Achieve3000 Word Studio

Assessment & Frequency

Achieve3000 LevelSet 3x per year; Lexile adjustments monthly
WordStudio Lesson Assessments (per lesson)
FAST Cambium: 3x per year
StudySync End-of-Unit Assessments monthly

Performance Criteria to discontinue Tier 2 interventions

Achieve3000 LevelSet: student scores at the 50th PR or higher
WordStudio Lesson Assessments: Student consistently demonstrates mastery of foundational skill(s) and passes lesson tasks/assessment
FAST Cambium: student earns an Achievement Level of 3 or higher
StudySync End-of-Unit Assessments; student demonstrates mastery of assessed benchmarks

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

Achieve3000 LevelSet: student scores between the 25th and 49th PR
WordStudio Lesson Assessments: Student does not demonstrate mastery of foundational skill(s) or passes lesson tasks/assessment
StudySync End-of-Unit Assessments; student demonstrates some mastery of assessed benchmarks

Performance Criteria that prompts the addition of Tier 3 interventions

Achieve3000 LevelSet: student scores below the 25th PR
WordStudio Lesson Assessments: Student cannot successfully complete assigned lessons
StudySync End-of-Unit Assessments; student repeatedly does not demonstrate mastery of assessed benchmarks

Number of times per week intervention provided

Grade Levels: 9-12

Achieve3000: 2-3 times per week
Achieve3000 WordStudio: 2-3 times per week

Number of minutes per intervention session

Achieve3000: 20-30 minutes
Achieve3000 WordStudio: 20 minutes

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

Students' progress in Tier 2 interventions is monitored so that lack of progress is identified and the Collaborative Problem-Solving Team (CPST) can collaborate to identify possible barriers to the student's learning. The CPST meets to develop a support plan. If the support plan is for the student, the CPST will decide who is able to conduct classroom visits (a minimum of two times) to monitor the fidelity of implementation.

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

Achieve3000-Secondary (Strong)
-According to studies reviewed by Evidence for ESSA, a study involving suburban and urban districts across the U.S. compared students who used Achieve3000 and those who did not. The study found significant positive effects for the combined sample of sixth graders (effect size =+0.22) and ninth graders (effect size = +0.44) for a weighted average of +0.29 on Total Reading Scores. This qualifies Achieve3000 for the ESSA "Strong" category.

Achieve3000 WordStudio
What Works Clearinghouse Practice Guide: Providing Reading Interventions for Students in Grades 4-9
-Build students' decoding skills so they can read complex multisyllabic words (Strong Evidence)

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

All Tier 2 resources are digital, allowing for seamless integration into distance learning classrooms.

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)

Kindergarten:

FLKRS Scaled Score equal to or greater than 500, AND one of the following:

Waterford Assessment of Core Skills Fall Diagnostic designation of Significantly Below Expected

First Grade:

i-Ready Fall Diagnostic Scale Score of 374 or below, OR

PM1 Star Early Literacy Percentile Rank of 25PR or below

Second Grade

i-Ready Fall Diagnostic Scale Score of 420 or below, OR

PM1 Star Reading Percentile Rank of 25PR or below

Third Grade

Star Reading Fall Diagnostic Percentile Rank of 25PR or below OR

Achieve3000 Fall Level Set score of 175L or below

Fourth Grade

Star Reading Fall Diagnostic Percentile Rank of 25PR or below OR

Achieve3000 Fall Level Set score of 405L or below, OR

FSA Achievement Level 1

Fifth Grade

Star Reading Fall Diagnostic Percentile Rank of 25PR or below OR

Achieve3000 Fall Level Set score of 590L or below, OR

FSA Achievement Level 1

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

Progress Monitoring

Tier 3 Programs/Materials/Strategies & Duration

- Reading Mastery (K-2)
- Corrective Reading (3-5)
- Leveled Literacy Instruction (LLI) (K-5)
- Language For Learning (K-2)
- Barton Reading and Spelling System (3-5)
- Heggerty Phonemic Awareness Curriculum (K-2)
- Heggerty Bridging the Gap (3-5)
- Seeing Stars (K-5)

Assessment & Frequency

- Reading Mastery: Mastery Checks (every 10 lessons)
- Corrective Reading: Mastery Checks (every 10 lessons)
- Leveled Literacy Instruction: Running records weekly and Benchmark Assessment System (BAS) 3x per year
- Language For Learning: Mastery Checks (every 10 lessons)
- iReady diagnostic: 2x per year
- FAST Star (K-2) and Cambium (3-5): 3x per year
- Achieve3000 Level Set (3-5): 3x per year

Grade Levels: K-5

Progress Monitoring

Star Reading (3-5): up to 3x per year
 District Progress Monitoring Assessment: 1x per year
 Benchmark Advance Checklists: As needed to gauge progress
 Benchmark Advance Unit Assessments: Monthly
 Benchmark Advance Oral Reading Records: Monthly

Performance Criteria to discontinue Tier 3 interventions

Waterford Reading Academy (K): students scores above "significantly below expected" on WACs or passes some lesson assessment(s)
 i-Ready (1-2): student scores better than "two grade levels below"
 Star Reading (3-5): student scores above the 25th PR
 Achieve3000 (3-5): student scores above the 25th PR
 FAST Cambium or Star: student earns an Achievement Level of 2 or higher
 Benchmark Advance Intervention Checklists and/or Unit Assessments: Student demonstrates mastery of some identified skills or benchmarks

Performance Criteria indicating continuation of Tier 3 interventions

Waterford Reading Academy (K): students scores "significantly below expected" on WACs or fails lesson assessment(s)
 i-Ready (1-2): student scores "two grade levels below"
 Star Reading (3-5): student scores below the 25th PR
 Achieve3000 (3-5): student scores below the 25th PR
 Benchmark Advance Intervention Checklists and/or Unit Assessments: Student does not demonstrate mastery of identified skill or benchmark

Performance Criteria that prompts intensified Tier 3 interventions

Student does not demonstrate any growth in response to current intervention over a 6-8 week period.

Number of times per week intervention provided

Reading Mastery: daily
 Corrective Reading: daily
 Leveled Literacy Instruction: 4-5 days a week
 Language For Learning: daily
 Barton Reading and Spelling System: 3-5 days a week
 Heggerty Phonemic Awareness Curriculum: daily
 Heggerty Bridging the Gap: daily
 Seeing Stars (K-5): 4-5 days a week

Number of minutes per intervention session

Reading Mastery: 45-60 min.
 Corrective Reading: 45-60 min.
 Leveled Literacy Instruction: 30 min.
 Language For Learning: 30 min.
 Barton Reading and Spelling System: 30 min.
 Heggerty Phonemic Awareness Curriculum: 20 min.
 Heggerty Bridging the Gap: 20 min.
 Seeing Stars (K-5): 45-60 min.

Grade Levels: K-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?**

Students' progress in Tier 3 interventions is monitored so that lack of progress is identified and the Collaborative Problem-Solving Team (CPST) can collaborate to identify possible barriers to the student's learning. The CPST meets to develop a support plan. If the support plan is for the student, the CPST will decide who is able to conduct classroom visits (a minimum of two times) to monitor the fidelity of implementation. If the CPST cannot offer additional layers of support, the CPST will ask for the student to be placed on the Multi-Disciplined Referral Team (MRT) agenda.

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

LLI (Strong Evidence)

In the two studies that reported findings, the estimated impact of LLI on outcomes in the general reading achievement domain was positive and statistically significant for two studies, both of which meet WWC group design standards without reservations.

Language for Learning (Promising)

-Language for Learning had statistically and educationally significant effects on receptive language skills. A 2 x 2 ANCOVA with effect sizes was provided. Effect sizes ranged from 0.13 to 0.35 across the TACL-3 scales.

Barton Spelling (Strong Evidence)

Barton Spelling System is a multi-sensory, direct, explicit, structured and sequential program designed for intense intervention.

-What Works Clearinghouse Practice Guide: Foundational Skills to Support Reading For Understanding in Kindergarten Through 3rd Grade- Teach students to decode words, analyze word parts, and write and recognize words.(Strong Evidence)

-What Works Clearinghouse Practice Guide: Providing Reading Interventions for Students in Grades 4-9- Build students' decoding skills so they can read complex multisyllabic words (Strong Evidence)

Heggerty Phonemic Awareness Curriculum and Bridging the Gap (Strong Evidence)

-What Works Clearinghouse's Foundational Skills to Support Reading for Understanding in Kindergarten Through 3rd Grade Recommendation #2: Develop Awareness of the segments of sounds in speech and how they link to letters. WWC found that this recommendation has Strong Evidence as a result of 17 studies that focused on small-group intervention models in grades K-3.

-What Works Clearinghouse Practice Guide: Providing Reading Interventions for Students in Grades 4-9- Build students' decoding skills so they can read complex multisyllabic words (Strong Evidence)

Reading Mastery (Promising):

-Reading Mastery was found to have potentially positive effects on the reading achievement of English language learners.

Grade Levels: K-5

-When compared to five other reading programs, students receiving instruction in Reading Mastery in grades 1-3 outperformed students in other programs in Oral Reading Fluency.

Corrective Reading (Promising):

-A study is described that examines the effects of a synthetic phonics-emphasis Direct Instruction remedial reading program on the phonological processes of students, with teacher-identified serious reading problems. The students made statistically significant and educationally large gains in the phonologically related processes of word attack, phonemic awareness, and spelling, and statistically significant and moderately large gains in phonological recoding in lexical access, and phonological recoding in working memory.

-Hempenstall, Kerry. (2008). Corrective Reading: An Evidence-Based Remedial Reading Intervention. Australasian Journal of Special Education.

Twenty-six of the 28 studies found positive results for students who were taught using Corrective Reading and one study found positive results for peer instructors who delivered Corrective Reading programs.

Seeing Stars (Strong Evidence)

-What Works Clearinghouse's Foundational Skills to Support Reading for Understanding in Kindergarten Through 3rd Grade Recommendation #2: Develop Awareness of the segments of sounds in speech and how they link to letters. WWC found that this recommendation has Strong Evidence as a result of 17 studies that focused on small-group intervention models in grades K-3. Recommendation #3: Teach students to decode words, analyze word parts, and write and recognize words. WWC found this recommendation to have Strong Evidence in 13 studies.

-What Works Clearinghouse Practice Guide: Providing Reading Interventions for Students in Grades 4-9- Build students' decoding skills so they can read complex multisyllabic words (Strong Evidence)

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

The Tier 3 interventions can be taught through synchronous lessons with individuals or small groups of students.

Grade Levels: 6-8

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

(Enter assessment criteria that will be used)

Sixth Grade

Achieve3000 Fall Level Set score of 830L or below, or
FSA Achievement Level 1

Seventh Grade

Achieve3000 Fall Level Set score of 905L or below, or
FSA Achievement Level 1

Eighth Grade

Achieve3000 Fall Level Set score of 965L or below, or
FSA Achievement Level 1

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

Progress Monitoring

Tier 3 Programs/Materials/Strategies & Duration

Voyager Sopris Language! Live

Assessment & Frequency

Achieve3000 LevelSet 3x per year; Lexile adjustments monthly
FAST Cambium: 3x per year
StudySync End-of-Unit Assessments: monthly
Language! Live Checks for Mastery: varied

Performance Criteria to discontinue Tier 3 interventions

Achieve3000 LevelSet: student scores at the 25th PR or higher
FAST Cambium: student earns an Achievement Level of 2 or higher
StudySync End-of-Unit Assessments; student demonstrates mastery of assessed benchmarks most of the time

Performance Criteria indicating continuation of Tier 3 interventions

Achieve3000 LevelSet: student scores below the 25th PR
StudySync End-of-Unit Assessments; student demonstrates limited or no mastery of assessed benchmarks

Performance Criteria that prompts intensified Tier 3 interventions

Student does not demonstrate any growth in response to current intervention over a 6-8 week period.

Number of times per week intervention provided

70 minutes daily or 90 minutes every other day

Number of minutes per intervention session

70 minutes daily or 90 minutes every other day

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

Grade Levels: 6-8

Students' progress in Tier 3 interventions is monitored so that lack of progress is identified, and the Collaborative Problem-Solving Team (CPST) can collaborate to identify possible barriers to the student's learning. The CPST meets to develop a support plan. If the support plan is for the student, the CPST will decide who is able to conduct classroom visits (a minimum of two times) to monitor the fidelity of implementation. If the CPST cannot offer additional layers of support, the CPST will ask for the student to be placed on the Multi-Disciplined Referral Team (MRT) agenda.

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

Language! Live

Language! Live reinforces literacy foundations while providing instruction in vocabulary and comprehension literacy domains.

What Works Clearinghouse Practice Guide: Providing Reading Interventions for Students in Grades 4-9

- Practice #1: Build students' decoding skills so they can read complex multisyllabic words (Strong Evidence)
- Practice #2: Provide purposeful fluency-building activities to help students read effortlessly (Strong Evidence)
- Practice #3: Routinely uses set of comprehension-build practices to help students make sense of the text (Strong Evidence)

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

The Tier 3 interventions can be taught through synchronous lessons with individuals or small groups of students.

Grade Levels: 9-12

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

(Enter assessment criteria that will be used)

Ninth Grade

Achieve3000 Fall Level Set score of 1020L or below, or
FSA Achievement Level 1

Tenth Grade

Achieve3000 Fall Level Set score of 1070L or below, or
FSA Achievement Level 1

Eleventh Grade

Achieve3000 Fall Level Set score of 1110L or below, or
FSA Achievement Level 1

Twelfth Grade

Lacking passing or concordant score for FSA ELA graduation requirement

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

Progress Monitoring

Tier 3 Programs/Materials/Strategies & Duration

Actively Learn
Achieve3000 Word Studio
Mastery Prep

Assessment & Frequency

Achieve3000 LevelSet 3x per year; Lexile adjustments monthly
WordStudio Lesson Assessments (per lesson)
FAST Cambium: 3x per year
StudySync End-of-Unit Assessments: monthly
Practice SAT/ACT Assessments: 4x per year

Performance Criteria to discontinue Tier 3 interventions

Achieve3000 LevelSet: student scores at the 25th PR or higher
WordStudio Lesson Assessments: Student demonstrates mastery of foundational skill(s) and passes lesson tasks/assessment
FAST Cambium: student earns an Achievement Level of 2 or higher
StudySync End-of-Unit Assessments; student demonstrates mastery of assessed benchmarks most of the time
Student passes FSA retake or SAT/ACT concordant score earned

Performance Criteria indicating continuation of Tier 3 interventions

Achieve3000 LevelSet: student scores below the 25th PR
WordStudio Lesson Assessments: Student does not demonstrate mastery of foundational skill(s) or passes lesson tasks/assessment
StudySync End-of-Unit Assessments; student demonstrates limited or no mastery of assessed benchmarks
Student has not met ELA graduation requirements

Performance Criteria that prompts intensified Tier 3 interventions

Student does not demonstrate any growth in response to current intervention over a 6-8 week period.

Grade Levels: 9-12

Number of times per week intervention provided

Actively Learn- every other day
 Achieve3000 Word Studio- every other day
 Mastery Prep- every other day

Number of minutes per intervention session

Actively Learn- 90 min.
 Achieve3000 Word Studio- 15-30 min.
 Mastery Prep- 90 min.

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?

Students' progress in Tier 3 interventions is monitored so that lack of progress is identified and the Collaborative Problem Solving Team (CPST) can collaborate to identify possible barriers to the student's learning. The CPST meets to develop a support plan. If the support plan is for the student, the CPST will decide who is able to conduct classroom visits (a minimum of two times) to monitor the fidelity of implementation. If the CPST cannot offer additional layers of support, the CPST will ask for the student to be placed on the Multi-Disciplined Referral Team (MRT) agenda.

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

Actively Learn

Actively Learn provides access to digital texts with embedded scaffolding, engagement strategies, collaboration opportunities, and higher-order questions aligned to standards. The curriculum includes the following practices from Hattie's (2016) meta-analysis:

- Classroom discussion- effect size .82
- Feedback- effect size .75
- Comprehension program- effect size .60
- Cooperative learning- effect size .59

Mastery Prep

Mastery Prep utilizes a data-based blended learning approach to instruction. After completing an initial diagnostic assessment, the program identifies the instructional needs of each student. Direct instruction to the whole group is followed by small group collaborative practice and then feedback from the teacher before shifting to personalized practice and small group intervention. The curriculum includes the following practices from Hattie's (2016) meta-analysis:

- Classroom discussion- effect size .82
- Feedback- effect size .75
- Cooperative learning- effect size .59
- Direct instruction- effect size .59
- Small group learning- effect size .49

Achieve3000 WordStudio

What Works Clearinghouse Practice Guide: Providing Reading Interventions for Students in Grades 4-9

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

Grade Levels: 9-12

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

The Tier 3 interventions can be taught through synchronous lessons with individuals or small groups of students.

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.

After students complete a district diagnostic or a state assessment, scores are reviewed to identify students falling into the Substantially Below category at each grade level. A district-generated report is shared with principals to assist in identifying students in need of Tier 3 intervention and a PMP.