Seminole County Public Schools

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

2022-23 Reading Plan

Table of Contents

Contact Information, Communication Plan, and Student Achievement Goals

Contact Information - Part A

District Contact Information

Reading Contacts

Identify the name, position title, email address, and phone number for each member of the district reading 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	Pisani, Michelle Coordinator K-12 ELA, Reading, and Social Studies michelle_pisani@scps.k12.fl.us 407-320-0211
Elementary English Language Arts (ELA)	Pisani, Michelle Coordinator K-12 ELA , Reading and Social Studies michelle_pisani@scps.k12.fl.us 407-320-0211
Secondary ELA	Pisani, Michelle Coordinator K-12 ELA, Reading, and Social Studies michelle_pisani@scps.k12.fl.us 407-320-0211
Reading Endorsement	Pocius, Beth Coordinator of Professional Learning beth_pocius@scps.k12.fl.us 407-320-0336
Reading Curriculum	Pisani, Michelle Coordinator K-12 ELA, Reading, and Social Studies michelle_pisani@scps.k12.fl.us 407-320-0211
Professional Development	Pocius, Beth Coordinator of Professional Learning beth_pocius@scps.k12.fl.us 407-320-0336
Data Element	Medve, Heather Director of State Position Management and State Reporting heather_medve@scps.k12.fl.us 407-320-0104
Assessment	Thompson, Kelly Director of Assessment and Accountability kelly_thompson@scps.k12.fl.us 407-320-0268
Summer Reading Camp	Pisani, Michelle Coordinator of K-12 ELA, Reading and Social Studies michelle_pisani@scps.k12.fl.us 407-320-0211
Third Grade Promotion	Csonka, Daphne Administrator of Assessment and Accountability daphne_csonka@scps.k12.fl.us 407-320-0270
Multi-Tiered System of Supports (MTSS)	Elwood, Amy Director of Intervention Services amy_elwood@scps.k12.fl.us 407-320-2011

Communication of Plan Information

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

District Leaders:
The K-12 Comprehensive Evidence-Based Reading Plan was developed in conjunction with leaders

from multiple departments throughout the district including those listed above as well as the Director of ESOL & World Languages, the Assistant Superintendent of Student Support Services, the Director of Special Education Services, the Deputy Superintendent of Instructional Excellence and Systems Equity, and the Assistant Superintendent of ePathways (includes supervision of guidance counselors). The approved Comprehensive Evidence-Based Reading Plan will be shared with the Superintendent's Cabinet, referenced as appropriate when developing complementary district plans (Strategic Plan, Student Progression Plan, School Improvement Plans, etc.), and placed on the district website for ease of access.

School Leaders:
The K-12 Comprehensive Evidence-Based Reading Plan was developed in conjunction with select school leaders from multiple levels. Upon approval, the plan will be shared with school leaders during upcoming Principal's meetings with particular attention given to the Decision Trees for each level. Throughout the year, data reviews will be conducted at school sites and monthly principal meetings to determine what portions of the plan, if any, are in need of review to ensure appropriate implementation. The Department of Teaching and Learning will communicate critical elements of the plan during monthly online curriculum updates for school administrators.

Charter School Leaders:
The approved K-12 Comprehensive Reading Plan will be shared with charter school leaders for review. Consultation services and site-based reading reviews will be provided.
Instructional Coaches:
The Coordinator of ELA, Reading, and Social Studies has regular meetings with instructional coaches. The K-12 Comprehensive Evidence-Based Reading Plan will be shared with the instructional coaches upon approval. Throughout the year, data reviews will be conducted to determine what portions of the plan, if any, are in need of review to ensure appropriate implementation.

Teachers & Guidance Counselors:
School leaders and instructional coaches will be charged with ensuring teachers and guidance counselors are aware of the contents of the K-12 Comprehensive Evidence-Based Reading Plan with particular attention given to the decision trees. Based on data analysis and information shared at meetings with principals and/or instructional coaches, additional reference to the plan to ensure fidelity of implementation may be required.

Parents & Families:
The K-12 Comprehensive Evidence-Based Reading Plan will serve as the guiding document for student placement in Reading. Portions of the plan, particularly the decision trees, will be referenced during parent/teacher conferences as the guiding document for student placement in courses and/or the Multi-Tiered System of Supports (MTSS) collaborative problem-solving process.

Students:
While students may not be directly aware of the existence or contents of the K-12 Comprehensive Evidence-Based Reading Plan, their success and well-being will serve as the primary focus of all school and district-based decisions regarding placement, intervention, and/or promotion.

Community:
The K-12 Comprehensive Evidence-Based Reading Plan will be placed on the district's website for ease of access.

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 60%

Previous School Year
Kindergarten - % of Students "Ready" on FLKRS 63%

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

Teachers from SCPS VPK meet at the beginning of the school year to review the district curriculum in order to decrease variance in implementation and clarify misconceptions. In addition SCPS VPK data is analyzed by site and detailed plans for growth are created based upon that data.

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	16	21	31	25	7	13	18	32	28	9
4	18	18	26	24	14	16	16	29	27	12
5	16	20	27	24	14	12	19	29	27	13
6	19	21	21	26	13	17	19	23	28	13
7	23	20	23	22	12	21	20	24	24	11
8	23	20	24	20	12	19	18	28	23	12
9	22	21	22	23	13	20	19	23	25	13
10	22	23	21	22	13	18	19	23	27	13

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%).

Increase the number of kindergarten students scoring at or above level on the end of your iReady diagnostic from 85% to 87%.

Increase the number of first grade students scoring at or above level on the end of your iReady diagnostic from 67% to 69%.

Increase the number of second grade students scoring at or above level on the end of your iReady diagnostic from 69% to 71%.

District Budget for Evidence-Based Reading Instruction Allocation

Budget			
1	Estimated proportional share distributed to district charter		$350,000.00
		FTE	2022-23

			$350,000.00
2	Reading coaches assigned to elementary schools		**$1,100,000.00**
		FTE	2022-23
		11.25	$1,100,000.00
3	Reading coaches assigned to secondary schools		**$200,000.00**
		FTE	2022-23
		1.55	$200,000.00
4	Intervention teachers assigned to elementary schools		**$0.00**
5	Intervention teachers assigned to secondary schools		**$0.00**
6	Supplemental materials or interventions for elementary schools		**$1,500,000.00**
		FTE	2022-23
			$1,500,000.00
7	Supplemental materials or interventions for secondary schools		**$0.00**
8	Intensive interventions for elementary students reading below grade level		**$0.00**
9	Intensive interventions for secondary students reading below grade level		**$0.00**
10	Professional development		**$92,750.00**
		FTE	2022-23
			$92,750.00
11	Helping teachers earn the reading endorsement		**$293,881.00**
		FTE	2022-23
			$293,881.00
12	Summer reading camps		**$300,000.00**
		FTE	2022-23
			$300,000.00
13	Additional hour for 300 lowest-performing elementary schools		**$0.00**
14	Early literacy instruction/intervention for VPK completers pursuant to s. 1008.25(8)(c), F.S.		**$0.00**
		Total:	**$3,836,631.00**

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

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

The district has prioritized reading allocation funds for the support of students with a substantial deficiency in reading by funding reading coaches who assist in coordinating and delivering interventions for every elementary school site. All elementary teachers utilize the iReady diagnostic as an assessment to assist in the identification of students with a substantial reading deficiency. Reading endorsement is also prioritized

in order to help ensure that tier 3 students receive the instruction from a reading endorsed teacher. Additionally, funds were allocated to professional development based upon the data gathered in the reflection tool.

School Literacy Leadership Teams

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

The purpose of the school level reading team is initially conveyed by executive leadership to principals during a discussion on the attributes of an effective school literacy leadership team. The school level principal then identifies key members of his/her staff to serve as members of this team.

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

Derek Jensen
Director, Teaching and Learning

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

Heidi Gooch
Assistant Superintendent, Elementary Schools

Paul Senko
Assistant Superintendent, Elementary Schools

Marian Cummings
Assistant Superintendent, Student and School Success

Demetria Faison
Assistant Superintendent, Middle Schools

Mike Rice
Assistant Superintendent, High Schools

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.

B.E.S.T. Ambassadors from each school alongside school-based Reading and Instructional Coaches receive professional learning throughout the year from Teachers on Assignment in the Department of Teaching & Learning which includes integration of phonemic awareness, phonics, word study and spelling, fluency, vocabulary, and text comprehension strategies. These teachers are leaders and mentors within their schools offering model lessons, coaching support, and targeted professional learning. This ensures explicit, systematic, and sequential approach to reading instruction.

Summer 2022, all teachers and teacher-based staff are invited to attend B.E.S.T. Summer Ever, a week long professional learning experience to provide in-depth B.E.S.T. standards training and new instructional materials training where applicable. ELA, Reading and Math teachers will participate in sessions that illuminate the new standards, acclimate participants to new instructional frameworks, and introduce new instructional materials. All other teachers will learn about B.E.S.T. in context of their subject areas and standards. Administrators are invited to join their teams for this opportunity.

Seminole County Public Schools proudly offers Reading Endorsement Competency Courses at no cost to our teachers three times annually including fall, spring and summer terms. Additionally, we partner with the University of Florida Lastinger Center to offer their Flamingo Literacy Matrix classes.

Seminole County Public Schools includes two Florida Diagnostic & Learning Resource System classes as part of our Professional Learning Catalog. Reading Difficulties, Disabilities & Dyslexia and Structured Literacy Through a Multisensory Approach are marketed directly to our teachers and to school-based professional learning administrators along with detailed information about the statutory requirement for specific educators based on subject area certification..

Through School Improvement Plans, principals monitor student achievement and provide differentiated and intensified professional development for teachers based on this data through School Improvement Plan Professional Development and through Professional Learning Communities. Teachers receive professional learning multiple times per week through these Professional Learning Communities and through contractual School Improvement Plan professional learning on most Wednesdays.

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.

Weekly administrative Communicators advertise Reading Endorsement and Multisensory Reading professional learning opportunities for principals to share with their teachers.

Assistant Superintendents share professional learning updates at their level meetings.

The Department of Teaching & Learning hosts monthly curriculum update webinars where professional learning updates are included.

We maintain a detailed professional learning intranet site and advertise all opportunities via our Frontline system for registration and awarding of inservice credit.

Each summer, administrators are offered professional learning sessions that include overviews of upcoming professional development for teachers.

Administrators are invited to attend professional learning alongside the teachers they support.

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

Derek Jensen, Director of Teaching & Learning

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.

After reviewing the school data, the allocations will be provided to school based upon need with all elementary schools receiving reading support. All elementary schools have literacy coaches. Additional funding is provided to schools those state level testing indicates a higher percentage of students are struggling.

The district secondary allocation for coaching is disseminated to schools based on the professional development needs of the school and in response to data collected through the reflection tool.

All literacy coaches that are included in this plan are either reading endorsed or certified.

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?

A review of expectations from the Just Read, Florida! Coaching model will be conducted with all school level leadership teams as part of the district wide training this summer.

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?

Reading coaches meet on a monthly basis with the Department of Teaching and Learning staff to discuss updates to the curriculum in the context of a coaching cycle with teachers. As coaches debrief on these cycles, the Teaching and Learning staff helps them plan for next steps in PD. The data from the reflection tool helped us to confirm that the elementary coaches cadre structure was helpful and this has led to the development of a parallel structure to be used with secondary coaches in the 2022-23 school year to help establish goals and create action plans.

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

Assistant Superintendents work with school level leadership teams to create and maintain the daily schedule for coaches. Coaches are encouraged to communicate regularly with the K-12 ELA, Reading, and Social Studies Coordinator.

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

On a quarterly basis, coaches will be surveyed on how their time is spent. These surveys will be embedded into coaching meetings to help prioritize their completion.

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

Throughout the year, the Teaching and Learning team and Assistant Superintendents will work with coaches to troubleshoot on an individual basis as needed based on the quarterly survey results. As part of the annual review, these metrics will be reviewed by the Superintendent's leadership team to help provide insight into systematic trends.

District-Level Monitoring of Plan Implementation

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

- Provide an explanation of the data that will be collected, how it will be collected, and the frequency of review must be provided. Districts must also explain how concerns are communicated if it is determined that the District K-12 Comprehensive Evidence-Based Reading Plan is not being implemented in a systematic and explicit manner, based on data to meet the needs of students;

- Ensure all instruction in reading is systematic and explicit, based on data, and uses an evidence-based sequence of reading instruction and strategies to meet the needs of students at the school level and determining appropriate instructional adjustments;

- Ensure that data from formative assessments are used to guide differentiation of reading instruction;

- Ensure incorporation of reading and literacy instruction by all content area teachers into subject areas to extend and build discussions of text in order to deepen understanding; and

- Evaluate District K-12 Comprehensive Evidence-Based Reading Plan implementation and impact on student achievement.

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

- the full name of the assessment;

- the grade level(s) the assessment is administered, and, where applicable, criteria for identifying students who will be assessed; and

- the components of reading (oral language, phonological awareness, phonics, fluency, vocabulary, comprehension) or the standards strand (reading, communication) that will be assessed, the type of assessment, and how often the data will be collected and analyzed to support instruction.

Name of the Assessment	To whom is the assessment administered?	Assessment type	What component of the reading/strand of standard is being assessed?	How often is the data being collected?
i-Ready	K- 5 Students and intensive reading students in grades 6-8	Progress Monitoring, Diagnostic	Phonological Awareness, Phonics, Vocabulary, Comprehension	3 x A Year
FAST - STAR	K-2 Students	Screener, Progress Monitoring, Summative	Oral Language, Phonological Awareness, Phonics, Fluency, Vocabulary, Comprehension	3 x A Year
FAST - Cambium	3-10 Students	Screener, Progress Monitoring, Summative	Vocabulary, Comprehension	3 x A Year
DRA	K-2 students and students in grades 3-5 receiving tier 2 or tier 3 support	Diagnostic	Phonics, Fluency, Comprehension	Quarterly
Phonics for Reading Placement	6-8 students in foundational reading	Screener, Progress Monitoring	Phonics	3 x A Year
95% Group	9-12 students in foundational reading	Screener, Progress Monitoring	Phonics	3 x A Year
Achieve 3000	Intensive reading students in grades 9-12	Screener, Progress Monitoring	Vocabulary, Comprehension	3 x A Year
District Developed Assessment	6-10 students	Progress Monitoring, Formative Assessment	Vocabulary, Comprehension	3 x A Year
Formative Assessments	K-12	Formative Assessment	Oral Language, Phonological Awareness, Phonics, Fluency, Vocabulary, Comprehension	Weekly, 2 x A Month, Monthly, Quarterly, 3 x A Year, Annually
SAT/ACT	High School Students	Summative	Vocabulary, Comprehension	Annually

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 Superintendent's Leadership Team is responsible for providing plan implementation oversight, support, and follow-up. (Superintendent; Deputy Superintendent of Instructional Excellence and System Equity; Chief Information Officer; Assistant Superintendents for Elementary, Middle and High Schools; Assistant Superintendent of Exceptional Student Support Services; Assistant Superintendent of ePathways; Assistant Superintendent of Human Resources; Assistant Superintendent of Student and School Success)

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

At the elementary level, teachers are provided with evidence-based resources and training to address the grade level's foundational skills as part of core instruction.

At secondary, teachers are provided with evidence based resources and training to provide foundational reading instruction to identified students.

These trainings are coordinated by the Department of Teaching and Learning. All instruction in these areas is based up providing explicit and systematic reading instruction. That is also evidence-based.

Based on the data from the reflection tool, the state regional literacy directors will be asked to continue to support in this area as teachers dive deeper and ask more refined questions in this area.

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

In the primary grade levels, DRAs are administered to students four times each year. This allows an opportunity for teachers to analyze the data and group students for instruction based upon demonstrated needs. At the intermediate grade levels, students take six formative assessments per year based on our core materials in Wonders to help group students during core instruction based upon the need to master grade level standards.

For secondary, extensive professional development, modeled exemplars, evidence based resources, and in-person support is provided to teachers to aid them in using formative data to differentiate reading instruction.

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

At the elementary level, texts have been included in the instructional plans to support this effort. This includes texts from the Civic Literacy List, DBQs, and texts to integrate science and the arts.

In partnership with FCRR, there is a strong focus on Content Area Reading at the secondary level. CAR Social Studies, Science, and ELA courses are offered at many of our secondary schools. Extensive professional development has been provided to our teachers to include varied vocabulary strategies for Math, literacy based strategies for Science, as well as partnered texts and strategies for Social Studies and ELA.

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

Assistant Superintendents meet with principals to evaluate student-level data and develop a plan to better meet the needs of students. They also address additional concerns that may come up in the quarterly surveys of coaches.

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

- Analyze elements of the district's plan, including literacy leadership, literacy coaching, standards, curriculum, instruction, intervention, assessment, professional learning and family engagement;

- Include input from teachers, literacy coaches and administrators at the school level;

- Identify elements in need of improvement and evidence-based strategies to increase literacy outcomes for students; and

- Analyze the effectiveness of interventions implemented in the prior year.

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

The Department of Teaching and Learning, in collaboration with the stakeholders referenced in the Comprehensive Evidence-Based Reading Plan, coordinated an annual evaluation and improvement process to refine the district plan and report outcomes to district leadership. At the conclusion of the process, an executive summary was developed to report district data, findings, and make suggestions to executive leadership for changes to the reading plan.

The annual evaluation process included:
A comprehensive data review of school reading data coordinated by the Assessment and Accountability Department
Input from school-based teachers, administrators, and literacy coaches along with district-based personnel who support literacy efforts
A review of feedback on district-based professional learning and curriculum in literacy and reading intervention
Cross-departmental discussion on the efficacy and alignment of district initiatives and school support

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?

An initial review of the plan is conducted by the Director of Teaching and Learning. District-based administrators and the principals then meet with small groups of school level leadership teams to share the plan, develop plans for effective implementation as well as methods for monitoring of implementation.

Principals receive quarterly in person training from specialists in the department of teaching and learning to help ensure that this is an ongoing conversation based upon the feedback of literacy coaches during their cadres.

Additionally, the coaching cadres involve having deliverables that coaches are expected to implement at their schools to support the ongoing attention to the elements within the reading plan. Coaches are then asked to share evidence of implementation at their next cadre meeting to help identify next steps for support.

Who at the district level supports effective implementation?

The Superintendent's Leadership Team is responsible for providing plan implementation oversight, support, and follow-up.

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

The Teaching and Learning team monitor implementation and discuss Reading Plan fidelity through dialogue within the coaching cadres. Areas of concern are submitted to the Assistant Superintendent for the specific level/school and strategies are designed to ensure effective implementation.
Assistant Superintendents are required to monitor implementation and effectiveness of the strategies.

Weekly reading walkthroughs by administrators - Part B

What process is in place to ensure effective implementation?

Assistant Superintendents and school level leadership set the purpose for weekly reading walkthroughs: identification of B.E.S.T. focused and differentiated whole group and small group instruction.

Who at the district level supports effective implementation?

Assistant Superintendents structure monthly meetings where principals discuss walkthrough trends and next steps to improve student reading.

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

School leadership teams share observational data with both executive leadership and colleagues to collaborate on best practices.

During the summer, administrators will be trained on using a B.E.S.T. Look- For document that has been

differentiated for elementary and secondary classrooms. This tool will help administrators identify benchmark aligned instruction within the reading block. Feedback regarding the implementation of this tool will be helpful for identifying areas for targeted support.

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

What process is in place to ensure effective implementation?

Assistant Superintendents and school level leadership set the purpose for both student and teacher data chats: to identify needs as revealed in the data and set clear goals for growth.

Who at the district level supports effective implementation?

Assistant Superintendents structure monthly meetings where principals discuss data trends and next steps to improve student reading.

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

The Assessment and Accountability Department is responsible for collecting and analyzing student progress monitoring data. The Superintendent's Leadership Team reviews performance on progress monitoring assessments quarterly.

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.

In order to meet the obligations of Section 1008.25(7), F.S., diagnostic and formative assessment data will be used to determine which students to invite to Summer Reading Camp prior to receiving FSA scores. This data will also provide insight into the areas of reading that should be targeted for instruction. Teachers will receive materials to use with students across the areas of phonemic awareness, phonics, fluency, vocabulary, and comprehension.

The need for reading endorsement or reading certification for those teaching Summer Reading Camp beginning in 2021 has been communicated along with reading endorsement information and during trainings for Summer Reading Camp for the last few years. In addition, the requirement has been added to the application for those applying to teach Summer Reading Camp.

Teachers who taught Summer Reading Camp were either reading endorsed or certified. The following curriculum materials were used during Summer Reading Camp:
Leveled Literacy Intervention (LLI)
iReady

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

Will the district implement this option?

No

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

N/A

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

Number of Students Attending Summer Reading Camp

Third grade students who score Level 1 and at risk of retention (1008.25(7)(a)2., F.S.)
351

Students who demonstrate a reading deficiency in grades K-2

Students who score Level 1 in grades 4-5

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.)
50%

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

Students who score Level 1 in grades 4-5
%

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.

When students are identified as having a substantial reading deficiency, schools provide information to parents on how they can support reading at home. This includes the Read-at-Home Plan Resources provided by Just Read Florida!

In addition, resources from the Florida Department of Education that address the change in standards are shared with parents to help provide an idea of how to support literacy at home. For families that do not have access to a computer at home, hardcopies of these materials are provided. (https://www.fldoe.org/academics/standards/just-read-fl/parent-guides-for-english-language-arts.stml) These materials are also housed on the district website for parents across grade levels to access as needed.

Parents are informed that their students qualify for the New Worlds Reading Initiative. The Let's Read Seminole bus markets this effort to parents through posters with QR codes and bookmarks for students.

Our schools have media centers for students to check out books in person to help with at home reading. Additionally, Tumble Books is accessible to students via Clever to allow for at home reading.

Who at the district is responsible for monitoring this requirement?

The Assistant Superintendents of Elementary Education and the Assistant Superintendent of School and Student Success work with school leadership to ensure that families of students identified as having a substantial reading deficiency are provided with a Read-At-Home Plan that includes the Supporting Your Child's Reading at Home resources.

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 uses the resources found within Wonders to create pacing calendars and resources for teachers in grades K-5 to use. Additionally, B.E.S.T. Look For tools have been provided to administrators to help with this monitoring.

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

The Department of Teaching and Learning team is responsible for supporting the implementation. The Assistant Superintendents of Elementary Education and the Assistant Superintendent of School and Student Success monitor the 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?

Texts have been provided to schools to support this effort. This includes texts from the Civic Literacy List, DBQs, and texts to integrate science and the arts.

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

The Department of Teaching and Learning team is responsible for supporting the implementation. The Assistant Superintendents of Elementary Education and the Assistant Superintendent of School and Student Success monitor the requirement.

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

How does the district support and monitor implementation?

Within the instructional plan sample ELA block templates are provided which include time for differentiated instruction within core instruction. Administrators will receive PD on how this block relates to the materials found within the IP throughout the 2022-23 school year. Teachers are provided with guided reading materials and materials from Wonders to help in this endeavor. Additionally, B.E.S.T. Look For tools have been provided to administrators to help with this monitoring.

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

The Department of Teaching and Learning team is responsible for supporting the implementation. The Assistant Superintendents of Elementary Education and the Assistant Superintendent of School and Student Success monitor the 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.

All adopted materials, supplementary intervention supports, and district developed resources within the Student Success Framework for Literacy (K-12) align with Florida's revised formula for success. Wonders is used with students in grades K-5 and Study Sync is used with students in grades 6-12. All students have access to the six components of reading within their core instruction. The 4 different types of assessment are used with students as appropriate in order to help differentiate instruction for all students including ELL, ESE, tier 2 and tier 3 students. Intensive reading interventions must be provided by reading endorsed or certified teachers in accordance with Section 1011.62(8)(d), F.S.

How does the district support and monitor implementation?

Elementary and secondary administrators will be provided with professional development during the summer where the formula's connection to the structure of the B.E.S.T. standards will be addressed. Time will be provided for administrators to reflect on additional support that teachers may need in these areas as they plan for professional development for the upcoming school year. Administrative weekly reading walkthroughs will be used to help monitor this requirement at the school level.

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

The Superintendent's Leadership Team is responsible for providing plan implementation oversight, support, and follow-up.

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 accomodations (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)

· A score at the 26th percentile or above on the iReady Reading diagnostic, and/or
· Scale score of 489 or above on FLKRS for kindergarten students, or
· ELA FSA Scores from 2022 of level 2 or above, and
· Teacher recommendation based upon classroom performance

<div style="background-color:green">THEN TIER 1 Only</div>

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

The Seminole County Public Schools Framework provides an outline for teachers on how to use Wonders within the K-5 ELA core curriculum to teach the B.E.S.T. standards. (Promising- ESSE Evidence)

Progress Monitoring

Assessment & Frequency
iReady Diagnostic- 3 times a year
DRA- Kindergarten- 3 times a year
DRA Grades 1 & 2- 4 times a year

Performance Criteria that indicates Tier 1 is sufficient for at least 80% of students
iReady student scores at the 26th percentile or above

Performance Criteria that prompts the addition of Tier 2 interventions for students not meeting the expectation/benchmark
iReady student scores at the 25th percentile or below

How is the effectiveness of Tier 1 instruction being monitored?

PLCs meet on a monthly basis with reading coaches to review progress monitoring data and discuss proper instructional techniques as related to the focus standards from common unit assessments.

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?

Teachers on Assignment provide PD to teachers and coaches on how to respond to the data from formative assessments through targeted small group instruction.

How is the effectiveness of Tier 1 curriculum being monitored?

After each iReady Diagnostic administration, data is examined at the district level to determine trends that would indicate additional resources are needed and/or support for how to use existing resources.

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

The Department of Assessment and Accountability and the Department of Teaching and Learning find areas in the curriculum where new resources or training on how to use current resources are potentially needed.

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

If needed, wonders provides an array of resources that can be presented to students in an online session with a teacher as well as resources that can be assigned to students through Google Classroom.

Grade Levels: 6-12

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

(Enter assessment criteria that will be used)

· On level iReady data, or
· On level Achieve 3000 data, and
· ELA FSA Scores from 2022 of level 3 or above, and
· Teacher recommendation based upon classroom performance

THEN TIER 1 Only

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

The Seminole County Public Schools Framework provides an outline for teachers on how to use Study Sync within the 6-12 ELA core curriculum to teach the B.E.S.T. standards.

Progress Monitoring

Assessment & Frequency
Students take benchmark assessments as provided by Assessment & Accountability 3 times a year.

Performance Criteria that indicates Tier 1 is sufficient for at least 80% of students
Students show consistent progress toward mastery of the benchmarks

Performance Criteria that prompts the addition of Tier 2 interventions for students not meeting the expectation/benchmark
Students show inconsistent progress toward mastery of the benchmarks

How is the effectiveness of Tier 1 instruction being monitored?

Students take benchmark assessments as provided by Assessment & Accountability 3 times a year.

PLCs meet to review progress monitoring data and discuss proper instructional techniques as related to the focus standards from formative assessments

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?

Administrators conduct walkthroughs to ensure that teachers are using B.E.S.T. aligned materials as recommended in the SCPS Student Success Framework. They also ensure that both whole group instruction and differentiated small group instruction is being provided to all students through tier 1.

Teachers on Assignment provide PD to teachers and coaches on how to respond to the data from formative assessments through targeted small group instruction.

If needed, teachers meet with students via Webex or Google Meets in small groups or one-on-one to provide the targeted instruction.

How is the effectiveness of Tier 1 curriculum being monitored?

Grade Levels: 6-12

After each Benchmark Assessment administration, data is examined at the district level to determine trends that would indicate additional resources are needed and/or support for how to use existing resources.

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

The Department of Assessment and Accountability and the Department of Teaching and Learning look for trends in the assessment data to find areas in the curriculum where new resources or training on how to use current resources are potentially needed.

If needed, teachers meet with students via Webex or Google Meets in small groups or one-on-one to provide the targeted instruction.

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

If needed, teachers meet with students via Webex or Google Meets in small groups or one-on-one to provide the targeted instruction.

Tier 2
Supplemental Instruction/Intervention:

- *is standards-aligned;*

- *address gaps and reduce barriers to students' ability to meet Tier 1 expectations;*

- *provide systematic, explicit, and interactive small group instruction targeting foundational/barrier skills;*

- *are matched to the needs of the students;*

- *provide multiple opportunities to practice the targeted skill(s) and receive corrective feedback;*

- *occurs during time allotted in addition to core instruction; and*

- *includes accommodations (IEP, ESOL, or 504).*

Grade Levels: K-2

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

(Enter assessment criteria that will be used)

· A scale score between the 25th percentile and 16th percentile on the iReady Reading diagnostic, and/
or
· Scale score of 488 or below on FLKRS for kindergarten students, and
· Teacher recommendation based upon classroom performance

THEN TIER 1 Instruction and TIER 2 Interventions

Progress Monitoring

Tier 2 Programs/Materials/Strategies & Duration
Oral Language: LLI, or SIPPS
Phonemic Awareness:
Wonders Tier 2 Intervention, LLI, iReady Teacher- Led Instruction, Success for All- Struggling
Readers, Fast Track, or Reading Mastery
Phonics:
Wonders Tier 2 Intervention, LLI, Reading Mastery, iReady Teacher- Led Instruction,
Success for All- Struggling Readers, or Fast Track,
Vocabulary:
Wonders Tier 2 Intervention, Elements of Reading (Evidence for ESSA, Promising), iReady Teacher
Led Instruction, LLI, Reading Mastery,
Fluency (Beginning in the second semester of grade 1):
Wonders Tier 2 Intervention, Quick Reads, LLI, Fast ForWord Corrective Reading, Reading Mastery
or Read Well
Comprehension (Beginning in second grade):
Wonders Tier 2 Intervention, Elements of Reading, iReady Teacher Led Instruction, LLI or
Reading Mastery

Assessment & Frequency
Students will be assessed monthly using iReady monthly.

Performance Criteria to discontinue Tier 2 interventions

Student demonstrates mastery on the targeted skill when data is reviewed by the MTSS team.

Performance Criteria indicating continuation of Tier 2 interventions in addition to Tier 1 instruction
Student does not demonstrate mastery of the targeted skills.

Performance Criteria that prompts the addition of Tier 3 interventions

The student has a lack of mastery of the target skill, and performs two grade levels below expectation
on the iReady diagnostic or DRA.

Number of times per week intervention provided

3

Number of minutes per intervention session

20

Grade Levels: K-2

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?

MTSS problem solving teams will meet on a monthly basis to review students receiving tier 2 support to ensure that the students are fluidly moving in and out of groups based upon data related to the intervention as aligned to core instruction. If needed, teachers meet with students digitally in small groups or one-on-one to provide the targeted instruction.

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

The programs listed in this plan have been vetted to ensure that they meet the evidence-base as required by Just Read, Florida of strong, moderate, or promising.

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

If needed, teachers meet with students digitally in small groups or one-on-one to provide the targeted instruction.

Grade Levels: 3-5

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

(Enter assessment criteria that will be used)

· Scoring between the 25th percentile and 21st percentile on the iReady Reading diagnostic, and
· ELA FSA Scores from 2022 of level 2, and
· Teacher recommendation based upon classroom performance

THEN TIER 1 Instruction and TIER 2 Interventions
Progress Monitoring

Tier 2 Programs/Materials/Strategies & Duration
Oral Language:
Elements of Reading, LLI, or SIPPS
Phonemic Awareness:
LLI, iReady Teacher- Led Instruction, Wonders Tier 2 Intervention, Read Well, Reading Mastery, or Success for All- Struggling Readers, Fast Track
Phonics:
LLI, iReady Teacher- Led Instruction, Wonders Tier 2 Intervention, Read Well, Reading Mastery or Success for All- Struggling Readers, Fast Track
Vocabulary:
Elements of Reading, Wonders Tier 2 Intervention, iReady Teacher Led Instruction , LLI,
, or Reading Mastery
Fluency:
Wonders Tier 2 Intervention, Quick Reads, LLI, Fast ForWord, Corrective Reading, or Reading Mastery
Comprehension:
Elements of Reading , iReady Teacher Led Instruction, Wonders Tier 2 Intervention, LLI,, or Reading Mastery

Assessment & Frequency
Students will be assessed monthly using iReady monthly.

Performance Criteria to discontinue Tier 2 interventions

Student demonstrates mastery on the targeted skill when data is reviewed by the MTSS team.

Performance Criteria indicating continuation of Tier 2 interventions in addition to Tier 1 instruction
Student does not demonstrate mastery of the targeted skills.

Performance Criteria that prompts the addition of Tier 3 interventions

The student has a lack of mastery of the target skill, and performs two grade levels below expectation on the iReady diagnostic or DRA.

Number of times per week intervention provided

3

Number of minutes per intervention session

20

Grade Levels: 3-5

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?

MTSS problem solving teams will meet on a monthly basis to review students receiving tier 2 support to ensure that the students are fluidly moving in and out of groups based upon data related to the intervention as aligned to core instruction. If needed, teachers meet with students digitally in small groups or one-on-one to provide the targeted instruction.

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

The programs listed in this plan have been vetted to ensure that they meet the evidence-base as required by Just Read, Florida a being strong, moderate, or promising.

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

If needed, teachers meet with students digitally in small groups or one-on-one to provide the targeted instruction.

Grade Levels: 6-10

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

Recommended CARPD Placement:
2021 FSA ELA Data: H2
STAR Reading: 1 grade level below

Recommended Intensive Reading: Reading for Comprehension Placement:
2021 FSA Data: L2
STAR Reading: 2 or more grade levels below

THEN TIER 1 Instruction and TIER 2 Interventions

Progress Monitoring

Tier 2 Programs/Materials/Strategies & Duration
Grades 6-10: CARPD for High Level 2 students
Grades 6-8: iReady for Low Level 2 students
Grades: 9-10: Achieve 3000 Low Level 2 students

Assessment & Frequency
All students are given district developed assessments 3 times a year.
Students who are using iReady or Achieve are given a Diagnostic or Level Set 3 times a year.

Performance Criteria to discontinue Tier 2 interventions
On grade level performance on one of the listed assessments.

Performance Criteria indicating continuation of Tier 2 interventions in addition to Tier 1 instruction
Students are improving on one of the listed assessments, but are still two or more grade levels below.

Performance Criteria that prompts the addition of Tier 3 interventions
Students are regressing on one of the listed assessments.

Number of times per week intervention provided

4

Number of minutes per intervention session

50

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

MTSS and school problem solving teams meet regularly to review progress-monitoring data in order to ensure appropriate intensive reading placement. This data includes an analysis of both formative and summative student assessment data. Problem-solving methods to improve effectiveness include providing instructional coach support through modeling, PLC Support, as well as MTSS and content specialist support. If needed, students will continue to receive their intervention through the reading program's online instruction and digital teacher-led instruction. Students will also receive personalized feedback from their teacher and/or school based instructional coach on a weekly basis.

Grade Levels: 6-10

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

The programs listed in this plan have been vetted to ensure that they meet the evidence-base as required by Just Read, Florida of strong, moderate, or promising.

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

If needed, students will continue to receive their intervention through the reading program's online instruction and digital teacher-led instruction. Students will also receive personalized feedback from their teacher and/or school based instructional coach on a weekly basis.

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-2

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

· Second grade students with a scale score of 405 or below on the iReady diagnostic, First graders with a scale score of 347 or below on the iReady diagnostic, Kindergarten students with a scale score of 299 or below on the iReady diagnostic; and/or
· Kindergarten students with a FLKRS score below 488 ;
· Second grade students with a DRA score of 6 or below;
· Teacher recommendation based upon classroom performance

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

Progress Monitoring

Tier 3 Programs/Materials/Strategies & Duration
Oral Language: Elements of Reading or l LLI
Phonemic Awareness: LLI, iReady Teacher- Led Instruction, Wonders Tier 3 Interventions, or SIPPS
Phonics: LLI, iReady Teacher- Led Instruction, SIPPS, Reading Mastery, Success for All- Struggling Readers, Fast Track,
Vocabulary: Elements of Reading, iReady Teacher Led Instruction, LLI, Reading Mastery,
Fluency: Quick Reads, LLI, Corrective Reading, Fast ForWord, Reading Mastery,
Comprehension (Beginning in second grade): Elements of Reading, iReady Teacher Led Instruction, LLI, or Reading Mastery

Assessment & Frequency
Students will be assessed monthly using iReady monthly.

Performance Criteria to discontinue Tier 3 interventions
Student demonstrates growth and can perform the targeted skill at one grade level below.

Performance Criteria indicating continuation of Tier 3 interventions
Students receive another iReady diagnostic and DRA to further pinpoint areas of need after a minimum of 6 weeks of tier 3 intervention.

Performance Criteria that prompts intensified Tier 3 interventions
After fidelity checks, increased intensity for a short time, and a review of response to intervention on the deficit by the MTSS team, tier 3 interventions will be intensified after 2 cycles (12-16 weeks) of the student demonstrating no growth or decline in data.

Number of times per week intervention provided

3

Number of minutes per intervention session

20

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

MTSS problem-solving teams will meet on a monthly basis to review students receiving tier 3 support to ensure that the students are fluidly moving in and out of groups based upon data related to the

Grade Levels: K-2

intervention as aligned to core instruction.If needed, teachers meet with students digitally in small groups or one-on-one to provide the additional targeted instruction.

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

The programs listed in this plan have been vetted to ensure that they meet the evidence-base as required by Just Read, Florida of strong, moderate, or promising.

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

If needed, teachers meet with students digitally in small groups or one-on-one to provide the additional targeted instruction.

Grade Levels: 3-5

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

(Enter assessment criteria that will be used)

· Third grade students with a scale score of 451 or below on the iReady diagnostic, and/or
· DRA score of 16 or below for third grade students, or
· ELA FSA Scores from 2021 of level 1, and
· Teacher recommendation based upon classroom performance

<div align="center">

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

</div>

Progress Monitoring

Tier 3 Programs/Materials/Strategies & Duration
Oral Language- Elements of Reading, LLI, SIPPS
Phonemic Awareness- LLI , iReady Teacher- Led Instruction, Read Well, Reading Mastery, SIPPS, Success for All- Struggling Readers, Fast Track
Phonics- LLI, iReady Teacher- Led Instruction, Success for All- Struggling Readers, Fast Track, Reading Mastery, SIPPS
Vocabulary- Elements of Reading, iReady Teacher Led Instruction, LLI, or Reading Mastery
Fluency- Quick Reads, LLI, Corrective Reading, Reading Mastery, Fast ForWord
Comprehension- Elements of Reading, iReady Teacher Led Instruction, LLI, or
Reading Mastery

Assessment & Frequency
Students are assessed monthly using iReady.

Performance Criteria to discontinue Tier 3 interventions
Student demonstrates growth and can perform the targeted skill at one grade level below.

Performance Criteria indicating continuation of Tier 3 interventions
Students receive another iReady diagnostic and DRA to further pinpoint areas of need after a minimum of 6 weeks of tier 3 intervention.

Performance Criteria that prompts intensified Tier 3 interventions
After fidelity checks, increased intensity for a short time, and a review of response to intervention on the deficit by the MTSS team, tier 3 interventions will be intensified after 2 cycles (12-16 weeks) of the student demonstrating no growth or decline in data.

Number of times per week intervention provided

3

Number of minutes per intervention session

20

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

MTSS problem solving teams will meet on a monthly basis to review students receiving tier 3 support to ensure that the students are fluidly moving in and out of groups based upon data related to the

Grade Levels: 3-5

intervention as aligned to core instruction .If needed, teachers meet with students digitally in small groups or one-on-one to provide the additional targeted instruction.

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

The programs listed in this plan have been vetted to ensure that they meet the evidence-base as required by Just Read, Florida of strong, moderate, or promising.

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

If needed, teachers meet with students via Webex or Google Meets in small groups or one-on-one to provide the targeted instruction.

Grade Levels: 6-12

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

(Enter assessment criteria that will be used)

Grades 6-10:
Recommended Intensive Reading
2022 FSA Data: Level 1
STAR Reading** : 2 or more grade levels below/Recommendation for Foundational Skills Indicated

Grades 11-12:
Recommended Intensive Reading Placement:
21-22 SAT Data: ERBW Below 480
2022 FSA Data: Level 1

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

Progress Monitoring

Tier 3 Programs/Materials/Strategies & Duration

Grades 6-8 Foundational Reading- iReady Phonics for Reading and Lexia Power Up
Grades 9-12 Foundational Reading- Scope and Sequence - Achieve 3000
Grades 6-8 Comprehension- iReady and Lexia Power Up
Grades 9-12 Comprehension- Achieve 3000

Assessment & Frequency
iReady Diagnostic or Achieve Level Set 3 times per year

Performance Criteria to discontinue Tier 3 interventions

-Placement on iReady diagnostic no longer indicates the need for phonics intervention or a placement that is no longer two or more years below grade level;
-Lexile growth on the Level Set indicates that phonics is not an issue or lexile is no longer two or more years below grade level;
-FSA retake, SAT, or ACT scores meet graduation requirements

Performance Criteria indicating continuation of Tier 3 interventions
Scale score or lexile regression

Performance Criteria that prompts intensified Tier 3 interventions

After fidelity checks, increased intensity for a short time, and a review of response to intervention on the deficit by the MTSS team, tier 3 interventions will be intensified after 2 cycles (12-16 weeks) of the student demonstrating no growth or decline in data.

Number of times per week intervention provided

4

Number of minutes per intervention session

50

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: 6-12

MTSS and school problem solving teams meet regularly to review progress-monitoring data in order to ensure appropriate intensive reading placement. This data includes an analysis of both formative and summative student assessment data. Problem-solving methods to improve effectiveness include providing instructional coach support through modeling, PLC Support, as well as MTSS and content specialist support. If needed, students will continue to receive their intervention through the reading program's online instruction and digital teacher-led instruction. Students will also receive personalized feedback from their teacher and/or school based instructional coach on a weekly basis.

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

The programs listed in this plan have been vetted to ensure that they meet the evidence-base as required by Just Read, Florida of strong, moderate, or promising.

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

If needed, students will continue to receive their intervention through the reading program's online instruction and digital teacher-led instruction. Students will also receive personalized feedback from their teacher and/or school based instructional coach on a weekly basis.

[enter grade levels]

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.

Beginning of the Year Data (Through Nov. 15)
Grade iReady Scale Score DRA Independent Score
K 299 or below N/ A
1 347 or below N/A
2 405 or below 6 or below
3 451 or below 16 or below

Middle of the Year Data (Nov. 16- Mar. 1)
Grade iReady Scale Score DRA Independent Score
K 328 or below N/A
1 371 or below N/A
2 422 or below 8 or below
3 474 or below 20 or below

End of the Year Data (After Mar. 2)
Grade iReady Scale Score DRA Independent Score
K 344 or below N/A
1 390 or below 6 or below
2 440 or below 16 or below
3*

*Third grade students are only designated SRD at the end of the year through the retention process.

The district uses iReady (4-8) and Achieve 3000 (9-12) to progress monitor students. This data, along with

data from state assessments helps schools determine if students have a substantial deficiency in reading. MTSS, reading goals on the IEP, and/or ELL scores help to ensure that all students are placed in the appropriate intervention courses K-12. A reading audit is run 4 times a year to have schools review their students receiving Code A and/or Code B interventions.