



## 2022-23 Reading Plan

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# Contact Information, Communication Plan, and Student Achievement Goals

## Contact Information - Part A

### District Contact Information

#### Reading Contacts

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

Contact	Name, Title, Email, Phone
Main District Reading Contact	Gabbard, Christy Director of Program Development and Outreach cgabbard@pky.ufl.edu
Elementary English Language Arts (ELA)	Hill, Ashley Director of K-5 Program Development ahill@pky.ufl.edu
Secondary ELA	Gabbard, Christy Director of 6-12 Program Development cgabbard@pky.ufl.edu
Reading Endorsement	Geiger, Carrie Principal cgeiger@pky.ufl.edu
Professional Development	Gabbard, Christy Director of 6-12 Program Development cgabbard@pky.ufl.edu
Assessment	MacDonald, Mickey Director of Assessment and Accountability mmacdonald@pky.ufl.edu
Data Element	MacDonald, Mickey Director of Assessment and Accountability mmacdonald@pky.ufl.edu
Summer Reading Camp	Van Boven , Ross Summer Program Administrator rvanboven@pky.ufl.edu
Third Grade Promotion	Hill, Ashley Director of K-5 Program Development ahill@pky.ufl.edu
Multi-Tiered System of Supports (MTSS)	Van Boven , Ross ESE Coordinator rvanboven@pky.ufl.edu

### 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 district communicates the contents of the K-12 Comprehensive Reading Plan through annual posting of the plan on P.K. Yonge’s website <https://pkyonge.ufl.edu/information/policies-publications/>

Additionally the K-12 reading plan is communicated to stakeholder groups including but not limited to literacy leadership teams, administrators, classroom teachers, support staff, and parents through annual review, email communications, and webinars.

**Student Achievement Goals - Part B**

**Measurable Student Achievement Goals**

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

**Previous School Year**

**Kindergarten - % of Students "Ready" on FLKRS 69%**

**Previous School Year**

**Kindergarten - % of Students "Ready" on FLKRS 80%**

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

Early literacy instruction and interventions

**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	9	26	34	21	9	5	10	50	25	10
4	21	18	27	23	11	5	10	50	25	10
5	10	30	29	24	8	10	10	45	25	15
6	13	20	29	24	13	5	10	50	25	10
7	14	26	29	19	12	5	10	45	25	15
8	13	25	32	20	10	5	10	45	25	15
9	10	21	30	30	10	5	10	45	25	15
10	10	34	21	25	10	5	10	45	25	15

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

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

For each grade, K-2, continue to have each cohort group show 85% or greater number of students at or above grade level benchmark benchmark as measured by the FAST K-2 assessment

**District Budget for Evidence-Based Reading Instruction Allocation**

**Budget**

1	Estimated proportional share distributed to district charter	\$0.00
2	Reading coaches assigned to elementary schools	\$0.00
3	Reading coaches assigned to secondary schools	\$0.00
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	\$0.00
7	Supplemental materials or interventions for secondary schools	\$0.00
8	Intensive interventions for elementary students reading below grade level	\$0.00
9	Intensive interventions for secondary students reading below grade level	\$0.00
10	Professional development	\$0.00
11	Helping teachers earn the reading endorsement	\$0.00
12	Summer reading camps	\$0.00
13	Additional hour for 300 lowest-performing elementary schools	\$0.00
14	Early literacy instruction/intervention for VPK completers pursuant to s. 1008.25(8)(c), F.S.	\$0.00
<b>Total:</b>		<b>\$0.00</b>

**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.**

P.K. Yonge continues to implement prioritization of our K-3 literacy program. In K-3 program analysis, we continue to see positive outcomes. Reading interventionists are prioritized in our reading allocation funds.

## School Literacy Leadership Teams

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

As a single school, school district, the monitoring of student success in the elementary, middle, and high school literacy program at P.K. Yonge Developmental Research School occurs within the structure and implementation of our multi-tiered systems of support model. Our core instructional leadership, literacy leadership, and multi-tiered systems of support leadership teams are aligned to ensure implementation of a cohesive program designed to support learner variability. The principal of the single K-12 communicates directly on a weekly basis with the Director of Secondary Programs and Director of Elementary Programs who oversee the work of faculty serving in these designated leadership teams.

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

As a single school, school district, the monitoring of student success in the elementary, middle, and high school literacy program at P.K. Yonge Developmental Research School occurs within the structure and implementation of our multi-tiered systems of support model. Our core instructional leadership, literacy leadership, and multi-tiered systems of support leadership teams are aligned to ensure implementation of a cohesive program designed to support learner variability. The Principal, Carrie Geiger, of the single K-12 communicates directly on a weekly basis with the Director of Secondary Programs, Christy Gabbard and Director of Elementary Programs, Ashley Hill who oversee the work of faculty serving in these designated leadership teams.

District Level roles include the Director of Program Development and the Director of Student and Family services.

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

The Director of Student and Family Services oversees the Multi-tiered system of support at P.K. Yonge and works directly the Director of Program Development to ensure appropriate implementation of P.K. Yonge's student support model. These leaders work directly with K-5 Curriculum Specialist and K-12 Learning Community Leaders to ensure that students who are not responding to current instruction and progressing toward goals are receiving appropriate interventions.

## 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.

Teachers are provided an opportunity for professional learning to support the integration of 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 through the UF Lastinger Flamingo Literacy Matrix professional learning program. This intensive opportunity is supplemented by job embedded professional learning focused on the above named components of literacy. Time is provided for teachers as a component of our Wednesday Professional Learning Calendar and Wacky Wednesday structures in order to facilitate literacy professional learning. Based on each communities ongoing progress monitoring of student data, we adjust the focus and intensity of needed professional learning. Our learning community structure includes a learning community leader who both provides direct intervention to students as well as mentoring teachers within the community on implementation of literacy instruction. Our learning communities are setup in order to provide working models and visibility between teachers and learning spaces so that all teachers within the community have the ability to see high quality instruction modeled by their colleagues.

**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.**

As a single school, school district the district roles of Director of Program Development and Outreach and Director of Student and Family Services work directly with the K-12 principal and meet weekly in order to ensure professional learning is planned and implemented to support the implementation of the literacy program at P.K. Yonge.

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

Director of Program Development and Outreach

### Charter Schools

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

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

NA



## Literacy Coaches

### Literacy Coaches - Part A

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

#### Coaches must possess the following:

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

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

Single school, need is assessed based on grade level data within the single school and coaching assignments and supports are planned based on student need. Those serving in coaching roles are reading endorsed.

#### 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?**

Directly through weekly meetings

**How is the district supporting coaches with prioritizing high impact activities, such as conducting data analysis with teachers to establish goals and create action plans, coaching, and providing professional development based on need?**

Weekly meetings between coaches and district leaders

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

Director of Program Development and Outreach

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

Quarterly

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

Quarterly comprehensive review of student data drives decision-making regarding coaches time, tasks, and where direct services are provided.

## 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?
NWEA MAP	As needed in selected grade levels and with selected groups 6-12 (may not be used in 2022-23)	Screener, Progress Monitoring	Fluency, Vocabulary, Comprehension	Quarterly
DIBELS	K-3	Progress Monitoring	Phonological Awareness, Phonics, Fluency	Quarterly
Fountas and Pinnell	K-1	Progress Monitoring	Comprehension	Quarterly
NWEA MAP	6-10	Progress Monitoring	Comprehension	Quarterly
Gates	3-5	Summative	Comprehension	Annually
SAT-10	2	Summative	Comprehension	Annually
FAST - STAR	K-2	Screener, Progress Monitoring, Summative	Oral Language, Phonological Awareness, Phonics, Fluency, Vocabulary, Comprehension	3 x A Year
FAST - Cambium	3-10	Screener, Progress Monitoring, Summative	Vocabulary, Comprehension	3 x A Year
Qualitative Reading Inventory (QRI)	4-8	Diagnostic	Oral Language, Phonological Awareness, Phonics, Fluency, 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 Director of Program Development coordinates directly with the Director of Student Family Services, the K-12 Principal, K-5 curriculum coordinator and learning community leaders at each set of grade bands to ensure oversight, support, and follow-up of the K-12 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?**

Weekly meetings occur with district and school leaders including the K-5 curriculum coordinator to ensure that explicit and evidence-based reading instruction occurs in classrooms.

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

Teaching teams meet weekly to engage in collaborative planning and analysis of data in order to ensure students are receiving core and tiered instructional services aligned to their needs.

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

In addition to incorporating access to high quality complex text within all courses, the district is organizing and implementing job embedded content area literacy professional learning for teachers in grades 6-12. The district is providing literacy professional learning for all K-5 teachers in order to enhance high quality literacy instruction in content areas K-5.

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

Through our weekly meetings district and school leaders are able to engage in direct communication with learning community leaders (K-5) to ensure implementation of literacy instruction that meets the needs of students. When concerns are communicated the district and school leaders collaborate with teachers and external partners to support implementation of literacy instruction.

The district will review data annually and with K-12 leaders including teachers, admin, and coaches, discuss implementation of curriculum, alignment of professional learning, implementation and professional learning related to literacy practices in classrooms in order to ensure continuous improvement in literacy instruction increasing student achievement.

**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 district will review data annually and with K-12 leaders including teachers, admin, and coaches, discuss implementation of curriculum, alignment of professional learning, implementation and professional learning related to literacy practices in classrooms in order to ensure continuous improvement in literacy instruction increasing student achievement.

## 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?

Effective implementation of the K-12 reading plan is monitored through coordination between the principal, Director of Student Family Services, Director of Program Development, K-5 Curriculum Coordinator, Ross VanBoven and Learning Community Leaders, Jill Ozog, Angie Flavin, and Tara Palmer. These school-based roles work together to ensure effective, evidence-based instruction is being implemented. Through our MTSS System, student data is monitored and adjustments to core (Tier 1), Tier 2, and Tier 3 are made based on student needs. Specifically regarding weekly reading walkthroughs, our Principal, Carrie Geiger will be tasked with walking through classrooms and providing timely feedback to teachers.

#### Who at the district level supports effective implementation?

Effective implementation of the K-12 reading plan is monitored through coordination between the principal, Director of Student Family Services, Director of Program Development, K-5 Curriculum Coordinator, and Learning Community Leaders. These school-based roles work together to ensure effective, evidence-based instruction is being implemented. Through our MTSS System, student data is monitored and adjustments to core (Tier 1), Tier 2, and Tier 3 are made based on student needs. Specifically regarding weekly reading walk-throughs, our Principal will be tasked with walking through classrooms and providing timely feedback to teachers.

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

Annual screening data collected through FSA (Florida Standards Assessments), provides a starting point for program analysis. Using this data district/school leaders are able to engage in overarching program analysis and target areas for possible program effectiveness interventions or improvements. Additionally, student's individual data is used to track the extent to which each student is showing appropriate growth and/or demonstrating proficiency in literacy benchmarks. Student data in combination with data related to effective instruction (gathered through classroom walkthroughs) is used to continue to monitor and identify areas for improvement.

### Weekly reading walkthroughs by administrators - Part B

#### What process is in place to ensure effective implementation?

K-5 and 6-12 instructional leaders are tasked with completing walk throughs of all classrooms on a weekly basis. The Principal and Director of Program Development will monitor weekly logs outlining walkthroughs and data related to walkthroughs.

#### Who at the district level supports effective implementation?

K-5 and 6-12 instructional leaders are tasked with completing walk throughs of all classrooms on a weekly basis. The Principal and Director of Program Development will monitor weekly logs outlining walkthroughs and data related to walkthroughs.

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

Scheduled weekly check-in meetings with K-5 and 6-12 instructional leaders.

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

**What process is in place to ensure effective implementation?**

Student Success Team Meetings are a central component of our Multi-tiered system of support. In these quarterly student success team meetings student data is reviewed/monitored by a team of stakeholders including teachers, admin, counselors, coaches, and school psychologists. Adjustments to core or tiered instruction occur based on the students' data.

**Who at the district level supports effective implementation?**

Director of Elementary Programs and Director of Secondary Programs

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

Student Success Team Meetings are a central component of our Multi-tiered system of support. In these quarterly student success team meetings student data is reviewed/monitored by a team of stakeholders including teachers, admin, counselors, coaches, and school psychologists. Adjustments to core or tiered instruction occur based on the students' data.



## Summer Reading Camp

### Reading Camp - Part A

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

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

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

Yes

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

All students attending summer reading camp (SAIL) will be provided high quality, evidence-based reading instruction. All students (K-3) whose data suggested they were demonstrating reading prof below benchmarks, were invited to attend summer reading camp.

Evidence based instructional materials include both core and supplemental curriculum providing instruction in phonemic awareness, phonics, fluency, vocabulary, and comprehension.

Instructional materials include but are not limited to SIPPS (see 11A) and Being a Reader (see 11A) (evidence summary provided in section 11A and Headsprout (Learning A-Z), with promising levels of evidence related to oral language and print knowledge.

**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.**

Evidence based instructional materials include both core and supplemental curriculum providing instruction in oral language, phonemic awareness, phonics, fluency, vocabulary, and comprehension. All students (k-3) whose data suggested they were demonstrating reading below prof benchmarks were invited to attend summer reading camp. (See 11a for specific evidence).

P.K. Yonge only extends the SAIL Summer Camp Option to K-3 students.

### 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.)**

8

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

33

**Students who score Level 1 in grades 4-5**

16

**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.)**

15%

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

20%

**Students who score Level 1 in grades 4-5**

13%

## 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.**

As a single school, school district, P.K. Yonge will implement the read-at-home plan in support of students with a substantial reading deficiency by building off our core reading at home plan and extending additional reading materials. The materials will be sent home to students and families through coordination with our media specialist. Each learning community leader will coordinate with our media specialist and families to ensure students have support for implementing the read at home plan as well as access to high quality literacy materials. Our K-12 reading specialist also coordinates implementation of the New World's Reading Initiative with partners at Lastinger Center for Learning. Through our P.K. Yonge internal learning community systems as well as New World's Reading Initiative, families are provided access to high quality books for reading at home.

**Who at the district is responsible for monitoring this requirement?**

Director of Secondary Programs working directly with the K-12 Media Specialist

## 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?

K-5 students receive 90 minute block of uninterrupted reading instruction including a portion of the time dedicated to whole group instruction. The instruction provided during the 90-minutes is evidence based and differentiated in order to meet student needs. Being a Reader (K-2) SIPPS (K-3) and Being a Writer and Making Meaning with SIPPS supplemental (4-5) make up our core reading program. Implementation of these programs is carried out following recommendations in the IES practice guides.

The Being a Reader Program DOES NOT meet strong, moderate, or promising levels of evidence criteria.

Detailed tables providing a clear crosswalk from IES practice guides to curriculum is included below.

Recommended Instructional Practices

Being a Reader

Program Features (K–2)

Teach Comprehension Strategies

- Teach and model how to use reading comprehension strategies: question generation, summarization, visualization, clarification, and prediction
- Teach reading comprehension strategies through a gradual release of responsibility
- Making meaning through analyzing the events and characters in stories, retelling, making connections, exploring text features, and making inferences

- Comprehension strategies taught with the goal of having the students apply the strategies to their independent reading (making connections, questioning, retelling, making inferences, determining important ideas, using text features, analyzing text structure, and summarizing)

IES Practice Guides:

K–3 Reading (2010)

National Reading Panel:

Teaching Children to Read (2000)

Facilitate Text Discussion, Speaking and Listening, and Social Skills

- Guide students through focused, high-quality discussion of the meaning of text
- Give students the opportunity to learn by collaborating with their peers
- Development of skills needed to participate in small-group discussions about texts in a meaningful way
- Discussions of text are focused using thoughtful, open-ended questions
- Development of students' listening and speaking skills
- Cooperative structures and partner activities

IES Practice Guides:

K–3 Reading (2010)

Engage Students in Shared Reading

- Provide repeated oral reading with feedback and guidance to develop fluency, including questioning

the text, providing feedback to students, repeating, expanding, and modeling

- The teacher reads and rereads carefully selected large-format texts with the whole class, models effective reading behaviors and strategies, and invites the students to be involved in reading and discussing the texts
- The teacher models fluent reading and uses comprehension strategies
- Students wonder and answer questions before, during, and after a read-aloud to make sense of text

National Reading Panel:

Teaching Children to Read (2000)

National Early Literacy Panel: Developing Early Literacy (2008)

Teach About Text Features and Genres

- Teach students to identify and use the text's organizational structure to comprehend, learn, and remember content
- Teach reading comprehension with multiple genres
- Text features, text structure, and story elements (e.g., sequencing, theme, character, problem and solution) are used to understand different genres
- Genres taught: fiction, folktale, memoir, biography, expository nonfiction, narrative nonfiction, and poetry

IES Practice Guide:

K–3 Reading (2010)

Provide Explicit Instruction and Connected, Independent Reading

- Provide both explicit instruction in specific comprehension strategies and a great deal of time and opportunity for actual reading, writing, and discussion of text
- Ensure that each student reads connected text every day to support reading accuracy, fluency, and comprehension
- Give students reading choices

Small-Group Reading (Sets 1–5):

- Students receive explicit instruction in phonics, decoding, high-frequency word recognition, and comprehension—practicing the skills immediately in appropriately leveled texts

Individualized Daily Reading:

- Students read independently in self-selected texts at their independent reading levels
- The teacher confers with individual students, helping them select appropriate books and assessing and supporting their reading

Independent Work:

IES Practice Guides: Foundational Skills (2016)

K–3 Reading (2010)

Support Academic Language and Vocabulary Knowledge

- Teach students academic language skills, including the use of inferential and narrative language and vocabulary
- Provide explicit and indirect vocabulary instruction

Word Study Lessons (grade 2):

- Word Study lessons focus on developing the strategies students can use to decode polysyllabic words (e.g., base words, meaningful affixes, and identifying strategies for dividing words into syllables)
- Introduction of challenging vocabulary embedded in read-alouds
- Explicit instruction of Tier 2 vocabulary words and independent word-learning strategies (e.g., affixes, antonyms, synonyms, multiple-meaning words, context clues, idioms, roots, and compound words)

IES Practice Guides:

Foundational Skills (2016)

National Reading Panel:

National Early Literacy Panel: Developing Early Literacy (2008)

Provide Assessment and Differentiation

- Provide time for differentiated reading instruction for all students based on assessments of students' current reading levels
- Adjust instruction or differentiate instruction based on assessments of student progress

Small-Group Reading:

- Students are matched with texts at their assessed reading levels and instruction is provided to address their differing needs

Placement Assessments:

- Small-Group Reading Placement Assessments (Sets 1–5 and Sets 7–12)

Formative Assessments:

- Group Progress Assessments
- Class Assessments
- Individualized Daily Reading (IDR) Conferences
- Independent Work Observations

Summative Assessments:

- Student Progress Assessment
- Mastery Tests (Sets 1–5)
- Letter Name Assessment (Kindergarten)
- Word Study Assessment (Grade 2)
- Social Skills Assessment

Phonological Awareness

- Develop awareness of segments of sounds in speech and how they link to letters
- Teach students to manipulate phonemes

Small-Group Reading(Sets 1–5):

- Oral phonological awareness activities (whole class and small group)
- Oral segmenting and blending
- Identifying beginning, middle, and ending sounds
- Blending onsets and rimes
- Identifying and producing rimes
- Identifying syllables
- Dropping first and last sounds and initial blends
- Word building exercises (letter-sound relationships)
- Sound sorts (small group)

IES Practice Guide: Foundational Skills (2016)

Phonics and Decoding

- Teach students to decode words, analyze word parts, recognize sound-spelling patterns, and write and recognize words
- Provide systematic phonics instruction
- Support detecting or manipulating small units of sounds in words and alphabetic knowledge

Small-Group Reading (Sets 1–5):

- Single consonants
- Short vowels/CVC patterns
- Consonant blends
- Long vowels/CVCe pattern
- Complex vowels
- Inflectional endings

- Two-syllable decoding
- Guided Spelling (Sets 1–5, 7, 8 and Grade 2 Word Study):
- Spelling-sound relationships
  - Polysyllabic words
  - High-frequency words

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

Weekly meetings including K-5 learning community leaders and Director of Elementary Programs serve to continuously monitor ongoing implementation of curriculum and implementation/support needs. Our MTSS system which includes check-in SST (monthly reviews of student data) is monitored by both the Exceptional Student Education Coordinator, Director of Elementary Programs, and Director of Secondary Programs.

#### **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?**

All of our units in science and social studies include texts, a combination of primary and secondary sources, to build students knowledge within the content areas. Within our visual, performing, and practical arts programs students have opportunities to learn with and from texts related to different areas of study.

As a one school, school district we monitor with direct annual review and refresh of high-quality literature in each learning community.

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

Director of Elementary Programs and Director of Secondary Programs.

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

#### **How does the district support and monitor implementation?**

Director of Elementary Programs and Director of Secondary Programs meet with learning community leaders weekly to discuss needs in each learning community. Additionally, through our MTSS system of support student data is monitored to ensure appropriate small group instruction and interventions are provided.

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

Director of Elementary Programs and Director of Secondary Programs.

### 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.

As a single school, school district K-5 teachers collaborative plan for implementation of core and tiered instruction. We implement Center for Collaborative Classroom, Being a Reading (K-2) and Making Meaning/ Being a Writer (3-5) in addition to SIPPS as core curriculum. Director of Elementary Programs and Learning Community Leaders ensure standards-aligned T2 and T3 instruction is delivered based on student data and established need. This is monitored through implementation of our MTSS system of support. As a single school, school district 6-12 teachers (1 in each subject and grade level) design and implement standards-aligned curriculum for each course in coordination with their department and grade level team teachers and with oversight by the Director of Secondary Programs. Curriculum design is monitored through the districts Learning Management System (grades 6-12) and requirements for instructional design include providing print-rich explicit and systematic, scaffolded, and differentiated instruction; building background and content knowledge; and incorporating writing in response to reading; as well as principles of Universal Design for Learning. K-12 reading instruction aligned with Florida's revised formula for success, includes using statewide standardized assessment data as a screening measure to help ensure students receive reading instruction aligned to their needs across core curriculum. Balanced assessment systems including both formative (progress monitoring) and summative assessments are implemented throughout the K-12 reading program to ensure continuous monitoring of student's instructional needs. This (formative and summative) assessment data when combined with statewide progress monitoring data through PM1 and PM2 in the FAST assessments is



used to determine the extent to which a Tier 1 (core) is meeting the student's needs. In cases where students are not responding to T1, T2, and T3 instruction, a diagnostic assessment is used to assess in more detail where students have instructional needs across the the six components of reading. Through core (T1) instruction, supplemental (T2) and intensive (T3) instruction, student's in K-12 classrooms receive instruction in oral language, phonemic awareness, phonics, vocabulary, fluency, comprehension.

**How does the district support and monitor implementation?**

Director of Secondary Programs monitors curriculum design of 6-12 courses through the districts LMS (Canvas) and in collaboration with the K-12 principal who is engaged in classroom observations. Implementation of core and tiered services is monitored through our multi-tiered system of support. The Director of Elementary Programs monitors the curriculum implementation of K-5 reading programs in all K-5 learning communities.

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

Director of Elementary Programs and Director of Secondary Programs

**Assessment/Curriculum Decision Trees - Part C**

## Requirements

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

The Decision Trees must contain the following information:

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

### Tier 1

*Core Instruction:*

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

**Grade Levels: K-2****IF Student meets the following criteria at the beginning of the school year:**

*(Enter assessment criteria that will be used)*

If the student is meeting beginning of the year benchmarks as indicated by:

Kindergarten = FAST STAR (FLKRS) 497

First grade = DIBELS LNF 34, PSF 15, NWF 17, ORF 63

Second grade = FAST STAR, students performing at or above the 39%tile with average/high student growth

**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.

Core Curriculum = Being a Reader and SIPPS (see 11a for indication of evidence)

**Progress Monitoring****Assessment & Frequency**

Students are assessed using the FAST Assessment System in PM1, PM2, and PM3 windows as outlined by the state assessment calendar with K-2 students being assessed within the first 30 days of school.

Additionally, K-2 students are assessed using the DIBELS assessment suite including LNF, PSF, NWF, ORF-A, and ORF-R in PM1, PM2, and PM3 as outlined by the state assessment calendar.

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

Students meeting benchmark on the FAST assessment as indicated by a LV 3 score. Benchmarks are set for PM1, PM2, and PM3 for DIBELS and used in combination with FAST assessment data to determine the extent to which CORE is effective for 80% of students.

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

Students in K-2 who perform below benchmark as indicated by a score below the established K-2 cut scores on the FAST assessment and/or perform below the cut scores established for PM1, PM2, and PM3 on DIBELS will be provided T2 services within their school day.

**How is the effectiveness of Tier 1 instruction being monitored?**

The effectiveness of each tier of instruction must be monitored to ensure the strength of the entire system. The problem-solving process is a recursive, self-correcting, ongoing methodology used for effective decision-making at all levels within the system. This logic and theme of databased decision-making is embedded in a variety of existing structures such as school improvement, student progression, reading plans, positive behavior support, the continuous improvement model, and school policies and procedures.

The following list of imperative questions is used to monitor the effectiveness of T1:

Are students provided with well-delivered, scientific, research-based core instruction? How is this verified?

What assessment tools or processes are used to identify instructional needs and the students' response to instruction?

**Grade Levels: K-2**

Is the core instruction/support effective?

- What percent of students are achieving standards/benchmarks/behavioral expectations (approximately 80 percent or more)?
  - What percent of students in subgroups are achieving standards/benchmarks/behavioral expectations (approximately 80 percent or more)?
  - If addressing an individual student's needs what percent of students in his/her subgroup are achieving benchmarks/standards/behavioral expectations (approximately 80 percent)?
- If core instruction is not effective,
- Is the curriculum appropriately matched to the needs of the students?
  - Is support provided for implementation fidelity?

To what extent is the school-based leadership team engaged in Tier 1-level problem solving in order to increase the effectiveness of core instruction/behavioral supports?

How are parents and students involved or engaged in supporting effective core instruction/behavioral supports?

What is the decision rule to determine if student(s) will require supplemental and more intensive, individualized intervention/support?

**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 following procedures are in place to identify and solve problems related to core instruction:

The problem solving team identifies areas for improvement based on the imperative questions established to monitor T1 instruction (SST problem solving team meets quarterly).

Administrative leadership identifies areas for improving effectiveness of T1 through classroom walkthroughs and examination of student performance data.

Grade level teams and departments continuously monitor student performance data from FAST assessments and classroom level data in order to adjust T1 instruction.

This applies to students receiving instruction on campus and through our only distance learning opportunity (hospital homebound).

**How is the effectiveness of Tier 1 curriculum being monitored?**

The following procedures are in place to identify and solve problems related to core instruction:

The problem solving team identifies areas for improvement based on the imperative questions established to monitor T1 instruction (SST problem solving team meets quarterly).

Administrative leadership identifies areas for improving effectiveness of T1 through classroom

**Grade Levels: K-2**

walkthroughs and examination of student performance data.

Grade level teams and departments continuously monitor student performance data from FAST assessments and classroom level data in order to adjust T1 instruction.

This applies to students receiving instruction on campus and through our only distance learning opportunity (hospital homebound).

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

The following procedures are in place to identify and solve problems related to core instruction:

The problem solving team identifies areas for improvement based on the imperative questions established to monitor T1 instruction (SST problem solving team meets quarterly).

Administrative leadership identifies areas for improving effectiveness of T1 through classroom walkthroughs and examination of student performance data.

Grade level teams and departments continuously monitor student performance data from FAST assessments and classroom level data in order to adjust T1 instruction.

This applies to students receiving instruction on campus and through our only distance learning opportunity (hospital homebound).

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

P.K. Yonge does not implement a distance learning program beyond hospital homebound services. These instruction and curriculum T1 services are monitored as described above.

**Grade Levels: 3-5****IF Student meets the following criteria at the beginning of the school year:***(Enter assessment criteria that will be used)*

Student meets benchmark criteria for ELA is indicated by FAST assessment, LV 3 or above on PM1.

**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.

Core Curriculum = Being a Reader and SIPPS in grade 3 (see 11a for indication of evidence) and Making Meaning and Being a Writer, SIPPS in grades 4-5 (see 11a for indication of evidence)

**Progress Monitoring****Assessment & Frequency**

Students are assessed using the FAST Assessment System in PM1, PM2, and PM3 windows as outlined by the state assessment calendar.

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

Students meeting benchmark on the FAST assessment as indicated by a LV 3 score. Benchmarks are set for PM1, PM2, and PM3 in classroom based assessments in combination with FAST assessment data to determine the extent to which CORE is effective for 80% of students.

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

Students meeting benchmark on the FAST assessment as indicated by a LV 3 score. Benchmarks are set for PM1, PM2, and PM3 in classroom based assessments in combination with FAST assessment data to determine the extent to which CORE is effective for 80% of students.

**How is the effectiveness of Tier 1 instruction being monitored?**

The effectiveness of each tier of instruction must be monitored to ensure the strength of the entire system. The problem-solving process is a recursive, self-correcting, ongoing methodology used for effective decision-making at all levels within the system. This logic and theme of databased decision-making is embedded in a variety of existing structures such as school improvement, student progression, reading plans, positive behavior support, the continuous improvement model, and school policies and procedures.

The following list of imperative questions is used to monitor the effectiveness of T1:

Are students provided with well-delivered, scientific, research-based core instruction? How is this verified?

What assessment tools or processes are used to identify instructional needs and the students' response to instruction?

Is the core instruction/support effective?

- What percent of students are achieving standards/benchmarks/behavioral expectations (approximately 80 percent or more)?

- What percent of students in subgroups are

**Grade Levels: 3-5**

achieving standards/benchmarks/behavioral expectations (approximately 80 percent or more)?

- If addressing an individual student's needs what percent of students in his/her subgroup are achieving

benchmarks/standards/behavioral expectations (approximately 80 percent)?

If core instruction is not effective,

- Is the curriculum appropriately matched to the needs of the students?

- Is support provided for implementation fidelity?

To what extent is the school-based leadership team engaged in Tier 1-level problem solving in order to increase the effectiveness of core instruction/behavioral supports?

How are parents and students involved or engaged in supporting effective core instruction/behavioral supports?

What is the decision rule to determine if student(s) will require supplemental and more intensive, individualized intervention/support?

**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 following procedures are in place to identify and solve problems related to core instruction: The problem solving team identifies areas for improvement based on the imperative questions established to monitor T1 instruction (SST problem solving team meets quarterly).

Administrative leadership identifies areas for improving effectiveness of T1 through classroom walkthroughs and examination of student performance data.

Grade level teams and departments continuously monitor student performance data from FAST assessments and classroom level data in order to adjust T1 instruction.

This applies to students receiving instruction on campus and through our only distance learning opportunity (hospital homebound).

**How is the effectiveness of Tier 1 curriculum being monitored?**

The following procedures are in place to identify and solve problems related to core instruction: The problem solving team identifies areas for improvement based on the imperative questions established to monitor T1 instruction (SST problem solving team meets quarterly).

Administrative leadership identifies areas for improving effectiveness of T1 through classroom walkthroughs and examination of student performance data.

Grade level teams and departments continuously monitor student performance data from FAST assessments and classroom level data in order to adjust T1 instruction.

This applies to students receiving instruction on campus and through our only distance learning opportunity (hospital homebound).



**Grade Levels: 3-5**

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

The following procedures are in place to identify and solve problems related to core instruction: The problem solving team identifies areas for improvement based on the imperative questions established to monitor T1 instruction (SST problem solving team meets quarterly). Administrative leadership identifies areas for improving effectiveness of T1 through classroom walkthroughs and examination of student performance data. Grade level teams and departments continuously monitor student performance data from FAST assessments and classroom level data in order to adjust T1 instruction. This applies to students receiving instruction on campus and through our only distance learning opportunity (hospital homebound).

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

P.K. Yonge does not implement a distance learning program beyond hospital homebound services. These instruction and curriculum T1 services are monitored as described above.

**Grade Levels: 6-12****IF Student meets the following criteria at the beginning of the school year:**

*(Enter assessment criteria that will be used)*

Student meets benchmark criteria for ELA is indicated by FAST assessment, LV 3 or above on PM1.

**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.

Core Curriculum for grades 6-12 English Language Arts is designed by University of Florida, P.K. Yonge DRS faculty in alignment with the BEST Standards for English Language Arts and benchmarks established at each grade level.

The following core practices are outlined in the IES practice guides and designed as core practice in each unit of study. The faculty designed units of study DO NOT meet strong, moderate, or promising levels of evidence criteria outlined in ESSA.

Detailed tables providing a clear crosswalk from IES practice guides to curriculum is included below.

**Teach Comprehension Strategies**

- Teach and model how to use reading comprehension strategies: question generation, summarization, visualization, clarification, and prediction
- Teach reading comprehension strategies through a gradual release of responsibility
- Making meaning through analyzing the events and characters in stories, retelling, making connections, exploring text features, and making inferences
- Comprehension strategies taught with the goal of having the students apply the strategies to their independent reading (making connections, questioning, retelling, making inferences, determining important ideas, using text features, analyzing text structure, and summarizing)

**Facilitate Text Discussion, Speaking and Listening, and Social Skills**

- Guide students through focused, high-quality discussion of the meaning of text
- Give students the opportunity to learn by collaborating with their peers
- Development of skills needed to participate in small-group discussions about texts in a meaningful way
- Discussions of text are focused using thoughtful, open-ended questions, text-based questions

**Teach About Text Features and Genres**

- Teach students to identify and use the text's organizational structure to comprehend, learn, and remember content
- Teach reading comprehension with multiple genres
- Text features, text structure, and story elements (e.g., sequencing, theme, character, problem and solution) are used to understand different genres

**Provide Explicit Instruction and Connected, Independent Reading**

- Provide both explicit instruction in specific comprehension strategies and a great deal of time and opportunity for actual reading, writing, and discussion of text
- Ensure that each student reads connected text every day to support reading accuracy, fluency, and comprehension
- Give students reading choices

**Grade Levels: 6-12**

Support Academic Language and Vocabulary Knowledge

- Teach students academic language skills, including the use of inferential and narrative language and vocabulary
- Provide explicit and indirect vocabulary instruction
- Word Study lessons focus on developing the strategies students can use to decode polysyllabic words
- Introduction of challenging vocabulary embedded in both read-alouds and pre-reading
- Explicit instruction of Tier 2 vocabulary words and independent word-learning strategies (e.g., affixes, antonyms, synonyms, multiple-meaning words, context clues, idioms, roots, and compound words)

Provide Assessment and Differentiation

- Provide time for differentiated reading instruction for all students based on assessments of students' current reading levels
- Adjust instruction or differentiate instruction based on assessments of student progress

Small-Group Reading:

- Students are matched with texts at their assessed reading levels and instruction is provided to address their differing needs

### Progress Monitoring

#### Assessment & Frequency

Students are assessed using the FAST Assessment System in PM1, PM2, and PM3 windows as outlined by the state assessment calendar.

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

Students meeting benchmark on the FAST assessment as indicated by a LV 3 score.

Benchmarks are set for PM1, PM2, and PM3 in classroom based assessments in combination with FAST assessment data to determine the extent to which CORE is effective for 80% of students.

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

Students meeting benchmark on the FAST assessment as indicated by a LV 3 score.

Benchmarks are set for PM1, PM2, and PM3 in classroom based assessments in combination with FAST assessment data to determine the extent to which CORE is effective for 80% of students.

### How is the effectiveness of Tier 1 instruction being monitored?

The effectiveness of each tier of instruction must be monitored to ensure the strength of the entire system. The problem-solving process is a recursive, self-correcting, ongoing methodology used for effective decision-making at all levels within the system. This logic and theme of databased decision-making is embedded in a variety of existing structures such as school improvement, student progression, reading plans, positive behavior support, the continuous improvement model, and school policies and procedures.

The following list of imperative questions is used to monitor the effectiveness of T1:

Are students provided with well-delivered, scientific, research-based core instruction? How is this verified?

What assessment tools or processes are used to identify instructional needs and the students' response to instruction?

Is the core instruction/support effective?

**Grade Levels: 6-12**

- What percent of students are achieving standards/benchmarks/behavioral expectations (approximately 80 percent or more)?
  - What percent of students in subgroups are achieving standards/benchmarks/behavioral expectations (approximately 80 percent or more)?
  - If addressing an individual student's needs what percent of students in his/her subgroup are achieving benchmarks/standards/behavioral expectations (approximately 80 percent)?
- If core instruction is not effective,
- Is the curriculum appropriately matched to the needs of the students?
  - Is support provided for implementation fidelity?
- To what extent is the school-based leadership team engaged in Tier 1-level problem solving in order to increase the effectiveness of core instruction/behavioral supports?
- How are parents and students involved or engaged in supporting effective core instruction/behavioral supports?
- What is the decision rule to determine if student(s) will require supplemental and more intensive, individualized intervention/support?

**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 following procedures are in place to identify and solve problems related to core instruction: The problem solving team identifies areas for improvement based on the imperative questions established to monitor T1 instruction (SST problem solving team meets quarterly). Administrative leadership identifies areas for improving effectiveness of T1 through classroom walkthroughs and examination of student performance data. Grade level teams and departments continuously monitor student performance data from FAST assessments and classroom level data in order to adjust T1 instruction. This applies to students receiving instruction on campus and through our only distance learning opportunity (hospital homebound).

**How is the effectiveness of Tier 1 curriculum being monitored?**

The following procedures are in place to identify and solve problems related to core instruction: The problem solving team identifies areas for improvement based on the imperative questions established to monitor T1 instruction (SST problem solving team meets quarterly). Administrative leadership identifies areas for improving effectiveness of T1 through classroom walkthroughs and examination of student performance data.

**Grade Levels: 6-12**

Grade level teams and departments continuously monitor student performance data from FAST assessments and classroom level data in order to adjust T1 instruction. This applies to students receiving instruction on campus and through our only distance learning opportunity (hospital homebound).

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

The following procedures are in place to identify and solve problems related to core instruction: The problem solving team identifies areas for improvement based on the imperative questions established to monitor T1 instruction (SST problem solving team meets quarterly). Administrative leadership identifies areas for improving effectiveness of T1 through classroom walkthroughs and examination of student performance data. Grade level teams and departments continuously monitor student performance data from FAST assessments and classroom level data in order to adjust T1 instruction. This applies to students receiving instruction on campus and through our only distance learning opportunity (hospital homebound).

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

P.K. Yonge does not implement a distance learning program beyond hospital homebound services. These instruction and curriculum T1 services are monitored as described above.

**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)*

FAST Assessment below grade level benchmark demonstrating a 25%tile or below score with an average to below average sgp

**THEN TIER 1 Instruction and TIER 2 Interventions**

**Progress Monitoring**

**Tier 2 Programs/Materials/Strategies & Duration**

Implement Tier 2 programs and strategies including but not limited to direct additional supplemental instruction in six areas of reading as applicable to the student's specific needs (oral language, phonemic awareness, phonics, fluency, vocabulary, comprehension) Programs frequently implemented include SIPPS, KPALS, Headsprout (Learning A-Z), and Fountas and Pinnell guided reading groups (see 11a for evidence)

**Assessment & Frequency**

Students will continue to be assessed using the following Progress Monitoring measures in addition to FAST assessments 3 times per year.  
Kindergarten: DIBELS LNF, PSF, and NWF

**Performance Criteria to discontinue Tier 2 interventions**

If when students are demonstrating consistent 'on level" data based on the measures and grade level indicators listed below:

- Kindergarten DIBELS LNF = 34 (AP1)/41(AP2)/46(AP3)
- Kindergarten DIBELS PSF = 15(AP1)/34(AP2)/38(AP3)
- Kindergarten DIBELS NWF = 17(AP1)/30(AP2)/34(AP3)
- 1st DIBELS LNF = 45 (AP1)/55(AP2)/73(AP3)
- 1st DIBELS ORF-A= 63(AP1)/78(AP2)/94(AP3)
- 1st DIBELS ORF-R = 17(AP1)/26(AP2)/55(AP3)
- 2nd Grade = Gates Comprehension/Gates Vocabulary below 39th percentile
- 2nd Grade = FAST Assessment STAR Reading/ STAR CBM benchmark data
- 2nd Grade = SIPPS on level performance data in combination with other measures listed above

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

If when students are demonstrating consistent 'below benchmark" data based on the measures and grade level indicators listed below:

- Kindergarten DIBELS LNF = 34 (AP1)/41(AP2)/46(AP3)
- Kindergarten DIBELS PSF = 15(AP1)/34(AP2)/38(AP3)
- Kindergarten DIBELS NWF = 17(AP1)/30(AP2)/34(AP3)
- 1st DIBELS LNF = 45 (AP1)/55(AP2)/73(AP3)
- 1st DIBELS ORF-A= 63(AP1)/78(AP2)/94(AP3)
- 1st DIBELS ORF-R = 17(AP1)/26(AP2)/55(AP3)
- 2nd Grade = Gates Comprehension/Gates Vocabulary below 39th percentile
- 2nd Grade = FAST Assessment STAR Reading/ STAR CBM benchmark data
- 2nd Grade = SIPPS on level performance data in combination with other measures listed above
- Kindergarten thru 2nd grade Standards based report card indicator of "Below Benchmark" in grade level standards in combination with the data measures above would indicate a continuation of Tier 2 interventions.

**Grade Levels: K-2****Progress Monitoring****Performance Criteria that prompts the addition of Tier 3 interventions**

If when students are demonstrating significantly below benchmark data based on the measures and grade level indicators listed below:

Kindergarten DIBELS LNF = 28(AP1)/36(AP2)/42(AP3)

Kindergarten DIBELS PSF = 7(AP1)/15(AP2)/28(AP3)

Kindergarten DIBELS NWF = 14(AP1)/24(AP2)/30(AP3)

1st DIBELS NWF = 39(AP1)/48(AP2)/60(AP3)

1st DIBELS ORF-A= 47(AP1)/62(AP2)/84(AP3)

1st DIBELS ORF-R = 7(AP1)/17(AP2)/32(AP3)

2nd Grade = Gates Comprehension/Gates Vocabulary below 25th percentile

2nd Grade = FAST Assessment STAR Reading/ STAR CBM benchmark data

2nd Grade = SIPPS on level performance data in combination with other measures listed above

Kindergarten thru 2nd grade Standards based report card indicator of "Below Benchmark" in grade level standards in combination with the data measures above would indicate a continuation of Tier 2 interventions.

**Number of times per week intervention provided**

Tiered interventions are provided between 2X and 5X per week, depending on the intervention and student need.

**Number of minutes per intervention session**

Intervention sessions are between 15 and 25 minutes per session in grades K-2. Depending on intervention and specific student need.

**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?**

Student success teams meet quarterly and in shorter SST check-in meetings monthly to review data and examine individual student response to intervention. In instances where students are not responding to interventions services are intensified or adjusted in order to meet student need. Director of Elementary Programs and Learning Community Leaders in K-1 and 2-3 also observe tiered instruction and provide coaching and feedback directly to teachers to ensure appropriate implementation of curriculum and services.

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

(See 11a for evidence)

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

Distance learning is provided as needed to students receiving Hospital Homebound services and in these instances the teacher is responsible for providing needed tiered services in addition to core instruction based on data indicators listed above.

**Grade Levels: 3-5**

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

*(Enter assessment criteria that will be used)*

If a student is demonstrating below benchmark performance as indicated by below a level 3 on FAST assessment (PM1 and/or PM2) in combination with an FSA reading score from 2022 of LV3 and below, then the student will be identified as needing Tier 2 interventions.

**THEN TIER 1 Instruction and TIER 2 Interventions**

**Progress Monitoring**

**Tier 2 Programs/Materials/Strategies & Duration**

Students will receive T2 interventions designed using Being a Reader and SIPPS materials (see 11a for evidence).

**Assessment & Frequency**

FAST Assessment PM2-quarterly  
SIPPs within program assessment criteria-ongoing

**Performance Criteria to discontinue Tier 2 interventions**

FAST PM2 performance at level 4 or above  
FAST PM2 performance at level 3 or above in combination with on level or above standards based reporting data (all data indicators at "on track" and/or "meeting" per standard)

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

FAST PM2 performance at or below level 3 or above in combination with below level standards based reporting data (= data indicators at "below benchmark" and/or "approaching" per standard)

**Performance Criteria that prompts the addition of Tier 3 interventions**

FAST PM2 performance data at or below level 2 in combination with below level standards based reporting data (=data indicators at "below benchmark" and/or "beginning" per standard)

**Number of times per week intervention provided**

Interventions provided 2X - 5X per week, depending on intervention design

**Number of minutes per intervention session**

15-25 minutes per intervention session

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

Student success teams meet quarterly and in shorter SST check-in meetings monthly to review data and examine individual student response to intervention. In instances where students are not responding to interventions services are intensified or adjusted in order to meet student need. Director of Elementary Programs and Learning Community Leaders in 2-3 and 4-5 also observe tiered instruction and provide coaching and feedback directly to teachers to ensure appropriate implementation of curriculum and services.



**Grade Levels: 3-5**

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

see 11a for evidence

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

Distance learning is provided as needed to students receiving Hospital Homebound services and in these instances the teacher is responsible for providing needed tiered services in addition to core instruction based on data indicators listed above.

**Grade Levels: 6-12**

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

*(Enter assessment criteria that will be used)*

If a student is demonstrating below benchmark performance as indicated by below a level 3 on FAST assessment (PM1 and/or PM2) in combination with an FSA reading score from 2022 of LV3 and below, then the student will be identified as needing Tier 2 interventions.

**THEN TIER 1 Instruction and TIER 2 Interventions**

**Progress Monitoring**

**Tier 2 Programs/Materials/Strategies & Duration**

Responsive Guided Reading (FOUNTAS AND PINNELL)  
 Comprehension Strategy Toolkit (HARVEY AND GOUDVIS)  
 Morphology and Vocabulary (REWARDS)

**Assessment & Frequency**

FAST 3X per year  
 MAZE (silent reading comprehension probes)

**Performance Criteria to discontinue Tier 2 interventions**

FAST PM2 performance at level 4 or above  
 FAST PM2 performance at level 3 or above in combination with on level or above standards based reporting data (all data indicators at "on track" and/or "meeting" per standard)

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

FAST PM2 performance at or below level 3 or above in combination with below level standards based reporting data (= data indicators at "below benchmark" and/or "approaching" per standard)

**Performance Criteria that prompts the addition of Tier 3 interventions**

FAST PM2 performance data at or below level 2 in combination with below level standards based reporting data (=data indicators at "below benchmark" and/or "beginning" per standard)

**Number of times per week intervention provided**

Interventions provided 2X - 5X per week, depending on intervention design

**Number of minutes per intervention session**

15-25 minutes per intervention session

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

Student success teams meet quarterly and in shorter SST check-in meetings monthly to review data and examine individual student response to intervention. In instances where students are not responding to interventions services are intensified or adjusted in order to meet student need. Director of Secondary Programs and Learning Coaches also observe tiered instruction and provide coaching and feedback directly to teachers to ensure appropriate implementation of curriculum and services.

**Grade Levels: 6-12**

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

see 11a for evidence

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

Distance learning is provided as needed to students receiving Hospital Homebound services and in these instances the teacher is responsible for providing needed tiered services in addition to core instruction based on data indicators listed above.

**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)*

FAST PM1 performance demonstrating significantly below benchmark performance (less than 15%tile) in combination with AP1 data indicators listed below.

If when students are demonstrating significantly below benchmark data based on the measures and grade level indicators listed below:

Kindergarten DIBELS LNF = 28(AP1)/36(AP2)/42(AP3)

Kindergarten DIBELS PSF = 7(AP1)/15(AP2)/28(AP3)

Kindergarten DIBELS NWF = 14(AP1)/24(AP2)/30(AP3)

1st DIBELS NWF = 39(AP1)/48(AP2)/60(AP3)

1st DIBELS ORF-A= 47(AP1)/62(AP2)/84(AP3)

1st DIBELS ORF-R = 7(AP1)/17(AP2)/32(AP3)

2nd Grade = Gates Comprehension/Gates Vocabulary below 25th percentile

2nd Grade = FAST Assessment STAR Reading/ STAR CBM benchmark data

2nd Grade = SIPPS on level performance data in combination with other measures listed above

Kindergarten thru 2nd grade Standards based report card indicator of "Below Benchmark" in grade level standards in combination with the data measures above would indicate a continuation of Tier 3 interventions.

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

**Progress Monitoring**

**Tier 3 Programs/Materials/Strategies & Duration**

Implement Tier 2 programs and strategies including but not limited to direct additional supplemental instruction in six areas of reading as applicable to the student's specific needs (oral language, phonemic awareness, phonics, fluency, vocabulary, comprehension) Programs frequently implemented include SIPPS, KPALS, Headsprout (Learning A-Z), and Fountas and Pinnell guided reading groups (see 11a for evidence)

**Assessment & Frequency**

Students will continue to be assessed using the following Progress Monitoring measures in addition to FAST assessments 3 times per year.

Kindergarten: DIBELS LNF, PSF, and NWF

1st: DIBELS NWF, ORF-A, ORF-R

2nd: Gates Vocabulary and Comprehension

**Performance Criteria to discontinue Tier 3 interventions**

If when students are demonstrating consistent 'on level' data based on the measures and grade level indicators listed below:

Kindergarten DIBELS LNF = 34 (AP1)/41(AP2)/46(AP3)

Kindergarten DIBELS PSF = 15(AP1)/34(AP2)/38(AP3)

Kindergarten DIBELS NWF = 17(AP1)/30(AP2)/34(AP3)

1st DIBELS LNF = 45 (AP1)/55(AP2)/73(AP3)

1st DIBELS ORF-A= 63(AP1)/78(AP2)/94(AP3)

1st DIBELS ORF-R = 17(AP1)/26(AP2)/55(AP3)

2nd Grade = Gates Comprehension/Gates Vocabulary below 39th percentile

2nd Grade = FAST Assessment STAR Reading/ STAR CBM benchmark data

2nd Grade = SIPPS on level performance data in combination with other measures listed above

**Grade Levels: K-2****Progress Monitoring****Performance Criteria indicating continuation of Tier 3 interventions**

If when students are demonstrating consistent 'below benchmark' data based on the measures and grade level indicators listed below:

Kindergarten DIBELS LNF = 34 (AP1)/41(AP2)/46(AP3)

Kindergarten DIBELS PSF = 15(AP1)/34(AP2)/38(AP3)

Kindergarten DIBELS NWF = 17(AP1)/30(AP2)/34(AP3)

1st DIBELS LNF = 45 (AP1)/55(AP2)/73(AP3)

1st DIBELS ORF-A= 63(AP1)/78(AP2)/94(AP3)

1st DIBELS ORF-R = 17(AP1)/26(AP2)/55(AP3)

2nd Grade = Gates Comprehension/Gates Vocabulary below 39th percentile

2nd Grade = FAST Assessment STAR Reading/ STAR CBM benchmark data

2nd Grade = SIPPS on level performance data in combination with other measures listed above

Kindergarten thru 2nd grade Standards based report card indicator of "Below Benchmark" in grade level standards in combination with the data measures above would indicate a continuation of Tier 3 interventions.

**Performance Criteria that prompts intensified Tier 3 interventions**

If when students are demonstrating significantly below benchmark data based on the measures and grade level indicators listed below:

Kindergarten DIBELS LNF = 28(AP1)/36(AP2)/42(AP3)

Kindergarten DIBELS PSF = 7(AP1)/15(AP2)/28(AP3)

Kindergarten DIBELS NWF = 14(AP1)/24(AP2)/30(AP3)

1st DIBELS NWF = 39(AP1)/48(AP2)/60(AP3)

1st DIBELS ORF-A= 47(AP1)/62(AP2)/84(AP3)

1st DIBELS ORF-R = 7(AP1)/17(AP2)/32(AP3)

2nd Grade = Gates Comprehension/Gates Vocabulary below 25th percentile

2nd Grade = FAST Assessment STAR Reading/ STAR CBM benchmark data

2nd Grade = SIPPS on level performance data in combination with other measures listed above

Kindergarten thru 2nd grade Standards based report card indicator of "Below Benchmark" in grade level standards in combination with the data measures above would indicate a continuation of Tier 3 interventions.

**Number of times per week intervention provided**

2X - 5X per week depending on student need

**Number of minutes per intervention session**

15 - 25 minutes per session

**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?**

Student success teams meet quarterly and in shorter SST check-in meetings monthly to review data and examine individual student response to intervention. In instances where students are not responding to interventions services are intensified or adjusted in order to meet student need.

Director of Elementary Programs and Learning Community Leaders in K-1 and 2-3 also observe tiered

**Grade Levels: K-2**

instruction and provide coaching and feedback directly to teachers to ensure appropriate implementation of curriculum and services.

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

See 11a for evidence

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

Distance learning is provided as needed to students receiving Hospital Homebound services and in these instances the teacher is responsible for providing needed tiered services in addition to core instruction based on data indicators listed above.

**Grade Levels: 3-5****IF Student meets the following criteria at the beginning of the school year:**

*(Enter assessment criteria that will be used)*

FAST PM1 significantly below benchmark performance LV 1 in combination with prior year below benchmark performance.

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

**Progress Monitoring**

**Tier 3 Programs/Materials/Strategies & Duration**

Students will receive T2 interventions designed using Being a Reader and SIPPS materials (see 11a for evidence).

**Assessment & Frequency**

FAST Assessment PM2-quarterly  
SIPPs within program assessment criteria-ongoing

**Performance Criteria to discontinue Tier 3 interventions**

FAST PM2 performance at level 3 or above  
FAST PM2 performance at level 2 or above in combination with on level or above standards based reporting data (multiple data indicators at "on track" and/or "meeting" per standard)

**Performance Criteria indicating continuation of Tier 3 interventions**

FAST PM2 performance at or below level 2 or above in combination with below level standards based reporting data (= data indicators at "below benchmark" and/or "approaching" per standard)

**Performance Criteria that prompts intensified Tier 3 interventions**

FAST PM2 performance at or below level 1 or above in combination with below level standards based reporting data (= data indicators at "below benchmark" and/or "beginning/approaching" per standard)

**Number of times per week intervention provided**

2X-5X per week

**Number of minutes per intervention session**

15 -25 minutes per session

**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?**

Student success teams meet quarterly and in shorter SST check-in meetings monthly to review data and examine individual student response to intervention. In instances where students are not responding to interventions services are intensified or adjusted in order to meet student need. Director of Elementary Programs and Learning Community Leaders in 2-3 and 4-5 also observe tiered instruction and provide coaching and feedback directly to teachers to ensure appropriate implementation of curriculum and services.

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

**Grade Levels: 3-5**

see 11a for evidence

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

Distance learning is provided as needed to students receiving Hospital Homebound services and in these instances the teacher is responsible for providing needed tiered services in addition to core instruction based on data indicators listed above.



**Grade Levels: 6-12**

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

*(Enter assessment criteria that will be used)*

If a student is demonstrating below benchmark performance as indicated by below a level 1 on FAST assessment (PM1 and/or PM2) in combination with an FSA reading score from 2022 of LV1 and below, then the student will be identified as needing Tier 2 interventions.

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

**Progress Monitoring**

**Tier 3 Programs/Materials/Strategies & Duration**

Responsive Guided Reading (FOUNTAS AND PINNELL)  
 Comprehension Strategy Toolkit (HARVEY AND GOUDVIS)  
 Morphology and Vocabulary (REWARDS)

**Assessment & Frequency**

FAST 3X per year  
 MAZE (silent reading comprehension probes)

**Performance Criteria to discontinue Tier 3 interventions**

FAST PM2 performance at level 3 or above  
 FAST PM2 performance at level 2 or above in combination with on level or above standards based reporting data (all data indicators at "on track" and/or "meeting" per standard)

**Performance Criteria indicating continuation of Tier 3 interventions**

FAST PM2 performance at or below level 2 or above in combination with below level standards based reporting data (= data indicators at "below benchmark" and/or "approaching" per standard)

**Performance Criteria that prompts intensified Tier 3 interventions**

FAST PM2 performance data at or below level 1 in combination with below level standards based reporting data (=data indicators at "below benchmark" and/or "beginning" per standard)

**Number of times per week intervention provided**

2X -5X per week

**Number of minutes per intervention session**

15 - 25 minutes per session

**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?**

Student success teams meet quarterly and in shorter SST check-in meetings monthly to review data and examine individual student response to intervention. In instances where students are not responding to interventions services are intensified or adjusted in order to meet student need. Director of Secondary Programs and Learning Coaches also observe tiered instruction and provide coaching and feedback directly to teachers to ensure appropriate implementation of curriculum and services.

**Grade Levels: 6-12**

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

See 11a for evidence

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

Distance learning is provided as needed to students receiving Hospital Homebound services and in these instances the teacher is responsible for providing needed tiered services in addition to core instruction based on data indicators listed above.

## 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.**

Student's are identified as having a substantial deficiency in reading if/when they have 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.

Student's are identified as having a substantial deficiency in reading if/when they score at or below the lowest achievement level benchmark on measures listed in the K-2/3-5/6-12 assessment and decision trees.

Student's are identified as having a substantial deficiency in reading if/when they score substantially below the expected grade level benchmark on FAST progress monitoring assessments.