



## 2022-23 Reading Plan

---

**Table of Contents**

---

<b>Contact Information, Communication Plan, and Student Achievement Goals</b>	<b>3</b>
<b>Budget</b>	<b>6</b>
<b>School Literacy Leadership Teams</b>	<b>8</b>
<b>Professional Development</b>	<b>9</b>
<b>Charter Schools</b>	<b>10</b>
<b>Literacy Coaches</b>	<b>11</b>
<b>District-Level Monitoring of Plan Implementation</b>	<b>14</b>
<b>School-Level Monitoring of Plan Implementation</b>	<b>17</b>
<b>Summer Reading Camp</b>	<b>19</b>
<b>Parent Support through a Read-At-Home Plan</b>	<b>21</b>
<b>Assessment, Curriculum, and Instruction</b>	<b>22</b>
<b>Identification of Students with a Substantial Reading Deficiency</b>	<b>43</b>

## 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	Swain, Genleah Genleah Swain genleah.swain@fam.u.edu 850-284-1155
Elementary English Language Arts (ELA)	Swain, Genleah Elementary Principal genleah.swain@fam.u.edu 850-412-5842
Secondary ELA	Barnes, Zellee Secondary Curriculum Administrator zellee.barnes@fam.u.edu 850-412-5889
Reading Endorsement	West, Patricia Assistant Superintendent patricia.west@fam.u.edu 850-412-5822
Reading Curriculum	Barnes, Zellee Secondary Curriculum Administrator zellee.barnes@fam.u.edu 850-412-5822
Professional Development	West, Patricia Assistant Superintendent patricia.west@fam.u.edu 850-412-5822
Assessment	Claitt, Raquista Data, Assessment, and Accountability Coordinator raquista.claitt@fam.u.edu 850-412-5873
Data Element	Claitt, Raquista Data, Assessment, and Accountability Coordinator raquista.claitt@fam.u.edu 850-412-5873
Summer Reading Camp	McCall, Stephanie KG-12 Literacy Coach stephanie.mccall@fam.u.edu 850-412-5840
Third Grade Promotion	McCall, Stephanie KG-12 Literacy Coach stephanie.mccall@fam.u.edu 850-412-5840
300 Lowest-Performing Elementary Schools	West, Patricia Assistant Superintendent patricia.west@fam.u.edu 850-412-5822
Multi-Tiered System of Supports (MTSS)	JERRY, RENEE MTSS Coordinator renee.jerry@fam.u.edu 850-412-5854

**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 contents of the FAMU DRS Comprehensive Evidence-Based Reading Plan will be communicated to all stakeholders by posting on the FAMU DRS School Website, faculty meetings, and also through written communication to teachers and staff. School Administrators will receive the document via email and the contents of the plan will be reviewed and discussed in administrative leadership team meetings. Time will be allotted during pre-planning days, data chats, and PLC days to communicate elements of the Comprehensive Evidence-Based Reading Plan to teachers and coaches.

**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 29%**

*Previous School Year*

**Kindergarten - % of Students "Ready" on FLKRS 81%**

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

FAMU DRS does not pre-kindergarten classes. However, FAMU DRS will partner with local feeder preschools and pre-kindergarten programs to provide resources and information about kindergarten skills students need to have to be prepared to enter kindergarten with a high readiness level.

**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	46	23	18	10	3	25	25	40	5	5
4	42	33	19	6	0	30	30	30	5	5
5	8	42	29	16	5	30	25	30	10	5
6	38	22	27	11	2	0	30	40	20	10
7	36	40	11	13	0	25	15	40	15	5
8	32	25	27	13	3	25	35	40	15	0
9	28	43	15	11	2	25	20	35	15	5
10	40	43	14	2	0	25	30	25	15	5

**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%).*

- GOAL 1: For each grade level in K-2, increase the average percentage of students currently scoring at proficiency on NWEA by 15% this year.
- GOAL 2: For each grade level in 3-5, increase the average percentage of students currently scoring at proficiency on NWEA by 25% this year.
- GOAL 3: For each grade level in 6-8, increase the average percentage of students currently scoring at proficiency on NWEA by 25% this year.
- GOAL 4: For each grade level in 9-12, increase the average percentage of students currently scoring at proficiency on NWEA by 25% this year.

## District Budget for Evidence-Based Reading Instruction Allocation

Budget		
<b>1</b>	<b>Estimated proportional share distributed to district charter</b>	<b>\$0.00</b>
<b>2</b>	<b>Reading coaches assigned to elementary schools</b>	<b>\$0.00</b>
	FTE	2022-23
		\$0.00
<b>3</b>	<b>Reading coaches assigned to secondary schools</b>	<b>\$0.00</b>
<b>4</b>	<b>Intervention teachers assigned to elementary schools</b>	<b>\$0.00</b>
<b>5</b>	<b>Intervention teachers assigned to secondary schools</b>	<b>\$58,000.00</b>
	FTE	2022-23
	1.0	\$58,000.00
<b>6</b>	<b>Supplemental materials or interventions for elementary schools</b>	<b>\$29,400.00</b>
	FTE	2022-23
		\$29,400.00
<b>7</b>	<b>Supplemental materials or interventions for secondary schools</b>	<b>\$0.00</b>
<b>8</b>	<b>Intensive interventions for elementary students reading below grade level</b>	<b>\$29,000.00</b>
	FTE	2022-23
		\$29,000.00
<b>9</b>	<b>Intensive interventions for secondary students reading below grade level</b>	<b>\$0.00</b>
<b>10</b>	<b>Professional development</b>	<b>\$8,000.00</b>
	FTE	2022-23
		\$8,000.00
<b>11</b>	<b>Helping teachers earn the reading endorsement</b>	<b>\$6,019.00</b>
	FTE	2022-23
		\$6,019.00
<b>12</b>	<b>Summer reading camps</b>	<b>\$15,000.00</b>
	FTE	2022-23
		\$15,000.00

13	Additional hour for 300 lowest-performing elementary schools	\$0.00
14	Early literacy instruction/intervention for VPK completers pursuant to s. 1008.25(8)(c), F.S.	\$0.00
<b>Total:</b>		<b>\$145,419.00</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.**

The district is prioritizing K-3 students with substantial reading deficiencies in the use of its Research-Based Reading Instruction Allocation funds by applying more funding to supplemental materials needed for interventions for those students and providing the summer reading and intervention camps for K-3 students.

## School Literacy Leadership Teams

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

The School Literacy Leadership Team requirement will be communicated to principals during the regularly scheduled administrative leadership team meeting. The requirement will also be communicated in writing to all members of the school literacy leadership team.

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

The roster of the School Literacy Leadership Team is communicated to the District Superintendent and District Assistant Superintendent.

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

Patricia West, Assistant Superintendent is responsible for supporting and monitoring School Literacy Leadership Teams and ensuring compliance.



## Professional Development

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

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

Faculty and staff will participate in ongoing and continuous reading professional development provided by the district and schools. The reading professional development will focus on the implementation of specific instructional strategies that increase reading proficiency and address reading deficiencies of students. The professional development will include Teacher PLCs, webinars and workshops delivered by curriculum providers, FL Department of Education, reading coaches, PAEC, etc.

Teachers' professional development will be differentiated and intensified based on instructional observations and walkthroughs conducted by school leaders. Based on the data, teachers will be grouped according to their growth and challenge areas. Corresponding reading professional development will be provided based on the pedagogical needs of teachers.

Teachers will meet weekly with grade level and department groups to discuss the implementation of effective instructional reading strategies and assess the level of response and improvement of students.

Teachers that are determined to be Highly Effective based on most recent evaluation data, will be identified as mentor teachers for beginning teachers and teachers that are in need of instructional improvement and support. Model classrooms will be identified and established as those classrooms of highly effective ELA teachers which contain print rich and literacy-centered environments.

### **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.**

Professional Development requirements are communicated to principals in administrative leadership team meetings as well as email communication which includes specific references and documentation of the requirements.

The district will support principals with fulfilling each requirement by providing principals with fiscal resources for professional development and time for regularly scheduled in-service days by way of early release school days once a month.

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

Patricia West, Assistant Superintendent, is responsible for supporting and monitoring the professional development requirements and ensuring compliance.

### **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.

FSA ELA-Reading data, reported class subject grades, as well as the school's NWEA data from the previous school year was disaggregated, analyzed, and interpreted within data discussions amongst school and district leadership. Grade levels with less than 50% percent proficiency on FSA, or less than 50% of the students are at the 21st percentile or higher on NWEA, are identified as the grade levels with the greatest need. The school (elementary, middle, or high) with the most grade levels in these categories is determined to have the greatest need.

#### 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?**

Literacy Coach requirements are communicated to principals in administrative leadership team meetings as well as email communication which includes specific references and documentation of the requirements. Principals are also provided with the Just Read, Florida! website information as a resource tool.

**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?**

The district is supporting coaches with prioritizing high impact activities by ensuring that literacy coaches are provided with the necessary time to focus on the duties and responsibilities of the literacy coach. The district is also communicating with school principals regarding the time requirement of literacy coaches to work on high impact activities. School principals must support and monitor coaching time and tasks using coaching logs and regular meetings with literacy coaches.

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

School principals are supporting and monitoring coach time and tasks.

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

Coaching time, tasks, and impact data will be reported and reviewed by the district monthly.

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

Literacy coaches along with school and district leadership analyze school progress monitoring data (NWEA) to determine specific areas of deficiency. Based on data analysis of progress monitoring data and teacher observation data, action plans are created to address the specific areas of needs and determine coaching schedules, assignments, and support cycles.

## 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	The assessment is administered to all students in grades K-12.	Progress Monitoring, Diagnostic	Phonological Awareness, Phonics, Fluency, Vocabulary, Comprehension	3 x A Year
i-Ready		Progress Monitoring, Diagnostic	Phonological Awareness, Phonics, Fluency, Vocabulary, Comprehension	Monthly
FAST - Cambium	3-10	Screener, Progress Monitoring, Summative	Vocabulary, Comprehension	3 x A Year
ITBS	K-2	Summative	Phonics, Comprehension	Annually
FAST - STAR	K-2	Screener, Progress Monitoring, Summative	Oral Language, Phonological Awareness, Phonics, Fluency, Vocabulary, Comprehension	3 x A Year

**District-Level Monitoring - Part B**

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

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

Patricia West, the Assistant Superintendent is responsible for providing plan implementation oversight, support, and follow-up.

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

All curriculum and instructional materials used to provide reading instruction are reviewed and vetted to ensure that they meet all requirements related to evidence-based literacy instruction. School principals are responsible for providing accountability and support to teachers to make certain that systematic and explicit literacy instruction is evident in classrooms. Accountability includes observations and consistent feedback and coaching support.

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

Bi-weekly data chats are conducted by school principals (with teachers and coaches) and also by district leadership (with school principals and leaders). School principals have data conversations with teachers to discuss progress monitoring results and how to respond instructionally in differentiation of instruction.

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

The district is ensuring that more emphasis is placed on teacher PLCs where collaboration and unit planning take place to support the integration of literacy across content areas. Professional development and coaching on the integration of literacy across content areas will also be provided to content area teachers.

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

Concerns are communicated in faculty meetings, leadership team meetings, grade level team meetings, and data chats. A problem-solving approach is utilized to determine challenges experienced with implementation of the plan; collaboration amongst teachers and school leaders takes place in order to devise ways to overcome the challenges and meet the needs of all students.

### **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.**

More accountability will be provided to coaches as well as better implementation of the Literacy Leadership Team at the district and school.



## 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?

School principals conduct weekly classroom walkthroughs to observe the implementation of the reading plan elements and appropriate interventions to meet the needs of students. Feedback meetings are scheduled with teachers to provide feedback and support on elements that are observed to be weak in implementation.

School principals monitor collection and utilization of assessment data by conducting bi-weekly data chats with grade level teams and departments, along with literacy coaches. Data conversations address how teachers are adjusting instruction and providing appropriate interventions to meet the needs of learners based on data results.

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

Micheal Johnson, Superintendent, and Patricia West, Assistant Superintendent, both support effective implementation.

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

School leadership meetings are conducted to discuss which plan elements are not being effectively implemented based on observations, walkthroughs, and data conversations. The use of curriculum resources and instructional programs will also be analyzed and discussed to determine the level of effective implementation in schools.

### Weekly reading walkthroughs by administrators - Part B

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

District leadership monitors the iObservation platform which contains walkthrough and observation data for all schools. District leadership will also meet with school leadership to discuss reading walkthroughs that are conducted.

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

Micheal Johnson, Superintendent, and Patricia West, Assistant Superintendent, both support effective implementation of weekly reading walkthroughs.

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

District leadership meetings are conducted with school principals to discuss teacher walkthrough data and identify the areas in need of improvement for effective implementation.

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

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

School principals conduct bi-weekly data chats to ensure that teachers are utilizing progress monitoring data to identify appropriate interventions for students performing at a low proficiency level.

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

Micheal Johnson, Superintendent, and Patricia West, Assistant Superintendent, both support effective implementation of weekly reading walkthroughs.

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

District leadership meetings are conducted with school principals to discuss how data is being used to determine interventions for students. School principals also meet with literacy coaches to discuss their observations on how data is used to determine interventions.

## Summer Reading Camp

### Reading Camp - Part A

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

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

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

Yes

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

The district will host a Summer Reading camp for 3rd grade students who score Level 1 on the statewide standardized assessment for ELA. The Summer Reading Camp will meet the requirements set forth in Section 1008.25(7), F.S. The district will utilize the following evidence-based instructional materials:

iReady: personalized and adaptive instructional software program that creates pathways to growth based on assessment data.

Scholastic Lit Camp): Summer program that combines reading and writing lessons with an interactive approach.

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

**Will the district implement this option?**

No

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

N/A

### Attendance - Part B

Complete below depicting the number and percentage of students attending summer reading camps.

#### Number of Students Attending Summer Reading Camp

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

18

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

20

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

0

**Percentage of Students Attending Summer Reading Camp**

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

100%

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

100%

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

0%

## **Family Engagement through a Read-At-Home Plan**

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

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

The district will create a read-at-home plan for parents of students identified with a substantial deficiency in reading. The read-at-home plan will include resources, activities, and home reading plans that parents can utilize to increase reading time at home. The district will utilize the Renaissance for Learning software program (AR) to increase students love for reading and engage families in literacy activities at home.

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

Patricia West, Assistant Superintendent, is responsible for monitoring this requirement.

## Assessment, Curriculum, and Instruction

### Requirements - Part A

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

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

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

The district supports implementation of whole group instruction that utilizes an evidence-based sequence of reading instruction by providing fiscal resources for the acquisition of curriculum and instructional materials that incorporate this type of instruction.

The district monitors implementation by participating in classroom walkthroughs with school principals and by conducting meetings with school leadership teams that focus on scheduling and how instructional time is utilized.

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

Micheal Johnson, Superintendent, and Patricia West, Assistant Superintendent, are responsible for supporting and monitoring this requirement.

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

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

The district supports implementation of varied texts to increase students' background knowledge and literacy skills across other content areas by providing fiscal resources for the acquisition of supplemental texts and materials. The district also provides opportunities for students to participate in various learning experiences through field trips and after school programs that center on science, social studies, technology, and the arts, and they incorporate literacy skills.

The district monitors implementation by reviewing and discussing curriculum and instructional plans with school leadership in scheduled meetings. The district also monitors implementation by monitoring the types of texts, programs, and curricula chosen by school principals.

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

Micheal Johnson, Superintendent, and Patricia West, Assistant Superintendent, are responsible for supporting and monitoring this requirement.

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

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

The district supports and monitors implementation by participating in classroom walkthroughs with school principals and by conducting meetings with school leadership teams that emphasize how small group differentiated instruction is provided in the classrooms.

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

Micheal Johnson, Superintendent, and Patricia West, Assistant Superintendent, are responsible for supporting and monitoring this requirement.

### Florida's Revised Formula For Success - Part B

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

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

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

The district will align K-12 reading instruction with Florida's Revised Formula for Success by:

- Requiring that all reading curriculum and core instructional materials for literacy include the 6 components of reading.
- Providing schools with the appropriate assessment resources to conduct the four types of classroom assessments.
- Creating a district assessment calendar and plan that includes scheduled assessment days for the four types of assessments.
- Providing professional development to teachers on the Revised Formula for Success.
- The district will require that teachers provide reading instruction to students in accordance to the Revised Formula for Success, and identify the type of instruction each student needs based on progress monitoring data.
- Requiring bi-weekly Success meetings (MTSS) conducted by the MTSS coordinator with teachers of students who have been identified as needing additional reading support.

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

The district supports and monitors implementation of this requirement by communicating the requirement to school and district leaders, who communicate the expectation to teachers and staff. The district

leadership also conducts data conversations regarding students who are showing reading deficiencies and how those students are being addressed based on the Revised Formula for Success.

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

Micheal Johnson, Superintendent, and Patricia West, Assistant Superintendent, are responsible for supporting and monitoring this requirement.



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

## Requirements

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

The Decision Trees must contain the following information:

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

### Tier 1

*Core Instruction:*

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

**Grade Levels: K-2**

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

*(Enter assessment criteria that will be used)*

Greater than the 24th percentile (NWEA) AND Greater than the than 399 on the FLKRS assessment (KG)

**THEN TIER 1 Only**

**Core Curriculum**

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

The core curriculum is Savvas MyView Literacy. Its use by the students served currently demonstrates a rationale.

**Progress Monitoring**

**Assessment & Frequency**

STAR Assessment: Monthly

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

Students must perform within 2 months of the current grade level and month that corresponds to the time frame in which the student was assessed. (i.e., a 3rd grader who is assessed in December, should have a grade equivalent of at least 3.4-3.5).

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

Student scores at least 1 year below the current grade level.

**Progress Monitoring**

**Assessment & Frequency**

iReady: Quarterly

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

80% of students score at a Level 2 or higher on iReady assessment.

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

Student(s) consistently perform lower than Level 2 on 2 consecutive diagnostic assessments.

**Progress Monitoring**

**Assessment & Frequency**

Savvas Weekly Curriculum Assessments

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

75% or more of students score 75 or higher on Savvas weekly assessments.

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

Student(s) scores less than 75 on 2 consecutive Savvas weekly assessments.

---

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

**Grade Levels: K-2**

The effectiveness of Tier I instruction is frequently monitored through analysis of formative assessment data from Savvas weekly curriculum assessments and STAR monthly progress monitoring assessments. Also:

- Frequent monitoring of weekly/bi-weekly assessment data
- Weekly instructional walkthroughs and observations by principals, APs, and reading coaches
- Bi-Weekly data chats

**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?**

1. Bi-Weekly data chats are conducted to discuss formative assessment data and identify students consistently not meeting Tier I performance criteria.
2. Bi-Weekly MTSS meetings problem-solving meetings are scheduled to include support services team members, general education teacher(s), intervention teachers, reading coaches, and principals/APs to discuss possible intervention strategies or strategies currently being implemented and the effectiveness of the strategies.

The same procedures will be carried out virtually for distance teaching and learning.

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

The effectiveness of Tier I curriculum is being monitored by frequent analysis of the curriculum's scope and sequence alignment to Florida State standards and the ability of teachers to provide implementation of the curriculum with fidelity. The effectiveness of curriculum is also being monitored by observation of the level of student engagement in instruction being provided through curriculum resources. Student engagement and interactions can be indicative of the level in which students are responding to instruction through the curriculum.

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

Based on instructional walkthroughs and observations, teachers will be provided with any additional instructional support, coaching, modeling, and supplemental resources to remedy any challenges with Tier 1 curriculum. The same procedures will be carried out virtually for distance teaching and learning.

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

Instruction is provided to students through access to live direct instruction, instructional recordings, and scheduled small group instruction sessions with the general education teacher via the Zoom meeting platform.

**Grade Levels: 3-12****IF Student meets the following criteria at the beginning of the school year:***(Enter assessment criteria that will be used)*

FSA Level 3, 4, or 5, AND Greater than the 24th percentile (NWEA).

**THEN TIER 1 Only****Core Curriculum**

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

The core curriculum is Savvas MyView Literacy. Its use by the students served currently demonstrates a promising evidence.

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

iReady: Quarterly

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

80% of students score at a Level 2 or higher on iReady assessment.

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

Student(s) consistently perform lower than Level 2 on 2 consecutive diagnostic assessments.

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

The effectiveness of Tier I instruction is frequently monitored through analysis of formative assessment data from Savvas weekly curriculum assessments and STAR monthly progress monitoring assessments. Also:

- Frequent monitoring of weekly/bi-weekly assessment data
- Weekly instructional walkthroughs and observations by principals, APs, and reading coaches
- Bi-Weekly data chats

**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?**

1. Bi-Weekly data chats are conducted to discuss formative assessment data and identify students consistently not meeting Tier I performance criteria.
2. Bi-Weekly MTSS meetings problem-solving meetings are scheduled to include support services team members, general education teacher(s), intervention teachers, reading coaches, and principals/APs to discuss possible intervention strategies or strategies currently being implemented and the effectiveness of the strategies.

The same procedures will be carried out virtually for distance teaching and learning.

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

The effectiveness of Tier I curriculum is being monitored by frequent analysis of the curriculum's scope and sequence alignment to Florida State standards and the ability of teachers to provide

**Grade Levels: 3-12**

implementation of the curriculum with fidelity. The effectiveness of curriculum is also being monitored by observation of the level of student engagement in instruction being provided through curriculum resources. Student engagement and interactions can be indicative of the level in which students are responding to instruction through the curriculum.

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

Based on instructional walkthroughs and observations, teachers will be provided with any additional instructional support, coaching, modeling, and supplemental resources to remedy any challenges with Tier 1 curriculum. The same procedures will be carried out virtually for distance teaching and learning.

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

Instruction is provided to students through access to live direct instruction, instructional recordings, and scheduled small group instruction sessions with the general education teacher via the Zoom meeting platform.

**[ enter grade levels ]**

**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: KG-2****IF Student meets the following criteria at the beginning of the school year:**

*(Enter assessment criteria that will be used)*

Less than a 400 scale score on FLKRS assessment (KG) OR Less than the 24th percentile (NWEA) OR less than 70% accuracy/mastery of standards (Savvas) OR performs below a Level 3 on iReady assessment.

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

- iReady for Reading: 20 minutes a day, twice a week for 4 weeks
- Savvas MyView Literacy Intervention: Small group (3-4 students) instruction 20 minutes a day, 3 times a week for 4 weeks.

**Assessment & Frequency**

- STAR Reading Assessment: Monthly
- NWEA: Quarterly
- iReady: Quarterly
- Savvas MyView Literacy Assessment: Weekly

**Performance Criteria to discontinue Tier 2 interventions**

Student(s) perform at Level 3 on iReady assessment OR  
 Student(s) achieves more than 70% accuracy on 2 consecutive weekly assessments AND  
 Student(s) perform at the 26th percentile or higher on NWEA.

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

Student(s) performs lower than Level 3 on iReady assessment OR  
 Student(s) achieves less than 70% accuracy on 2 consecutive weekly assessments AND  
 Student(s) perform at the 25th percentile or lower on NWEA.

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

After a minimum of 6 weeks, students continuing to perform at less than the 25th percentile or less than 70% accuracy/mastery.

**Number of times per week intervention provided**

The intervention will be provided 2-3 times a week.

**Number of minutes per intervention session**

Each session will be 20-30 minutes.

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

1. Bi-Weekly data chats are conducted to discuss formative assessment data and identify students consistently not meeting Tier I performance criteria.
2. Bi-Weekly MTSS meetings problem-solving meetings are scheduled to include support services team members, general education teacher(s), intervention teachers, reading coaches, and principals/

**Grade Levels: KG-2**

APs to discuss possible intervention strategies or strategies currently being implemented and the effectiveness of the strategies.

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

- iReady - program is supported by strong evidence per What Works Clearinghouse.

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

Students on Tier 2 who are participating in distance learning will receive guided small group instruction via scheduled Zoom sessions with the classroom teacher. Students will have internet/web access to iRead and Read180 instructional software programs so as to access it at any remote location.



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

*(Enter assessment criteria that will be used)*

Less than a 400 scale score on FLKRS assessment (KG) OR Less than the 24th percentile (NWEA) OR less than 70% accuracy/mastery of standards (Savvas) OR performs below a Level 3 on iReady assessment.

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

- iReady for Reading: 20 minutes a day, twice a week for 4 weeks
- Savvas MyView Literacy Intervention: Small group (3-4 students) instruction 20 minutes a day, 3 times a week for 4 weeks.

**Assessment & Frequency**

- STAR Reading Assessment: Monthly
- NWEA: Quarterly
- iReady: Quarterly
- Savvas MyView Literacy Assessment: Weekly

**Performance Criteria to discontinue Tier 2 interventions**

Student(s) perform at Level 3 on iReady assessment OR  
 Student(s) achieves more than 70% accuracy on 2 consecutive weekly assessments AND  
 Student(s) perform at the 26th percentile or higher on NWEA.

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

Student(s) performs lower than Level 3 on iReady assessment OR  
 Student(s) achieves less than 70% accuracy on 2 consecutive weekly assessments AND  
 Student(s) perform at the 25th percentile or lower on NWEA.

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

After a minimum of 6 weeks, students continuing to perform at less than the 25th percentile or less than 70% accuracy/mastery.

**Number of times per week intervention provided**

The intervention will be provided 2-3 times a week.

**Number of minutes per intervention session**

Each session will be 20-30 minutes.

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

1. Bi-Weekly data chats are conducted to discuss formative assessment data and identify students consistently not meeting Tier I performance criteria.
2. Bi-Weekly MTSS meetings problem-solving meetings are scheduled to include support services team members, general education teacher(s), intervention teachers, reading coaches, and principals/

**Grade Levels: 3-5**

APs to discuss possible intervention strategies or strategies currently being implemented and the effectiveness of the strategies.

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

- iReady - program is supported by strong evidence per What Works Clearinghouse.

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

Students on Tier 2 who are participating in distance learning will receive guided small group instruction via scheduled Zoom sessions with the classroom teacher. Students will have internet/web access to iRead and Read180 instructional software programs so as to access it at any remote location.

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

*(Enter assessment criteria that will be used)*

Less than the 24th percentile (NWEA).

### THEN TIER 1 Instruction and TIER 2 Interventions

#### Progress Monitoring

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

Curriculum intervention - - Savvas MyPerspectives Literacy Intervention: Small group (3-4 students) instruction 20 minutes a day, 3 times a week for 4 weeks.

Students are scheduled into Intensive Reading classes.- iReady for Reading : 20 minutes a day, twice a week for 4 weeks

**Assessment & Frequency**

- NWEA: Quarterly
- iReady: Quarterly

**Performance Criteria to discontinue Tier 2 interventions**

Student(s) perform at Level 3 on iReady assessment OR

Student(s) achieves more than 70% accuracy on 2 consecutive weekly assessments AND

Student(s) perform at the 26th percentile or higher on NWEA.

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

Student(s) performs lower than Level 3 on iReady assessment OR

Student(s) achieves less than 70% accuracy on 2 consecutive weekly assessments AND

Student(s) perform at the 25th percentile or lower on NWEA.

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

After a minimum of 6 weeks, students continuing to perform at less than the 25th percentile or less than 70% accuracy/mastery.

**Number of times per week intervention provided**

The intervention will be provided 2-3 times a week.

**Number of minutes per intervention session**

Each session will be 20-30 minutes.

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

1. Bi-Weekly data chats are conducted to discuss formative assessment data and identify students consistently not meeting Tier I performance criteria.
2. Bi-Weekly MTSS meetings problem-solving meetings are scheduled to include support services team members, general education teacher(s), intervention teachers, reading coaches, and principals/APs to discuss possible intervention strategies or strategies currently being implemented and the effectiveness of the strategies.

**Grade Levels: 6-8**

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

- iReady - program is supported by strong evidence per What Works Clearinghouse.

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

Students on Tier 2 who are participating in distance learning will receive guided small group instruction via scheduled Zoom sessions with the classroom teacher. Students will have internet/web access to iReady.

**Grade Levels: 9-12**

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

*(Enter assessment criteria that will be used)*

Less than the 24th percentile (NWEA).

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

**Progress Monitoring**

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

Curriculum intervention - - Savvas MyPerspectives Literacy Intervention: Small group (3-4 students) instruction 20 minutes a day, 3 times a week for 4 weeks. Students are scheduled into Intensive Reading classes.

**Assessment & Frequency**

- NWEA: Quarterly

**Performance Criteria to discontinue Tier 2 interventions**

Student(s) achieves more than 70% accuracy on 2 consecutive weekly assessments AND Student(s) perform at the 26th percentile or higher on NWEA.

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

Student(s) achieves less than 70% accuracy on 2 consecutive weekly assessments AND Student(s) perform at the 25th percentile or lower on NWEA.

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

After a minimum of 6 weeks, students continuing to perform at less than the 25th percentile or less than 70% accuracy/mastery.

**Number of times per week intervention provided**

The intervention will be provided 2-3 times a week

**Number of minutes per intervention session**

Each session will be 20-30 minutes.

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

1. Bi-Weekly data chats are conducted to discuss formative assessment data and identify students consistently not meeting Tier I performance criteria.
2. Bi-Weekly MTSS meetings problem-solving meetings are scheduled to include support services team members, general education teacher(s), intervention teachers, reading coaches, and principals/ APs to discuss possible intervention strategies or strategies currently being implemented and the effectiveness of the strategies.

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

- SavvasMyPerspective curricula is supported by strong evidence per What Works Clearinghouse.

**Grade Levels: 9-12****How are Tier 2 interventions provided to students who receive interventions through distance learning?**

Students on Tier 2 who are participating in distance learning will receive guided small group instruction via scheduled Zoom sessions with the classroom teacher. Students will have internet/web access to iReady.

**Tier 3**

*Intensive, Individualized Instruction/Intervention:*

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

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

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

*(Enter assessment criteria that will be used)*

Students continuing to perform at less than the 26th percentile (NWEA) or less than 70% accuracy/mastery (Savvas).

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

**Progress Monitoring**

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

MindPlay 120 minutes per week .

**Assessment & Frequency**

- iReady: Quarterly
- NWEA: Quarterly
- Savvas Weekly Assessment: Weekly

**Performance Criteria to discontinue Tier 3 interventions**

Students begin to perform at the 26th percentile or higher OR higher than 70% accuracy/mastery.

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

After a minimum of 6 weeks, students continuing to perform at less than the 21st percentile or less than 70% accuracy/mastery.

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

After a minimum of 6 weeks, students continuing to perform at less than the 15th percentile or less than 65% accuracy/mastery.

**Number of times per week intervention provided**

The intervention will be provided 5 times a week.

**Number of minutes per intervention session**

20-30 minutes a day

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

1. Bi-Weekly data chats are conducted to discuss formative assessment data and identify students consistently not meeting Tier II performance criteria.
2. Bi-Weekly MTSS meetings problem-solving meetings are scheduled to include support services team members, general education teacher(s), intervention teachers, reading coaches, and principals/APs to discuss possible intervention strategies or strategies currently being implemented and the effectiveness of the strategies.

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

- MindPlay does not meet strong, moderate or promising levels of evidence for 9-12 however, the following Practice Guide Recommendations support the program which state it will provide students

**Grade Levels: K-5**

with opportunities to practice making sense of stretch text (i.e., challenging text) that will expose them to complex ideas and information. It provides assessment-driven instruction and repeated opportunities for students to achieve mastery. Aligned to the Science of Reading, the lessons focus on the skills needed to become a proficient and skilled reader. All instruction is based on Orton-Gillingham's structured literacy approach with content created by experts in speech and reading instruction. Aligned to the Science of Reading, the lessons focus on the skills needed to become a proficient and skilled reader in the following reading components: phonemic awareness, phonics, grammar for reading, comprehension strategies, silent reading and vocabulary. The district will support and monitor implementation of this program by ensuring teachers design lessons and deliver instruction after analyzing data to increase student achievement in the areas of deficiency in reading.

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

Students on Tier 3 who are participating in distance learning will receive one-on-one instruction with the Foundations intervention program via scheduled Zoom sessions with the classroom teacher. Student resources and materials will be provided to students in a hard copy format and electronically on the school's online learning platform.



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

*(Enter assessment criteria that will be used)*

Students continuing to perform at less than the 26th percentile (NWEA) or less than 70% accuracy/mastery (Savvas).

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

**Progress Monitoring**

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

MindPlay: 120 minutes a week

**Assessment & Frequency**

- iReady: Quarterly
- NWEA: Quarterly
- Savvas Weekly Assessment: Weekly

**Performance Criteria to discontinue Tier 3 interventions**

Students begin to perform at the 26th percentile or higher OR higher than 70% accuracy/mastery.

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

After a minimum of 6 weeks, students continuing to perform at less than the 21st percentile or less than 70% accuracy/mastery.

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

After a minimum of 6 weeks, students continuing to perform at less than the 15th percentile or less than 65% accuracy/mastery.

**Number of times per week intervention provided**

The intervention will be provided 5times per week.

**Number of minutes per intervention session**

20-30 minutes a day

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

1. Bi-Weekly data chats are conducted to discuss formative assessment data and identify students consistently not meeting Tier II performance criteria.
2. Bi-Weekly MTSS meetings problem-solving meetings are scheduled to include support services team members, general education teacher(s), intervention teachers, reading coaches, and principals/APs to discuss possible intervention strategies or strategies currently being implemented and the effectiveness of the strategies.

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

- MindPlay does not meet strong, moderate or promising levels of evidence for 9-12 however, the following Practice Guide Recommendations support the program which state it will provide students

**Grade Levels: 6-12**

with opportunities to practice making sense of stretch text (i.e., challenging text) that will expose them to complex ideas and information. It provides assessment-driven instruction and repeated opportunities for students to achieve mastery. Aligned to the Science of Reading, the lessons focus on the skills needed to become a proficient and skilled reader. All instruction is based on Orton-Gillingham's structured literacy approach with content created by experts in speech and reading instruction. Aligned to the Science of Reading, the lessons focus on the skills needed to become a proficient and skilled reader in the following reading components: phonemic awareness, phonics, grammar for reading, comprehension strategies, silent reading and vocabulary. The district will support and monitor implementation of this program by ensuring teachers design lessons and deliver instruction after analyzing data to increase student achievement in the areas of deficiency in reading.

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

Students on Tier 3 who are participating in distance learning will receive one-on-one instruction with the Foundations intervention program via scheduled Zoom sessions with the classroom teacher. Student resources and materials will be provided to students in a hard copy format and electronically on the school's online learning platform.

## Identification of Students with a Substantial Reading Deficiency

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

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

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

Students with a substantial deficiency in reading are initially identified by utilizing state assessment scores (Grades 3-12), ITBS test scores (K-2), NWEA (K-12), iReady results and progress, and initial diagnostic testing. Students' formative assessment data is also analyzed. A problem-solving meeting is scheduled with the MTSS team to make further determinations as to whether or not the student is in need of minor interventions and support for improvement OR if the student has a substantial reading deficiency.