

School District of Indian River County



2022-23 Reading Plan

Table of Contents

Contact Information, Communication Plan, and Student Achievement Goals	3
Budget	6
School Literacy Leadership Teams	8
Professional Development	9
Charter Schools	10
Literacy Coaches	11
District-Level Monitoring of Plan Implementation	14
School-Level Monitoring of Plan Implementation	18
Summer Reading Camp	20
Parent Support through a Read-At-Home Plan	22
Assessment, Curriculum, and Instruction	23
Identification of Students with a Substantial Reading Deficiency	57

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
Elementary English Language Arts (ELA)	Carlsen, Tiffany ELA Elementary Specialist tiffany.carlsen@indianriverschools.org (772)564-3102
Secondary ELA	Hammler, Karin ELA Secondary Specialist karin.hammler@indianriverschools.org 772-564-3202
Reading Endorsement	McDonough, Frances District Literacy Specialist frances.mcdonough@indianriverschools.org 772-564-3132
Professional Development	Beckham, Terri Professional Development Specialist terri.beckham@indianriverschools.org 772-564-3025
Assessment	Holden, Heather Director of Assessment and Home Virtual Education heather.holden@indianriverschools.org 772-564-3033
Data Element	McMahon, Brian Director of Accountability and Research brian.mcmahon@indianriverschools.org 772-564-3057
Summer Reading Camp	Garcia, Kimberly Director of Academic Success for Elementary Education kimberly.garcia@indianriverschools.org 772-564-3138
Third Grade Promotion	Garcia, Kimberly Director of Academic Success for Elementary Education kimberly.garcia@indianriverschools.org 772-564-3138
300 Lowest-Performing Elementary Schools	Garcia, Kimberly Director of Academic Success for Elementary Education kimberly.garcia@indianriverschools.org 772-564-3138
Multi-Tiered System of Supports (MTSS)	Lewis, Paula Director of Student Services paula.lewis@indianriverschools.org 772-564-5932
Main District Reading Contact	Schafte, Kyra Director of Academic Compliance and Equity kyra.schafte@indianriverschools.org 7725643087

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 School District of Indian River County (SDIRC) communicates the contents of the Comprehensive Evidence-Based Reading Plan to all stakeholders using a variety of methods. The

information within this plan is shared with all administrators and coaches during a district-led leadership meeting. The SDIRC will also use the plan as the ongoing foundational work with our Instructional Coaches throughout the year. Additionally, the district monitors the work described in this plan during ongoing points throughout the school year, which lends itself to additional communication and clarifications around the components of the reading plan.

The plan is also shared with stakeholders on the district's publicly accessible website.

Student Achievement Goals - Part B

Measurable Student Achievement Goals

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

Previous School Year

Kindergarten - % of Students "Ready" on FLKRS 51%

Previous School Year

Kindergarten - % of Students "Ready" on FLKRS 59%

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

The SDIRC knows the importance of investing in early learning opportunities for our community's youngest learners. Therefore, Early Learning Programs are offered and encompass both the Statewide Voluntary Pre-Kindergarten Program (VPK) and Preschool Early Intervention Program which provides Exceptional Student Education (ESE) services to our youngest learners ages 3-5. The SDIRC employs certified educators and provides high-quality instruction. There are six locations where these opportunities are offered to SDIRC families. Summer VPK is also offered to incoming Kindergarteners who have not completed the VPK program during the school year.

The Early Learning Programs follow the Florida Early Learning and Developmental Standards (FELDS): Birth through Kindergarten. The standards and benchmarks reflect the knowledge and skills that a child on a developmental progression should know and be able to do at the end of an age-related timeframe. Early Learning Programs follow the state assessment periods reporting progress 3 times per school year. The report cards are based on the standards and have PreK – 4-year-old and Preschool – 3-year-old versions. ESE students also report quarterly progress monitoring of IEP goals. In efforts to meet ACHIEVE 2025 District Strategic Plan Goal: Ensure the School District of Indian River County ranks in the Top 10 Florida Districts as measured by kindergarten readiness, Early Learning Programs follow our theme: #BLOCKS – Building Learners On Course to Kindergarten Success!

Early Learning Programs has and will continue to implement the following steps:

1. Revise our literacy and numeracy local assessment: Indian River Kindergarten Readiness Benchmark Assessments (IRKRBA) and develop a tracking process through FOCUS to collect data and Power BI.
2. Align report card, local assessment, parent conference summary forms, PreK to Kindergarten transition Forms and data tracking to the FELDS.
3. Participate in The Division of Early Learning voluntary, two-year VPK Progress Monitoring Program Pilot using the STAR Early Literacy Assessment with private and public VPK providers during the 2020-2021 and 2021-2022 VPK School Year Programs. This aligns with the 2022-2023 VPK–Grade 8 Coordinated Screening and Progress Monitoring with VPK administering STAR Early Literacy for Florida Assessment of Student Thinking (FAST).
4. Implement data chats utilizing IRKRBA and STAR Early Literacy data with our 17 VPK classes and 7 PreK ESE classes.
5. Design and implement the “4 BLOCK Designation Program” with interested Private PreK providers,

RCMA, and HeadStart programs. Programs commit to a BLOCK designation including:

- utilizing PreK to K transition Forms,
- administering the IRKRBA 3x per school year with data share and discussions,
- track high impact standards with collaborative discussion and
- utilize SDIRC PreK report card and PreK Parent conference summary Forms.

6. Participate in data chats with the Early Learning Coalition of Indian River County.

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	17	25	33	20	6	13	18	37	22	10
4	17	22	29	23	9	14	20	30	24	12
5	18	26	30	19	8	13	22	32	21	12
6	23	25	22	22	8	18	20	28	24	10
7	31	23	21	18	8	27	19	23	21	11
8	29	23	25	15	8	26	20	26	18	10
9	28	22	22	20	8	25	18	24	22	11
10	24	26	23	20	8	19	22	25	24	10

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%).

Due to rounding, totals may add up to more than 100% in the above Statewide English Language Arts Standardized Assessment table.

Source: www.fldoe.org; Date Retrieved 06/29/2022.

The goal for the 2022-2021 academic year is to ensure that 70% of students in grades Kindergarten-2 score at or above the 50th percentile on the final administration of i-Ready Reading.

District Budget for Evidence-Based Reading Instruction Allocation

Budget		
1	Estimated proportional share distributed to district charter	\$134,313.00
	FTE	2022-23
		\$134,313.00
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	\$755,000.00
	FTE	2022-23
	10.0	\$755,000.00

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
Total:		\$889,313.00

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

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

The SDIRC will prioritize the use of the Research-Based Reading Plan to support K-2 students with a substantial deficiency in reading by utilizing 100% of the allocation (minutes to proportional share to charter schools) to emplace K-3 Reading Intervention teachers (who hold a certification or endorsement in Reading) to provide intensive interventions to qualifying students at the traditional SDIRC schools who demonstrate the most need based off of each school's proportional share of the total district population of K-3 student identification in section (12) of this plan.

School Literacy Leadership Teams

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

The requirement is communicated in the following ways:

Preignite - The SDIRC School Improvement professional development reflective and problem-solving session.

Reignite – The SDIRC School Improvement professional development planning session.

District Professional Development Day(s)

Monthly Principal and Assistant Principal professional learning sessions.

The Collaborator - The weekly SDIRC online informational bulletin is distributed to all employees.

Monthly Instructional Coach professional learning sessions.

Periodic Department Chair professional learning sessions.

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

At the elementary level, the roster of School Leadership Teams will be communicated with Kimberly Garcia, Director of Academic Success for Elementary Schools

At the secondary level, the roster of School Literacy Leadership Teams will be communicated with Anne Bieber, Director of Academic Success for Secondary Schools.

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

Kyra Schafte, Director of Academic Compliance and Equity

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.

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.

Sunday representatives provided a 1-day initial implementation training; follow-up support will be provided by District Literacy Specialists and school-based Literacy coaches.

District, Administrators, Coaches, and Teachers will be trained in the adopted curriculum of Amplify CKLA K-5 (which includes the required literacy components) prior to the school year beginning with follow up support throughout the school year from Curriculum Representatives, District Literacy Specialists, and Literacy Coaches.

State Regional Literacy Directors are working collaboratively with the District Literacy Specialists to roll out the new BEST standards (K-12) and provide training in the science of reading.

Structured Literacy courses will be offered by District Literacy Specialists in cooperation with FDLRS Galaxy.

Universal Design for Learning training will be delivered, through a train the trainer model, by Literacy Coaches on each school campus.

Differentiate and intensify professional development for teachers based on progress monitoring data. District Literacy Coaches and school-based Literacy Coaches will provide differentiated and intense professional development to teachers based on progress monitoring data.

Literacy Coaches will play a vital role in delivering professional development on demand during collaborative planning sessions and data chats.

On-going school-based training and support will be provided by i-Ready representatives.

Training will be provided in Collaborative Planning, Differentiated Instruction, Formative Assessment, and Engagement Strategies

Identify mentor teachers and establish model classrooms within the school. Model classrooms will be established at each school via the support of literacy coaches who will provide live learning space to demonstrate highly effective instructional practices. In the event a specific instructional practice is not able to be modeled at a school due to a lack of capacity, the opportunity to visit a school with an established model classroom will be presented either by release time or virtual demonstrations such as a recording or live feed.

Monthly Mindset Mondays will provide an opportunity for teachers to share best practices in an "after-hours" collaborative learning space.

The SDIRC will ensure that all mentors who provide direct support to new teachers have completed Clinical Education Training.

Ensure that time is provided for teachers to meet weekly for professional development.

Revised the master schedule to ensure that teachers have time with Literacy Coaches in collaborative

planning
weekly.

Each school provides the district with a schedule that allows time each week to ensure both collaborative planning and professional development can occur in conjunction with Instructional Coaches.

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

The professional development requirements will be communicated through:

- The Collaborator on-line SDIRC newsletter;
- Frontline, our professional development platform
- Monthly Principal professional learning sessions;
- The PD calendar which is posted online; and
- Additional email lists, as necessary.

Monthly Principal professional learning sessions, which may include non-evaluative learning walks, where principals host each other to build their capacity to observe and provide feedback on early literacy instruction.

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

Terri Beckham, Professional Development Specialist
Kere Minton, Professional Development Specialist
Kyra Schafte, Director of Academic Compliance and Equity

Charter Schools

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

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

Yes

Literacy Coaches

Literacy Coaches - Part A

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

Coaches must possess the following:

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

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

In alignment with the requirements in 1008.25 to prioritize the use of the Research-Based Allocation for K-3 students with substantial deficiencies in reading, the SDIRC does not use any portion of the allocation for coaches.

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?

Although the SDIRC does not use the Reading Allocation for literacy coaches, our coaches continue to follow the JRF! model. Principals are trained in the coaching model and expectations each summer at Reignite and the Administrative Summit. Follow-up training and reinforcement are given throughout the year at

the administrator's monthly professional development meetings. Kimberly Garcia, Anne Bieber, and members of the Curriculum and Instruction team meet with administrators and coaches at the beginning of the school year to discuss expectations and goals regarding the coach's role and responsibilities.

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?

Coaches meet once a month with district staff for professional development in literacy and best practices, data analysis, next steps and goal setting, coaching, etc. At every opportunity, these sessions are co-facilitated with the State Regional Literacy Directors. Coaches will complete calendars/coaching logs to capture teacher support. This will give coaches the opportunities to reflect on strengths and challenges and share best practices within their monthly PLCs. Monthly District Directors of Academic Success and Literacy Specialists also provide in-school coaching support. Some coaches may receive more frequent support based on the higher needs of the school.

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

Kim Garcia, Director of Academic Success for Elementary Schools
Anne Bieber, Director of Academic Success for Secondary Schools

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

Coaches will complete calendars and coaching logs to capture teacher support. This will give coaches the opportunities to reflect on strengths and challenges and share best practices within their monthly PLCs. Monthly in-school coaching support is also provided by District Directors of Academic Success and Literacy Specialists. Some coaches may receive more frequent support based on the higher needs of the school.

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

Coaches have multiple opportunities for reflection, problem-solving and next steps through monthly district meetings, and in-school support with District Literacy Specialists. School Literacy Leadership Teams, and the support of District Directors of Academic Success and when conducting school Impact Reviews.

District-Level Monitoring of Plan Implementation

District-Level Monitoring - Part A

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

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

Assessments

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

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

Name of the Assessment	To whom is the assessment administered?	Assessment type	What component of the reading/ strand of standard is being assessed?	How often is the data being collected?
i-Ready	iReady is a diagnostic K-8 given twice a year and explores how students placed overall and by domain and compare performance across the two assessments. This assessment also gives students an individual pathway for additional remediation and/ or enrichment in addition to tiered instruction. In addition to the diagnostic, the standard mastery assessments are given quarterly.	Screener, Progress Monitoring, Formative Assessment, Diagnostic, Summative	Oral Language, Phonological Awareness, Phonics, Vocabulary, Comprehension	Quarterly
Achieve 3000	9-12	Progress Monitoring	Comprehension	3 x A Year
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
Curriculum-Based Assessment	K-12	Formative Assessment, Summative	Phonological Awareness, Phonics, Fluency, Vocabulary, Comprehension	Monthly

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?

Kelly Baysura, Assistant Superintendent of Curriculum and Instruction

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

Along with the adoption of Amplify, the SDIRC will continue the use of our instructional feedback cycle, known locally as Impact Reviews, which occur three times a year, to evaluate the fidelity of implementation of our adopted systematic and explicit reading instructional materials.

Additionally, a K-12 Classroom Look For Tool is available as a resource to support English Language Learners.

https://sdirc-my.sharepoint.com/:w:/g/personal/kyra_schafte_indianriverschools_org/EeJsv0FG2z1MtQgwr-ks1wMB2od6Ee9XOzKMSdgY39-MwA?e=JyWdEk

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

Using Power BI, we create consistent, ongoing data meetings that drill down data from the district to school, to grade, and then to the classroom level. Additionally, this data is filtered in a variety of ways, including race, ethnicity, and subgroup data to support our students. Coaches will ensure at the weekly collaborative planning sessions that the data is used by each teacher (to include subgroups) to refine lesson plans and provide differentiated instruction at all Tiers of support.

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

As we implement Amplify CKLA, our curriculum maps in other areas will also be amended to include a natural integration of content area texts which match the topical coverage areas found within each model of Amplify. Through this cohesive alignment of subject areas, students will deepen their vocabulary, comprehension ability, and background knowledge.

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

Methods for Identifying concerns regarding the implementation of the K-12 Reading Plan include informal observational data from reading classrooms and the formal Instructional Review Cycle.

Concerns

regarding the fidelity of implementation of the K-12 Reading Plan will be shared with and addressed by the Assistant Superintendent of Curriculum and Instruction at our monthly principal professional learning sessions, as well as at district-led data meetings which are held after each Impact Review. Depending on

the severity of the concern schools have been, and will continue to be, required to complete an action plan to be submitted to the Superintendent to appropriately address the concerns.

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.

Prior to the annual submission of the K-12 Comprehensive Evidence-Based Reading Plan (CERP), stakeholders from each group participate in a planning session to receive feedback on the current plan. This input guides necessary changes to the plan. For the 2020-2021 plan, the most impactful feedback from this group was to ensure adequate support for coaches and teachers is provided on the implementation of the B.E.S.T. standards and our ELA curriculum as the SDIRC has a well-established

progress monitoring system, numerous certified or endorsed teachers, and a well-structured coaching model.

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?

The SDIRC will implement a system of weekly collaborative planning between teachers, coaches, and administrators. An integral part of these meetings is the review of both formative and summative assessment data along with any local progress monitoring. Lesson plans will include sections which specify how the teacher will differentiate instruction to remediate any gaps in learning. As part of this process administration and coaches will each visit classrooms weekly to ensure what is planned is implemented.

Who at the district level supports effective implementation?

At monthly meetings with coaches, as well as monthly meetings with administration a reflection of implementation will be conducted with the Director of Academic Success for Elementary Education, the Director of Academic Success for Secondary Education, and the Assistant Superintendent of Curriculum and Instruction. District staff will visit all schools three times per year to observe the implementation of the School Improvement Plan action steps (Impact Reviews).

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

For schools that demonstrate a concern during the Impact Reviews, an additional plan will be required of the school and district staff will once again visit the school to ensure the corrective action has been implemented and the reading plan is being implemented as designed by the district, and approved by JRF!

Weekly reading walkthroughs by administrators - Part B

What process is in place to ensure effective implementation?

The SDIRC will implement a system of weekly collaborative planning between teachers, coaches, and administrators. As part of this process administration and coaches will each visit classrooms weekly to ensure what is planned is implemented and will utilize a literacy "look-for" checklist to ensure the science of reading is being fully executed within each classroom. Classrooms that do not demonstrate evidence of implementation will be given additional coaching.

Who at the district level supports effective implementation?

At bi-monthly meetings with coaches, and monthly meetings with administration a reflection of implementation will be conducted with the Director of Academic Success for Elementary Education, the Director of Academic Success for Secondary Education, and the Assistant Superintendent of Curriculum and Instruction. District staff will visit all schools three times per year to observe the implementation and fidelity of action steps.

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

For schools that demonstrate a concern during the Impact Reviews, an additional plan will be required of the school and district staff will once again visit the school to ensure the corrective action has been

implemented and the reading plan is being implemented as designed by the district and approved by JRF!

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

What process is in place to ensure effective implementation?

The SDIRC has developed a Microsoft Power BI dashboard in which the criteria from the Decision Trees list in Section (11)c are entered. This enables all levels to immediately monitor whether students are appropriately scheduled into an intervention section. Interventions will be observed in the same manner as in other classrooms to ensure that effective instruction is delivered, and if a need to provide further assistance is identified, the teacher will be provided coaching support.

Who at the district level supports effective implementation?

The Director of Academic Success for Elementary Education, the Director of Academic Success for Secondary Education, the Assistant Superintendent of Curriculum and Instruction, and the district data team provide extensive support to all school sites.

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

The SDIRC has established periodic data review convening which is comprised of all district senior leadership and school principals. Using Power BI data dashboards, all relevant school data is reviewed in order to identify all areas of concern.

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 SDIRC will ensure that all students required to attend Summer Reading Camps due to scoring a Level 1 on the FSA per s.1008.25(7) are provided a teacher who is certified or endorsed in reading. Students participating in this instruction will be provided with the same evidence-based interventions as specified in the decision trees to meet their individual needs which include Lexia, i-Ready, LLI, Wilson (only if the instructor is certified).

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.

The SDIRC will not utilize the Reading Allocation to provide summer reading camps to K-2 students. Although certain K-2 students may participate in extended learning opportunities through the summer.

Systematic and explicit instruction will be delivered based on fidelity measures of the intervention program.

i-Ready Tools for Instruction/Toolbox

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.)

120

Students who demonstrate a reading deficiency in grades K-2

35

Students who score Level 1 in grades 4-5

14

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.)

56%

Students who demonstrate a reading deficiency in grades K-2

16%

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.

A read-at-home plan will be provided to parents of students identified with a substantial deficiency in reading. This includes literacy partnerships, programs, and/or resources the district will provide to increase support for families to engage in literacy activities and reading at home.

A unique Canva link will be shared with families as well through both our school and district website:

https://www.canva.com/design/DAEca2hhWOA/9Qv_L3oJv7VIF6zg1xG83w/view

The SDIRC partners with the Learning Alliance which offers supports for at-home learning, virtual tutoring, after-school camps, as well as summer reading opportunities. They extend Sunday tutoring beyond the school

day, on weekends, and during the summer.

As passed by HB3, the SDIRC will provide information to parents whose student is demonstrating a substantial

deficiency in reading of the availability to apply for the New Worlds Reading Initiative to receive books at home.

SDIRC will also post the following links provided by FLDOE on our website.

http://www.fldoe.org/core/fileparse.php/12087/urlt/FI_ParentGuide_ELA_K.pdf

http://www.fldoe.org/core/fileparse.php/12087/urlt/FI_ParentGuide_ELA_G1.pdf

http://www.fldoe.org/core/fileparse.php/12087/urlt/FI_ParentGuide_ELA_G2.pdf

http://www.fldoe.org/core/fileparse.php/12087/urlt/FI_ParentGuide_ELA_G3.pdf

Who at the district is responsible for monitoring this requirement?

Kimberly Garcia, Director of Academic Success for Elementary Education

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 Elementary ELA specialist and two district literacy specialists will support coaches and administrators at each school to provide professional development to teachers at each school on the implementation of our core adopted material, Amplify CKLA, which includes an evidenced-based, sequential approach to the science of reading. As the content of these lessons contains an explicit systematic delivery of foundational reading skills at the core level, it will be imperative to ensure that teachers remain on pace and deliver the whole group instruction at grade level and are not tempted to "lower the bar" during this time; there will be ample time in the day to deliver evidenced-based interventions for students in need of remediation. Support will be provided during weekly collaborative planning sessions to ensure daily lessons are delivered appropriately. Administrators and coaches will monitor this instruction in classes weekly, and the district-level staff will provide support through our Impact Review Process which is conducted at all schools three times a year. Schools identified as needing additional support will receive targeted training by the district to ensure teachers at that school are prepared to deliver the whole group instruction as required by 6A-6.053 F.A.C.

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

The Elementary ELA Specialist supports and monitors this requirement and reports the monitoring to Kimberly Garcia, Director of Academic Success for Elementary Education, and Kelly Baysura, Assistant Superintendent of Curriculum and Instruction.

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?

Through the adoption of the Amplify CKLA curriculum which includes social studies, science, and the arts, the SDIRC will provide students with text to increase their background knowledge and vocabulary.

Additionally, book sets for each grade level based on the state's K-12 Civics Literacy Booklist A prioritization Chart will be provided to schools.

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

The Elementary ELA Specialist supports and monitors this requirement and reports the monitoring to Kimberly Garcia, Director of Academic Success for Elementary Education, and Kelly Baysura, Assistant Superintendent of Curriculum and Instruction.

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

How does the district support and monitor implementation?

The Elementary ELA specialist and two district literacy specialists will support coaches at each school to provide professional development to teachers at each school on differentiated instruction and provide support during weekly collaborative planning sessions. An evaluation of formative assessment data will be conducted at weekly collaborative planning sessions which will include classroom assignments as well as recent progress monitoring data as available. These data points will be utilized to identify skills and groupings to be targeted during the small group instruction as part of the 90-minute block which will continue to support the core lessons delivered in the whole group sessions. As part of the weekly walkthroughs coaches and school administrators will monitor implementation, and three times a year the district will monitor as a process is established to ensure what is expected is being conducted.

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

The Elementary ELA Specialist supports and monitors this requirement and reports the monitoring to Kimberly Garcia, Director of Academic Success for Elementary Education, and Kelly Baysura, Assistant Superintendent of Curriculum and Instruction.

Florida's Revised Formula For Success - Part B

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

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

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

All ELA classes will have an uninterrupted 90-minute Tier 1 instructional block, in addition to an extra 30 minutes for Tier 2 or 30 minutes for Tier 2 Threshold 2 (Tier 3 also known as) instruction where only reading certified or reading endorsed teachers will provide Tier 2 Threshold 2 (also known as Tier 3) instruction. The Amplify CKLA Curriculum encompasses all six components of reading for Tier 1 instruction and has targeted intervention to address reading deficits. To reach all students the SDIRC will also provide professional development to all reading teachers to ensure they incorporate the UDL framework into their daily lessons and classrooms. As an added assurance, each elementary school is provided a K-3 Reading Intervention Teacher to specifically work with Tier 2 Threshold 2 (also known as Tier 3) students. Teachers are trained in the district-approved, evidence-based intervention programs and receive ongoing support from Literacy Coaches and District Literacy Specialists. Ongoing progress monitoring for student success will be implemented and monitored in all Tiers.

K-5 ELA classes will have an uninterrupted 90 Minute Tier 1 instructional block, in addition an extra 30 minutes for Tier 2 Threshold 1 or Tier 2 Threshold 2 (also known as Tier 3) instruction where only reading certified or reading endorsed teachers will provide Tier 2 Threshold 2 (also known as Tier 3) instruction.

6th-12th have a daily, uninterrupted 48 minutes for ELA instructional block, Tier 2 Threshold 1 and Tier 2 Threshold 2 (also known as Tier 3) would take place during that same time with a reading certified or

reading endorsed teacher.

The Amplify and SAAVAS Curriculum encompasses all six components of reading for Tier 1 instruction and has targeted intervention to address reading deficits. In order to reach all students, SDIRC will also provide professional development to all reading teachers to ensure they incorporate the UDL framework into their daily lessons and classrooms. Teachers are trained in the district-approved, evidence-based intervention programs and receive ongoing support from Literacy Coaches and District Literacy Specialists. Ongoing progress monitoring K-12 for student success will be implemented and monitored in all Tiers.

How does the district support and monitor implementation?

The Elementary ELA specialist and two district literacy specialists will support coaches at each school to provide professional development to teachers at each school on Florida's Formula for success along with the State Regional Literacy Directors, and provide support during weekly collaborative planning sessions to ensure daily lessons are delivered appropriately.

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

The Elementary ELA Specialist supports and monitors this requirement and reports the monitoring to Kimberly Garcia, Director of Academic Success for Elementary Education, and Kelly Baysura, Assistant Superintendent of Curriculum and Instruction.

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

i-Ready- 29th-100th percentile

FAST- initial score based on state criteria

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.

Amplify CKLA

CKLA is a uniquely structured knowledge-rich program based on the Core Knowledge approach. In alignment with this scope and sequence, Amplify CKLA includes rigorous lessons with multiple components designed to build a base of background knowledge and strong foundational reading skills, including Read Alouds; close reading; Comprehension Questions; vocabulary; explicit and systemic phonics instruction; grammar; writing; morphology; spelling; whole-group, small-group, and partner reading; and both unit and daily formative assessments. The program is built on decades of early literacy research that demonstrates the importance of wide-ranging background knowledge and explicit and systematic foundational skills. CKLA is in use in over 25,000 diverse classrooms across the country and driving significant student progress.

i-Ready Tools for Instruction/Toolkit (Magnetic Reading) may also be used for supplemental, differentiated instruction.

Progress Monitoring**Assessment & Frequency**

i-Ready (2 times per year)

FAST (3 times per year)

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

i-Ready 29th percentile or higher

FAST- based on state criteria

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

i-Ready 2+ years/grade level behind

FAST- based on state criteria

How is the effectiveness of Tier 1 instruction being monitored?

Instructional Feedback Cycle

- Data Review
- Impact Reviews
- Observational Walkthroughs
- School-based data chats
- School-based informal classroom literacy walkthroughs to inspect standards-based instruction, task, monitoring, engagement, climate/culture, and differentiation
- Grade/Department level collaborative planning meetings
- Grade/Department level data meetings

Grade Levels: K-3

- Impact Reviews (3 times per year)
- Data Com (4 times per year)

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?

Problem-solving Process

- Define the problem or area of need
- Analyze the problem and relevant data
- Implement an action plan or interventions based on data
- Evaluate the action plan or intervention for effectiveness.

Districtwide data

- Instructional Feedback Cycle that includes formal walkthroughs 3 times per year and Impact Data Review. Data analysis will occur informally throughout the year and formally during scheduled impact review data meetings between district staff and school administrators.

Additionally, a root cause analysis of the effectiveness will be completed to align student needs with the curriculum components.

How is the effectiveness of Tier 1 curriculum being monitored?

Instructional Feedback Cycle

- Data Review
- Impact Reviews
- Observational Walkthroughs

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

Frequent meetings to analyze all available data (assessment data, Curriculum-Based Measurements, student work samples, etc.) to make appropriate recommendations for instruction.

School-based Literacy Teams meet frequently to analyze current data trends and problem-solve solutions.

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

Classroom teachers will be working to highlight the most critical elements of the curriculum, via Canvas, and one-to-one conferencing. Teachers will create lessons that are differentiated to meet the needs of all learners based on individualized data points. Additionally, SDIRC utilizes i-Ready, an adaptive computer program that adjusts to student levels based on diagnostic data.

Grade Levels: 4-5

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

(Enter assessment criteria that will be used)

FSA Levels 3-5

FAST- initial score based on state criteria

iReady 25th percentile or higher

THEN TIER 1 Only

Core Curriculum

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

- Core Reading Program (Amplify and/or iReady)
 - Small group differentiated instruction that focuses on targeted skill instruction using rich leveled text
- CKLA is a uniquely structured knowledge-rich program based on the Core Knowledge approach. In alignment with this scope and sequence, Amplify CKLA includes rigorous lessons with multiple components designed to build a base of background knowledge and strong foundational reading skills, including Read Alouds; close reading; Comprehension Questions; vocabulary; explicit and systemic phonics instruction; grammar; writing; morphology; spelling; whole-group, small-group, and partner reading; and both unit and daily formative assessments. The program is built on decades of early literacy research that demonstrates the importance of wide-ranging background knowledge and explicit and systematic foundational skills. CKLA is in use in over 25,000 diverse classrooms across the country and driving significant student progress.

Progress Monitoring

Assessment & Frequency

i-Ready (2 times per year)

FAST - Cambium (3 times per year)

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

i-Ready 29th percentile or higher

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

i-Ready 2 years/grade level behind

How is the effectiveness of Tier 1 instruction being monitored?

- School-based data chats
- School-based informal classroom literacy walkthroughs to inspect standards-based instruction, task, monitoring, engagement, climate/culture, and differentiation
- Grade/Department level collaborative planning meetings
- Grade/Department level data meetings
- Impact Reviews (3 times per year)
- Data Com (3 times per year)

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?

Grade Levels: 4-5

Problem-solving Process

- Define the problem or area of need
- Analyze the problem and relevant data
- Implement an action plan or interventions based on data
- Evaluate the action plan or intervention for effectiveness.

District-wide data -- Instructional Feedback Cycle that includes formal walkthroughs 3 times per year and Impact Data Review. Data analysis will occur informally throughout the year and formally during scheduled impact review data meetings between district staff and school administrators.

Weekly collaborative planning sessions that include data-based discussions to drive instruction.

Additionally, a root cause analysis of the effectiveness will be completed to align student needs with the curriculum components.

How is the effectiveness of Tier 1 curriculum being monitored?

Reading Walkthroughs

Data

Growth

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

Frequent meetings to analyze all available data (assessment data, Curriculum-Based Measurements, student work samples, etc.) to make appropriate recommendations for instruction.

School-based Literacy and Leadership Teams meet monthly to analyze current data trends and problem-solve solutions.

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

Classroom teachers will be working to highlight the most critical elements of the curriculum, via Canvas, and one-to-one conferencing. Teachers will create lessons that are differentiated to meet the needs of all learners based on individualized data points. Additionally, the SDIRC utilizes i-Ready, an adaptive computer program that adjusts to student levels based on diagnostic data.

Grade Levels: 6-8**IF Student meets the following criteria at the beginning of the school year:***(Enter assessment criteria that will be used)*

A student meets the following criteria during a universal screening period or progress monitoring administration based on i-Ready and Curriculum-Based assessments:

- scores indicate the 29th percentile or above on i-Ready Diagnostic
- student's scores demonstrate no risk/low risk during a universal screening period or progress monitoring administration.

Resources:

i-Ready Norms Tables K-8

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: Amplify

Initial instruction:

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

The focus of the core, or Tier 1, is the successful implementation of the standards to drive instruction. Each standard provides clear expectations for the knowledge and skills students need to master in each grade level and ensures high-quality instruction and positive outcomes for ALL students. They provide the foundation for students to develop critical thinking and problem-solving skills that will be used throughout life. Two frameworks for supporting the implementation of standards are the Universal Design for Learning (UDL) and Differentiated Instruction (DI), which provide students with options for accessing and engaging with instruction, as well as demonstrating their learning. The effectiveness of instruction is determined through student progress towards grade-level expectations.

Progress Monitoring**Assessment & Frequency**

- iReady: 2x a year
- Standards Mastery: (4 times a year)
- Formative Assessments: Daily

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

Scores indicate the 29th percentile or above on i-Ready Diagnostic

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

Scores indicate the 28th -9th percentile or below on i-Ready Diagnostic

Grade Levels: 6-8**How is the effectiveness of Tier 1 instruction being monitored?**

- School-based data chats
- School-based informal classroom literacy walkthroughs to inspect standards-based instruction, task, monitoring, engagement, climate/culture, and differentiation
- Grade/Department level collaborative planning meetings
- Grade/Department level data meetings
- Impact Reviews (3 times per year)
- Data Com (3 times per year)

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?

- Define the problem or area of need
- Analyze the problem and relevant data
- Create an intervention plan based on the data
- Implement the intervention plan with fidelity
- Evaluate the intervention plan for effectiveness and adjust as needed.

District-wide data -- Instructional Feedback Cycle that includes formal walkthroughs 3X's year and Impact Data Review. Data analysis will occur informally throughout the year and formally during scheduled impact review data meetings between the district and school administrators.

Additionally, a root cause analysis of the effectiveness will be completed to align student needs with the curriculum components.

How is the effectiveness of Tier 1 curriculum being monitored?

- School-based data chats
- School-based informal classroom literacy walkthroughs to inspect standards-based instruction, task, monitoring, engagement, climate/culture, and differentiation
- Grade/Department level collaborative planning meetings
- Grade/Department level data meetings
- Impact Reviews (3 times per year)
- Data Com (4x per year)

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

- Define the problem or area of need
- Analyze the problem and relevant data
- Create an intervention plan based on the data
- Implement the intervention plan with fidelity
- Evaluate the intervention plan for effectiveness and adjust as needed.

District-wide data -- Instructional Feedback Cycle includes formal walkthroughs 3 times per year and Impact Data Review. Data analysis will occur informally throughout the year and formally during scheduled impact review data meetings between the district and school administrators. Additionally, a root cause analysis of the effectiveness will be completed to align student needs with the curriculum components.

Grade Levels: 6-8

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

Classroom teachers will be working to highlight the most critical elements of the curriculum, via Canvas, and one-to-one conferencing. Teachers will create lessons that are differentiated to meet the needs of all learners based on individualized data points. Additionally, the SDIRC utilizes iReady, an adaptive computer program that adjusts to student levels based on diagnostic data.

Grade Levels: 9-12**IF Student meets the following criteria at the beginning of the school year:***(Enter assessment criteria that will be used)*

Student meets the following criteria during a universal screening period or progress monitoring administration based on Achieve3000 LevelSet diagnostic, and Curriculum-Based assessments:

- 9th-Grade Lexile scores indicate 881L or above on Achieve3000 LevelSet
- 10th -Grade Lexile scores indicate 954L or above on Achieve3000 LevelSet
- scores indicate the 50% percentile or above on Curriculum-Based Assessments
- student's scores demonstrate no risk/low risk during a universal screening period or progress monitoring administration.

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: Savvas My Perspectives

Initial instruction:

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

The focus of the core, or Tier 1 is the successful implementation of the standards to drive instruction. Each standard provides clear expectations for the knowledge and skills students need to master in each grade level and ensures high-quality instruction and positive outcomes for ALL students. They provide the foundation for students to develop critical thinking and problem-solving skills that will be used throughout life. Two frameworks for supporting the implementation of standards are the Universal Design for Learning (UDL) and Differentiated Instruction (DI), which provide students with options for accessing and engaging with instruction, as well as demonstrating their learning. The effectiveness of instruction is determined through student progress towards grade-level expectations.

Progress Monitoring**Assessment & Frequency**

Achieve3000 (3 times per year)

Curriculum-Based Assessments: Once every 4 weeks

Formative Assessments: Daily

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

9th-Grade Lexile scores indicate 881 or above on Achieve3000 LevelSet

10th -Grade Lexile scores indicate 954 or above on Achieve3000 LevelSet

Scores indicate the 50% percentile or above on Curriculum-Based Assessments

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

9th-Grade Lexile scores indicate below 881 on Achieve3000 LevelSet

Grade Levels: 9-12**Progress Monitoring**

10th -Grade Lexile scores indicate below 954 on Achieve3000 LevelSet
Scores indicate the 49-26% percentile or below on Curriculum-Based Assessments

How is the effectiveness of Tier 1 instruction being monitored?

- School-based data chats
- School-based informal classroom literacy walkthroughs to inspect standards-based instruction, task, monitoring, engagement, climate/culture, and differentiation
- Grade/Department level collaborative planning meetings
- Grade/Department level data meetings
- Impact Reviews (3 times per year)
- Data Com (4 times per year)

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?

- Define the problem or area of need
- Analyze the problem and relevant data
- Create an intervention plan based on the data
- Implement the intervention plan with fidelity

Data analysis will occur informally in school-based data chats and classroom literacy walkthroughs. Formal data analysis will occur during scheduled School Improvement Plan sessions, Impact Review, and Datacom meetings between the district and school administrators.

How is the effectiveness of Tier 1 curriculum being monitored?

- School-based data chats
- School-based informal classroom literacy walkthroughs to inspect standards-based instruction, task, monitoring, engagement, climate/culture, and differentiation
- Grade/Department level collaborative planning meetings
- Grade/Department level data meetings
- Impact Reviews (3 times per year)
- Data Com (4 times per year)

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

- Define the problem or area of need
- Analyze the problem and relevant data
- Create an intervention plan based on the data
- Implement the intervention plan with fidelity
- Evaluate the intervention plan for effectiveness and adjust as needed.

Data analysis will occur informally in school-based data chats and classroom literacy walkthroughs. Formal data analysis will occur during scheduled Impact Review and Datacom meetings between the district and school administrators.

Grade Levels: 9-12

Additionally, a root cause analysis of the effectiveness will be completed to align student needs with the curriculum components.

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

Classroom teachers will be working to highlight the most critical elements of the curriculum, via Canvas, and one-to-one conferencing. Teachers will create lessons that are differentiated to meet the needs of all learners based on individualized data points. Additionally, the SDIRC utilizes iReady, an adaptive computer program that adjusts to student levels based on diagnostic data.

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-3

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

(Enter assessment criteria that will be used)

i-Ready - 28th-9th Percentile

FAST- initial score based on state criteria

THEN TIER 1 Instruction and TIER 2 Interventions

Progress Monitoring

Tier 2 Programs/Materials/Strategies & Duration

Interventions based on the following reading components:

- Phonemic Awareness
- Phonics
- Fluency
- Vocabulary
- Comprehension
- Language

Personnel will determine the area of need based on data and root cause analysis for the specific deficiency in reading. Interventions are based on student needs.

*Chart 1A ELA/Reading Matrix - Tier 2 and Tier 3 Interventions

Matrix for Tier 2 and Tier 3 interventions available upon request.

i-Ready Tools for Instruction/Toolbox (Magnetic Reading)

Assessment & Frequency

i-Ready Standards Mastery assessment (3 times per year)

FAST (3 times per year)

Bi-weekly progress monitoring based on intervention

i-Ready Tools for Instruction/Toolbox- Magnetic Reading (Administer monthly growth monitoring, as needed)

Performance Criteria to discontinue Tier 2 interventions

The scores indicate mastery in the area of concern.

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

The scores indicate that multi-sensory, intentional, and strategically differentiated instruction is needed to meet the students' needs.

Performance Criteria that prompts the addition of Tier 3 interventions

For students who have not responded to a specific reading intervention delivered with fidelity and with the initial intensity (time and group size) provided, reading intervention instruction and/or materials will be changed based on student data and needs.

Number of times per week intervention provided

4-5

Number of minutes per intervention session

30

Grade Levels: K-3**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?**

Data Meetings and Multi-Tiered System of Support (MTSS) to analyze all available data (assessment data, Curriculum-Based Measurements, student work samples, etc.) to make appropriate recommendations for further diagnostic assessments. K - 2 progress monitoring at the district level will be collected using the assessments of FLKRS, i-Ready diagnostics, and FAST. By triangulating and analyzing the data, the district and school-based teams will be able to drill down to the individual student data and support the next steps which will include root cause analysis of the reading deficiency,

support around instructional skills and delivery, differentiating instruction, analyzing the curriculum for effectiveness, and addressing fidelity, intensity, and duration of the interventions. The team will use Power BI to generate reports that will aid in predicting reading proficiency as it relates to the FAST, the new state progress monitoring assessment.

Interventions are monitored bi-weekly.

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

-Amplify or i-Ready for Small Group

CKLA Intervention Toolkit is a comprehensive resource site designed to help teachers provide tiered support using materials that directly align to Amplify CKLA core instruction. The Intervention Toolkit includes resources in specific skill areas for assessing, planning instruction, teaching, and monitoring student progress. All materials are downloadable and printable for ease of use. The lesson template is designed to deliver explicit, systematic, differentiated, scaffolded lessons with opportunities for immediate, corrective feedback to students.

i-Ready Tools for Instruction/Toolkit may be used as supplemental, differentiated small group instruction.

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

Classroom teachers will be working to highlight the most critical elements of the curriculum, via Canvas, and one-to-one conferencing. Teachers will create lessons that are differentiated to meet the needs of all learners based on individualized data points. Additionally, the SDIRC utilizes i-Ready, an adaptive computer program that adjusts to student levels based on diagnostic data.

Grade Levels: 4-5

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

(Enter assessment criteria that will be used)

The student demonstrates a score in the 28th-9th percentile on the i-Ready Diagnostic. Triangulate a variety of data points to include previous FSA scores, i-Ready progress monitoring data, and i-Ready standards mastery assessments to determine the needs of the student.

THEN TIER 1 Instruction and TIER 2 Interventions

Progress Monitoring

Tier 2 Programs/Materials/Strategies & Duration

- Amplify Interventions
- i-Ready Tools for Instruction/Toolkit (Magnetic Reading)
- Foundations
- Sonday
- Wilson (if certified)
- Lexia

Assessment & Frequency
 i-Ready (2 times a year)
 FAST (3 times per year)

Performance Criteria to discontinue Tier 2 interventions

The scores indicate mastery in the area of concern.

Performance Criteria indicating continuation of Tier 2 interventions in addition to Tier 1 instruction
 The scores indicate that multi-sensory, intentional, and strategically differentiated instruction is needed to meet the students' needs.

Performance Criteria that prompts the addition of Tier 3 interventions

For students who have not responded to a specific reading intervention delivered with fidelity and with the initial intensity (time and group size) provided, reading intervention instruction, and/or materials will be changed based on student data and needs.

Number of times per week intervention provided

4-5

Number of minutes per intervention session

30

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?

- Amplify Core Reading Program
- Data Meetings with coaches and/or administrators
- Daily small group differentiated instruction/intervention targeted to meet student's instructional needs

Grade Levels: 4-5

(Students will need intervention in addition to, or an extension of, the 90-minute reading block.) The Instructional Feedback Cycle is used to identify and solve problems to improve the effectiveness of Tier 2 interventions and includes the following data analysis plan 3 - 5 progress monitoring at the district level will be collected using the assessments of i-Ready diagnostics, DIBELS, and ELA benchmark assessments. By triangulating and analyzing the data, the district and school-based teams will be able to drill down to the individual student data and support the next steps which will include root cause analysis of the reading deficiency, support around instructional skills and delivery, differentiating instruction, analyzing the curriculum for effectiveness, and addressing fidelity, intensity, and duration of the interventions. The team will use Power BI to generate reports that will aid in predicting reading proficiency as it relates to state standards and FAST state assessments.

i-Ready Tools for Instruction/Toolkit may be used for supplemental, differentiated instruction.

Progress monitoring occurs on a bi-weekly basis.

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

-Amplify or i-Ready for Small Group

CKLA Intervention Toolkit is a comprehensive resource site designed to help teachers provide tiered support using materials that directly align to Amplify CKLA core instruction. The Intervention Toolkit includes resources in specific skill areas for assessing, planning instruction, teaching, and monitoring student progress. All materials are downloadable and printable for ease of use. The lesson template is designed to deliver explicit, systematic, differentiated, scaffolded lessons with opportunities for immediate, corrective feedback to students.

i-Ready Tools for Instruction/Toolkit may be used as supplemental, differentiated small group instruction.

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

Classroom teachers will be working to highlight the most critical elements of the curriculum, via Canvas, and one-to-one conferencing. Teachers will create lessons that are differentiated to meet the needs of all learners based on individualized data points. Additionally, the SDIRC utilizes i-Ready, an adaptive computer program that adjusts to student levels based on diagnostic data.

Grade Levels: 6-8

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

(Enter assessment criteria that will be used)

Student meets the following criteria during a universal screening period or progress monitoring administration based on i-Ready Diagnostic, Curriculum-Based assessments:

- scores indicate the 49th- 26th percentile or below on i-Ready Diagnostic
- scores indicate the 49th- 26th percentile or below Curriculum-Based Assessments
- student’s scores demonstrate moderate to high risk during a universal screening period or progress monitoring administration.

Resources:

- i-Ready Norms Tables K-8
- DIBELS 8th Edition (If applicable, primarily used in K-2)

THEN TIER 1 Instruction and TIER 2 Interventions

Progress Monitoring

Tier 2 Programs/Materials/Strategies & Duration

- Amplify intervention materials
- iReady Instructional Pathway
- i-Ready Toolbox Resources
- Lexia Core5

Assessment & Frequency

- iReady Diagnostic- 2x per year
- Progress monitoring of assigned i-Ready Lessons- Biweekly
- Formative Assessments-Daily
- Curriculum-based Assessments- once every 4 weeks
- Assessment and frequency are based on the specific intervention decided by the school leadership team

Performance Criteria to discontinue Tier 2 interventions

Scores indicate the 29th percentile and above on i-Ready Diagnostic
 Scores indicate a 70% and above pass rate on i-Ready Instructional Pathway
 Performance criteria will be based on the specific intervention decided by the school leadership team.

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

Scores indicate the 29th- 9th percentile or below on i-Ready Diagnostic
 Scores indicate below a 70% pass rate on i-Ready Instructional Pathway
 Performance criteria will be based on the specific intervention decided by the school leadership team.

Performance Criteria that prompts the addition of Tier 3 interventions

Within 4-6 weeks, if students have NOT responded to a specific reading intervention delivered with fidelity and with the initial intensity (time and group size) provided, THEN the reading intervention instruction and/or materials will be changed based on student data and needs.

Number of times per week intervention provided

5

Grade Levels: 6-8**Number of minutes per intervention session**

30

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?

School Level:

The school-based leadership team will analyze all available data (FLKRS, DIBELS, iReady, Curriculum Based Measurements work samples, etc.) to make appropriate recommendations for further diagnostic assessments.

Master Schedule Support - Additional scheduling adjustments may be made to support student achievement. All middle schools will provide students with a reading class to support the specific needs based on data. Students who need intensive interventions in reading are scheduled into a double block of reading.

District Level:

Grades 6-8 progress monitoring at the district level will be collected using i-Ready diagnostics, ELA unit assessments, along with intervention data. By triangulating and analyzing the data, the district and school-based teams will be able to drill down to the individual student data and support the next steps which will include root cause analysis of the reading deficiency, support around instructional skills and delivery, differentiating instruction, analyzing the curriculum for effectiveness, and addressing fidelity, intensity, and duration of the interventions. The team will use Power BI to generate reports that will aid in predicting reading proficiency as it relates to state standards and FSA state assessments.

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

Tier 2 students need daily practice with text at their independent reading level to develop reading strategies and to provide access to grade-level content. Achieve3000's 5-Step Literacy Routine is designed to build the skills needed for close reading of informational text with the explicit purpose of finding the evidence necessary to respond to a written prompt. Students begin the routine by working with text at their independent reading level. While reading, students identify and incorporate evidence needed for a response to a Thought Question using Achieve3000's Reading Connections and digital annotation tools. Research demonstrates that when students complete on average two lessons per week, they can expect to more than double their expected Lexile gains, accelerating their readiness for high-stakes assessments.

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

Classroom teachers will be working to highlight the most critical elements of the curriculum, via Canvas, and one-to-one conferencing. Teachers will create lessons that are differentiated to meet the needs of all learners based on individualized data points. Additionally, SDIRC utilizes iReady, an adaptive computer program that adjusts to student levels based on diagnostic data.

Grade Levels: 9-12

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

(Enter assessment criteria that will be used)

Student meets the following criteria during a universal screening period or progress monitoring administration based on Achieve3000 LevelSet diagnostic and Curriculum-Based assessments:

- 9th-Grade Lexile scores indicate below 881L on Achieve3000 LevelSet
- 10th -Grade Lexile scores indicate below 954L on Achieve3000 LevelSet
- scores indicate the 49-26% percentile on Curriculum-Based Assessments
- student’s scores demonstrate no risk/low risk during a universal screening period or progress monitoring administration.

THEN TIER 1 Instruction and TIER 2 Interventions

Progress Monitoring

Tier 2 Programs/Materials/Strategies & Duration

- Blended Learning with Achieve3000 5-Step Literacy Routine
- Lexia PowerUp
- Savvas Intervention Resources

Assessment & Frequency
 Achieve3000 LevelSet Assessment
 Bi-weekly progress monitoring of assigned lessons.
 Scores indicate the 50% percentile or above on Curriculum-Based Assessments- Once every 4 weeks
 Daily Formative Assessments
 Assessment and frequency are based on the specific intervention decided by the school leadership team

Performance Criteria to discontinue Tier 2 interventions

- 9th-Grade- Lexile scores indicate 881L and above on Achieve3000 Level Set Assessment
- 10th -Grade Lexile scores 954L and above on Achieve3000 Level Set Assessment
- Scores indicate the 50% percentile or above on Curriculum-Based Assessments
- Performance criteria will be based on the specific intervention decided by the school leadership team.

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

- 9th-Grade - Lexile scores indicate 880L and below on Achieve3000 Level Set Assessment
- 10th -Grade- Lexile scores 853L and below on Achieve3000 Level Set Assessment
- Scores indicate the 49-26% percentile or below on Curriculum-Based Assessments
- Performance criteria will be based on the specific intervention decided by the school leadership team.

Performance Criteria that prompts the addition of Tier 3 interventions

Within 4-6 weeks, if students have NOT responded to a specific reading intervention delivered with fidelity and with the initial intensity (time and group size) provided, THEN the reading intervention instruction and/or materials will be changed based on student data and needs.

Number of times per week intervention provided

5

Number of minutes per intervention session

Grade Levels: 9-12

30

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?

Multi-Tiered System of Support (MTSS) to analyze all available data (Achieve3000 data, Unit Assessments, Curriculum Based Measurements, student work samples, etc.) to make appropriate recommendations for further diagnostic assessments.

The Instructional Feedback Cycle is used to identify and solve problems to the improved effectiveness of Tier 2 interventions and includes the following data analysis plan:

9-12 progress monitoring at the district level will be collected using the assessments of Achieve 3000 data, along with intervention data. By triangulating and analyzing the data, the district and school-based teams will be able to drill down to the individual student data and support the next steps which will include root cause analysis of the reading deficiency, support around instructional skills and delivery, differentiating instruction, analyzing the curriculum for effectiveness, and addressing fidelity, intensity, and duration of the interventions. The team will use Power BI to generate reports that will aid in predicting reading proficiency as it relates to state standards and FSA state assessments.

Master schedule support- Additional scheduling adjustments may be made to support student achievement. Students who need intensive interventions in reading are scheduled into a double block of reading or an intensive reading class based on data.

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

Tier 2 students need daily practice with text at their independent reading level to develop reading strategies and to provide access to grade-level content. Achieve3000's 5-Step Literacy Routine is designed to build the skills needed for close reading of informational text with the explicit purpose of finding the evidence necessary to respond to a written prompt. Students begin the routine by working with text at their independent reading level. While reading, students identify and incorporate evidence needed for a response to a Thought Question using Achieve3000's Reading Connections and digital annotation tools. Research shows that when students complete on average two lessons per week, they can expect to more than double their expected Lexile gains, accelerating their readiness for high-stakes assessments.

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

Classroom teachers will be working to highlight the most critical elements of the curriculum, via Canvas, and one-to-one conferencing. Teachers will create lessons that are differentiated to meet the needs of all learners based on individualized data points. Additionally, SDIRC utilizes iReady, an adaptive computer program that adjusts to student levels based on diagnostic data.

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-3

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

(Enter assessment criteria that will be used)

i-Ready - 8th percentile and below

FAST- initial score based on state criteria

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

Progress Monitoring

Tier 3 Programs/Materials/Strategies & Duration

- Amplify Interventions
- iReady Tools for Instruction/Toolkit (Magnetic Reading)
- Foundations
- Sonday
- Lexia

Personnel will evaluate the area of concern, conduct a root cause analysis, determine the intensity and duration of the intervention based on student needs.

Assessment & Frequency

- FAST (3 times per year)
- Weekly or bi-weekly progress monitoring assessments
- i-Ready (Progress monitoring and assigned lessons)

Performance Criteria to discontinue Tier 3 interventions

Consistent and steady progress in assessments

Performance Criteria indicating continuation of Tier 3 interventions

The scores indicate that multi-sensory, intentional, and strategically differentiated instruction is needed to meet the students' needs.

Performance Criteria that prompts intensified Tier 3 interventions

For students who have not responded to a specific reading intervention delivered with fidelity and with the initial intensity (time and group size) provided, reading intervention instruction and/or materials will be changed based on student data.

Number of times per week intervention provided

5

Number of minutes per intervention session

30

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?

The Multi-Tiered System of Support (MTSS) team will analyze all available data (assessment data, Curriculum-Based Measurements, student work samples, etc.) to make appropriate recommendations for further diagnostic assessments.

The SDIRC utilizes the following data to drive instruction: i-Ready diagnostic, and

Grade Levels: K-3

FAST progress monitoring. The district conducts data analysis and then supports the schools in a school-based data analysis specific to individual student needs based on the data.

K - 2 progress monitoring at the district level will be collected using the assessments of FLKRS, i-Ready

diagnostics, and FAST. By triangulating and analyzing the data, the district and school-based teams will be able to drill down to the individual student data and support the next steps which will include root cause analysis of the reading deficiency, support around instructional skills and delivery, differentiating instruction, analyzing the curriculum for effectiveness, and addressing fidelity, intensity, and duration of the interventions. The team will use Power BI to generate reports that will aid in predicting reading proficiency as it relates to state standards and FSA state assessments.

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

-Amplify or i-Ready for Intensive Small Group

CKLA Intervention Toolkit is a comprehensive resource site designed to help teachers provide tiered support using materials that directly align to Amplify CKLA core instruction. The Intervention Toolkit includes resources in specific skill areas for assessing, planning instruction, teaching, and monitoring student progress. All materials are downloadable and printable for ease of use. The lesson template is designed to deliver explicit, systematic, differentiated, scaffolded lessons with opportunities for immediate, corrective feedback to students.

- iReady Tools for Instruction/Toolkit (Magnetic Reading): Magnetic Reading is a systematic approach to in reading that has scaffolded support for every young reader through the science of reading. Magnetic Reading uses the UDL framework and principals of Culturally and Linguistically Responsive teaching. (State adopted)

- Foundations: Foundations is a multi-sensory and systematic phonics, spelling, and handwriting program that benefits all K-3 students. (State adopted)

- Sonday: Sonday Systems offers structured, systematic, multisensory reading intervention for readers at the beginning sages of reading through the end of 2nd-grade reading level.

- Wilson (if certified): The Wilson Reading System is a reading and writing program that provides a curriculum for teaching reading and spelling to individuals of any age who have difficulty with written language. (promising evidence in Tier 3 for alphabetics)

- Lexia: Lexia Reading is a computerized reading program that provides phonics instruction and gives students independent practice in basic reading skills. With the use of an interventionist or reading endorsed teacher students will be given individualized lessons with immediate practice. (promising evidence in Tier 3 for alphabetics and Comprehension)

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

Classroom teachers will be working to highlight the most critical elements of the curriculum, via Canvas, and one-to-one conferencing. Teachers will create lessons that are differentiated to meet the needs of all learners based on individualized data points. Additionally, the SDIRC utilizes i-Ready, an adaptive computer program that adjusts to student levels based on diagnostic data.

Grade Levels: 4-5

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

(Enter assessment criteria that will be used)

FSA - Achievement Level 1

i-Ready - 8th percentile and below

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

Progress Monitoring

Tier 3 Programs/Materials/Strategies & Duration

- Amplify Interventions
- iReady Tools for Instruction/Toolkit (Magnetic Reading)
- Foundations
- Souday
- Lexia

Personnel will evaluate the area of concern, conduct a root cause analysis, determine the intensity and duration of the intervention based on student needs.

Assessment & Frequency
Weekly and bi-weekly progress monitoring in their area of specific reading intervention.

Performance Criteria to discontinue Tier 3 interventions

Scoring above the 28th percentile on the iReady diagnostic

Performance Criteria indicating continuation of Tier 3 interventions
Consistent and steady progress in assessments

Performance Criteria that prompts intensified Tier 3 interventions

For students who have not responded to a specific reading intervention delivered with fidelity and with the initial intensity (time and group size) provided, reading intervention instruction and/or materials will be changed based on student data and needs.

Number of times per week intervention provided

5

Number of minutes per intervention session

30

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?

The SDIRC utilizes the following data to drive instruction: i-Ready diagnostic and growth monitoring, Unify Unit Assessments, Souday Screener, Foundations tests, and fluency progress monitoring. The district conducts data analysis and then supports the schools in a school-based data analysis specific to individual students needs to be based on the data.

The Multi-Tiered System of Support (MTSS) team will analyze all available data (assessment data, Curriculum-Based Measurements, student work samples, etc.) to make appropriate recommendations for further diagnostic assessments to make appropriate recommendations

Grade Levels: 4-5

for further diagnostic testing.

The Instructional Feedback Cycle is used to identify and solve problems to improve effectiveness of Tier 2 interventions and includes the following data analysis plan 3 - 5 progress monitoring at the district level will be collected using the assessments of i-Ready diagnostics, FAST, and ELA i-Ready Standards Mastery, along with intervention data. By triangulating and analyzing the data, the district and school-based teams will be able to drill down to the individual student data and support the next steps which will include root cause analysis of the reading deficiency, support around instructional skills and delivery, differentiating instruction, analyzing the curriculum for effectiveness, and addressing fidelity, intensity, and duration of the interventions. The team will use Power BI to generate reports that will aid in predicting reading proficiency as it is related to state standards and FSA state assessments.

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

-Amplify or i-Ready for Intensive Small Group

CKLA Intervention Toolkit is a comprehensive resource site designed to help teachers provide tiered support using materials that directly align to Amplify CKLA core instruction. The Intervention Toolkit includes resources in specific skill areas for assessing, planning instruction, teaching, and monitoring student progress. All materials are downloadable and printable for ease of use. The lesson template is designed to deliver explicit, systematic, differentiated, scaffolded lessons with opportunities for immediate, corrective feedback to students.

- iReady Tools for Instruction/Toolkit (Magnetic Reading): Magnetic Reading is a systematic approach to in reading that has scaffolded support for every young reader through the science of reading. Magnetic Reading uses the UDL framework and principals of Culturally and Linguistically Responsive teaching. (State adopted)

- Foundations: Foundations is a multi-sensory and systematic phonics, spelling, and handwriting program that benefits all K-3 students. (State adopted)

- Sonday: Sonday Systems offers structured, systematic, multisensory reading intervention for readers at the beginning sages of reading through the end of 2nd-grade reading level.

- Wilson (if certified): The Wilson Reading System is a reading and writing program that provides a curriculum for teaching reading and spelling to individuals of any age who have difficulty with written language. (promising evidence in Tier 3 for alphabetics)

- Lexia: Lexia Reading is a computerized reading program that provides phonics instruction and gives students independent practice in basic reading skills. With the use of an interventionist or reading endorsed teacher students will be given individualized lessons with immediate practice. (promising evidence in Tier 3 for alphabetics and Comprehension)

Personnel will evaluate the area of concern, conduct a root cause analysis, determine the intensity and duration of the intervention based on student needs.

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

Classroom teachers will be working to highlight the most critical elements of the curriculum, via Canvas, and one-to-one conferencing. Teachers will create lessons that are differentiated to meet the

Grade Levels: 4-5

needs of all learners based on individualized data points. Additionally, the SDIRC utilizes i-Ready, an adaptive computer program that adjusts to student levels based on diagnostic data.

Grade Levels: 6-8

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

(Enter assessment criteria that will be used)

Student meets the following criteria during a universal screening period or progress monitoring administration based on i-Ready Diagnostic and Curriculum-Based assessments:

- scores indicate below the 8th percentile on i-Ready Diagnostic
- scores indicate below the 8th percentile on Curriculum-Based Assessments
- student’s scores demonstrate high risk during a universal screening period or progress monitoring administration

Resources:

- i-Ready Norms Tables K-8

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

Progress Monitoring

Tier 3 Programs/Materials/Strategies & Duration

- iReady Instructional Group Profile Lessons
- i-Ready Online Instructional Pathway
- Amplify Interventions
- Wilson (Teacher must be certified)
- Amplify Interventions
- Lexia Power UP

Personnel will evaluate the area of concern, conduct a root cause analysis, determine the intensity and duration of the intervention based on student needs.

Assessment & Frequency

Weekly progress monitoring of i-Ready assigned lessons
 Curriculum-based Assessments- once every 4 weeks
 Daily Formative Assessments with Wilson
 Assessment and frequency are based on the specific intervention decided by the school leadership team

Performance Criteria to discontinue Tier 3 interventions

Scores indicate the 28th percentile or above on i-Ready
 70% or higher pass rate on iReady Online Instructional Pathway
 Performance criteria will be based on the specific intervention decided by the school leadership team.

Performance Criteria indicating continuation of Tier 3 interventions

Performance Criteria that prompts intensified Tier 3 interventions

Within 3-4 weeks, if students have NOT responded to a specific reading intervention delivered with fidelity and with the initial intensity (time and group size) provided, THEN the reading intervention instruction and/or materials will be changed based on student data and needs.

Number of times per week intervention provided

5

Number of minutes per intervention session

Grade Levels: 6-8

30

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?**School Level**

The Individual Problem-Solving Team, or IPST will analyze all available data (iReady Diagnostic, iReady Online data, Wilson, Lexia PowerUp, Amplify's Curriculum Based Measurements, student work samples, etc.) to make appropriate recommendations for further diagnostic assessments.

Master Schedule Support - Additional scheduling adjustments may be made to support student achievement. All middle schools will provide students with a reading class to support the specific needs based on data. Students who need intensive interventions in reading are scheduled into a double block of reading.

District Level

The 6-8th-grade progress monitoring at the district level will be collected using the assessments of i-Ready diagnostics, and ELA unit assessments, along with intervention data. By triangulating and analyzing the data, the district and school-based teams will be able to drill down to the individual student data and support next steps which will include root cause analysis of the reading deficiency, support around instructional skills and delivery, differentiating instruction, analyzing the curriculum for effectiveness, and addressing fidelity, intensity, and duration of the interventions.

The team will use Power BI to generate reports that will aid in predicting reading proficiency as it relates to state standards and FSA state assessments.

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

Tier 3 students need daily practice with text at their independent reading level to develop reading strategies and to provide access to grade-level content. Achieve3000's 5-Step Literacy Routine is designed to build the skills needed for close reading of informational text with the explicit purpose of finding the evidence necessary to respond to a written prompt. Students begin the routine by working with text at their independent reading level. While reading, students identify and incorporate evidence needed for a response to a Thought Question using Achieve3000's Reading Connections and digital annotation tools. Research demonstrates that when students complete on average two lessons per week, they can expect to more than double their expected Lexile gains, accelerating their readiness for high-stakes assessments.

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

Classroom teachers will be working to highlight the most critical elements of the curriculum, via Canvas, and one-to-one conferencing. Teachers will create lessons that are differentiated to meet the needs of all learners based on individualized data points. Additionally, SDIRC utilizes iReady, an adaptive computer program that adjusts to student levels based on diagnostic data.

Grade Levels: 9-12

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

(Enter assessment criteria that will be used)

Student meets the following criteria during a universal screening period or progress monitoring administration based on Achieve3000 LevelSet diagnostic and Curriculum-Based Assessments:

- 9th-Grade Lexile scores indicate below 880L on Achieve3000 LevelSet
- 10th -Grade Lexile scores indicate below 953L on Achieve3000 LevelSet
- scores indicate below the 25th percentile on Curriculum-Based Assessments
- student’s scores demonstrate moderate/high risk during a universal screening period or progress monitoring administration.

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

Progress Monitoring

Tier 3 Programs/Materials/Strategies & Duration

Blended Learning with Achieve3000 5-Step Literacy Routine
 Lexia PowerUp
 Savvas Intervention Resources
 Wilson (if certified)

Assessment & Frequency

Achieve3000 LevelSet Assessment
 Weekly progress monitoring of assigned lessons.
 Curriculum-Based Assessments- every 4 weeks
 Daily Formative Assessments
 Assessment and frequency are based on the specific intervention decided by the school leadership team

Performance Criteria to discontinue Tier 3 interventions

9th-Grade-Lexile scores indicate 880L and below on Achieve3000 LevelSet Assessment
 10th -Grade- Lexile scores indicate 880L and below on Achieve3000 LevelSet Assessment
 Scores indicate the 49-26% percentile or above on Curriculum-Based Assessments
 Performance criteria will be based on the specific intervention decided by the school leadership team.

Performance Criteria indicating continuation of Tier 3 interventions

Performance Criteria that prompts intensified Tier 3 interventions

Within 3-4 weeks, if students have NOT responded to a specific reading intervention delivered with fidelity and with the initial intensity (time and group size) provided, THEN the reading intervention instruction and/or materials will be changed based on student data and needs.

Number of times per week intervention provided

5

Number of minutes per intervention session

30

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

Grade Levels: 9-12**School Level**

The Individual Problem-Solving Team or IPST will analyze all available data (Wilson, Achieve3000 data, Unit Assessments, Savvas Curriculum Based Measurements, student work samples, etc.) to make appropriate recommendations for further diagnostic assessments.

Master schedule support -- Additional scheduling adjustments may be made to support student achievement. Students who need intensive interventions in reading are scheduled into a double block of reading or an intensive reading class based on data. See High School Reading Pathways Chart below.

District Level

The 9-12th-grade progress monitoring at the district level will be collected using the assessments of Achieve 3000 data, and ELA unit assessments, along with intervention data. By triangulating and analyzing the data, the district and school-based teams will be able to drill down to the individual student data and support next steps which will include root cause analysis of the reading deficiency, support around instructional skills and delivery, differentiating instruction, analyzing the curriculum for effectiveness, and addressing fidelity, intensity, and duration of the interventions. The team will use Power BI to generate reports that will aid in predicting reading proficiency as it relates to state standards and FSA state assessments.

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

Tier 3 students need daily practice with text at their independent reading level to develop reading strategies and to provide access to grade-level content. Achieve3000's 5-Step Literacy Routine is designed to build the skills needed for close reading of informational text with the explicit purpose of finding the evidence necessary to respond to a written prompt. Students begin the routine by working with text at their independent reading level. While reading, students identify and incorporate evidence needed for a response to a Thought Question using Achieve3000's Reading Connections and digital annotation tools. Research demonstrates that when students complete on average two lessons per week, they can expect to more than double their expected Lexile gains, accelerating their readiness for high-stakes assessments.

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

Classroom teachers will be working to highlight the most critical elements of the curriculum, via Canvas, and one-to-one conferencing. Teachers will create lessons that are differentiated to meet the needs of all learners based on individualized data points. Additionally, SDIRC utilizes iReady, an adaptive computer program that adjusts to student levels based on diagnostic data.

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.

- 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 decision trees
- 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 decision trees.
- 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.