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**Table of Contents**

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<b>Contact Information, Communication Plan, and Student Achievement Goals</b>	<b>3</b>
<b>Budget</b>	<b>6</b>
<b>School Literacy Leadership Teams</b>	<b>8</b>
<b>Professional Development</b>	<b>9</b>
<b>Charter Schools</b>	<b>10</b>
<b>Literacy Coaches</b>	<b>11</b>
<b>District-Level Monitoring of Plan Implementation</b>	<b>14</b>
<b>School-Level Monitoring of Plan Implementation</b>	<b>18</b>
<b>Summer Reading Camp</b>	<b>20</b>
<b>Parent Support through a Read-At-Home Plan</b>	<b>22</b>
<b>Assessment, Curriculum, and Instruction</b>	<b>23</b>
<b>Identification of Students with a Substantial Reading Deficiency</b>	<b>46</b>

## Contact Information, Communication Plan, and Student Achievement Goals

### Contact Information - Part A

#### District Contact Information

##### Reading Contacts

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

Contact	Name, Title, Email, Phone
Main District Reading Contact	Rimes, Stacey Director of Curriculum and Accountability rimess@union.k12.fl.us 352 448-5052
Elementary English Language Arts (ELA)	Tucker, Marcie Elementary Principal tuckerm@union.k12.fl.us 352-448-2000
Secondary ELA	Ricks, Denise Assistant Principal ricksd@union.k12.fl.us 352-488-3000
Secondary ELA	Denson, Julie High School Principal densonj@union.k12.fl.us 352-448-4000
Reading Endorsement	Cason, Stacie Reading Endorsement Trainer casons@union.k12.fl.us 352-448-2000
Professional Development	Rimes, Stacey Director of Curriculum and Accountability rimess@union.k12.fl.us 352-488-5052
Assessment	Dukes, Eugene Assessment/Testing Coordinator dukese@union.k12.fl.us 352-448-5195
Data Element	Clyatt, Lanier MIS Director clyattl@union.k12.fl.us 352-448-5101
Summer Reading Camp	Kish, Maria Guidance Counselor kishm@union.k12.fl.us 352-448-2000
Third Grade Promotion	Kish, Maria Guidance Counselor kishm@union.k12.fl.us 352-448-2000
Multi-Tiered System of Supports (MTSS)	Kish, Maria Guidance Counselor kishm@union.k12.fl.us 352-448-5302

**Communication of Plan Information**

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

The K-12 plan is initially discussed at the LEA’s annual Boot Camp in June. All district-level administrators, school-based administrators, and the superintendent attend this intensive data-based

two-day training to plan the upcoming school year. During pre-planning, the K-12 plan is shared with instructional staff so that all teachers know what is expected. The Reaching Coaches refer to the decision trees on a regular basis throughout the year to remind teachers of high instructional practices through Hattie’s and the strong, promising, and moderate curriculum that should be used to increase student achievement. The community is made aware of this plan through the district website ([www.union.k12.fl.us](http://www.union.k12.fl.us)), SAC meetings, Literacy Nights, and school newsletters. This plan is also approved by the Union County School Board which the public is invited to attend.

**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 54%***

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

The new superintendent is attempting to expand the PreK program to an extra class per year to send more students prepared for kindergarten. The LEA is advertising via the district website ([union.k12.fl.us](http://union.k12.fl.us)) with resources and enrollment support, Skyward emails, and weekly newsletters to all parents in the district. PreK teachers observe kindergarten classes in order to be made aware of the rigor and expectations of kindergarten.

A career specialist, a former reading coach, was hired to focus on and support PreK through 1st grade and the transitional barriers that have prevented progress with Tier 2 and 3 students. She conducts informal observations, provides feedback, and models ways to improve instructional practices.

***Statewide English Language Arts Standardized Assessment:***

Grade	Previous School Year % of Students Scoring					Goal for Plan Year % of Students Scoring				
	Lvl 1	Lvl 2	Lvl 3	Lvl 4	Lvl 5	Lvl 1	Lvl 2	Lvl 3	Lvl 4	Lvl 5
3	16	29	37	16	3	12	26	38	19	5
4	15	27	30	20	8	12	21	35	22	10
5	10	38	27	19	7	8	31	32	21	8
6	24	32	23	17	4	21	28	27	19	5
7	31	26	18	14	11	25	22	23	18	12
8	23	23	28	21	5	20	16	33	24	7
9	29	21	24	18	7	25	16	28	22	9
10	25	32	19	18	5	21	25	24	23	7

***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%).*

Additional literacy goals include a 3% increase in students scoring at or above grade level in grades K-4 on i-Ready Diagnostic 3

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

<b>Budget</b>		
1	Estimated proportional share distributed to district charter	\$0.00
2	Reading coaches assigned to elementary schools	\$57,560.00
	FTE	2022-23
		\$57,560.00
3	Reading coaches assigned to secondary schools	\$91,984.00
	FTE	2022-23
	2.0	\$91,984.00
4	Intervention teachers assigned to elementary schools	\$0.00
5	Intervention teachers assigned to secondary schools	\$0.00
6	Supplemental materials or interventions for elementary schools	\$60,301.00
	FTE	2022-23
	0.0	\$60,301.00
7	Supplemental materials or interventions for secondary schools	\$17,531.00
	FTE	2022-23
		\$17,531.00
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	\$2,448.00
	FTE	2022-23
		\$2,448.00
11	Helping teachers earn the reading endorsement	\$0.00
12	Summer reading camps	\$0.00
13	Additional hour for 300 lowest-performing elementary schools	\$0.00
14	Early literacy instruction/intervention for VPK completers pursuant to s. 1008.25(8)(c), F.S.	\$0.00
	<b>Total:</b>	<b>\$229,824.00</b>

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

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

Three reading-endorsed interventionists, which are paid from Title I, Part A funds, serve Tier 3 students in grades K, 1st, 2nd, and 3rd two to three times per week for 15-30 minutes. All kindergarten classrooms have the support of a reading endorsed, certified teacher for 30 minutes on a daily basis. Scripted, systematic, and explicit phonics instruction takes place in K and 1st using Heggerty and K-2nd using Saxon Phonics (See 11C for description). The district purchases Saxon phonics (strong evidence), Accelerated Reader (strong evidence), and i-Ready (promising evidence) which are used as supplemental materials/ interventions at the elementary level.

At the secondary level, two reading coaches (K12 pays for 1.5 salaries) are provided to support instruction in filling foundational literacy gaps. These secondary coaches have been and will continue leading professional development on implementing the BEST Standards and ELA adopted materials. The district will purchase Write Score to assess and monitor growth in writing, as well as i-Ready to close achievement gaps with the tier 2 and 3 students.

Professional development funds will be used for: 1) In-house reading endorsement trainer to conduct classes, grade assignments, and provide feedback/support to teachers= \$2,448.

## School Literacy Leadership Teams

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

During the 21-22 SY, Union County School District ensured that each school at all levels created a literacy leadership team that conducts meetings quarterly. This team consists of school-based administration, reading coach, guidance counselor, career specialist, ESE teacher, and a representative from each grade. In addition, the Director of Curriculum and Accountability has a monthly meeting with the three reading coaches to discuss needs for the school/staff, data results, JRF calls, etc. As a result, these reading coaches have taken it upon themselves to meet and develop professional development around the BEST Standards to share at team meetings, literacy meetings, and PD days.

During the 22-23 SY, these leadership teams will continue to meet quarterly, the Director of Curriculum will continue to meet with reading coaches monthly, and the weekly staff meeting will continue to share all information concerning the district with principals, directors, and the superintendent.

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

Stacey Rimes, Director of Curriculum and Accountability

Being from one of the smallest districts in the state, the Director of Curriculum and Accountability attends as many school-based meetings as possible to stay abreast of what is taking place at each school.

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

Stacey Rimes, Director of Curriculum and Accountability



## 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.

Union County School District was one of six districts asked to participate in Implementation Zone through DOE. This team attended meetings during the Fall of 2021 in Tallahassee to be trained on the use of PK-5 Practice Profile (explicit instruction, systematic instruction, scaffolding, differentiated instruction, and differentiated instruction). In addition, the team was trained on the OTISS tool which is being used during the Spring of 2022 and into the 22-23 SY to observe ELA teachers. Our district plans to expand to all elementary and secondary teachers next year, so the reading coaches from the middle and high schools were included in training sessions.

Teacher representatives at all three schools (elementary, middle, high) are also part of the Rural Connect training provided by NEFEC. Elementary representatives attended the Rural Connect 4-day summer literacy institute in June 2021 as well as ongoing connected professional learning sessions throughout the 21-22 school year. Going forward, secondary teachers will attend the 4-day summer institute this June 2022. Both elementary and secondary participants will attend ongoing connected support Rural Connect sessions throughout the 2022-23 school year. Each of the sessions are aligned to phonemic awareness, phonics, word study and spelling, fluency, vocabulary, and text comprehension and include developing unit plans to include lessons with multisensory strategies. In order to onboard new teachers and teachers who were unable to attend Rural Connect, our reading coaches have been conducting training on the B.E.S.T. Standards and new curriculum. Implementation of new learning will be monitored by school-based administrators through both formal/informal observations.

Title I and Title II funds are used to provide teachers time to collaborate after training and adjust their curriculum to meet the needs of learners based on a variety of data points.

With the shortage of teachers, the district is in the process of altering the mentoring program to have a targeted group of expert teachers and instructional coaches to serve teachers in their first three years of service, new to the district, or struggling based on evaluative results/observations. Mentors support novice teachers through a variety of activities which include: classroom management, instructional strategies, lesson planning/pacing guides, and modeling lessons.

Elementary teachers meet on a weekly basis for professional development to collaboratively plan weekly lessons and grow novice teachers. They are expected to discuss data results and alter curriculum maps accordingly in order to increase the effectiveness of teachers and increase student achievement. Secondary teachers are more in isolation in our small district and meet weekly with administrators or instructional coaches.

In order to provide differentiated PD for teachers, data will be collected and debriefed monthly using the OTISS (Observation Tool for Instructional Systems and Support). This data will also help to inform model

classrooms within each grade level/subject area. For the fall of 2022, we have prioritized syllable patterns training for upper elementary, secondary, and/or teachers new to teaching phonics. Following this training, our coaches will provide ongoing embedded support to individual teachers and/or the grade level as a whole as needed.

**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.**

With the LEA consisting of one school at each level and within 1 mile of the district office, communication throughout the district is very high. Requirements for professional development are communicated to school-based administrators at the beginning of the school year at the annual Boot Camp. These requirements are reiterated at weekly district staff meetings in which the Superintendent, all district administrators, and school principals are required to attend. Throughout the year, if principals share a concern/need for their staff, they communicate this with the Director of Curriculum and Accountability so professional development activities can be scheduled. Additional planning hours and supplies are provided using Title I and Title II funds.

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

Stacey Rimes, Director of Curriculum/Accountability meets monthly with the 3 Reading Coaches to ensure compliance and to monitor professional development requirements.

**Charter Schools**

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

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

NA

## Literacy Coaches

### Literacy Coaches - Part A

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

#### Coaches must possess the following:

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

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

The Union County School District (UCSD) has three schools: one elementary, one middle, and one high. All three schools are provided a highly qualified Reading Coach to support staff and provide in-house professional development for struggling teachers. In addition, to close gaps before 3rd-grade, Title I funds serve only the elementary and provide 4 reading interventionists and 3 para-professionals to assist the reading coach in supporting Tier 2 and Tier 3 struggling readers.

#### Upload rubric, if applicable

The following documents were submitted as evidence for this section:

208_-_Reading_Coach_(1).pdf
<i>District Reading Coach Job Description</i>
<a href="#">Document Link</a>

## 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?**

Requirements are communicated during our Boot Camp which is held during the summer to plan the upcoming school year. It is reiterated at weekly staff meetings which include the superintendent, directors, and principals.

**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?**

Instructional Reading Coaches attended multiple trainings conducted by North Florida Education Consortium (NEFEC) on BEST Standards and instructional strategies. The reading coaches have conducted trainings during 2021- 2022 on benchmark stacking, writing transitions to narrative, evaluation, and selection of new ELA curriculum. Title I and Title II federal funds are use for stipends for teachers to plan and implement strategies in the classroom setting. Moving into the spring/summer of 2022, the reading coaches will lead staff in the a deeper dive into BEST Standards as well as rolling out Implementation Zone's (practice profile and OTISS observation tool). The practice profile will develop new and struggling teachers on best practices moving into the 22-23 SY. Throughout the year coaches will push into classrooms to mentor and provide needed support and resources.

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

Stacey Rimes, Director of Curriculum and Accountability

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

The Director of Curriculum/Accountability meets with all 3 coaches on a monthly basis; Data from all schools is reviewed by the district at district staff meetings. Coaches report data to the school-based admin staff quarterly and after each diagnostic. In addition, the i-Ready team, school-based leaders, and Reading Coaches discuss data changes and instructional strategies in each grade level twice a year.

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

- 1.Data chats with the school-based admin./coaches
- 2.Problem area identified based on data analysis
- 3.Research evidence-based practices and strategies
- 4.Contact NEFEC (North East Florida Education Consortium) for support
- 5.Develop a plan
6. Interventions are implemented
7. Back to #1 when the process needs to be reviewed.

## District-Level Monitoring of Plan Implementation

### District-Level Monitoring - Part A

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

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

### Assessments

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

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

Name of the Assessment	To whom is the assessment administered?	Assessment type	What component of the reading/strand of standard is being assessed?	How often is the data being collected?
i-Ready	K-8th ELA/Reading	Screener, Progress Monitoring, Formative Assessment, Diagnostic	Phonological Awareness, Phonics, Vocabulary, Comprehension	Monthly, 3 x A Year
Achieve 3000	9-10th grade	Progress Monitoring, Formative Assessment, Diagnostic	Vocabulary, Comprehension	2 x A Month
DAR	K-6th - Additional assessment to collect information on incoming/struggling students	Formative Assessment	Vocabulary, Comprehension	Monthly
USA Test Prep	9-12th Grade	Screener, Progress Monitoring, Formative Assessment, Diagnostic, Summative	Oral Language, Phonological Awareness, Phonics, Fluency, Vocabulary, Comprehension	3 x A Year
FAST - Cambium	Grade 3 - Grade 10	Screener, Progress Monitoring, Summative	Vocabulary, Comprehension	3 x A Year
FAST - STAR	Pre-K - Grade 2	Screener, Progress Monitoring, Summative	Oral Language, Phonological Awareness, Phonics, Fluency, Vocabulary, Comprehension	3 x A Year

**District-Level Monitoring - Part B**  
 Provide the following information to depict how the district will meet each of the requirements.

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

Stacey Rimes, Director of Curriculum/Accountability

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

Tier 1 foundational instruction includes Saxon Phonics in K-2 (See 11C) Developing awareness of the segments of sound in speech and how they link to letters K-1 (WWC Strong) Teaching students to decode words, analyze word parts, write and recognize words K-2 (WWC Strong p. 74-81) Ensuring that each student reads connected text every day to support reading accuracy, fluency, and comprehension (WWC Moderate p. 82-89).

Instruction also includes the use of the Benchmark Advance curriculum in K-5 (ESSA Moderate & Promising)

i-Ready Reading Digital Instruction in PreK-5 (ESSA Promising) /Progress Monitoring 3 times with PreK-8th

At the secondary level, gaps in foundations for tier 2 and 3 students are addressed with Wilson Reading System (Promising) and i-Ready Reading Digital Instruction. Teenengagement and Achieve 3000 are both used to support high school.

Fidelity is ensured through the collection of lesson plans, informal observations, and monthly data chats.

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

The LEA collects diagnostic data three times during the school year to use as a progress monitoring tool. The superintendent expects ALL staff to "know their data". Directors and principals are expected to pull data at a moment's notice at weekly staff meetings. Additionally, classroom teachers and intensive reading teachers progress monitor their students bi-weekly and bring this data to MTSS and bi-monthly team meetings. Data chats are also held with students, teachers, coaches, and administrators throughout the school year.

Title I and II funds are used to provide teachers time to collaborate after school to adjust curriculum maps based on data results.

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

The LEA has continually struggled with vocabulary which has had an adverse effect on the comprehension scores. As a result, there has been additional training from i-Ready consultants to share strategies to improve vocabulary instruction across all subject areas. Every class, including math, must have vocabulary word walls.

In addition, the LEA moved forward with the BEST standards K-12, and purchase complete sets of trade books from the Civics booklist to integrate social studies with ELA.

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

The Director of Curriculum and Accountability meets with the principals weekly on Wednesdays and reading coaches monthly. District and school-based administrators conduct observations on all instructional staff. In addition, data is collected and analyzed every three weeks to determine if students are making adequate progress for Tier 2 and 3 students. Data is shared after each of the three diagnostics at the school and district level.

#### **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.**

Each school developed a Literacy Lead Team comprised of teachers, instructional coaches, librarians, reading interventionists, and ESE teachers to meet a minimum of quarterly to problem solve, make decisions, set goals, and express the literacy needs they see for their grade level and/or for the school as a whole.



In addition, Union County (a small district) was one of six districts that were chosen to participate in the state's Implementation Zone. The Director of Curriculum and Accountability, elementary reading coach, elementary principal, and elementary librarian attended the MANY meetings held in Tallahassee to train on the Practice Profile (explicit, systematic instruction, scaffolding, differentiated instruction, and corrective feedback) and the OTISS observation tool. The LEA has embraced this and trained the entire literacy team at the elementary school. The middle and high school reading coaches have attended all trainings to prepare for the district to "branch out" with practice profile. During the 22-23 SY, the district plans to train the remaining 36 ELA elementary teachers and all secondary ELA and reading.

Based on the reflection tool findings: Provide professional development and support similar to what elementary has received for secondary administrators and teachers. Focus on closing the gaps in PreK-2 and use the fact that we are one of the 6 districts engaging in Implementation Zone with the state to provide quality feedback to improve instructional practice as we shift to new standards K-12 in 22-23. This will be accomplished by providing: Time, availability of trainers that are knowledgeable in secondary ELA curriculum, and having staff and leaders attend the JRF Summer Institute focusing on the BEST standards.

## School-Level Monitoring of Plan Implementation

### School-level Reading Plan implementation - Part A

Districts must describe the process used by principals to monitor implementation of, and ensure compliance with, the reading plan, including weekly reading walkthroughs conducted by administrators. In addition, districts must describe how principals monitor collection and utilization of assessment data, including progress monitoring data, to determine intervention and support needs of students.

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

School-based administrators conduct classroom walkthrough observations. The principal and reading coach remind teachers of the expectations of the K12 Reading Plan and provide support on designated district PD days. ALL staff in the district have been trained extensively on pulling their own data rather than relying on the instructional coaches to print data results.

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

Stacey Rimes, Director of Curriculum/Accountability

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

1. Diagnostic data is used to identify the problem or weakness.
2. Analyze problem using data and informal/formal observations
3. Evaluate the effectiveness of interventions via progress monitoring
4. Increase time/intensity of interventions if not working
5. Re-evaluate the results of interventions and implementation of the plan

### Weekly reading walkthroughs by administrators - Part B

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

The new superintendent reassigned directors for supporting schools. The 3 directors are each assigned to one of the 3 levels to provide support, but when conducting observations, the directors are observing classrooms that pertain to their job description. The Director of Curriculum/Accountability observes ALL reading/ELA classes in the district to ensure that teachers are implementing the plan.

The Director of Curriculum/Accountability shares inter-rater reliability based on scores from various observations by all administrators at the end of each month during staff meetings with the Superintendent. School-based and district administrators will share concerns/ successes observed to grow the district as a whole.

The district has trained the elementary leadership team consisting of admin, instructional coaches, and career specialists on the Practice Profile through the state and this tool (OTISS) will be used to monitor ELA classes on a weekly bases.

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

Stacey Rimes, Director of Curriculum/Accountability

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

The Literacy Leadership Team discusses specific concerns and needs. The team representatives have developed a relationship with the reading coach which improves communication and provides administrators with specific professional development needs. Data is shared at weekly school-based administrative meetings with coaches, guidance counselors, and school-based administrators. The

collected data is then shared with the superintendent and district-level administrators at weekly staff meetings.

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

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

Progress monitoring data is collected bi-weekly on Tier 2 and 3 students. MTSS meetings also occur monthly to identify needs and make instructional decisions. Grade level team meetings revolve around data and decision-making for tier 2 and 3 students at monthly intervals.

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

Director of Curriculum/Accountability

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

Concerns would be presented at monthly MTSS meetings with the problem-solving team. Once the school-based problems/concerns are identified, they are presented at district staff meetings with the superintendent and school/district-level administrators.

## Summer Reading Camp

### Reading Camp - Part A

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

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

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

Yes

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

All teachers that will teach third grade are reading endorsed and received a rating of highly effective. Evidence-based instructional materials include but are not limited to i-Ready digital instruction and Saxon Phonics.

**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 district provided summer school for a 3-week period for K-12. The focus, however, in K-4th was on closing the gaps in foundational literacy. High school students worked towards credit recovery. All teachers serving summer school students have been rated effective or highly effective and most are reading endorsed or working towards completing their endorsement. Evidence-based instructional materials include but are not limited to i-Ready digital instruction, Saxon Phonics, and Wilson Reading System.

### 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.)**

15

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

31

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

0

**Percentage of Students Attending Summer Reading Camp**

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

50%

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

11%

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

0%

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

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

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

The district continues to add students to the New Worlds Reading List. The criteria for identifying students are shared regularly with teachers: scoring a level 1 or 2 on FSA, two or more grade levels behind in i-Ready, and receiving a D/F for the nine weeks are discussed at team meetings and quarterly literacy meetings. Since our 5th-grade is housed at our middle school, the elementary and middle reading coaches collaborate to ensure that the same message is communicated across both schools.

Procedures by the district: A list of all students who qualified was compiled and flyers were printed from the marketing toolkit. Flyers were given directly to the teachers at team meetings so they can send them home. A sample email was shared (also in the toolkit) if they would like to notify those individual families in case the paper flyers don't make it home safely.

In addition, the district is partnering with the Union County Public Library in many ways, including second-grade annual field trips where each student receives a library card, ongoing children's programs, and summer literacy initiatives. Being from a small district, collaboration with the public library has been very beneficial in ensuring the availability of a larger variety of books to support our accelerated reading program.

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

Director of Curriculum/Accountability, school-based administrators, and reading coaches at each school.

## 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?

This is monitored through a review of the school's master schedule. The district also supports and monitors classroom walkthroughs, data chats, and team meetings. Being from one of the smallest districts in the state and located within a mile of all three schools, the district leaders are able to attend many of the school-based meetings. This ensures clear two-way communication of expectations from the administration and the needs of the staff. Data (progress monitoring data from i-Ready, i-Observation, and Skyward data on student grades) is shared at district staff meetings.

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

Director of Curriculum/Accountability, Principals

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

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

The LEA has purchased Civics materials to be taught in collaboration with the ELA block to develop students' background knowledge. In addition, science is assessed at the elementary level and counts toward 15% of the final grade from K-4th to ensure that early grades are supporting science development before moving into 5th grade. Title I funds are being used to purchase STEM carts to support science instruction. All subject integration is documented in lesson plans, which are monitored and collected by school administrators and sent to the district office at the end of the year.

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

Director of Curriculum/Accountability & MIS Director (archive lesson plans annually), Principals

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

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

The district provides additional personnel -4 reading interventionists and 3 para-professionals through federal grants and additional paras to serve in small groups with district funds. especially at the elementary level The elementary is the only Title I school so these funds support the Tier 2 and 3 groups to close achievement gaps before students enter 3rd grade. This is monitored by walkthroughs by district and school-level administration, lesson plans, and student data analysis.

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

Director of Curriculum/Accountability, Principals

**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.**

Tier 1 instruction- Our ELA staff have been involved in professional development from i-Ready, NEFEC (North East Florida Education Consortium), and now Implementation Zone from DOE. All of these platforms/companies are training teachers on how to deliver quality Tier 1 and Tier 2 instruction in the regular block. Tier 3 instruction is delivered through pull-out groups with reading-endorsed reading interventionists. Through Implementation Zone, teachers are focusing heavily on the 5 areas of explicit instruction, systematic instruction, scaffolding, differentiated instruction, and providing quality corrective feedback. This system mirrors our Marzano Evaluation tool perfectly.

The six components of reading are present in all three tiers of instruction. In grades Pre-K-2, oral language and phonological awareness are instructed daily using Heggerty's phonemic awareness curriculum. Phonics and fluency are taught in grades K-2 using Saxon phonics. The Wilson Reading System is used at the secondary level for phonics intervention. Vocabulary and Comprehension are developed at the elementary level with Benchmark Advance and SAVVAS myView Literacy at the secondary level.

Student needs for additional intervention or enrichment are determined using initial screening and diagnostic data received from the FAST STAR, FAST Cambium, iReady, and/or USA Test Prep assessments. These assessments, as well as Achieve 3000 (9th-10th grade), are used 2-3 times per



year to monitor progress. Summative data acquired from all of the previously mentioned assessments will be used to determine proficiency, student growth, and placement for the upcoming school year.

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

The expectations are discussed by the Director of Curriculum and Accountability with principals at weekly staff meetings and reading coaches at monthly literacy meetings. The school-level leads feel comfortable asking for anything that they feel the staff is lacking and the LEA ensures to provide the materials and support in order to ensure success with implementation.

The district uses the Marzano evaluation model and the OTISS tool to monitor and measure the effectiveness of all tiers of instruction. Observation data is reviewed monthly to determine professional development needs and coaching supports necessary. The 6 components of reading are monitored using the data collected from the assessments mentioned above. Student data is analyzed quarterly at literacy leadership meetings to formulate a plan and to make adjustments as needed.

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

Director of Curriculum and Accountability, Principal, Reading Coaches

**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-4**

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

*(Enter assessment criteria that will be used)*

Student is NOT retained in current grade AND:

- (1) K - 485 or better on the STAR Early Literacy Test
- (2) Grade 1-3 - on grade level on prior year's iReady diagnostic 3 OR on grade level on FAST
- (3) Grade 4 - level 3 or better on FSA ELA or on grade level on prior year's iReady diagnostic 3 or on grade level on 22/23 FAST.

**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.

Tier 1 instruction includes:

1. Heggerty Phonemic Awareness in Kindergarten and Saxon Phonics in grades K-2

The following IES Practice Guide Recommendations support the program:

- A. Foundational Skills to Support Reading for Understanding in Kindergarten Through 3rd Grade - Practice #2 - Developing awareness of the segments of sound in speech and how they link to letters K-1 (WWC Strong p. 67-73)
- B. Foundational Skills to Support Reading for Understanding in Kindergarten Through 3rd Grade - Practice #3 - Teaching students to decode words, analyze word parts, and write and recognize words K-2 (WWC Strong p. 74-81)
- C. Foundational Skills to Support Reading for Understanding in Kindergarten Through 3rd Grade - Practice #4 - Ensuring that each student reads connected text every day to support reading accuracy, fluency, and comprehension. (WWC Moderate p. 82-89)

These recommendations were built into the program through daily systematic practice in the code. Each day students interact with words both orally and written at the sentence level (oral dictation and decodable readers), syllable level (oral segmentation/written segmentation), and phoneme level (oral segmentation/written segmentation). The district supports and monitors the implementation of these programs by conducting walk-through observations and providing coaching.

2. Benchmark Advance Curriculum in grades 1-4 (ESSA Moderate & Promising)
3. i-Ready Reading Digital Instruction in K-4 (ESSA Promising)
4. Accelerated Reader in grades 1-4 (ESSA Strong & Moderate)

**Progress Monitoring**

**Assessment & Frequency**

1. iReady Diagnostic - 2 times annually
2. FAST assessment - 3 times annually
3. Classroom standards-based assessments - weekly

**Performance Criteria that indicates Tier 1 is sufficient for at least 80% of students**  
 Student is making expected growth between iReady/FAST assessments  
 AND/OR  
 Student is passing ELA standards-based, grade-level coursework with a C average or better.

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

Student is not making expected gains on iReady/FAST assessments

**Grade Levels: K-4****Progress Monitoring**

AND/OR

Student as a D/F in ELA standards-based, grade-level coursework

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

Classroom walkthroughs and formal observations, literacy walkthroughs using the OTISS tool, monthly data chats, grade-level team meetings, PLCs, Literacy Leadership Team meetings

**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?**

At LBES, instruction will be monitored by formal/informal observations and literacy walkthroughs. Literacy walkthrough data will be recorded using the OTISS (Observation Tool for Instructional Supports and Systems). This data will be evaluated during admin meetings and literacy leadership team meetings. Grade level PLCs meet weekly to plan standards-based lessons, share best practices, and/or examine evidence of students' learning.

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

Monthly data chats with admin team/teachers to evaluate results of standards-based classroom assessments and diagnostic tests, regularly scheduled grade level team meetings

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

Monthly data chats are held with teachers and coaches to evaluate student performance. Teachers conference weekly with students regarding their performance in class (i-Ready lesson pass rate & completion, Accelerated Reader goals, classroom assessment review). Lesson plans are submitted and spot-checked frequently.

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

Students have access to i-Ready at home via the internet. Teachers assign lessons and instruction based on student needs. Teachers send standards-based assignments in paper form as needed for those students without internet access as well as digitally for students through the use of Google classroom. Teachers make contact with students weekly via phone, email, Google Meet, or another digital meeting platform to help with lessons.

**Grade Levels: 5-8**

**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 at beginning of the school year:  
2022 FSA score level 5,4,3 and Tier 1 on the 2022 iReady post-diagnostic

**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.

\*Students receive instruction in a core ELA course at the appropriate text complexity to meet grade-level standards and encourage higher-order thinking. Core ELA classes

\*\*5th 100-minute block

\*\*6th, 7th and 8th grade 50-minute class

\*Core Reading Programs:

\*\*SAVVAS My Perspectives English Language Arts Grades 6-8

\*\*\*Moderate - Savvas "My Perspectives - Evidence of Effectiveness

\*\*\*Consumable Textbooks, Graphic Organizers, Collaborative Grouping, Questioning, Close Reading, Think-Pair-Share, Differentiated Instruction, Leveled Text, Video Library, Formative Assessments and Understanding Checks

\*Benchmark Advance Grade 5

\*\*Strong - Benchmark Advance - ESSA Evidence

\* Consumable Textbooks, Graphic Organizers, Collaborative Grouping, Questioning, Close Reading, Think-Pair-Share, Differentiated Instruction, Leveled Text, Video Library, Formative Assessments and Understanding Checks

**Progress Monitoring**

**Assessment & Frequency**

Cambium Assessment Inc. Progress Monitoring (pre/mid/post)  
i-Ready Diagnostic Assessment, 3 times annually (Pre-/Mid/Post)  
Classroom standards-based assessments, weekly: Savvas and Benchmark

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

Student is making expected growth between diagnostics  
AND/OR  
Student is passing ELA grade-level coursework with a C average or better

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

Student is not making expected gains on I-Ready diagnostic assessments  
AND/OR  
Student has a D/F in ELA standards-based, grade-level assessments and coursework

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

Classroom walkthrough observations, data chats, informal observations, coaching/modeling

**Grade Levels: 5-8**

**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?**

LBMS uses MTSS problem-solving teams to monitor, assist, and advise, an instructional coaching model that includes observing instruction and providing feedback, ongoing professional development, PLCs, IPDPs, and observation by administrators

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

Data chats, standards-based alignment of lessons, adjusting to meet the needs of students

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

Data chats and team planning to identify weaknesses in the curriculum and pacing of lessons, post-observation conferences, vertical team planning to identify gaps across grade levels, standards-based planning and instruction with crosswalks between standards and curriculum

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

Students are issued a Chromebook to be used at school and at home during the school year. Students have access to i-Ready and digital textbooks at home via the internet. Teachers assign lessons and instruction based on student need and lexile level. Teachers send standards-based assignments in paper form as well as digitally for students through Google classroom. Teachers make contact with students weekly via phone, email, Google Meet, or other digital meeting platform to help with assignments, answer questions, offer remediation, etc.

**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 at beginning of school year: FSA Level 3, 4, or 5

**THEN TIER 1 Only**

**Core Curriculum**

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

Tier 1 instruction will be provided in the ELA classroom.

Tier 1 Curriculum:

\*Savvas “myPerspectives” - Direct Instruction and standards-based reading assessments in Grades 9-12 (Moderate - Savvas myPerspectives Evidence of Effectiveness)

USA Test Prep can be used as an intervention to improve test scores in English/Reading. (Promising)

**Progress Monitoring**

**Assessment & Frequency**

Cambium Assessment Incorporated Progress Monitoring (FLDOE FAST Testing)

Pre/Mid/Post

Classroom standards-based assessments, weekly

Quarterly Savvas Unit Summative Assessments

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

Student demonstrates proficiency on standards assessed each quarter.

AND/OR

Student maintains at least C average in ELA class.

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

Student scores below proficiency on standards assessed each quarter.

AND/OR

Student earns D/F average in ELA class.

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

Classroom walkthrough observations by administrators, observations by coach, data chats with students, coaching/modeling, lesson planning. literacy leadership team meetings

**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?**

Instructional coaching

MTSS

ELA department data chats

Professional development

Individual professional development plans

Observations by administrators



**Grade Levels: 9-12****How is the effectiveness of Tier 1 curriculum being monitored?**

Data chats with students, data chats with teachers/coaches, standards-based alignment of lessons, adjusting instruction to meet the needs of students

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

ELA department data chats  
 Grade-level planning and alignment of text to the curriculum map  
 Vertical planning to identify trends between grade levels  
 Post-observation conferences'

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

Each student is issued a Chromebook to use at school and at home during the school year. At home via the internet, students have access to the online textbook and other applications used for classroom activities. Assignments and supplemental materials are posted on Google Classroom. Paper copies of assignments are also available at the school's front office. Each week teachers make contact with students via phone, email, Google Meet, or other digital meeting platform to help with assignments, answer questions, and offer remediation.

**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-4**

**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 at beginning of the school year: Student has been retained in the current grade OR:

Grade K - 401-484 on STAR Early Literacy Test

Grades 1-3 - one grade level below on prior year's iReady diagnostic 3 AND FAST assessment indicates the student is working below grade level

Grade 4 - Level 2 on FSA ELA AND one grade level below on the prior year's iReady diagnostic 3

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

**Progress Monitoring**

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

Core Reading Curriculum:

Heggerty Phonemic Awareness (K)

Benchmark Advance (1-4)

Saxon Phonics (K-2)

Supplemental Reading Curriculum:

i-Ready

Small group (5:1) differentiated and multisensory instruction

Examples of small group materials: letter tiles, whiteboards, decodable readers, picture cards, Secret Stories (ESSA Moderate), leveled readers, sticky notes, highlighters

**Assessment & Frequency**

Benchmark Advance Vocabulary and Comprehension (gr. 1-4): assessed weekly

Saxon Phonics (K-2):

assessed weekly

i-Ready Diagnostic:

2x annually

**Performance Criteria to discontinue Tier 2 interventions**

C average or better on grade level, standards-based coursework

AND/OR

on grade level on iReady diagnostic assessment or FAST progress monitoring assessment

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

D average on grade level, standards-based, coursework

AND/OR

making gains toward on-level in i-ready/FAST, but not yet on level

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

Failing grade level, standards-based coursework

AND/OR

not making gains in i-Ready/FAST

**Number of times per week intervention provided**

2-3

**Grade Levels: K-4****Number of minutes per intervention session**

15-30

**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?**

Classroom walkthroughs by district staff, school-based administrators, and coaches with follow-up instructional coaching and professional learning when deemed necessary. Concerns will be brought to weekly admin meetings, monthly team meetings, and/or monthly MTSS meetings with the problem-solving team. Grade level teams share a common planning period. This allows them to meet together regularly to plan,

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

## 1. Systematic, explicit phonics interventions (with multisensory components)

The following IES Practice Guide Recommendations support the program:

A. Foundational Skills to Support Reading for Understanding in Kindergarten Through 3rd Grade - Practice #2 - Developing awareness of the segments of sound in speech and how they link to letters K-1 (WWC Strong p. 67-73)

B. Foundational Skills to Support Reading for Understanding in Kindergarten Through 3rd Grade - Practice #3 - Teaching students to decode words, analyze word parts, and write and recognize words K-2 (WWC Strong p. 74-81)

## 2. Leveled and decodable readers

A. Foundational Skills to Support Reading for Understanding in Kindergarten Through 3rd Grade - Practice #4 - Ensuring that each student reads connected text every day to support reading accuracy, fluency, and comprehension. (WWC Moderate p. 82-89)

3. i-Ready Teacher Toolbox PDF lessons are an extension of the i-Ready digital component from Tier 1 instruction (ESSA Promising)

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

Students who receive interventions through distance learning will receive Tier 1 instruction alongside their peers. They will also receive additional small group interventions (2-3x weekly) via digital meetings (Google Meet), Google Classroom, telephone, or face-to-face (where appropriate). They will receive instruction and activities that are tailored to meet their needs and may be below grade level in order to fill instructional gaps. i-Ready lessons will be presented on a lower level than their peers for remedial purposes. Additional progress monitoring will occur at least bi-weekly on these students to monitor their academic gains and to identify particular weaknesses.

**Grade Levels: 5-8**

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

*(Enter assessment criteria that will be used)*

Student 2022 FSA Score Level 2 AND/OR Tier 2 on the 2022 iReady Post Diagnostics

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

**Progress Monitoring**

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

- Tier 1 instruction will occur in the core ELA class.
- Tier II instruction will take place in a daily 50-minute Intensive reading class.
- Students at this level will receive differentiated instruction, and flexible grouping based on skill needs, with interventions provided as needed based on assessment data.
- Interventions will include: morphology instruction, graphic organizers, color-coding, sticky notes, think-pair-share, small groups, text annotation Curriculum
- i-Ready Reading Digital Instruction and Ready books (Moderate/Promising)

**Assessment & Frequency**

Progress will be monitored every 3-4 weeks using i-Ready progress data: skills assessments/ Standards Mastery iReady workbook

**Performance Criteria to discontinue Tier 2 interventions**

C average or better on grade-level coursework  
and  
showing grade-level in iReady

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

D average on grade-level coursework  
and/or  
Making gains toward grade- level in i-Ready

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

Failing grade-level, standards-based coursework  
and/or  
Not making gains in i-Ready

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**Number of times per week intervention provided**

5

**Number of minutes per intervention session**

50

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

**Grade Levels: 5-8**

All Tier 2 reading classes will be provided by a reading certified or reading endorsed instructor. (Promising – ERIC)

Classroom walkthroughs by district staff, school-based administrators, and coaches with follow-up instructional coaching and professional development when deemed necessary. Concerns will be brought to weekly admin meetings, bi-weekly team meetings, and/or monthly MTSS meetings with the problem-solving team. Common planning to align core curriculum and instruction, and make adjustments to pacing guides and focus calendars. Interventions and best practices will be shared out at team meetings so that all may glean ideas and support.

Data chats will occur monthly to identify problematic areas and potential solutions. Parents will be notified of interventions and progress by the classroom teacher.

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

Tier 2 intervention will occur at a higher intensity with smaller group size, with a target of 15:1. iReady provides differentiated online instruction, coupled with the iReady workbook, that explicitly and systematically builds phonemic awareness, phonics, fluency, vocabulary, and comprehension skills. (Moderate/Promising- Curriculum Associates

i-Ready Teacher Toolbox PDF lessons, iReady workbook lessons, and Standards Mastery Assessments are an extension of the i-Ready digital component from Tier 1 instruction (ESSA moderate-promising) curriculumassociates.com for ESSA),

Teachers and administrators will use student data to support instructional decision-making (Strong - WWC.)

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

Students receiving Tier 2 interventions will participate in distance learning for core instruction in ELA. In addition, they will receive small group interventions 2-3 times per week through digital meetings, telephone, Google Classroom, or other necessary platforms. Instruction and assignments will be based on a review of data and student needs. Progress will be monitored frequently to ensure students are making adequate progress toward meeting grade-level standards.

**Grade Levels: 9-12**

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

*(Enter assessment criteria that will be used)*

FSA Level 2

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

**Progress Monitoring**

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

- Tier I instruction will occur in core ELA class.
- Additional 53-minute Intensive Reading class (Intensive Reading #1000410 or 1000414) co-taught by reading endorsed or certified teachers, assisted by an instructional aide
- Differentiated instruction, flexible grouping based on skill needs (whole group, small group, one-on-one with teacher) with interventions provided as needed based on assessment data
- Core Reading Curriculum: Achieve 3000
- Supplemental Reading Curriculum: Teengagement
- Interventions will include: morphology instruction, graphic organizers, color-coding, sticky notes, think-pair-share, small group discussion, text annotation

**Assessment & Frequency**

- Quarterly Savvas Unit Summative Assessments (in core ELA class)
- USA Test Prep
- Standards-based assessment every 6 weeks
- Achieve 3000
- Universal Screener: LevelSet
- Ongoing and embedded assessment
- Teengagement
- Twice per month standards-based summative assessment

**Performance Criteria to discontinue Tier 2 interventions**

- Proficient score on CAI Progress Monitoring Assessment
- AND/OR
- Concordant score on ACT/SAT
- AND/OR
- Proficient score on FSA Retake (Grades 11-12)

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

- D average on grade-level coursework
- AND/OR
- Less than proficient on CAI Progress Monitoring Assessment

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

- Failing grade-level coursework
- AND/OR
- Less than proficient on CAI Progress Monitoring Assessment, little progress made toward mastery

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**Number of times per week intervention provided**

2-3

**Number of minutes per intervention session**

## Grade Levels: 9-12

15-30

**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?**

Classroom walkthroughs with administrators

Instructional coaching and ongoing job-embedded professional development

Problem-solving through admin meetings, team meetings, department data chats

Common planning to align curriculum map and instruction

Contact parents regarding interventions and progress

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

Achieve3000 provides differentiated online instruction to build phonemic awareness, phonics, fluency, reading comprehension, vocabulary, and writing skills. (Promising – WWC, Strong - Evidence for Essa)

USA Test Prep can be used as an intervention to improve test scores in English/Reading. (Promising)

Teachers and administrators use student achievement data to support instructional decision-making. (Strong - WWC)

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

Students receiving Tier 2 interventions will participate in distance learning for core instruction in ELA. In addition, they will receive small group interventions 2-3 times per week through digital meetings, telephone, Google Classroom, or other necessary platform. Instruction and assignments will be based on a review of data and student needs. Progress will be monitored frequently to ensure students are making adequate progress toward meeting grade-level standards.

### 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-4**

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

*(Enter assessment criteria that will be used)*

For grades K-4, a student has been retained in the current grade OR:

Grade K - 400 or less on the STAR Early Literacy Assessment

Grades 1-3 - 2 or more grade levels below on prior year's iReady diagnostic 3 AND lowest level of performance on FAST

Grade 4 - Level 1 on FSA ELA AND 2 or more grade levels below on prior year's iReady diagnostic 3/ lowest level of performance on FAST

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

**Progress Monitoring**

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

1. Small group (5:1 or less) differentiated and multisensory intervention. Groups are provided explicit and systematic direct instruction in one or more of the following domains based on i-Ready diagnostic data:

- A. phonological awareness
- B. letter knowledge
- C. phonics skills
- D. comprehension and vocabulary strategies
- E. fluency practice

**Assessment & Frequency**

Saxon Phonics (K-2):

Weekly

i-Ready Diagnostic:

2 x annually

Skill-specific assessments following specific interventions:

bi-weekly

**Performance Criteria to discontinue Tier 3 interventions**

Student improves from F to D on grade level, standards-based coursework in ELA

Student improves scale score to T2 expectation on i-Ready for current grade placement

Refer to the above criteria

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

Student continues to fail grade level, standards-based coursework in ELA

AND

Student performance remains in the lowest bracket on i-Ready diagnostic AND FAST

Students show improvement on bi-weekly, skill-specific assessments directly related to intervention

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

Multiple data sources confirm slow or no progress

Student is NOT responding to current interventions in place as evidenced by bi-weekly skill-specific assessments

**Number of times per week intervention provided**

2-3

**Number of minutes per intervention session**



**Grade Levels: K-4**

15-30

**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?**

Classroom walkthroughs by district staff, school-based administrators, and coaches with follow-up instructional coaching and professional learning when deemed necessary. Concerns will be brought to weekly admin meetings, monthly team meetings, and/or monthly MTSS meetings with the problem-solving team. Common planning will be provided for intensive intervention teachers to meet together to plan and share what is/isn't working in their small groups. Interventions and best practices will be shared out at team meetings so that all may glean ideas and support. Data chats will occur monthly to identify problematic areas and potential solutions. Tier 3 students will be a part of the MTSS program. Parents will be notified upon the start of MTSS and will receive monthly progress monitoring reports.

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

All intensive interventions are an extension of the core, Tier 1 curriculum. The interventions will occur at a higher intensity with smaller group size, and in addition to the 90-minute reading block. Tier 3 interventions will be given by a reading endorsed/certified teacher in addition to Tier 2 interventions that will be provided by the classroom teacher.

The following programs, materials, and practices will be utilized in Tier 3 intervention small groups and are supported by evidence as cited:

-Benchmark Advance (ESSA Moderate & Promising)

-i-Ready Reading Digital Instruction (ESSA Promising)

-Accelerated Reader (ESSA Strong & Moderate)

-Saxon Phonics

The following IES Practice Guide Recommendations support the program:

A. Foundational Skills to Support Reading for Understanding in Kindergarten Through 3rd Grade - Practice #2 - Developing awareness of the segments of sound in speech and how they link to letters K-1 (WWC Strong p. 67-73)

B. Foundational Skills to Support Reading for Understanding in Kindergarten Through 3rd Grade - Practice #3 - Teaching students to decode words, analyze word parts, and write and recognize words K-2 (WWC Strong p. 74-81)

C. Foundational Skills to Support Reading for Understanding in Kindergarten Through 3rd Grade - Practice #4 - Ensuring that each student reads connected text every day to support reading accuracy, fluency, and comprehension. (WWC Moderate p. 82-89)

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

The students who qualify for tier 3 will receive tier 1 and tier 2 instruction and intervention by the classroom teacher. Additionally, they will receive targeted intervention via an intensive intervention teacher (reading interventionists, or reading endorsed ESE teacher) who will contact them weekly for 30-60 minutes in addition to the classroom teacher, either in small groups (5:1) or 1:1. The intensive intervention teacher may make contact via telephone, Google Classroom, or Google Meet.

**Grade Levels: 5-8**

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

*(Enter assessment criteria that will be used)*

Student 2022 FSA Score Level 1 AND/OR Tier 3 on the 2022 iReady Post Diagnostics

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

**Progress Monitoring**

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

- Tier 1 and 2 instruction will take place in the core ELA class.
  - Tier 3 instruction will take place in an additional Intensive Reading class with 5:1 ratio, taught by a reading certified or reading endorsed teacher and an instructional aide.
  - Students at this level will receive intensive differentiated instruction, and flexible grouping based on skill needs, with interventions provided as needed based on assessment data.
- Interventions will include: morphology instruction, graphic organizers, color-coding, sticky notes, think-pair-share, small groups, text annotation
- Curriculum:  
 Wilson Reading System (WWC -Promising)  
 Great Leaps fluency timings and assessments (Moderate/Positive -WWC)  
 i-Ready Reading Digital Instruction and Ready books (Moderate/Promising- ESSA)

**Assessment & Frequency**

Every 3 weeks using Wilson Reading System Formative and Summative Assessment  
 Great Leaps fluency timings/ assessments,  
 Progress will be monitored every 2-3 weeks using i-Ready progress data: skills assessments/  
 Standards Mastery  
 iReady workbook

**Performance Criteria to discontinue Tier 3 interventions**

Student improves from F to D on grade-level, standards-based coursework in ELA  
 and  
 Student improves scale score to T2 expectation on i-Ready for current grade placement

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

Student maintains D or F on grade-level, standards-based coursework in ELA  
 and/or  
 student remains in T1 range in iReady

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

Student continues to fail grade-level, standards-based coursework in ELA  
 Student is not making gains on i-Ready diagnostic assessments (pre-/mid-/post-)  
 Student does not improve on Wilson Assessments

**Number of times per week intervention provided**

5

**Number of minutes per intervention session**

50

**Grade Levels: 5-8****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?**

All Tier 3 reading classes will be provided by a reading certified or reading endorsed instructor. (Promising – ERIC) \*Response to Intervention Classroom walkthroughs by district staff, school-based administrators, and coaches with follow-up instructional coaching and professional development when deemed necessary. Concerns will be brought to weekly lead-team meetings, bi-weekly team meetings, and/or monthly MTSS meetings with the problem-solving team. Weekly planning days will be provided for intensive intervention teachers to meet together to plan, align core curriculum and instruction, and share what is working in their small groups. Interventions and best practices will be shared out at team meetings so that all may glean ideas and support. Data chats will occur monthly to identify problematic areas and potential solutions. Tier 3 students will be a part of the MTSS program. Parents will be notified upon the start of MTSS and will receive progress monitoring reports each quarter between reporting periods.

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

All intensive interventions are an extension of the core, Tier 1 curriculum. The interventions will occur at a higher intensity with smaller group size, and in addition to the 50-minute ELA classes. The following programs and materials will be utilized in T3 interventions in small groups and are supported by evidence as cited:

1. Direct Instruction and Standards-based reading instruction (WWC-positive)
2. iReady Reading Digital Instruction (Moderate/Promising)
3. iReady workbook curriculum
4. The systematic, explicit phonics interventions (with multisensory components) are an example of Phonological Awareness, Letter Knowledge Training, and Wilson Reading System (WWC -Promising), the repeated reading and leveled readers have shown positive effects (WWC), evidence also supports the use of leveled passages in Wilson coupled with direct and explicit instruction in vocabulary and comprehension strategies as well as opportunities for an extended discussion of text meaning and interpretation ( WWC strong and moderate evidence)

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

Students receiving Tier 3 interventions will participate in distance learning for core instruction in ELA. In addition to Tier 2 interventions, they will receive targeted interventions (small groups or individually) 2-3 times per week through digital meetings, telephone, Google Classroom, or other necessary platforms. Instruction and assignments will be based on a review of data and student needs. Progress will be monitored frequently to ensure students are making adequate progress toward meeting grade-level standards.

**Grade Levels: 9-12**

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

*(Enter assessment criteria that will be used)*

FSA Level 1

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

**Progress Monitoring**

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

- Tier I instruction will occur in core ELA class
- Tier II instruction will occur in core ELA class, with USA Test Prep used to provide remediation.
- Additional 53-minute Intensive Reading class (Intensive Reading #1000412 or 1000414) co-taught by reading endorsed or certified teachers, assisted by an instructional aide
- Differentiated instruction, flexible grouping based on skill needs (whole group, small group, one-on-one with teacher) with interventions provided as needed based on assessment data
- Intensive interventions are provided in 25-minute sessions 3-5 times per week with 6 to 1 student-teacher ratio
- Core Reading Curriculum: Achieve 3000
- Supplemental Reading Curriculum: Teengagement
- Interventions will include: morphology instruction, graphic organizers, color-coding, sticky notes, think-pair--share, small group discussion, text annotation

**Assessment & Frequency**

- Quarterly Savvas Unit Summative Assessments (in core ELA class)
- USA Test Prep
- Standards-based assessment every 6 weeks
- Achieve 3000
- Universal Screener: LevelSet
- Ongoing and embedded assessment
- Teengagement
- Twice per month standards-based summative assessment

**Performance Criteria to discontinue Tier 3 interventions**

- C average or above on grade-level coursework and ELA Savvas summative unit test
- AND/OR
- Proficient on CAI Progress Monitoring Assessment
- AND/OR
- Level 2 on FSA Retake (Grades 11-12)

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

- D average on grade-level coursework
- AND/OR
- Less than proficient on CAI Progress Monitoring Assessment

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

- Failing grade-level coursework
- AND/OR
- Less than proficient on CAI Progress Monitoring Assessment, little progress made toward mastery

**Number of times per week intervention provided**

2-3

**Grade Levels: 9-12**

**Number of minutes per intervention session**

15-30

**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?**

- Classroom walkthroughs with administrators
- Instructional coaching and ongoing job-embedded professional development
- Problem-solving through admin meetings, team meetings, department data chats
- Common planning to align curriculum map and instruction
- Contact parents regarding interventions and progress

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

All intensive interventions are in addition to the core, Tier 1 curriculum. The interventions will occur at a higher intensity with smaller group size. Tier 3 interventions will occur by a reading endorsed/certified teacher in addition to Tier 2 interventions that will be provided by the classroom teacher. (Promising – ERIC) \*Response to Intervention

Achieve3000 provides differentiated online instruction to build phonemic awareness, phonics, fluency, reading comprehension, vocabulary, and writing skills. (Promising – WWC, Strong - Evidence for Essa)

USA Test Prep can be used as an intervention to improve test scores in English/Reading. (Promising)

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

Students receiving Tier 3 interventions will participate in distance learning for core instruction in ELA. In addition to Tier 2 interventions, they will receive targeted interventions (small groups or individually) 2-3 times per week through digital meetings, telephone, Google Classroom, or other necessary platforms. Instruction and assignments will be based on a review of data and student needs. Progress will be monitored frequently to ensure students are making adequate progress toward meeting grade-level standards.

## 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 district will use the new progress monitoring screener in PreK-10th grade to assess learning. While this is being piloted the LEA will also use universal screeners such as FAST STAR, FAST Cambium, i-Ready(K-8th), DAR, district benchmark assessments, Achieve 3000, and USA Test Prep data (high school) to determine if students qualify as having a substantial reading deficiency. The students are placed in Tier 2 and Tier 3 groups based on cut scores found in decision trees with the understanding that these groups are fluid based on data, grades, SAT/ACT scores between Diagnostic 1, 2, and 3 in August, December, and April/May. In addition, the amount of days/time that students are served may increase based on the need of the student. A greater focus (personnel, funding, training) has been placed on K-3rd to close achievement gaps before moving to secondary levels. In addition, secondary teachers are being trained on the foundations of reading to identify specific reading deficiencies and how to support learning.