2022-23 Reading Plan

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Contact Information, Communication Plan, and Student Achievement Goals

Contact Information - Part A

District Contact Information

Reading Contacts

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

Contact	Name, Title, Email, Phone
Main District Reading Contact	Appel, Crystal Supervisor of Curriculum and Instruction appelc@walton.k12.fl.us 850-892-1100 ext 1521
Elementary English Language Arts (ELA)	Appel, Crystal Supervisor of Curriculum and Instruction appelc@walton.k12.fl.us 850-892-1100 ext 1521
Secondary ELA	Appel, Crystal Supervisor of Curriculum and Instruction appelc@walton.k12.fl.us 850-892-1100 ext 1521
Reading Endorsement	Chandler, Myca Coordinator of Instructional Support Services myca.chandler@walton.k12.fl.us 850-892-1100
Reading Curriculum	Appel, Crystal Supervisor of Curriculum and Instruction appelc@walton.k12.fl.us 850-892-1100 ext 1521
Professional Development	Chandler, Myca Coordinator of Instructional Support Services myca.chandler@walton.k12.fl.us 850-892-1100
Assessment	Appel, Crystal Supervisor of Curriculum and Instruction appelc@walton.k12.fl.us 850-892-1100 ext 1521
Data Element	Appel, Crystal Supervisor of Curriculum and Instruction appelc@walton.k12.fl.us 850-892-1100 ext 1521
Summer Reading Camp	Appel, Crystal Supervisor of Curriculum and Instruction appelc@walton.k12.fl.us 850-892-1100 ext 1521
Third Grade Promotion	Appel, Crystal Supervisor of Curriculum and Instruction appelc@walton.k12.fl.us 850-892-1100 ext 1521
300 Lowest-Performing Elementary Schools	Appel, Crystal Supervisor of Curriculum and Instruction appelc@walton.k12.fl.us 850-892-1100 ext 1521
Multi-Tiered System of Supports (MTSS)	Appel, Crystal Supervisor of Curriculum and Instruction appelc@walton.k12.fl.us 850-892-1100 ext 1521

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 Supervisor of Curriculum and Instruction collaborates with the Superintendent, Deputy Superintendent, Literacy Coaches and school-based teams including Principals and Teachers. In July, the Supervisor of Curriculum and Instruction will share the District Reading Plan with all Principals and will facilitate a discussion regarding the implications of the District Reading Plan such as scheduling, assessment, materials and instruction considerations. The Principals will use this information to inform their school plans. The District Literacy Coaches will create an elementary and secondary presentation of the District Reading Plan to share with each school's team at the beginning of the year to ensure that all teachers are aware of the instructional implications. To ensure all stakeholders have easy access to this information, the District Reading Plan presentations will be added to the K-12 Literacy page of the Walton County School District's website. Additionally, a link to FLDOE will be easily accessible on the district's website so that all stakeholders can access the plan.

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 55%

Previous School Year
Kindergarten - % of Students "Ready" on FLKRS 62%

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

Utilization of Phonics First, Heggerty (Phonemic Awareness Curriculum), ReadyGen, and PAST data to support all students.

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	24	33	21	6	15	23	35	21	6
4	14	21	32	25	8	13	20	34	25	8
5	14	21	29	26	10	13	20	31	26	10
6	20	22	23	26	9	19	21	25	26	9
7	22	25	22	21	11	21	24	24	21	11
8	25	20	27	20	8	24	19	29	20	8
9	18	21	26	25	10	17	20	28	25	10
10	16	22	24	26	13	15	21	26	26	13

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

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

For Kindergarten, increase the percentage of students currently scoring at or above grade level on STAR by 2% this year, from 71% to 73%.
For 1st grade, increase the percentage of students currently scoring at or above grade level on STAR by 4% this year, from 68% to 72%.
For 2nd grade, increase the percentage of students currently scoring at or above grade level on STAR by 3% this year, from 66% to 69%

District Budget for Evidence-Based Reading Instruction Allocation

Budget

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

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

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

Walton County School District (WCSD) will utilize the Research-Based Reading Instruction Allocation funds for elementary reading coach salaries. Tiered interventions and supplemental materials are provided for students in grades K-3. The tiered interventions provide support to best equip students for reading success. WCSD will also utilize these funds for 3rd grade summer reading camps.

School Literacy Leadership Teams

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

During monthly Principal Meetings and scheduled School Improvement Visits the Deputy Superintendent and Supervisor of Curriculum and Instruction review the expectations of the School Literacy Leadership Teams. Administrators collaborate with their School Literacy Leadership team monthly through School Improvement meetings.

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

Deputy Superintendent and Supervisor of Curriculum and Instruction

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

Deputy Superintendent and Supervisor of Curriculum and Instruction collect the School Literacy and Leadership Teams data and share school trends with the Superintendent. School data is reviewed quarterly by the Deputy Superintendent and Supervisor of Curriculum and Instruction.

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.

The Supervisor of Curriculum and Instruction and the District Literacy Coaches collaborate to
collect and analyze student progress monitoring data after administration to inform schoolbased Literacy
Care Plans and to identify district-wide trends as well as school-based or grade
level trends. The Supervisor of Curriculum and Instruction uses school literacy data to inform
conversations during School Improvement visits and district-wide trend data to
inform professional development sessions for administrators, coaches and teachers.
WCSD fully engages in the MTSS (Multi-tiered System of Support) model using district-wide
and school-wide
trend data. As part of the MTSS approach all schools receive tiered ELA support.
Tier 1 Schools (low-risk): 80% of all students are on pace to show one year's growth and 80%
of students
scoring Level 1 or Level 2 on STAR are on pace to earn a learning gain. These schools have
access to districtwide professional development and supports and participate in School
Improvement visits / walkthroughs
each semester.
Tier 2 Schools (moderate risk): Schools making uneven growth will receive scheduled schoolbased,
supports
by a District Literacy Coach as well as customized, job-embedded professional learning
opportunities and more
frequent School Improvement visits.
Tier 3 Schools (high risk): Schools not making adequate growth will receive more frequent
intensive, regularly
scheduled visits from a District Literacy Coach to provide feedback and support as part of the
coaching process
as well as customized, job-embedded professional learning opportunities and quarterly School
Improvement
visits.
Required Professional Development 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
through LETRS training and Orton-Gillingham curricula such as Phonics First and Sonday
Systems which are accredited through both the International Dyslexia Association (IDA) under
their Knowledge and Practice Standards for Teachers of Reading and through the International
Multisensory Structured Language Education Council (IMSLEC) at their Teaching Level and

Instructor of Teaching Levels.
-Differentiated professional development with intensity increased for those teachers whose progress monitoring data is not showing adequate growth
-Identification of mentor teachers through our mentoring program. Walton County School District (WCSD) uses a tiered approach to support schools in providing school-based mentors as follows:
-Category 1: Beginning Teachers-All beginning teachers will be partnered with a mentor
-Category 2: Experienced Teachers: New to the District
-Category 3: Experienced Teachers: New to the School, but Not New to the District
When deficiencies are brought to the teacher's attention by his/her supervisor, the administrator shall be responsible for offering support resources necessary to improve the teacher's identified areas of performance. When deemed appropriate, a mentor teacher may be provided to assist the teacher with any perceived problem areas.
-Providing teachers with time weekly to meet together for professional development including lesson study and PLCs
-Administration and analysis of instructional assessments
-Providing teachers with professional development including differentiated instruction and intensive interventions
-Training in Curriculum Alignment and the B.E.S.T ELA Standards

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

The professional development requirement is communicated to principals at monthly principal meetings. All principals will review expectations and receive specific site-based support from the district.

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

The District Literacy Coaches submit the Professional Development for ELA Teachers and their coaching calendars to the Supervisor of Curriculum and Instruction.

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

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

Literacy Coaches

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

Coaches must possess the following:

- bachelor's degree and reading endorsement or reading certification;

- highly effective rating on most recent available evaluation that contains student achievement data;

- experience as successful classroom teachers;

- knowledge of evidence-based reading research;

- special expertise in quality reading instruction and infusing reading strategies into instruction;

- data management skills;

- strong knowledge base in working with adult learners;

- excellent communication skills; and

- outstanding presentation, interpersonal, and time-management skills.

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

Tier 1 Schools (low risk): 80% of all students are on pace to show one year's growth and 80% of students scoring Level 1 or Level 2 on STAR are on pace to earn a learning gain. These schools have access to district-wide professional development and supports and participate in School Improvement visits / walkthroughs each semester.
Tier 2 Schools (moderate risk): Schools making uneven growth will receive scheduled school-based, supports by a District Literacy Coach as well as customized, job-embedded professional learning opportunities and more frequent School Improvement visits.
Tier 3 Schools (high risk): Schools not making adequate growth will receive more frequent intensive, regularly scheduled visits from a District Literacy Coach to provide feedback and support as part of the coaching process as well as customized, job-embedded professional learning opportunities and quarterly School Improvement visits.

Upload rubric, if applicable
The following documents were submitted as evidence for this section:

No files were uploaded

Literacy Coaches - Part B

Requirements of the Just Read, Florida! Coaching Model

- Provide professional development on the following:
  - the major reading components, as needed, based on an analysis of student performance data;

  - administration and analysis of instructional assessments; and

  - providing differentiated instruction and intensive intervention.

- Model effective instructional strategies for teachers.

- Facilitate study groups.

- Train teachers to administer assessments, analyze data, and use data to differentiate instruction.

- Coach and mentor teachers daily.

- Provide daily support to classroom teachers.

- Work with teachers to ensure that evidence-based reading programs are implemented with fidelity.

- Help to increase instructional density to meet the needs of all students.

- Participate in reading leadership teams.

- Continue to increase their knowledge base in best practices in reading instruction, intervention, and instructional reading strategies.

- Prioritize time to those teachers, activities, and roles that will have the greatest impact on student achievement in reading, namely coaching and mentoring in classrooms.

- Work frequently with students in whole and small group instruction to model and coach in other teachers' classrooms.

- Work with school principals to plan and implement a consistent program of improving reading achievement using strategies that demonstrate a statistically significant effect on improving student outcomes.

Note: Coaches are prohibited from performing administrative functions that will detract from their role as a literacy coach, and must limit the time spent on administering or coordinating assessments.

Is the district using the Just Read, Florida! coaching model?

Yes

If no, please attach the evidence-based model the district is using.
The following documents were submitted as evidence for this section:

No files were uploaded

If yes, please complete the next section:

How are these requirements being communicated to principals?

The coaching model expectations are reviewed during monthly principal meetings and School Improvement Visits. The administrative team and the Literacy Coach create a Coach Care Plan collaboratively to incorporate the coaching model requirements.

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

The district is supporting coaches by providing professional development opportunities such as:
K-12 Lift data analysis, LETRS Facilitator continuing professional development.
The coaches use the knowledge from the professional development to assist schools in data analysis, coaching, and provide site-based and district-wide professional development.

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

Supervisor of Curriculum and Instruction

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

Monthly

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

Coaching time and task are based on school-wide trends from data analysis. Targeted support and more time are given based on need.

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?
	All Kindergarten Students	Screener	Oral Language	Annually
PAST	All Tier 2 and Tier 3 students in grades K-5	Progress Monitoring, Diagnostic	Phonological Awareness	3 x A Year
LETRS Spelling Screener	All students in grades 1-5, K begins during the 2nd Semester and Intensive Reading in grades 6-12 as needed	Progress Monitoring, Diagnostic	Phonics	3 x A Year
Phonics First Assessments	All students in grades K-2 at the beginning of the year and as needed throughout the year	Progress Monitoring, Diagnostic	Phonics	Annually
DIBELS	All Tier 2 and Tier 3 students in grades K-5	Progress Monitoring, Diagnostic	Fluency	Monthly
LETRS Phonics and Word Reading Survey	All Tier 2 and Tier 3 students in grades K-5	Progress Monitoring, Diagnostic	Phonics, Fluency	3 x A Year
DRA	Students in grades K-5	Summative	Vocabulary, Comprehension	Monthly
FAST - STAR	K-2	Screener, Progress Monitoring, Summative	Oral Language, Phonological Awareness, Phonics, Fluency, Vocabulary, Comprehension	3 x A Year
FAST - Cambium	3-5	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?

The Supervisor of Curriculum and Instruction is responsible for providing plan implementation oversight, coordinating district supports, and engaging in follow-up.

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

All instructional materials provided by the district are Research-Based. To ensure all instruction is systematic and explicit, Literacy Coaches conduct coaching cycles and walkthroughs. District staff participate in VIEW School Improvement visits, and Administrative teams conduct walkthroughs.

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

Routine data chats with teachers and administrative teams.

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

Providing professional development and engaging in coaching conversations to build teacher capacity.

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

If it is determined that the District Reading Plan is not being implemented in an explicit manner based on data, the Supervisor of Curriculum and Instruction and the Deputy Superintendent reinforce the expectation that principals will monitor and support full implementation of the District Reading Plan with classroom walkthroughs, scheduling, and coordinating of professional development and coaching supports.

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

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

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

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

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

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

The plan has been revised based on the data from the 2021-2022 school year. The Deputy Superintendent and Supervisor of Curriculum and Instruction evaluated the data to provide specific differentiated support for each school. The support will be through the School Improvement Visits and Literacy Coach support.

School-Level Monitoring of Plan Implementation

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

What process is in place to ensure effective implementation?

During School Improvement Visits the administrative teams give an update on how they have applied the Reading Plan and Decision Trees within their school. Support will be given throughout the year to ensure implementation.

Who at the district level supports effective implementation?

Deputy Superintendent, Supervisor of Curriculum and Instruction and District Literacy Coaches

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

The school administrative team is a part of the School Improvement Visits. During the visits, the Supervisor of Curriculum will collaborate with the administrative team to review the implementation of the Reading Plan.

Weekly reading walkthroughs by administrators - Part B

What process is in place to ensure effective implementation?

During scheduled School Improvement Visits the Deputy Superintendent and Supervisor of Curriculum and Instruction meet with school administrators to discuss data and determine specific purpose for reading walkthroughs.

Who at the district level supports effective implementation?

Deputy Superintendent and Supervisor of Curriculum and Instruction

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

Deputy Superintendent and Supervisor of Curriculum and Instruction collect data and share school trends with school-level administration. The school trends inform professional development at the school and district levels. The data is also shared with the Superintendent.

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

What process is in place to ensure effective implementation?

The Literacy Coaches collaborate with teachers to evaluate screener data to inform the next steps of support for students. The screener data assists in the placement of intervention.

Who at the district level supports effective implementation?

Deputy Superintendent and Supervisor of Curriculum and Instruction

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

Each school is provided differentiated support based on needs from classroom observation and data. Additional professional development is offered at each school and Literacy Coaches will model, co-plan, and collaborate with teachers to ensure effective implementation.

Summer Reading Camp

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

- Provide instruction to grade 3 students who score Level 1 on the statewide standardized assessment for ELA;

- Implement evidence-based explicit, systematic, and multisensory reading instruction in phonemic awareness, phonics, fluency, vocabulary, and comprehension; and

- Provide instruction by a highly effective teacher endorsed or certified in reading.

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

Yes

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

The following evidence-based instructional materials will be utilized during Summer
Reading Camp:
Lexonik Leap, Sonday Essentials, Tyner, Saxon Phonics, Sonday, and Phonics First does not meet strong, moderate or promising levels of evidence; however, the following IES Practice Guide Recommendations support the program: Foundational Skills to Support Reading for Understanding in Kindergarten Through 3rd Grade. Recommendation two states that students develop awareness of the segments of sounds in speech and how they link to letters. Recommendation two has strong ESSA evidence. Recommendation three states that students should be taught to decode words, analyze word parts, and write and recognize words. Recommendation three has strong ESSA evidence. These recommendations were built into the program by following the Orton-Gillingham approach to phonics instruction. The district will support and monitor implementation of this program by Summer Reading Camp training and support for all teachers using these programs.
Lindamood-Bell interventions earned Strong reviews from Evidence for ESSA: Support Information.
LLI earned a Strong rating from Evidence for ESSA and a Positive Rating from Results First Clearinghouse: Support Information

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

Will the district implement this option?

No

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

In addition to 3rd grade Summer Reading Camp, students demonstrating reading deficiencies as determined by progress monitoring data in grades K-12 will have an opportunity to attend Walton County School District Summer Bridge camps as selected by their school for specific programs.

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.)
34

Students who demonstrate a reading deficiency in grades K-2
0

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.)
27%

Students who demonstrate a reading deficiency in grades K-2
0%

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 Walton County School District agrees to continue to provide enhanced outreach to parents/guardians to ensure maximum in-person student enrollment and participation in our brick and mortar schools. Written notice will be sent to the parent/guardian of any student that is not making adequate progress based on a data.

The continuous analysis of disaggregated student data is the foundation of our professional development system. School leaders, instructional trainers, and district instructional personnel receive ongoing training and support for the purpose of providing researched-based, on-site professional development to each school community within the district. School communities are comprised of students and parents, administrative personnel, instructional personnel, support personnel, business partners, and personnel who provide health and social services to students. Input from school level contacts, parent survey results, and school staff survey results were used to determine a focus, strategies, and deliverables for the successful implementation of professional development.

Parental involvement in student learning is extremely important. "Parents have major effects in terms of the encouragement and expectations that they transmit to their children. Many parents, however, struggle to comprehend the language of learning and thus are disadvantaged in the methods they use to encourage their children to attain their expectations." (Hattie, 2009) FLDOE's Parent Guides for the Florida B.E.S.T Standards and parent guide connection book lists will be disseminated to parents. Parent events will be held to help parents understand academic language and strategies for supporting their child with the foundations strand has adapted to meet the needs of the traditional beginning reader and expanded to include remediation for secondary
students who are not yet proficient readers.

Reading aloud is one of the most important things parents can do with children. Parents will be provided resources to support their families at home such as, Reading Rockets, Just Take 20, United Way Reading Pals/Paws material, Barbara Bush Foundation for Family Literacy resources, Destiny and Local Library Online Access, along with all of the District purchased online instructional materials and programs through Classlink.

School Literacy Teams with the support of our District Literacy Coaches will meet throughout the year to expand and disseminate literacy activities for families to engage in literacy activities and reading at home. The more words parents and caregivers use when speaking to a child, the more words children will
recognize and use as they begin to speak and read.

Meaningful parental involvement is a necessity and a core element of our MTSS process. In addition to literacy and academic supports, each school has at least one school counselor and an assigned mental health counselor to provide students with mental health screening, assessment, interventions, and services needed to support students coping with pandemic related matters or with social/emotional/behavior issues that may have been escalated due to extended school closures.

Who at the district is responsible for monitoring this requirement?

Supervisor of Curriculum and Instruction

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?

Classroom walkthroughs during the ELA block, coaching cycles, data chats, and professional development on Science of Reading.

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

Supervisor of Curriculum and Instruction and Literacy Coaches

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?

Classroom walkthroughs during the ELA block, coaching cycles, and professional development on the Science of Reading.

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

Supervisor of Curriculum and Instruction and Literacy Coaches

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

How does the district support and monitor implementation?

Classroom walkthroughs during the ELA block, coaching cycles, data chats, and professional development on Science of Reading.

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

Supervisor of Curriculum and Instruction and Literacy Coaches

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

- **Six components of reading:** oral language, phonological awareness, phonics, fluency, vocabulary, and comprehension;

- **Four types of classroom assessments:** screening, progress monitoring, diagnostic, and summative assessment;

- **Core Instruction (Tier 1):** is standards-aligned; includes accommodations for students with a disability, students with an Individual Educational Plan (IEP), and students who are English language learners; provides print-rich explicit and systematic, scaffolded, differentiated instruction, and corrective feedback; builds background and content knowledge; incorporates writing in response to reading; and incorporates the principles of Universal Design for Learning as defined in 34 C.F.R. 200.2(b)(2)(ii);

- **Supplemental Instruction/Intervention (Tier 2):** is standards-aligned; includes accommodations for students with a disability, students with an IEP, and students who are English language learners; provides explicit, systematic, small group teacher-led instruction matched to student need, targeting gaps in learning to reduce barriers to students' ability to meet Tier 1 expectations; provides multiple opportunities to practice the targeted skill(s) and receive corrective feedback; and occurs in addition to core instruction; and

- **Intensive, Individualized Instruction/Intervention (Tier 3):** is standards-aligned; includes accommodations for students with a disability, students with an IEP, and students who are English language learners; provides explicit, systematic, individualized instruction based on student need, one-on-one or very small group instruction with more guided practice, immediate corrective feedback, and frequent progress monitoring; and occurs in addition to core instruction and Tier 2 interventions. In accordance with Section 1011.62(8)(d), F.S., intensive reading interventions must be delivered by instructional personnel who are certified or endorsed in reading.

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

The six components of reading are addressed in a variety of ways. Oral Language is implemented through read-aloud activities in Pre-Kindergarten and Kindergarten. Phonological Awareness is implemented by Heggerty in grades K-2, Phonics is implemented by Phonics First in K-3 and Structures 4-5, and Vocabulary and comprehension instruction are implemented in our Tier 1 ELA whole group lessons.

Screeners such as the PAST, LETRS Spelling Screener, LETRS Phonics and Word Reading Survey, and Dibels help to inform targeted tier support for students. Progress Monitoring/Formative Assessments are utilized at a classroom level to determine flexible grouping and differentiated support. Diagnostic Assessments are used with each tiered intervention to determine the success of the intervention. Summative Assessments are comprehension cold reads that evaluate the comprehension skills of each student.
Walton County School District is committed to the implementation of a Multi-Tiered System of Supports (MTSS) framework for aligning efforts to improve educational outcomes and meet the academic and behavioral needs of all students, including vulnerable populations, such as students from low-income families, students of migrant workers, students who are homeless, and students in foster care. The district will provide high-quality instruction and intervention matched to student needs and use learning rates and levels of performance to inform instruction, including decisions regarding promotion,

acceleration, retention, and remediation. Data will guide the district, school, grade, class, and individual levels decisions about the allocation of resources and intensity of interventions needed to improve learning and behavior. The Multi-Tiered System of Supports (MTSS) is defined as a whole school, data-driven, prevention based, framework for improving learning and behavioral outcomes for every student through a layered continuum of evidenced based practices and systems. MTSS is a three-tiered system that focuses support intensity based on levels of student need.

All schools must have regularly scheduled meetings of the School Based Intervention Team (SBIT) that includes administrators, guidance counselors, teachers, and other related personnel who are involved with student achievement at the school level. The focus of the SBIT within MTSS is to review student progress and identify students needing intervention. The SBIT is responsible for developing and designing interventions aligned with the data which assess student growth and acceleration. It is recommended that schools implement "Early Warning Systems" to identify students and target students.

How does the district support and monitor implementation?

The Deputy Superintendent and Supervisor of Curriculum and Instruction conduct monthly Principal Meetings and scheduled School Improvement Visits to support and monitor implementation. The Deputy Superintendent and Supervisor of Curriculum and Instruction collect school data and share school trends with the Superintendent.

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

The Deputy Superintendent and Supervisor of Curriculum and Instruction is responsible for providing plan implementation oversight, coordinating district supports, and engaging in follow-up.

Assessment/Curriculum Decision Trees - Part C

Requirements

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

The Decision Trees must contain the following information:

- Name of screening, progress monitoring, diagnostic, local assessment, statewide assessment, or teacher observations used within the district. Pursuant to Section 1002.69, F.S., the Florida Kindergarten Readiness Screener (FLKRS) must be used as a component of identification for kindergarten students, and according to section (12) of the plan rule, the assessment tool used to identify students in grades K-3 with a substantial deficiency. Florida Standards Assessment-English Language Arts (FSA-ELA) must be one of the components used for grades 3-12 pursuant to Section 1008.25(4)(a), F.S.;

- Target audience (grade level);

- Performance criteria used for decision-making for each instrument;

- Assessment/curriculum connection, including evidence-based curriculum materials and practices used in instruction and intervention, that address the six (6) components of reading: oral language, phonological awareness, phonics, fluency, vocabulary, and comprehension;

- The methods for providing reading instruction and intervention to students who may continue to receive instruction through distance or blended learning;

- An explanation of how instruction will be modified for students who have been identified as having a substantial deficiency in reading who are in need of intensive intervention; and

- Specific criteria for when a student is identified to receive intensive reading interventions, what intensive reading interventions will be used, how the intensive reading interventions are provided, and assurance that intensive reading interventions are delivered by a teacher who is certified or endorsed in reading. Districts must identify the multisensory intervention provided to students in grades K-3 who have a substantial deficiency in reading and include a description of the intensive, explicit, systematic and multisensory reading interventions which will be provided to students in grades K-3.

Tier 1
Core Instruction:

- *is standards-aligned;*

- *builds background and content knowledge;*

- *provides print-rich, systematic, scaffolded, differentiated instruction, and corrective feedback;*

- *incorporates writing in response to reading;*

- *includes accomodations (IEP, ESOL, or 504);*

- *incorporates the principles of Universal Design for Learning; and*

- *includes specially designed instruction for students with disabilities.*

Grade Levels: K-2

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: STAR Early Literacy /STAR Reading Screening Report: District Benchmark At Grade Level (Green; ≥50th PR)

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.

ReadyGen does not meet strong, moderate or promising levels of evidence; however, the following IES Practice Guide Recommendations support the program: Improving Reading Comprehension in Kindergarten through 3rd grade. Recommendation one states that students are taught how to use reading comprehension strategies. Recommendation one has strong ESSA evidence. This recommendation was built into the program by following sequence as indicated in the IES Practice Guide. The district will support and monitor implementation of this program by training and support for all teachers using these programs.

Phonics First, Tyner Framework, and Saxon Phonics does not meet strong, moderate or promising levels of evidence; however, the following IES Practice Guide Recommendations support the program: Foundational Skills to Support Reading for Understanding in Kindergarten Through 3rd Grade. Recommendation two states that students develop awareness of the segments of sounds in speech and how they link to letters. Recommendation two has strong ESSA evidence. Recommendation three states that students should be taught to decode words, analyze word parts, and write and recognize words. Recommendation three has strong ESSA evidence. These recommendations were built into the program by following the Orton-Gillingham approach to phonics instruction. The district will support and monitor implementation of this program by training and support for all teachers using these programs.

Heggerty's Phonemic Awareness (K-2): does not meet strong, moderate or promising levels of evidence; however, the following IES Practice Guide Recommendation support the program: Foundational Skills to Support Reading for Understanding in Kindergarten Through 3rd Grade. Recommendation two states that students develop awareness of the segments of sounds in speech and how they link to letters. The recommendation was built into the program by following the basic to advance phoneme approach to phonemic awareness. The district will support and monitor implementation of this program by training and support for all teachers using these programs.

Progress Monitoring

Assessment & Frequency
STAR Early Literacy, STAR

Performance Criteria that indicates Tier 1 is sufficient for at least 80% of students
Data revealing 80% of students scoring in Green or Blue on STAR Early Literacy or STAR Reading by AP2 and AP 3.

Performance Criteria that prompts the addition of Tier 2 interventions for students not meeting the expectation/benchmark
STAR Early Literacy - Yellow or Red (PR <25)

How is the effectiveness of Tier 1 instruction being monitored?

Grade Levels: K-2

Data indicating 80% of students have a ≥ 40 Student Growth Percentile on STAR

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?

Principal walkthroughs during ELA block, in person and virtual. District Literacy Coach review of Classwide Progress Monitoring data including STAR Early Literacy and PAST results with principals and teachers. Quarterly data chats with school leadership, teachers, and District Literacy Coach.

How is the effectiveness of Tier 1 curriculum being monitored?

Data indicating 80% of students have a ≥ 40 Student Growth Percentile on STAR.

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

Principals ensure that all teachers new to a curriculum participate in onboarding for that curriculum to maximize effective implementation. District Literacy Coaches collaborate with ELA teachers as part of district's Curriculum Alignment Project (CAP) to ensure curriculum is aligned to grade level standards and curriculum and to address any gaps. Literacy Leadership Team will problem-solve supports for distance learning students.

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

Students will have access to Tier 1 instruction using these programs through virtual means.

Grade Levels: 3-5

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

Students scoring Level 3, 4, or 5 on the F.A.S.T. Assessment

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.

ReadyGen does not meet strong, moderate or promising levels of evidence; however, the following IES Practice Guide Recommendations support the program: Improving Adolescent Literacy: Effective Classroom Intervention Practices. Recommendation one states that should receive explicit vocabulary instruction. Recommendation one has strong ESSA evidence. Recommendation two states that students should be provided direct and explicit comprehension strategy instruction. Recommendation two has strong ESSA evidence. These recommendations were built into the program by following the sequence as stated in the IES Practice Guide. The district will support and monitor implementation of this program by training and support for all teachers using ReadyGen.

Progress Monitoring

Assessment & Frequency
F.A.S.T. Assessment three times a year

Performance Criteria that indicates Tier 1 is sufficient for at least 80% of students
Data revealing 80% of students scoring Level 3, 4, or 5 on the F.A.S.T. Assessment by AP2 and AP3.

Performance Criteria that prompts the addition of Tier 2 interventions for students not meeting the expectation/benchmark
Students scoring Level 1 and 2 on the F.A.S.T. Assessment.

How is the effectiveness of Tier 1 instruction being monitored?

Data revealing 80% of students scoring Level 3, 4, or 5 on the F.A.S.T. Assessment by AP2 and AP3.

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?

Principal walkthroughs during ELA block, in person and virtual. District Literacy Coach review of Classwide Progress Monitoring data including F.A.S.T. Assessment, District Reading Assessments, and Spelling Screener results with principals and teachers. Quarterly data chats with school leadership, teachers, and District Literacy Coach.

How is the effectiveness of Tier 1 curriculum being monitored?

Data indicating 80% of students are scoring Level 3, 4, 5 on the F.A.S.T. Assessment by AP2 and AP3.

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

Grade Levels: 3-5

Principals ensure that all teachers new to a curriculum participate in onboarding for that curriculum to maximize effective implementation. District Literacy Coaches collaborate with ELA teachers as part of district's ongoing Curriculum Alignment Project (CAP) to ensure curriculum is aligned to grade level standards and curriculum and to address any gaps. Literacy Leadership Team will problem-solve supports for distance learning students.

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

Students will have access to Tier 1 instruction through Teams.

Grade Levels: 6-8

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

Students scoring Level 3, 4, or 5 on the F.A.S.T. Assessment

<div style="text-align:center">THEN TIER 1 Only</div>

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

SpringBoard does not meet strong, moderate or promising levels of evidence; however, the following IES Practice Guide Recommendations support the program: Improving Adolescent Literacy: Effective Classroom Intervention Practices. Recommendation one states that should receive explicit vocabulary instruction. Recommendation one has strong ESSA evidence. Recommendation two states that students should be provided direct and explicit comprehension strategy instruction. Recommendation two has strong ESSA evidence. These recommendations were built into the program by following the sequence as stated in the IES Practice Guide. The district will support and monitor implementation of this program by training and support for all teachers using SpringBoard.

Progress Monitoring

Assessment & Frequency

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

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

How is the effectiveness of Tier 1 instruction being monitored?

Data indicating 80% of students are scoring Level 3, 4, or 5.

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?

Principals ensure that all teachers new to a curriculum participate in onboarding for that curriculum to maximize effective implementation. District Literacy Coaches collaborate with ELA teachers as part of district's ongoing Curriculum Alignment Project (CAP) to ensure curriculum is aligned to grade level standards and curriculum and to address any gaps. Literacy Leadership Team will problem-solve supports for distance learning students.

How is the effectiveness of Tier 1 curriculum being monitored?

Data indicating 80% of students are scoring Level 3, 4, or 5.

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

Principals ensure that all teachers new to a curriculum participate in onboarding for that curriculum to maximize effective implementation. District Literacy Coaches collaborate with ELA teachers as part of district's ongoing Curriculum Alignment Project (CAP) to ensure curriculum is aligned to grade level

Grade Levels: 6-8

standards and curriculum and to address any gaps. Literacy Leadership Team will problem-solve supports for distance learning students.

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

Students will have access to Tier 1 instruction through Teams.

Grade Levels: 9-12

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

Students scoring Level 3, 4, or 5 on the F.A.S.T. Assessment.

<div style="background-color:green; text-align:center">

THEN TIER 1 Only

</div>

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

SpringBoard does not meet strong, moderate or promising levels of evidence; however, the following IES Practice Guide Recommendations support the program: Improving Adolescent Literacy: Effective Classroom Intervention Practices. Recommendation one states that should receive explicit vocabulary instruction. Recommendation one has strong ESSA evidence. Recommendation two states that students should be provided direct and explicit comprehension strategy instruction. Recommendation two has strong ESSA evidence. These recommendations were built into the program by following the sequence as stated in the IES Practice Guide. The district will support and monitor implementation of this program by training and support for all teachers using SpringBoard.

Progress Monitoring

Assessment & Frequency
F.A.S.T. Assessment three times a year.

Performance Criteria that indicates Tier 1 is sufficient for at least 80% of students
Students scoring Level 3, 4, or 5 on the F.A.S.T. Assessment.

Performance Criteria that prompts the addition of Tier 2 interventions for students not meeting the expectation/benchmark
Students scoring Level 1 or 2 on the F.A.S.T. Assessment.

How is the effectiveness of Tier 1 instruction being monitored?

Data indicating 80% of students are scoring 3, 4, or 5 on the F.A.S.T. Assessment.

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?

Principal walkthroughs during ELA block, in person and virtual. District Literacy Coach review of Classwide progress monitoring data including STAR Reading and SpringBoard embedded assessment results with principals and teachers. Quarterly data chats with school leadership, teachers and Literacy Coach. Students will have access to Tier 1 instruction through Teams.

How is the effectiveness of Tier 1 curriculum being monitored?

Data indicating 80% of students are scoring 3, 4, or 5 on the F.A.S.T. Assessment.

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

Grade Levels: 9-12

Principals ensure that all teachers new to a curriculum participate in onboarding for that curriculum to maximize effective implementation. District Literacy Coaches collaborate with ELA teachers as part of district's ongoing Curriculum Alignment Project (CAP) to ensure curriculum is aligned to grade level standards and curriculum and to address any gaps. Literacy Leadership Team will problem-solve supports for distance learning students.

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

Students will have access to Tier 1 instruction through Teams.

Tier 2
Supplemental Instruction/Intervention:

- *is standards-aligned;*

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

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

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

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

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

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

Grade Levels: K-2

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

(Enter assessment criteria that will be used)

STAR Early Literacy/ STAR Reading Screening Report 10th –24th PR.

THEN TIER 1 Instruction and TIER 2 Interventions

Progress Monitoring

Tier 2 Programs/Materials/Strategies & Duration

Comprehension Toolkit
Great Leaps
Headsprout
Imagine Learning
Leveled Literacy Intervention (LLI)
Lexia
Linda Mood Bell Visualizing and Verbalizing
My Path
Systematic Phonics Instruction: Lexonik Leap, Phonics First, Saxon Phonics, Sonday Essentials, Sonday, Tyner, or Wilson

Assessment & Frequency

Comprehension Toolkit - Biweekly Comprehension Passage
Great Leaps - Biweekly Running Record
Headsprout - Biweekly Headsprout report
Imagine Learning - Biweekly Headsprout report
Leveled Literacy Intervention (LLI) - Biweekly Running Record
Lexia - Biweekly Lexia reports
Linda Mood Bell Visualizing and Verbalizing - Assessment for Visual or Concept Imagery Biweekly
My Path - Biweekly My Path reports
Systematic Phonics Instruction: Lexonik Leap, Phonics First, Saxon Phonics, Sonday Essentials, Sonday, Tyner, or Wilson - Biweekly program assessment

Performance Criteria to discontinue Tier 2 interventions

Comprehension Toolkit - 95% on Comprehension Passage
Great Leaps - 95% on Running Records
Headsprout - 80% on Headsprout reports
Imagine Learning - 80% average on Imagine Learning reports
Leveled Literacy Intervention (LLI) - 95% on Running Records
Lexia - 80% on Lexia reports
Linda Mood Bell Visualizing and Verbalizing - 90% on program assessment
My Path - 80% on My Path reports
Systematic Phonics Instruction: Lexonik Leap, Phonics First, Saxon Phonics, Sonday Essentials, Sonday, Tyner, or Wilson - 90% average on program assessments

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

Comprehension Toolkit - 90% on Comprehension Toolkit
Great Leaps - 90% on Running Records
Headsprout - Less than 80% on Headsprout reports
Imagine Learning - Less than 80% average on Imagine Learning reports
Leveled Literacy Intervention (LLI) - 90% on Running Records
Lexia - Less than 80% on Lexia reports

Grade Levels: K-2

Progress Monitoring
Linda Mood Bell Visualizing and Verbalizing - 89% - 70% on program assessment My Path - Less than 80% on My Path reports Systematic Phonics Instruction: Lexonik Leap, Phonics First, Saxon Phonics, Sonday Essentials, Sonday, Tyner, and Wilson - Less than 89% average on program assessments

Performance Criteria that prompts the addition of Tier 3 interventions

Comprehension Toolkit - 89% on Comprehension Passage
Great Leaps 89% or below on Running Records
Headsprout - Consistently less than 70% on Headsprout reports
Imagine Learning - Consistently less than 80% average on Imagine Learning reports
Leveled Literacy Intervention (LLI) - 89% or below on Running Records
Lexia - Consistently less than 70% on Lexia reports.
Linda Mood Bell Visualizing and Verbalizing - Below 70% on program assessment 2/5 times
My Path - Consistently less than 70% on My Path reports
Systematic Phonics Instruction: Lexonik Leap, Phonics First, Saxon Phonics, Sonday Essentials, Sonday, Tyner, Wilson - Consistently less than 70% on program assessments

Number of times per week intervention provided

5 times a week

Number of minutes per intervention session

30 minutes per day

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?

The District defines a healthy core as having less than 20% of students needing Tier 2 intervention and 80% or more of the Tier 2 students making accelerated growth with a Student Growth Percentile ≥40. Principal and District Literacy Coach conduct walkthroughs during Tier 2 instruction. District Literacy Coach review of Classwide Progress Monitoring data including STAR Early Literacy results with principals and teachers.

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

Comprehension Toolkit does not meet strong, moderate or promising levels of evidence; however, the following IES Practice Guide Recommendations support the program: Improving Adolescent Literacy: Effective Classroom Intervention Practices. Recommendation one states that should receive explicit vocabulary instruction. Recommendation one has strong ESSA evidence. Recommendation two states that students should be provided direct and explicit comprehension strategy instruction. Recommendation two has strong ESSA evidence. These recommendations were built into the program by following the sequence as stated in the IES Practice Guide. The district will support and monitor implementation of this program by training and support for all teachers using Comprehension Toolkit. Literacy Coaches will also conduct monthly fidelity checks.

Great Leaps does not meet strong, moderate or promising levels of evidence; however, the following IES Practice Guide Recommendations support the program: Foundational Skills to Support Reading for

Grade Levels: K-2

Understanding in Kindergarten Through 3rd Grade. Recommendation two states that students develop awareness of the segments of sounds in speech and how they link to letters. Recommendation two has strong ESSA evidence. Recommendation three states that students should be taught to decode words, analyze word parts, and write and recognize words. Recommendation three has strong ESSA evidence. These recommendations were built into the program by following the Orton-Gillingham approach to phonics instruction. The district will support and monitor implementation of this program by training and support for all teachers using Great Leaps. Literacy Coaches will also conduct monthly fidelity checks.

Headsprout received a Potentially Positive rating from What Works Clearinghouse.

Imagine Learning received a Promising review from Evidence for ESSA.

LLI earned a Strong rating from Evidence for ESSA and a Positive Rating from Results First Clearinghouse.

Lexia received promising ratings from Evidence for ESSA.

Lindamood-Bell interventions earned Strong reviews from Evidence for ESSA.

My Path does not meet strong, moderate or promising levels of evidence; however, the following IES Practice Guide Recommendations support the program: Improving Adolescent Literacy: Effective Classroom Intervention Practices. Recommendation one states that should receive explicit vocabulary instruction. Recommendation one has strong ESSA evidence. Recommendation two states that students should be provided direct and explicit comprehension strategy instruction. Recommendation two has strong ESSA evidence. These recommendations were built into the program by following the sequence as stated in the IES Practice Guide. The district will support and monitor implementation of this program by training and support for all teachers using My Path. Literacy Coaches will also conduct monthly fidelity checks.

Systematic Phonics Instruction: Lexonik Leap, Phonics First, Saxon Phonics, Sonday, Sonday Essentials, Tyner, Wilson does not meet strong, moderate or promising levels of evidence; however, the following IES Practice Guide Recommendations support the program: Foundational Skills to Support Reading for Understanding in Kindergarten Through 3rd Grade. Recommendation two states that students develop awareness of the segments of sounds in speech and how they link to letters. Recommendation two has strong ESSA evidence. Recommendation three states that students should be taught to decode words, analyze word parts, and write and recognize words. Recommendation three has strong ESSA evidence. These recommendations were built into the program by following the Orton-Gillingham approach to phonics instruction. The district will support and monitor implementation of this program by training and support for all teachers using these programs. Literacy Coaches will also conduct monthly fidelity checks.

LLI earned a Strong rating from Evidence for ESSA and a Positive Rating from Results First Clearinghouse.

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

Students will have access to Tier 2 instruction through Teams.

Grade Levels: 3-5

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

(Enter assessment criteria that will be used)

3rd Grade - AP4 Second Grade Results
4th Grade - Prior Year FSA Level 2
5th Grade - Prior Year FSA Level 2

THEN TIER 1 Instruction and TIER 2 Interventions

Progress Monitoring

Tier 2 Programs/Materials/Strategies & Duration
Bridge the Gap
Comprehension Toolkit
Great Leaps
Headsprout/Raz-Kids Plus
Imagine Learning
Letters and Sounds
LLI
Lexia
Lindamood-Bell Verbalizing and Visualizing
My Path
Rewards
Systematic Phonics Instruction: Lexonik Leap, Phonics First, Saxon Phonics, Sonday, Sonday Essentials, Structures, Tyner, or Wilson

Assessment & Frequency
Bridge the Gap - Biweekly program assessment
Comprehension Toolkit - Biweekly program assessment
Great Leaps - Biweekly program assessment
Headsprout/Raz-Kids Plus - Biweekly program assessment
Imagine Learning - Biweekly program assessment
Letters and Sounds - Biweekly program assessment
Leveled Literacy Intervention - Biweekly program assessment
Lexia - Biweekly program assessment
Lindamood-Bell Verbalizing and Visualizing - Assessment for Visual or Concept Imagery Biweekly
My Path - Biweekly program assessment
Rewards - Biweekly program assessment
Systematic Phonics Instruction: Lexonik Leap, Phonics First, Tyner, Saxon Phonics, Sonday, Sonday Essentials, Structures, or Wilson - Biweekly Program Assessment,

Performance Criteria to discontinue Tier 2 interventions
Bridge the Gap - Biweekly program assessment - 90%
Comprehension Toolkit - 95% on comprehension passage
Great Leaps - 95% on running records
Headsprout/Raz-Plus Kids - 80% on Headsprout reports
Imagine Learning - 80% on Imagine Learning reports
Letters and Sounds - 95% on program assessment
Lexia - 80% on Lexia reports
Lindamood-Bell Verbalizing and Visualizing - 90% on program assessment
My Path - 80% on My Path reports
Rewards - 90% on program assessment

Grade Levels: 3-5

Progress Monitoring

Systematic Phonics Instruction: Lexonik Leap, Phonics First, Saxon Phonics, Sonday, Sonday Essentials, Structures, Tyner, Wilson - 90% on program assessments

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

Bridge the Gap - Biweekly program assessment - 90%
Comprehension Toolkit - 90% on comprehension passage
Great Leaps - 90% on Running Records
Headsprout/Raz-Kids Plus - Less than 80% on Headsprout reports
Imagine Learning - Less than 80% on Imagine Learning reports
Letters and Sounds - Biweekly program assessment - 90%
Leveled Literacy Intervention (LLI) - 90% on Running Records
Lexia - Less than 80% on Lexia reports
Lindamood-Bell Verbalizing and Visualizing - 89% - 70% on program assessment
My Path - Less than 80% on My Path reports
Rewards - 80% accuracy on the program assessment
Systematic Phonics Instruction: Lexonik Leap, Phonics First, Saxon Phonics, Sonday, Sonday Essentials, Structures, Tyner, or Wilson - 89% on program assessments

Performance Criteria that prompts the addition of Tier 3 interventions

Bridge the Gap - Biweekly program assessment - 89% or below on program assessments
Comprehension Toolkit - 89% or below on Comprehension Passage
Great Leaps - 89% or below on Running Records
Headsprout/Raz-Kids Plus - Consistently less than 70% on Headsprout reports
Imagine Learning - Consistently less than 70% on Imagine Learning reports
Letters and Sounds - 89% or below on program assessments
Leveled Literacy Intervention (LLI) - 89% or below on Running Records
Lexia - Consistently less than 70% on Lexia reports
Lindamood-Bell Verbalizing and Visualizing - Below 70% on program assessment on 2/5 times
My Path - Consistently less than 70% on My Path reports
Rewards - Below 70% on the program assessment
Systematic Phonics Instruction: Lexonik Leap, Phonics First, Saxon Phonics, , Sonday, Sonday Essentials, Structures, Tyner, Wilson - Less than 89% on program assessments

Number of times per week intervention provided

5 days a week

Number of minutes per intervention session

30 minutes per day

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?

The District defines a healthy core as having less than 20% of students needing Tier 2 intervention and, in a healthy Tier 2 group, 80% or more of the Tier 2 students making accelerated growth. Principal walkthroughs during Tier 2 instruction and District Literacy Coach review of Classwide Progress Monitoring data include STAR and Spelling Screener results with principals and teachers.

Grade Levels: 3-5

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

Bridge the Gap and Letters and Sounds does not meet strong, moderate or promising levels of evidence; however, the following IES Practice Guide Recommendations support the program: Improving Adolescent Literacy: Effective Classroom and Intervention Practices. Recommendation five states that students receive intensive and individualized interventions for struggling readers that can be provided by trained specialists. Recommendation five has strong ESSA evidence. This recommendation was built into the program by following the recommendation of using targeted instruction to make interventions intensive and individualized. The district will support and monitor implementation of this program by training and support for all teachers using these programs. Literacy Coaches will also conduct monthly fidelity checks.

Comprehension Toolkit does not meet strong, moderate or promising levels of evidence; however, the following IES Practice Guide Recommendations support the program: Improving Adolescent Literacy: Effective Classroom Intervention Practices. Recommendation one states that should receive explicit vocabulary instruction. Recommendation one has strong ESSA evidence. Recommendation two states that students should be provided direct and explicit comprehension strategy instruction. Recommendation two has strong ESSA evidence. These recommendations were built into the program by following the sequence as stated in the IES Practice Guide. The district will support and monitor implementation of this program by training and support for all teachers using Comprehension Toolkit. Literacy Coaches will also conduct monthly fidelity checks.

Great Leaps does not meet strong, moderate or promising levels of evidence; however, the following IES Practice Guide Recommendations support the program: Foundational Skills to Support Reading for Understanding in Kindergarten Through 3rd Grade. Recommendation two states that students develop awareness of the segments of sounds in speech and how they link to letters. Recommendation two has strong ESSA evidence. Recommendation three states that students should be taught to decode words, analyze word parts, and write and recognize words. Recommendation three has strong ESSA evidence. These recommendations were built into the program by following the Orton-Gillingham approach to phonics instruction. The district will support and monitor implementation of this program by training and support for all teachers using Great Leaps. Literacy Coaches will also conduct monthly fidelity checks.

Headsprout earned the Second-highest rating from WWC. Raz-Kids Plus earned Strong reviews from Evidence for ESSA.

Imagine Learning received a Promising review from Evidence for ESSA.

LLI earned a Strong rating from Evidence for ESSA and a Positive Rating from Results First Clearinghouse.

Lexia has earned strong ratings from Evidence for ESSA.

Lindamood-Bell interventions earned Strong reviews from Evidence for ESSA.

MyPath does not meet strong, moderate or promising levels of evidence; however, the following IES Practice Guide Recommendations support the program: Improving Adolescent Literacy: Effective Classroom Intervention Practices. Recommendation one states that should receive explicit vocabulary instruction. Recommendation one has strong ESSA evidence. Recommendation two states that students should be provided direct and explicit comprehension strategy instruction. Recommendation

Grade Levels: 3-5

two has strong ESSA evidence. These recommendations were built into the program by following the sequence as stated in the IES Practice Guide. The district will support and monitor implementation of this program by training and support for all teachers using My Path. Literacy Coaches will also conduct monthly fidelity checks.

Rewards does not meet strong, moderate or promising levels of evidence; however, the following IES Practice Guide Recommendations support the program: Foundational Skills to Support Reading for Understanding in Kindergarten Through 3rd Grade. Recommendation two states that students develop awareness of the segments of sounds in speech and how they link to letters. Recommendation two has strong ESSA evidence. Recommendation three states that students should be taught to decode words, analyze word parts, and write and recognize words. Recommendation three has strong ESSA evidence. These recommendations were built into the program by following the Orton-Gillingham approach to phonics instruction. The district will support and monitor implementation of this program by training and support for all teachers using Rewards. Literacy Coaches will also conduct monthly fidelity checks.

Systematic Phonics Instruction: Lexonik Leap, Phonics First, Saxon Phonics, Sonday, Sonday Essentials, Structures, Tyner, and Wilson does not meet strong, moderate or promising levels of evidence; however, the following IES Practice Guide Recommendations support the program: Foundational Skills to Support Reading for Understanding in Kindergarten Through 3rd Grade. Recommendation two states that students develop awareness of the segments of sounds in speech and how they link to letters. Recommendation two has strong ESSA evidence. Recommendation three states that students should be taught to decode words, analyze word parts, and write and recognize words. Recommendation three has strong ESSA evidence. These recommendations were built into the program by following the Orton-Gillingham approach to phonics instruction. The district will support and monitor implementation of this program by training and support for all teachers using these programs. Literacy Coaches will also conduct monthly fidelity checks.

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

Students will have access to Tier 2 instruction through Teams.

Grade Levels: 6-8

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

(Enter assessment criteria that will be used)

Prior Year FSA Level 2

THEN TIER 1 Instruction and TIER 2 Interventions
Progress Monitoring

Tier 2 Programs/Materials/Strategies & Duration
CommonLit 360, Structures, Bridge the Gap, and Exact Path

Assessment & Frequency
Biweekly

Performance Criteria to discontinue Tier 2 interventions
CommonLit 360 - Average achievement of 86% - 100% on article/lesson tests at grade-level Lexile measure
Structures - 95% on program assessments
Bridge the Gap - 95% on program assessments
Exact Path - 80% on My Path reports

Performance Criteria indicating continuation of Tier 2 interventions in addition to Tier 1 instruction
CommonLit 360 - Average achievement of 75% – 85% on article/lesson tests steadily increasing average Lexile level moving toward grade-level Lexile measure
Structures - 94%-85% on program assessments
Bridge the Gap - 94%-85% on program assessments
Exact Path - Less than 80% on My Path reports.

Performance Criteria that prompts the addition of Tier 3 interventions
CommonLit 360 - Average achievement of < 75% on article/lesson tests with stagnating or falling Lexile level
Structures - Less than 85% on specific program assessments
Bridge the Gap - Less than 94% on specific program assessments
Exact Path - Consistently less than 70% on My Path reports

Number of times per week intervention provided

5 times per week

Number of minutes per intervention session

30 minutes

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

The District defines a healthy core as having less than 20% of students needing Tier 2 intervention and, in a healthy Tier 2 group, 80% or more of the Tier 2 students making accelerated growth with a Student Growth Percentile ≥40. Principal walkthroughs during Tier 2 instruction and District Literacy

Grade Levels: 6-8

Coach review of Classwide Progress Monitoring data including Achieve and Language Live results with principals and teachers. Students will have access to Tier 2 instruction through Teams.

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

Common Lit 360 does not meet strong, moderate or promising levels of evidence; however, the following IES Practice Guide Recommendations support the program: Improving Adolescent Literacy: Effective Classroom Intervention Practices. Recommendation one states that should receive explicit vocabulary instruction. Recommendation one has strong ESSA evidence. Recommendation two states that students should be provided direct and explicit comprehension strategy instruction. Recommendation two has strong ESSA evidence. These recommendations were built into the program by following the sequence as stated in the IES Practice Guide. The district will support and monitor implementation of this program by training and support for all teachers using CommonLit 360. Literacy Coaches will also conduct monthly fidelity checks.

Structures does not meet strong, moderate or promising levels of evidence; however, the following IES Practice Guide Recommendations support the program: Improving Adolescent Literacy: Effective Classroom and Intervention Practices. Recommendation five states that students receive intensive and individualized interventions for struggling readers that can be provided by trained specialists. Recommendation five has strong ESSA evidence. This recommendation was built into the program by following the Orton-Gillingham approach to phonics instruction. The district will support and monitor implementation of this program by training and support for all teachers using these programs. Literacy Coaches will also conduct monthly fidelity checks.

Bridge the Gap does not meet strong, moderate or promising levels of evidence; however, the following IES Practice Guide Recommendations support the program: Improving Adolescent Literacy: Effective Classroom and Intervention Practices. Recommendation five states that students receive intensive and individualized interventions for struggling readers that can be provided by trained specialists. Recommendation five has strong ESSA evidence. This recommendation was built into the program by following the recommendation of using targeted instruction to make interventions intensive and individualized. The district will support and monitor implementation of this program by training and support for all teachers using these programs. Literacy Coaches will also conduct monthly fidelity checks.

Exact Path does not meet strong, moderate or promising levels of evidence; however, the following IES Practice Guide Recommendations support the program: Improving Adolescent Literacy: Effective Classroom Intervention Practices. Recommendation one states that should receive explicit vocabulary instruction. Recommendation one has strong ESSA evidence. Recommendation two states that students should be provided direct and explicit comprehension strategy instruction. Recommendation two has strong ESSA evidence. These recommendations were built into the program by following the sequence as stated in the IES Practice Guide. The district will support and monitor implementation of this program by training and support for all teachers using Exact Path. Literacy Coaches will also conduct monthly fidelity checks.

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

Students will have access to Tier 2 instruction through Teams.

Grade Levels: 9-12

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

Students scoring Level 1 on the F.A.S.T. Assessment.

THEN TIER 1 Instruction and TIER 2 Interventions

Progress Monitoring

Tier 2 Programs/Materials/Strategies & Duration
CommonLit 360, Structures, Bridge the Gap, and Exact Path

Assessment & Frequency
Biweekly

Performance Criteria to discontinue Tier 2 interventions
CommonLit 360 - Average achievement of 86% - 100% on article/lesson tests at grade-level Lexile measure
Structures - 95% on program assessments
Bridge the Gap - 95% on program assessments
Exact Path - 80% on My Path reports

Performance Criteria indicating continuation of Tier 2 interventions in addition to Tier 1 instruction
CommonLit 360 - Average achievement of 75% – 85% on article/lesson tests steadily increasing average Lexile level moving toward grade-level Lexile measure
Structures - 94%-85% on program assessments
Bridge the Gap - 94%-85% on program assessments
Exact Path - Less than 80% on My Path reports

Performance Criteria that prompts the addition of Tier 3 interventions
CommonLit 360 - Average achievement of < 75% on article/lesson tests with stagnating or falling Lexile level
Structures - Less than 85% on specific program assessments
Bridge the Gap - Less than 94% on specific program assessments
Exact Path - Consistently less than 70% on My Path reports.

Number of times per week intervention provided

5 times per week.

Number of minutes per intervention session

30 minutes

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

The District defines a healthy core as having less than 20% of students needing Tier 2 intervention and, in a healthy Tier 2 group, 80% or more of the Tier 2 students making accelerated growth with a Student Growth Percentile ≥40. Principal walkthroughs during Tier 2 instruction and District Literacy

Grade Levels: 9-12

Coach review of Classwide Progress Monitoring data including Achieve and Language Live results with principals and teachers. Students will have access to Tier 2 instruction through Teams.

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

Common Lit 360 does not meet strong, moderate or promising levels of evidence; however, the following IES Practice Guide Recommendations support the program: Improving Adolescent Literacy: Effective Classroom Intervention Practices. Recommendation one states that should receive explicit vocabulary instruction. Recommendation one has strong ESSA evidence. Recommendation two states that students should be provided direct and explicit comprehension strategy instruction. Recommendation two has strong ESSA evidence. These recommendations were built into the program by following the sequence as stated in the IES Practice Guide. The district will support and monitor implementation of this program by training and support for all teachers using CommonLit 360. Literacy Coaches will also conduct monthly fidelity checks.

Structures does not meet strong, moderate or promising levels of evidence; however, the following IES Practice Guide Recommendations support the program: Improving Adolescent Literacy: Effective Classroom and Intervention Practices. Recommendation five states that students receive intensive and individualized interventions for struggling readers that can be provided by trained specialists. Recommendation five has strong ESSA evidence. This recommendation was built into the program by following the Orton-Gillingham approach to phonics instruction. The district will support and monitor implementation of this program by training and support for all teachers using these programs. Literacy Coaches will also conduct monthly fidelity checks.

Bridge the Gap does not meet strong, moderate or promising levels of evidence; however, the following IES Practice Guide Recommendations support the program: Improving Adolescent Literacy: Effective Classroom and Intervention Practices. Recommendation five states that students receive intensive and individualized interventions for struggling readers that can be provided by trained specialists. Recommendation five has strong ESSA evidence. This recommendation was built into the program by following the recommendation of using targeted instruction to make interventions intensive and individualized. The district will support and monitor implementation of this program by training and support for all teachers using these programs. Literacy Coaches will also conduct monthly fidelity checks.

Exact Path does not meet strong, moderate or promising levels of evidence; however, the following IES Practice Guide Recommendations support the program: Improving Adolescent Literacy: Effective Classroom Intervention Practices. Recommendation one states that should receive explicit vocabulary instruction. Recommendation one has strong ESSA evidence. Recommendation two states that students should be provided direct and explicit comprehension strategy instruction. Recommendation two has strong ESSA evidence. These recommendations were built into the program by following the sequence as stated in the IES Practice Guide. The district will support and monitor implementation of this program by training and support for all teachers using Exact Path. Literacy Coaches will also conduct monthly fidelity checks.

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

Students will have access to Tier 2 instruction through Teams.

Tier 3
Intensive, Individualized Instruction/Intervention:

- *is targeted instruction based on student need;*

- *provides small group or one-on-one instruction;*

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

- *includes more frequent progress monitoring than Tier 1 instruction and Tier 2 interventions; and*

- *ensures additional **time allotted is in addition** to core instruction and Tier 2 interventions.*

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

Grade Levels: K-2

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

STAR Early Literacy/STAR Reading Percentile Rank ≤ 10.

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

Progress Monitoring

Tier 3 Programs/Materials/Strategies & Duration
Leveled Literacy Intervention (LLI)
Linda Mood Bell Visualizing and Verbalizing, and
Systematic Phonics Instruction: Lexonik Leap, Phonics First, Sonday, Sonday Essentials, or Wilson with embedded multi-sensory approach.

Assessment & Frequency
Leveled Literacy Intervention (LLI) - Biweekly Running Record
Linda Mood Bell Visualizing and Verbalizing - Assessment for Visual or Concept Imagery Biweekly
Systematic Phonics Instruction: Phonics First, Sonday, Lexonik Leap, Sonday Essentials, or Wilson with embedded multi-sensory approach - Biweekly program assessment

Performance Criteria to discontinue Tier 3 interventions
Leveled Literacy Intervention (LLI) - 90% on Running Records.
Linda Mood Bell Visualizing and Verbalizing - 90% on Program Assessment
Systematic Phonics Instruction: Phonics First, Sonday, Lexonik Leap, Sonday Essentials, or Wilson with embedded multi-sensory approach - 90% on program-based assessments

Performance Criteria indicating continuation of Tier 3 interventions
Leveled Literacy Intervention (LLI) - 89% or below on Running Records.
Linda Mood Bell Visualizing and Verbalizing - < 90% on Program Assessment
Systematic Phonics Instruction: Phonics First, Sonday, Lexonik Leap, Sonday Essentials, or Wilson with embedded multi-sensory approach - Less than 70% on program-based assessments

Performance Criteria that prompts intensified Tier 3 interventions
Leveled Literacy Intervention (LLI) - 88% or below on Running Records.
Linda Mood Bell Visualizing and Verbalizing - < 89% on Program Assessment
Systematic Phonics Instruction: Phonics First, Sonday, Lexonik Leap, Sonday Essentials, or Wilson with embedded multi-sensory approach - Less than 69% on program-based assessments,

Number of times per week intervention provided

5 times per week

Number of minutes per intervention session

30 minutes per day

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

With a healthy core and Tier 2, less than 5% of students will need Tier 3 interventions. Individual student data is monitored by the school-based Instructional Coach or Interventionist and all Tier 3

Grade Levels: K-2

interventions are observed by the MTSS Liaison. 80% of Tier 3 students should have a Student Growth Percentile of 40 or higher on STAR Reading AP2 and AP3.

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

LLI earned a Strong rating from Evidence for ESSA and a Positive Rating from Results First Clearinghouse.

Lindamood-Bell interventions earned Strong reviews from Evidence for ESSA.

Systematic Phonics Instruction - Phonics First, Sonday, Lexonik Leap, Sonday Essentials, and Wilson does not meet strong, moderate or promising levels of evidence; however, the following IES Practice Guide Recommendations support the program: Foundational Skills to Support Reading for Understanding in Kindergarten Through 3rd Grade. Recommendation two states that students develop awareness of the segments of sounds in speech and how they link to letters. Recommendation two has strong ESSA evidence. Recommendation three states that students should be taught to decode words, analyze word parts, and write and recognize words. Recommendation three has strong ESSA evidence. These recommendations were built into the program by following the Orton-Gillingham approach to phonics instruction. The district will support and monitor implementation of this program by training and support for all teachers using these programs. Literacy Coaches will also conduct monthly fidelity checks.

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

Students will have access to Tier 3 interventions through Teams.

Grade Levels: 3-5

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

(Enter assessment criteria that will be used)

3: AP4 Second Grade Results Percentile Rank <10
4-5: FSA Prior Year Level 1

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

Progress Monitoring

Tier 3 Programs/Materials/Strategies & Duration

Bridge the Gap
Comprehension Toolkit
Letters and Sounds
Leveled Literacy Intervention (LLI)
Linda Mood Bell Visualizing and Verbalizing
Systematic Phonics Instruction: Lexonik Leap, Phonics First, Sonday, Sonday Essentials, or Wilson with embedded multi-sensory approach

Assessment & Frequency

Bridge the Gap - Biweekly program assessment
Comprehension Toolkit - Biweekly program assessment
Letters and Sounds - Biweekly program assessment
Leveled Literacy Intervention (LLI) - Biweekly Running Records
Lindamood-Bell: Verbalizing and Visualizing - Auditory Conceptualization Assessment Weekly - Biweekly program assessment
Systematic Phonics Instruction: Lexonik Leap, Phonics First, Sonday, Sonday Essentials, or Wilson with embedded multi-sensory approach - Biweekly program assessment

Performance Criteria to discontinue Tier 3 interventions

Bridge the Gap - Biweekly program assessment - 90% on program assessment
Comprehension Toolkit - 90% on Comprehension Passage
Letters and Sounds - Biweekly program assessment - 90%
Leveled Literacy Intervention (LLI) - 90% or below on Running Records
Linda Mood Bell Visualizing and Verbalizing - 90% on Program Assessment
Systematic Phonics Instruction: Lexonik Leap, Phonics First, Sonday, Sonday Essentials, or Wilson with embedded multi-sensory approach - 89% on program-based assessments

Performance Criteria indicating continuation of Tier 3 interventions

Bridge the Gap - Biweekly program assessment - 89% on program assessment
Comprehension Toolkit - 89% on comprehension passage
Letters and Sounds - Biweekly program assessment - 89%
Leveled Literacy Intervention (LLI) - 89% or below on Running Records
Linda Mood Bell Visualizing and Verbalizing - < 70% on Program Assessment
Systematic Phonics Instruction: Lexonik Leap, Phonics First, Sonday, Sonday Essentials, or Wilson with embedded multi-sensory approach - Less than 70% on program-based assessments,

Performance Criteria that prompts intensified Tier 3 interventions

Bridge the Gap - Biweekly program assessment - < 89%
Comprehension Toolkit - Biweekly program assessment - < 89%
Letters and Sounds - Biweekly program assessment - < 89%
Leveled Literacy Intervention (LLI) - 88% or below on Running Records
Linda Mood Bell Visualizing and Verbalizing - < 89% on Program Assessment

Grade Levels: 3-5

<div style="background:#d4a843">Progress Monitoring</div>

Systematic Phonics Instruction: Lexonik Leap, Phonics First, Sonday, Sonday Essentials, or Wilson with embedded multi-sensory approach - Less than 69% on program-based assessments

Number of times per week intervention provided

5 times per week

Number of minutes per intervention session

30 minutes per day

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

With a healthy core and Tier 2, less than 5% of students will need Tier 3 interventions. Individual student data is monitored by the school-based Instructional Coach or Interventionist and all Tier 3 interventions are observed by the MTSS Liaison. 80% of Tier 3 students should have a Student Growth Percentile of 40 or higher on STAR Reading AP2 and AP3.

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

Bridge the Gap and Letters and Sounds does not meet strong, moderate or promising levels of evidence; however, the following IES Practice Guide Recommendations support the program: Improving Adolescent Literacy: Effective Classroom and Intervention Practices. Recommendation five states that students receive intensive and individualized interventions for struggling readers that can be provided by trained specialists. Recommendation five has strong ESSA evidence. This recommendation was built into the program by following the recommendation of using targeted instruction to make interventions intensive and individualized. The district will support and monitor implementation of this program by training and support for all teachers using these programs. Literacy Coaches will also conduct monthly fidelity checks.

Comprehension Toolkit does not meet strong, moderate or promising levels of evidence; however, the following IES Practice Guide Recommendations support the program: Improving Adolescent Literacy: Effective Classroom Intervention Practices. Recommendation one states that should receive explicit vocabulary instruction. Recommendation one has strong ESSA evidence. Recommendation two states that students should be provided direct and explicit comprehension strategy instruction. Recommendation two has strong ESSA evidence. These recommendations were built into the program by following the sequence as stated in the IES Practice Guide. The district will support and monitor implementation of this program by training and support for all teachers using Comprehension Toolkit. Literacy Coaches will also conduct monthly fidelity checks.

LLI earned a Strong rating from Evidence for ESSA and a Positive Rating from Results First Clearinghouse.
Lindamood-Bell interventions earned Strong reviews from Evidence for ESSA.

Systematic Phonics Instruction: Lexonik Leap, Phonics First, Sonday, Sonday Essentials, and Wilson does not meet strong, moderate or promising levels of evidence; however, the following IES Practice

Grade Levels: 3-5

Guide Recommendations support the program: Foundational Skills to Support Reading for Understanding in Kindergarten Through 3rd Grade. Recommendation two states that students develop awareness of the segments of sounds in speech and how they link to letters. Recommendation two has strong ESSA evidence. Recommendation three states that students should be taught to decode words, analyze word parts, and write and recognize words. Recommendation three has strong ESSA evidence. These recommendations were built into the program by following the Orton-Gillingham approach to phonics instruction. The district will support and monitor implementation of this program by training and support for all teachers using these programs. Literacy Coaches will also conduct monthly fidelity checks.

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

Students will have access to Tier 3 interventions through Teams.

Grade Levels: 6-8

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

FSA Prior Year Level 1

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

Progress Monitoring

Tier 3 Programs/Materials/Strategies & Duration
Systematic Phonics Instruction: Sonday, Lexonik, Lexonik Leap, Structures, Wilson, Lindamood-Bell: Verbalizing and Visualizing, Comprehension Tool Kit, Exact Path with Supplemental Lessons, Paper-Based, Direct Teacher Instruction

Assessment & Frequency
Systematic Phonics Instruction: Sonday, Lexonik, Lexonik Leap, Structures, Wilson - Program Assessment Weekly
Lindamood-Bell: Verbalizing and Visualizing - Auditory Conceptualization Assessment Weekly
Comprehension Tool Kit - Comprehension Passage Weekly
Exact Path with Supplemental Lessons, Paper-Based, Direct Teacher Instruction - Program Assessment weekly

Performance Criteria to discontinue Tier 3 interventions
Systematic Phonics Instruction: Sonday, Lexonik, Lexonik Leap, Structures, Wilson - 89% on program assessments
Lindamood-Bell: Verbalizing and Visualizing 90% on Program Assessment
Comprehension Tool Kit - 90% on Comprehension Passage
Exact Path with Supplemental Lessons, Paper-Based, Direct Teacher Instruction - 89% on program assessments.

Performance Criteria indicating continuation of Tier 3 interventions
Systematic Phonics Instruction: Sonday, Lexonik, Lexonik Leap, Structures, Wilson - <75% on program assessments
Lindamood-Bell: Verbalizing and Visualizing - <70% on Program Assessment 2/5 times
Comprehension Tool Kit - <75% on Comprehension Passage
Exact Path with Supplemental Lessons, Paper-Based, Direct Teacher Instruction - <75% on program assessments.

Performance Criteria that prompts intensified Tier 3 interventions
Systematic Phonics Instruction: Sonday, Lexonik, Lexonik Leap, Structures, Wilson - <74% on program assessments
Lindamood-Bell: Verbalizing and Visualizing - <69% on Program Assessment 2/5 times
Comprehension Tool Kit - <74% on Comprehension Passage
Exact Path with Supplemental Lessons, Paper-Based, Direct Teacher Instruction - <74% on program assessments.

Number of times per week intervention provided

5 times per week

Number of minutes per intervention session

30 minutes

Grade Levels: 6-8

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?

With a healthy core and Tier 2, less than 5% of students will need Tier 3 interventions. Individual student data is monitored by the school-based Instructional Coach or Interventionist and all Tier 3 interventions are observed by the MTSS Liaison. 80% of Tier 3 students should have a Student Growth Percentile of 40 or higher on STAR Reading AP2 and AP3.

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

Lexonik, Lexonik Leap, Sonday, Structures and Wilson does not meet strong, moderate or promising levels of evidence; however, the following IES Practice Guide Recommendations support the program: Improving Adolescent Literacy: Effective Classroom and Intervention Practices. Recommendation five states that students receive intensive and individualized interventions for struggling readers that can be provided by trained specialists. Recommendation five has strong ESSA evidence. This recommendation was built into the program by following the Orton-Gillingham approach to phonics instruction. The district will support and monitor implementation of this program by training and support for all teachers using these programs. Literacy Coaches will also conduct monthly fidelity checks.

Lindamood-Bell interventions earned Strong reviews from Evidence for ESSA.

Comprehension Toolkit does not meet strong, moderate or promising levels of evidence; however, the following IES Practice Guide Recommendations support the program: Improving Adolescent Literacy: Effective Classroom Intervention Practices. Recommendation one states that should receive explicit vocabulary instruction. Recommendation one has strong ESSA evidence. Recommendation two states that students should be provided direct and explicit comprehension strategy instruction. Recommendation two has strong ESSA evidence. These recommendations were built into the program by following the sequence as stated in the IES Practice Guide. The district will support and monitor implementation of this program by training and support for all teachers using Comprehension Toolkit. Literacy Coaches will also conduct monthly fidelity checks.

Exact Path does not meet strong, moderate or promising levels of evidence; however, the following IES Practice Guide Recommendations support the program: Improving Adolescent Literacy: Effective Classroom Intervention Practices. Recommendation one states that should receive explicit vocabulary instruction. Recommendation one has strong ESSA evidence. Recommendation two states that students should be provided direct and explicit comprehension strategy instruction. Recommendation two has strong ESSA evidence. These recommendations were built into the program by following the sequence as stated in the IES Practice Guide. The district will support and monitor implementation of this program by training and support for all teachers using Exact Path. Literacy Coaches will also conduct monthly fidelity checks.

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

Students will have access to Tier 3 interventions through Teams.

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 Prior Year Level 1

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

Progress Monitoring

Tier 3 Programs/Materials/Strategies & Duration
Systematic Phonics Instruction: Sonday, Lexonik, Lexonik Leap, Structures, Wilson, Lindamood-Bell: Verbalizing and Visualizing, Comprehension Tool Kit, Exact Path with Supplemental Lessons, Paper-Based, Direct Teacher Instruction

Assessment & Frequency
Systematic Phonics Instruction: Sonday, Lexonik, Lexonik Leap, Structures, Wilson - Program Assessment Weekly
Lindamood-Bell: Verbalizing and Visualizing - Auditory Conceptualization Assessment Weekly
Comprehension Tool Kit - Comprehension Passage Weekly
Exact Path with Supplemental Lessons, Paper-Based, Direct Teacher Instruction - Program Assessment weekly

Performance Criteria to discontinue Tier 3 interventions
Systematic Phonics Instruction: Sonday, Lexonik, Lexonik Leap, Structures, Wilson - 89% on program assessments
Lindamood-Bell: Verbalizing and Visualizing 90% on Program Assessment, Comprehension Tool Kit - 90% on Comprehension Passage
Exact Path with Supplemental Lessons, Paper-Based, Direct Teacher Instruction - 89% on program assessments.

Performance Criteria indicating continuation of Tier 3 interventions
Systematic Phonics Instruction: Sonday, Lexonik, Lexonik Leap, Structures, Wilson - <75% on program assessments
Lindamood-Bell: Verbalizing and Visualizing - <70% on Program Assessment 2/5 times
Comprehension Tool Kit - <75% on Comprehension Passage, Exact Path with Supplemental Lessons, Paper-Based, Direct Teacher Instruction - <75% on program assessments.

Performance Criteria that prompts intensified Tier 3 interventions
Systematic Phonics Instruction: Sonday, Lexonik, Lexonik Leap, Structures, Wilson - <74% on program assessments
Lindamood-Bell: Verbalizing and Visualizing - <69% on Program Assessment 2/5 times
Comprehension Tool Kit - <74% on Comprehension Passage
Exact Path with Supplemental Lessons, Paper-Based, Direct Teacher Instruction - <74% on program assessments.

Number of times per week intervention provided

5 times per week

Number of minutes per intervention session

30 minutes

Grade Levels: 9-12

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?

With a healthy core and Tier 2, less than 5% of students will need Tier 3 interventions. Individual student data is monitored by the school-based Instructional Coach or Interventionist and all Tier 3 interventions are observed by the MTSS Liaison. 80% of Tier 3 students should have a Student Growth Percentile of 40 or higher on STAR Reading AP2 and AP3.

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

Lexonik, Lexonik Leap, Sonday, Structures and Wilson does not meet strong, moderate or promising levels of evidence; however, the following IES Practice Guide Recommendations support the program: Improving Adolescent Literacy: Effective Classroom and Intervention Practices. Recommendation five states that students receive intensive and individualized interventions for struggling readers that can be provided by trained specialists. Recommendation five has strong ESSA evidence. This recommendation was built into the program by following the Orton-Gillingham approach to phonics instruction. The district will support and monitor implementation of this program by training and support for all teachers using these programs. Literacy Coaches will also conduct monthly fidelity checks.

Lindamood-Bell interventions earned Strong reviews from Evidence for ESSA.

Comprehension Toolkit does not meet strong, moderate or promising levels of evidence; however, the following IES Practice Guide Recommendations support the program: Improving Adolescent Literacy: Effective Classroom Intervention Practices. Recommendation one states that should receive explicit vocabulary instruction. Recommendation one has strong ESSA evidence. Recommendation two states that students should be provided direct and explicit comprehension strategy instruction. Recommendation two has strong ESSA evidence. These recommendations were built into the program by following the sequence as stated in the IES Practice Guide. The district will support and monitor implementation of this program by training and support for all teachers using Comprehension Toolkit. Literacy Coaches will also conduct monthly fidelity checks.

Exact Path does not meet strong, moderate or promising levels of evidence; however, the following IES Practice Guide Recommendations support the program: Improving Adolescent Literacy: Effective Classroom Intervention Practices. Recommendation one states that should receive explicit vocabulary instruction. Recommendation one has strong ESSA evidence. Recommendation two states that students should be provided direct and explicit comprehension strategy instruction. Recommendation two has strong ESSA evidence. These recommendations were built into the program by following the sequence as stated in the IES Practice Guide. The district will support and monitor implementation of this program by training and support for all teachers using Exact Path. Literacy Coaches will also conduct monthly fidelity checks.

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

Students will have access to Tier 3 interventions through Teams.

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.

Schools give the following assessments to identify reading deficiencies: PAST (Phonological Awareness Assessment), LETRS Spelling Screener (Phonics Assessment), LETRS Phonics and Word Reading Survey (addresses any Phonics deficits) and the STAR (Universal Screener). Literacy Coaches assist schools with identifying Tier 2 and Tier 3 students in quarterly data chats. In the meetings, the PAST Assessment data (addresses Phonological Awareness), STAR (identifies Vocabulary and Comprehension deficits) LETRS Spelling Screener/LETRS Phonics and Word Reading Survey (addresses any Phonics deficits) data is reviewed. The multiple data points help to address the specific reading deficit(s). The teacher is given support and training for the best intervention option to support their students.