

Liberty County School District



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	Fowler, Mandie Director of Instruction mandie.fowler@lcsb.org 850-643-2275
Elementary English Language Arts (ELA)	Fowler, Mandie Director of Curriculum & Instruction mandie.fowler@lcsb.org 8506432275
Secondary ELA	Fowler, Mandie Director of Curriculum & Instruction mandie.fowler@lcsb.org 8506432275
Summer Reading Camp	Fowler, Mandie Director of Curriculum & Instruction mandie.fowler@lcsb.org 8506432275
Assessment	Sewell, Jeff Assistant Superintendent jeff.sewell@lcsbonline.org 8506432275
Professional Development	Sewell, Jeff Assistant Superintendent jeff.sewell@lcsbonline.org 8506432275
Multi-Tiered System of Supports (MTSS)	Fowler, Mandie Director of Curriculum & Instruction mandie.fowler@lcsb.org 8506432275
Reading Endorsement	Fowler, Mandie Director of Curriculum & Instruction mandie.fowler@lcsb.org 850-643-2275
Data Element	Fowler, Mandie Director of Curriculum & Instruction mandie.fowler@lcsb.org 850-643-2275
Third Grade Promotion	Fowler, Mandie Director of Curriculum & Instruction mandie.fowler@lcsb.org 850-643-2275

Communication of Plan Information

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

The district communicates the contents of the Comprehensive Evidence-Based Reading Plan with stakeholders in a variety of ways. The plan is reviewed for feedback at the District Advisory Council meeting held during August of each year and then quarterly during the school year. The DAC is composed of stakeholders to include administrators, teachers, staff, students, parents, and community stakeholders. The completed plan is reviewed and approved by the Liberty County School Board. Copies of the plan are made available on the district website, as well as published by FLDOE.

Student Achievement Goals - Part B

Measurable Student Achievement Goals

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

Previous School Year

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

Previous School Year

Kindergarten - % of Students "Ready" on FLKRS 75%

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

Goal 1: The primary goal is to increase school readiness skills for all preschool children transitioning into kindergarten.

Resources Available to Support Goal:

Training is available through the Office of Early Learning and Dept., Dept. of Children & Families, or PAEC.

State approved Curriculum – Big Day in PreK

Florida's Early Learning Standards (2017)

4 years old to kindergarten (2017) Crosswalk with FL B.E.S.T. K-3 Standards

Targeted Barriers to Achieving Goal:

Because our students are not the same from year to year, we cannot predict gains based on the previous year's performance

Experiences or lack of experiences that each child brings with them

Regular attendance

Person Responsible for Monitoring Goal:

Chesnee Layne, Supervisor Early Childhood Programs

PreK teachers

Evidence of Completion:

KG Readiness Rates are released every year from DOE (Department of Education). Results are based upon FLKRS (Florida Kindergarten Readiness Screener) testing completed each Fall by all rising kindergartens.

Goal 2: Our next goal is to facilitate positive, effective, stable relationships with parents, children, kindergarten teachers, principals, and preschool teachers, that serve to support children as they move into kindergarten.

Resources Available to Support Goal:

Kindergarten staff

ParentSquare

On-site principals & school staff

Early Childhood Supervisor

Guidance Counselors

KG Transition Kits

21st Century After school programs

Assessment data (Parent letters sent home with child's progress)

Targeted Barriers to Achieving Goal:

Possible COVID-19 outbreaks in our area

Experiences or lack of experiences that each child brings with them

Regular attendance

Person Responsible for Monitoring Goal:

Chesnee Layne

PreK Staff

Evidence of Completion:

The KG Transition is on-going and runs smoothly from year to year.

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	13	22	24	27	13	10	20	30	20	10
4	20	29	18	28	5	10	20	30	20	10
5	18	33	33	10	6	10	20	30	20	10
6	27	30	26	17	1	10	20	30	20	10
7	23	27	21	22	7	10	20	30	20	10
8	26	25	25	18	6	10	20	30	20	10
9	19	17	28	33	2	10	10	35	35	10
10	13	22	24	27	13	10	10	35	35	10

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

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

K-2 student data will be identified using the new baseline FAST STAR assessment. The district will work with our State Literacy Director to increase student performance through targeted classroom interventions by at least 5% overall average score on the final FAST STAR assessment, with a minimum average of 50% of students reading on grade level or above.

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	\$176,833.00
	FTE	2022-23
	3.0	\$176,833.00
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		\$1,500.00
		FTE	2022-23
			\$1,500.00
11	Helping teachers earn the reading endorsement		\$0.00
12	Summer reading camps		\$3,389.00
		FTE	2022-23
			\$3,389.00
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:	\$181,722.00

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

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

The district has prioritized reading allocation funds to support the needs of K-3 students identified with a substantial deficiency in reading. This is accomplished by paying salaries for two reading interventionist, one at each K-8 school in the district. Each interventionist will serve students identified as having a substantial reading deficiency, by providing very small group or individualized instruction as dictated by need. Interventionist will serve as part of the school based literacy team and take a leading role in professional learning communities. In addition, one additional salary to support a teaching position for K-3 students will be provided at the K-8 school with the greatest need. This will allow for student teacher ratio to provide an increased intensity of instruction for students.

School Literacy Leadership Teams

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

The literacy leadership team requirements are communicated to principals through administrative meetings and emails.

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

Rosters of School Literacy Leadership Teams are communicated by each school principal to the Director of Curriculum and Instruction, Mandie Fowler

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

The Director of Curriculum and Instruction, Mandie Fowler, is responsible for supporting and monitoring School Literacy Teams to ensure compliance.

Professional Development

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

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

Reading professional development that will be provided by the district and/or schools will include: Professional development on use of reading series and any supplemental materials. We will utilize the Regional Reading Specialist to provide targeted professional development for individual teachers, grade levels, and/or grade spans. Teachers will participate in ELA B.E.S.T. standards training provided by Learning Sciences International (LSI). These trainings will help teachers integrate phonemic awareness, phonics, word study, spelling, fluency, vocabulary, and text comprehension strategies into an explicit, systematic, and sequential approach to reading instruction, including multisensory intervention strategies.

The district administrative team, which includes the district technology instructional coach, in conjunction with the Director of Instruction, Director of ESE, and the Assistant Superintendent, will work with school principals to ensure that a review of progress monitoring data takes place at least quarterly to determine teachers whose data is not showing adequate growth. Based on results of the data professional development will be differentiated and intensified for individual teachers, grade levels, and/or grade spans.

The LEA will identify mentor teachers and establish model classrooms at each school in the district. Model classrooms will demonstrate best practices in literacy at each identified grade level. Teachers assigned a mentor will be new to the district (one to three years) or will be identified based on need as established by walkthrough data, progress monitoring data, and fidelity of implementation of the district adopted reading curriculum.

The district and school level administrators will ensure that time is provided for teachers to meet weekly for professional development by building allotted time into master and grade level schedule for teachers to meet by grade group or subjects groups.

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

Professional development requirements will be communicated to principals through district leadership team meetings, emails, and other forms of communication.

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

The Director of Curriculum and Instruction along with the Assistant Superintendent will be responsible for supporting and monitoring professional development requirements and ensuring compliance.

Charter Schools

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

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

NA

Literacy Coaches

Literacy Coaches - Part A

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

Coaches must possess the following:

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

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

NA - the district does not have any Literacy Coaches. Coaching needs are met through the district mentor program.

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?

NA - no coaches

Coaching needs are met through the district mentor program.

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?

NA

Coaching needs are met through the district mentor program.

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

NA

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

NA

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

NA

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?
FAST - STAR	PreK-2nd grade	Screener, Progress Monitoring, Summative	Oral Language, Phonological Awareness, Phonics, Fluency, Vocabulary, Comprehension	3 x A Year
FAST - Cambium	3rd-10th grade	Screener, Progress Monitoring, Summative	Vocabulary, Comprehension	3 x A Year
i-Ready	K-8	Screener, Formative Assessment, Diagnostic	Oral Language, Phonological Awareness, Phonics, Fluency, Vocabulary, Comprehension	3 x A Year
RenLearn STAR or STAR Early Literacy	Tier II/III Rtl students	Progress Monitoring, Diagnostic	Phonological Awareness, Phonics, Vocabulary, Comprehension	2 x A Month

District-Level Monitoring - Part B

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

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

The Director of Instruction, the ESE Director, and Assistant Superintendent

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

The district adopts and implements curriculum that is evidence-based and provides systematic and explicit instruction (examples of curriculum listed in the decision tree). Annually district leadership meets with teacher leaders to vet the instructional materials that are being used in each classroom. This process is conducted through face to face discussions with teacher leaders at each grade level. Principals and district leaders conduct ongoing classroom visits to ensure the fidelity of implementation of these instructional materials.

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

Data is reviewed by the District Leadership Team, School Leadership Teams, Grade Level Teams and Individual teachers following the receipt of formative assessment data to determine students that are in need of differentiated reading support (examples of curriculum listed in the decision tree). Principals and school leadership are charged with taking steps to ensure that master schedules at each school are designed to maximize time for differentiated instruction at the classroom level. School level staff are responsible for identifying students requiring differentiated supports and structuring individual student schedules to accommodate differentiated support. These schedules are reviewed and approved by district leadership.

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

The district has adopted a core reading program that incorporates content area text into daily reading instruction in the elementary grades (examples of curriculum listed in the decision tree). Content area

teachers incorporate literacy instruction into daily lessons through the use of titles from the B.E.S.T. standards book list. Reading teachers and content area teachers plan together to ensure that lessons are designed to build discussion about text and opportunities to respond to text both verbally and in written format to deepen understanding in the content area courses.

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

If it is determined through classroom walk throughs and review of student/ school data that the plan is not meeting the needs of students the first step is consultation with school leadership and teachers. During this face to face consultation we would problem solve to determine areas of concern and determine strategies for improvement. Differentiated support is provided to specific schools and teachers based on identified need.

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.

Annually the district leadership team meets with school based literacy teams to review the implementation of the K-12 Reading plan. At these meetings the teams analyze all elements of the district plan referenced above. Input is gathered from teachers and school leadership to identify areas that need improvement. The input is based on classroom walk through, assessment, and intervention data, as well as, professional development needs and family engagement participation. Strategies are developed to address areas of need, support is tailored to address these needs and resources are provided to support implementation. The 2021-22 CERP Reflection has driven an increase in mentorships for the 2022-23 year and an additional interventionist position.

School-Level Monitoring of Plan Implementation

School-level Reading Plan implementation - Part A

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

What process is in place to ensure effective implementation?

The district has in place a process for the effective implementation of the K-12 Reading plan. The principal utilizes the school based literacy team for ensuring the fidelity of implementation of the plan. This is accomplished through monthly leadership team meetings. The following elements are reviewed during these meetings:

- ~Review of student and teacher schedules.
- ~Review of weekly walkthrough data to determine fidelity of implementation of the reading curriculum and intensive supports.
- ~Review of progress monitoring data to ensure assessments are completed during the window and to determine tiered instructional needs of individual students.
- ~Review of any other relevant information.
- ~The principal and the school based literacy team are responsible for problem-solving areas of the reading plan that are not effectively implemented.

Who at the district level supports effective implementation?

District leadership team to include the Superintendent, Assistant Superintendent, Director of Curriculum & Instruction, and the Director of ESE.

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

The district leadership team meets quarterly with principals to review all elements of the implementation of the Reading Plan. School level data is used to inform areas in need of improvement to meet effective implementation of the K-12 Reading Plan.

Weekly reading walkthroughs by administrators - Part B

What process is in place to ensure effective implementation?

The principal conducts weekly reading walkthroughs, using the Danielson framework for teaching. This data is available to district leadership via the online platform. At least quarterly principals are required to submit hard copy reports documenting classroom reading walkthroughs.

Who at the district level supports effective implementation?

The District Leadership Team

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

School and district leadership teams use walkthrough data to determine effective implementation and identify areas of needed improvement.

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

What process is in place to ensure effective implementation?

The principal and the school based leadership team hold quarterly data chats to monitor data at the grade, teacher, and student level to ensure that appropriate interventions and support are in place.

Who at the district level supports effective implementation?

The district level team to include: the Superintendent, Assistant Superintendent, Director of Curriculum & Instruction, and the Director of ESE, and other related support staff.

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

Quarterly data at the school, teacher and student level is used to identify areas in need of improvement.

Summer Reading Camp

Reading Camp - Part A

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

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

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

Yes

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

The district will provide instruction for grade 3 students who score a Level 1 on the statewide standardized assessment for ELA. Summer Reading Camps will be hosted at both K-8 school sites in the district and effective teachers that are endorsed in reading will be employed. Instruction will be provided using evidence-based materials to include Journey's Intervention program, Journey's Write in Readers, QuickReads, iReady Toolkit, iReady phonic instruction, and FCRR student centered activities are utilized to support instruction and provide students with opportunities to practice reading skills. Additional resources include Great Leaps and Jamestown. Instruction will be explicit, systematic, and multisensory and include all elements of reading.

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

Will the district implement this option?

Yes

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

The district will extend the opportunity for K-2 students that demonstrate a reading deficiency to participate in Summer Reading Camp. This program will be in conjunction with the 3rd grade reading camp described above.

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.)

14

Students who demonstrate a reading deficiency in grades K-2

89

Students who score Level 1 in grades 4-5

25

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.)

43%

Students who demonstrate a reading deficiency in grades K-2

48%

Students who score Level 1 in grades 4-5

44%

Family Engagement through a Read-At-Home Plan

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

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

The district provides a read-at-home plan for individual students identified with a substantial deficiency in reading. This plan is made available by the students teacher and also published on the district and school websites. The district partners with 21st Century, Title I Parent Involvement events, Title IV small group tutoring, and the Liberty County Public Library, New Worlds Reading Program to increase support for families to engage in literacy activities and reading at home.

Who at the district is responsible for monitoring this requirement?

The Director of 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?

Expectations are communicated to principals in administrative meetings and via email. Principals review schedules and classroom walkthrough data and report to district leadership. This information is reviewed and verified by district leadership. The district further supports the implementation of evidence-based reading instruction and small group instruction by providing evidence based core and supplementary curriculum (examples of curriculum listed in the decision tree). The district will provide ongoing professional development, model classrooms, and mentor teachers.

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

The Director of Curriculum and Instruction, the Director of ESE, and Assistant Superintendent

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

How does the district support and monitor implementation?

The district supports the initiative to increase students' background knowledge and literacy skills in social studies, science, and the arts. Content area teachers will incorporate texts from the B.E.S.T. Civics booklist, titles from the nine literacy periods, and information science texts into content area courses.

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

The district leadership team

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

How does the district support and monitor implementation?

The district will communicate to principals in face-to-face meetings and emails the expectations for small group differentiated instruction. Principals will review individual teacher schedules to ensure that time is allotted for small group differentiated instruction. Principals will use classroom walkthrough and data to determine effects of implementation and report to the district leadership team.

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

The district leadership team

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 through the core state adopted reading curriculum for each grade level (examples of curriculum listed in the decision tree). The four types of assessments are in place. Screeners, progress monitoring/formative assessments, diagnostics, and summative assessments are scheduled and administered at a minimum of three times per year. The district adopts evidence based curriculum for Tier I core instruction and monitors to ensure fidelity of implementation through classroom walkthroughs and periodic curriculum review. In addition to the core Tier I instruction, the district provides standards aligned curriculum for students identified as needing Tier 2 support. Schedules are created to include small group teacher led instruction that is matched to student needs with the goal to reduce barriers to students' abilities to meet core/Title I expectations. An additional layer of instruction is provided for students with a substantial reading deficiency. Evidence based curriculum that is designed for Tier 3 instruction are provided to students in one on one or very small group instruction. Attention is given to master schedules that are designed to facilitate Tier 3 instructional delivery in addition to core and Tier 2 interventions. Progress monitoring is administered more frequently to determine the effectiveness of the interventions. All students receiving Tier 3 interventions have in place an individualized process monitoring plan or an IEP. These students receive their interventions from teachers who are certified or endorsed in reading.

How does the district support and monitor implementation?

The district supports the implementation of the 6+4+T1+T2+T3 by providing assistance and monitoring of scheduling that supports the structure of this layered intervention approach. In addition the district provides an allocation of resources and staff to implement the formula at each school. Monitoring for fidelity of implementation for all areas of the formula are done at the teacher, grade, school, and district level.

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

The district leadership team

Assessment/Curriculum Decision Trees - Part C

Requirements

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

The Decision Trees must contain the following information:

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

Tier 1

Core Instruction:

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

Grade Levels: K-5

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

(Enter assessment criteria that will be used)

Student scores 40 percent or greater on the STAR Reading Assessment (Percentile rank (PR), ranging from 1-99)

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.

Wonders, McGraw-Hill is used to provide Tier I instruction to students in grades K-5. This includes whole group, and small group instruction.

Less than 40% according to FAST STAR/STAR Early Literacy for grades K-1, STAR grade 2.
 Less than 40% STAR or Level 2 on FAST ELA.
 Below Grade level performance on iReady Reading diagnostic

Progress Monitoring

Assessment & Frequency

- FAST-STAR Early Literacy/STAR/iReady
- 3 times a year

Performance Criteria that indicates Tier 1 is sufficient for at least 80% of students
 40% or higher according to FAST-STAR Early Literacy/STAR K-1, STAR grade 2.
 40% or higher STAR and FAST ELA Level 3, grades 3-5.
 Grade level performance on iReady Reading diagnostic

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?

Classroom Walk-Through/ Observation Tool Provided by Core Reading Program/Monthly/Principal and District Staff

Data School Level Meeting/Quarterly/ School Administration/SLT

Grade Level Data Team Meetings/Monthly/Principal/Teachers

Data Chats/ Targeted Students/ As Need/ Minimum 3 times per year/Following each progress monitoring.

Tools Used

Observation walk-through tool, running records, formative assessments, standards mastery, class work, fluency checks all assist in determining if core instruction is effective.

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

Grade Levels: K-5

- Review of school and class schedules
- Classroom walkthroughs
- Professional development

How is the effectiveness of Tier 1 curriculum being monitored?

- Progress monitoring
- Classroom walkthroughs

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

- Review of school and class schedules
- Classroom walkthroughs
- Professional development

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

Instruction is modified for students receiving distance learning by providing weekly assignment via the Clever Teacher Page. Teachers utilize the core program Journeys as much as possible, other programs such as iReady, Renaissance Learning, IXL, SeeSaw, and face to face instruction via ZOOM are used.

Teachers make contact via Clever, phone calls, text and email to answer questions throughout the week.

Grade Levels: 6-12

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

(Enter assessment criteria that will be used)

Student scores 40 percent or greater on the STAR Reading Assessment and Level 3 of FAST-ELA.

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.

SAVVAS core curriculum is used with Tier 1 classroom instructional strategies as outlined in FCRR.

Less than 40% (25 – 39) according to iReady/STAR Reading Assessment
Below grade level performance on FAST ELA (level 3+)

Progress Monitoring

Assessment & Frequency

- FAST/STAR/iReady
- 3 times a year-FAST, STAR/iReady-2 times/year

Performance Criteria that indicates Tier 1 is sufficient for at least 80% of students
Level 3 or higher on FAST ELA
40% or higher according to STAR Reading Assessment
Grade level performance on iReady placement assessment

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?

Progress monitoring results, running records, formative assessments, standards mastery, class work, fluency checks all assist in determining if core instruction is effective.

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

- Grade level teams review data together and problem solve to determine the most effective reading strategies.
- The school MTSS/Reading Leadership Team review individual classroom data to determine if current reading practice is effective.
- Classroom walk throughs by principals, assistant principals, identify classroom that are delivering high impact, effective instruction.

How is the effectiveness of Tier 1 curriculum being monitored?

- Progress monitoring
- Classroom walkthroughs

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

Grade Levels: 6-12

- Review of school and class schedules
- Classroom walkthroughs
- Professional development

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

Instruction is modified for students receiving distance learning by providing weekly assignment via the Clever Teacher Page. Teachers utilize the core program Journeys as much as possible, other programs such as iReady, Renaissance Learning,, and face to face instruction via ZOOM are used. Teachers make contact via Clever, phone and email to answer questions throughout the week.

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-5

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

(Enter assessment criteria that will be used)

The student consistently scores 40% or above on STAR or iReady measure and classroom work samples indicate mastery of standards.

THEN TIER 1 Instruction and TIER 2 Interventions

Progress Monitoring

Tier 2 Programs/Materials/Strategies & Duration

- Wonders’s Intervention
- Fountas and Pinnell
- Fast Forward
- FCRR strategies as part of other programs
- iReady Tool Kit

Assessment & Frequency
iReady/STAR biweekly and FAST 3x annually.

Performance Criteria to discontinue Tier 2 interventions

The student consistently scores 40% or above on STAR or iReady measure and/or FAST level 3 or higher

Performance Criteria indicating continuation of Tier 2 interventions in addition to Tier 1 instruction
Continued score of 11-39 PR on iReady and/or STAR and/or FAST level 2.

Performance Criteria that prompts the addition of Tier 3 interventions

If the student does not make progress as indicated on iReady growth check goals or STAR Rtl growth levels, or FAST progress monitoring, with the initial Tier 2 intervention, the intervention will be changed by increasing time or intensity or changing the strategy.

Number of times per week intervention provided

2 to 3 times per week

Number of minutes per intervention session

Sessions are held from 20-30 minutes or 30-45 based on program and need.

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

- Tier 2 interventions are developed in conjunction with grade level teams, the instructional coach, and guidance counselor. The school-based teams, as well as the district/school team review interventions, on a case by case basis during quarterly meetings.
 - Problem solving teams ensure continuity of tier 2 instruction
- Tier 2 interventions provided by classroom teacher when possible to ensure core curriculum alignment.

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

Grade Levels: K-5

- Wonders Intervention
- Fountas and Pinnell
- Fast Forward
- FCRR Student Centered activities
- iReady Tool Kit

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

- Tier 2 interventions are modified for students receiving distance learning through the use of inclusion teachers. These teachers collaborate with general education teachers to determine the interventions needed and support the core curriculum via distance learning tools.

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

(Enter assessment criteria that will be used)

Student Scores 20-39 percent on the STAR Reading Assessment (PR), ranging from 1–99) and/or the student scores a Level 2 on FSA-ELA

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

FCRR student centered activities using the following research based resources:

QuickReads Struggling Readers

iReady Toolkit

Assessment & Frequency

FAST Progress Monitoring (fall, winter, spring), iReady Growth Check or STAR assessment biweekly or weekly until goals (below) met

Performance Criteria to discontinue Tier 2 interventions

The student consistently scores 40% or above on STAR or iReady measure and /or FAST level 3 or higher

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

The student is making progress, but not closing the achievement gap as indicated on STAR or iReady (below 40 PR).

Performance Criteria that prompts the addition of Tier 3 interventions

If the student does not make progress with the initial Tier 2 intervention, the intervention will be changed by increasing time or intensity or changing the strategy. If progress is not made or progress is too slow, we would add Tier 3 interventions.

Number of times per week intervention provided

2 to 3

Number of minutes per intervention session

20-30 or 30-45 as indicated by the program

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?

- Tier 2 interventions are developed in conjunction with grade level teams, the instructional coach, and guidance counselor. The school-based teams, as well as the district/school team review interventions, on a case by case basis during quarterly meetings.
 - Problem solving teams ensure continuity of tier 2 instruction
- Tier 2 interventions provided by classroom teacher when possible to ensure core curriculum alignment.

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

Grade Levels: 6-8

All programs used are supported by strong, moderate, or promising evidence based on ESSA criteria.

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

Tier 2 interventions are modified for students receiving distance learning through the use of inclusion teachers. These teachers collaborate with general education teachers to determine the interventions needed and support the core curriculum via distance learning tools

Grade Levels: 9-12**IF Student meets the following criteria at the beginning of the school year:**

(Enter assessment criteria that will be used)

Student Scores 20-39 percent on the STAR Reading Assessment (PR), ranging from 1–99) and/or the student scores a Level 2 on FAST

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

SAVVAS intervention materials

Jamestown Reader

iReady toolkit

Integrates the following strategies as documented by John Hattie to have a positive effect on learning.

- Meta-cognitive strategies
 - o Self-evaluation, keeping records, goal- setting, reviewing records, and imagery
- Explicit instruction Immediate feedback

Assessment & Frequency

STAR Every 1 to 2 weeks

FAST progress monitoring 3x annually

Performance Criteria to discontinue Tier 2 interventions

The student scores a Level 3 on FAST progress monitoring and above 40% on STAR Reading Rtl data checks.

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

The student has not met benchmark standards (below 40 PR on STAR and/or level 2 or below on FAST).

Performance Criteria that prompts the addition of Tier 3 interventions

The student is making progress that is too slow to close the achievement gap and score proficient on all measures using Tier 2 interventions, as indicated by a score of below 40 PR on STAR and/or level 2 or below on FAST.

Number of times per week intervention provided

2-3

Number of minutes per intervention session

20-30 or 30-45 as indicated by the program.

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?

- Tier 2 interventions are developed in conjunction with grade level teams, the instructional coach, and guidance counselor. The school-based teams, as well as the district/school team review interventions, on a case by case basis during quarterly meetings.

Grade Levels: 9-12

- Problem solving teams ensure continuity of tier 2 instruction
Tier 2 interventions provided by classroom teacher when possible to ensure core curriculum alignment.

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

All programs used are supported by strong, moderate, or promising evidence based on ESSA criteria.

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

Tier 2 interventions are modified for students receiving distance learning through the use of inclusion teachers. These teachers collaborate with general education teachers to determine the interventions needed and support the core curriculum via distance learning tools

[enter grade levels]

Tier 3

Intensive, Individualized Instruction/Intervention:

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

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

Grade Levels: K-5

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

(Enter assessment criteria that will be used)

Student Scores 10 percent or less on the STAR Reading Assessment (PR), ranging from 1–99) and/or a level 1 on the FAST

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

Progress Monitoring

Tier 3 Programs/Materials/Strategies & Duration

- Journeys
- QuickReads
- Fountas and Pinnell
- iReady Toolkit

Assessment & Frequency
Bi-Weekly iReady or STAR; FAST 3x annually

Performance Criteria to discontinue Tier 3 interventions

Student scores 11 -39 percent on STAR/STAR Early Literacy. Student shows significant improvement with classroom assignments and other anecdotal measures.

Performance Criteria indicating continuation of Tier 3 interventions
The student is not responding to the Tier 3 intervention as measured by progress monitoring data (+11PR)

Performance Criteria that prompts intensified Tier 3 interventions

The student is not responding to the Tier 3 intervention as measured by progress monitoring data (+11PR)

Number of times per week intervention provided

5

Number of minutes per intervention session

60

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?

- Tier 3 interventions are developed in conjunction with grade level teams, the instructional coach, and guidance counselor. The school-based teams, as well as the district/school team review interventions, on a case-by-case basis during quarterly meetings.
- Problem solving teams ensure continuity of Tier 3 instruction.

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

Grade Levels: K-5

All programs are supported by strong, moderate, or promising evidence as indicated by What Works Clearinghouse research reviews of all products.

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

- Tier 3 interventions are modified for students receiving distance learning through the use of exceptional student education teachers, inclusion teachers, and general education teacher as appropriate. These teachers collaborate with general education teachers to determine the interventions needed and support the core curriculum via distance learning tools.

Grade Levels: 6-8

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

(Enter assessment criteria that will be used)

Student Scores 10 percent or less 39 on the STAR Reading Assessment (PR), ranging from 1–99)

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

Progress Monitoring

Tier 3 Programs/Materials/Strategies & Duration

- Journeys
 - QuickReads
 - Fountas and Pinnell
 - iReady Toolkit
- Integrates the following strategies as documented by John Hattie to have a positive effect on learning.
- Meta-cognitive strategies
 - o Self-evaluation, keeping records, goal- setting, reviewing records, and imagery
 - Explicit instruction
 - Immediate feedback
- FCRR Strategies
FCRR

Assessment & Frequency
Bi-Weekly iReady or STAR; FAST 3x annually

Performance Criteria to discontinue Tier 3 interventions

Student scores 11-39 percent on STAR/iReady or FAST level 2 or higher.

Performance Criteria indicating continuation of Tier 3 interventions
The student is not responding to the Tier 3 intervention as measured by progress monitoring data (Student scores 11-39 percent on STAR/iReady or FAST level 2 or higher.)

Performance Criteria that prompts intensified Tier 3 interventions

The student is not responding to the Tier 3 intervention as measured by progress monitoring data (Student scores 11-39 percent on STAR/iReady or FAST level 2 or higher.)

Number of times per week intervention provided

3-5

Number of minutes per intervention session

30-60

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?

- Tier 3 interventions are developed in conjunction with grade level teams, the instructional coach, and guidance counselor. The school-based teams, as well as the district/school team review interventions, on a case-by-case basis during quarterly meetings.
- Problem solving teams ensure continuity of Tier 3 instruction.

Grade Levels: 6-8

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

All programs, materials and strategies are supported by strong, moderate or promising evidence as indicated by What Works Clearinghouse research reviews of all products.

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

- Tier 3 interventions are modified for students receiving distance learning through the use of exceptional student education teachers, inclusion teachers, and general education teacher as appropriate. These teachers collaborate with general education teachers to determine the interventions needed and support the core curriculum via distance learning tools.

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

Student Scores 10 percent or less 39 on the STAR Reading Assessment (PR), ranging from 1–99)

THEN TIER 1 instruction, TIER 2 interventions, and TIER 3 intensive interventions**Progress Monitoring****Tier 3 Programs/Materials/Strategies & Duration**

SAVVAS

Jamestown Reader

Integrates the following strategies as documented by John Hattie to have a positive effect on learning.

- Meta-cognitive strategies
 - o Self-evaluation, keeping records, goal- setting, reviewing records, and imagery
- Explicit instruction
- Immediate feedback

FCRR Strategies

Assessment & Frequency

STAR Rtl growth checks administered Weekly

Performance Criteria to discontinue Tier 3 interventions

Student scores 11-39 percent on STAR. Student shows significant improvement with classroom assignments and other anecdotal measures.

Performance Criteria indicating continuation of Tier 3 interventions

The student is not responding to the Tier 3 intervention as measured by progress monitoring data, continued below 40 PR on STAR and/or level 2 or below on FAST.

Performance Criteria that prompts intensified Tier 3 interventions

The student is not responding to the Tier 3 intervention as measured by progress monitoring data continued below 40 PR on STAR and/or level 2 or below on FAST.

Number of times per week intervention provided

3-5

Number of minutes per intervention session

30-60

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?

- Tier 3 interventions are developed in conjunction with grade level teams, the instructional coach, and guidance counselor. The school-based teams, as well as the district/school team review interventions, on a case-by-case basis during quarterly meetings.
- Problem solving teams ensure continuity of Tier 3 instruction.

Grade Levels: 9-12

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

All programs, materials and strategies are supported by strong, moderate or promising evidence as indicated as indicated by What Works Clearinghouse research reviews of all products.

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

- Tier 3 interventions are modified for students receiving distance learning through the use of exceptional student education teachers, inclusion teachers, and general education teacher as appropriate. These teachers collaborate with general education teachers to determine the interventions needed and support the core curriculum via distance learning tools.

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.

At the completion of universal screening, progress monitoring, formative assessment and/or teacher observations for students grades PreK-12, student data is reviewed to determine students identified as having a substantial reading deficiency. This substantial reading deficiency is defined as scores at the lowest achievement level/benchmark as identified by the publisher. The district uses FAST, STAR Early Literacy, STAR and iReady for these measures.