

Monroe 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	Taylor, Robert K-12 Literacy Coordinator robert.taylor@keysschools.com 305 293 1400
Elementary English Language Arts (ELA)	Taylor, Robert K-12 Literacy Coordinator robert.taylor@keysschools.com 305 293 1400
Reading Endorsement	Taylor, Robert K-12 Literacy Coordinator robert.taylor@keysschools.com 305 293 1400
Secondary ELA	Taylor, Robert K-12 Literacy Coordinator robert.taylor@keysschools.com 305 293 1400
Reading Curriculum	Taylor, Robert K-12 Literacy Coordinator robert.taylor@keysschools.com 305 293 1400
Professional Development	Taylor, Robert K-12 Literacy Coordinator robert.taylor@keysschools.com 305 293 1400
Assessment	Murphy, Dave Executive Director of Assessment and Accountability dave.murphy@keysschools.com 305 293 1400
Data Element	Michaud, Michael SIS Coordinator michael.michaud@keysschools.com 305 293 1400
Summer Reading Camp	Taylor, Robert K-12 Literacy Coordinator robert.taylor@keysschools.com 305 293 1400
Third Grade Promotion	Taylor, Robert K-12 Literacy Coordinator robert.taylor@keysschools.com 305 293 1400
Multi-Tiered System of Supports (MTSS)	Adams, Sarah Assistant Principal sarah.adams@keysschools.com 305 289 2490

**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 K-12 CERP through school-based leadership, including school principals and literacy coaches. Regularly scheduled meetings occur with principals. We also

use the reading plan throughout the year in assistant principal and literacy coach meetings. Literacy Coaches share the plan at each school site with literacy leadership teams, classroom teachers, support staff, and to any parent who wishes to know more about 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 53%***

***Previous School Year***

***Kindergarten - % of Students "Ready" on FLKRS 56%***

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

In order to increase the percentage of VPK students ready for Kindergarten we will continue to offer ongoing training to our VPK staff focusing on the B.E.S.T. Standards in grades K-3 and the FELDS (for four year old students) to Kindergarten Bridge to all of our early childhood teachers. The communication between VPK providers and the district continues. We communicate the importance of parents reading at home to their child starting at birth and the importance of having books in the home. We share resources with parents on the importance of speaking to your child and developing their vocabulary.

***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	25	23	31	17	4	20	18	36	20	6
4	22	23	27	21	6	17	18	32	24	9
5	21	24	27	21	6	16	19	32	24	9
6	24	25	19	23	9	19	20	24	26	11
7	27	25	24	15	9	22	20	29	18	11
8	28	22	24	17	9	23	17	29	20	11
9	24	22	21	24	10	19	17	26	27	11
10	27	24	22	19	9	22	19	27	22	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%).***

The goal is to decrease the number of level 1 and level 2 students on the FSA in grades 3-10. The goal will be to increase our Kindergarten readiness percentage from 53% to 56%. Additionally, students in grade K-2 will increase at least 5% from PM1 to PM3 in F.A.S.T.

## District Budget for Evidence-Based Reading Instruction Allocation

### Budget

1	Estimated proportional share distributed to district charter	<b>\$81,883.36</b>
	FTE	2022-23
		\$81,883.36
2	Reading coaches assigned to elementary schools	<b>\$531,526.64</b>
	FTE	2022-23
	5.0	\$531,526.64
3	Reading coaches assigned to secondary schools	<b>\$0.00</b>
4	Intervention teachers assigned to elementary schools	<b>\$0.00</b>
5	Intervention teachers assigned to secondary schools	<b>\$0.00</b>
6	Supplemental materials or interventions for elementary schools	<b>\$0.00</b>
7	Supplemental materials or interventions for secondary schools	<b>\$0.00</b>
8	Intensive interventions for elementary students reading below grade level	<b>\$0.00</b>
9	Intensive interventions for secondary students reading below grade level	<b>\$0.00</b>
10	Professional development	<b>\$0.00</b>
11	Helping teachers earn the reading endorsement	<b>\$0.00</b>
12	Summer reading camps	<b>\$0.00</b>
13	Additional hour for 300 lowest-performing elementary schools	<b>\$0.00</b>
14	Early literacy instruction/intervention for VPK completers pursuant to s. 1008.25(8)(c), F.S.	<b>\$0.00</b>
	<b>Total:</b>	<b>\$613,410.00</b>

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

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

The reading allocation funds allow us to provide a literacy coach in all of our K-5 and K-8 schools. These school-based coaches are prioritizing K-3 students and teachers. Students in grades K-3 will receive evidence-based interventions as deemed appropriate through Literacy coach and teacher discussions, student data, and the student IEPs. The literacy coach assists in the identification of students with a reading disability and supports the classroom teacher through the MTSS process. Literacy Coaches use reading diagnostic tools such as the STAR CBM, the ERDA, Benchmark Assessment and the DAR to assist teachers select in which areas the students require reading intervention. Literacy coaches support teachers in grades K-2 by working with students to decode words, analyze word parts, and write and recognize words. This has strong evidence to support a continued use and focus as indicated in the IES Practice guide entitled “Foundational Skills to Support Reading for Understanding in Kindergarten through 3rd grade.”

## School Literacy Leadership Teams

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

The K-12 CERP is shared with school leadership teams. Literacy Leadership Team development and functionality have been established as an expectation through presentations at Principal's meetings as well as through the distribution and sharing of the CERP. Literacy coaches with the help of school administrators have established Literacy Leadership Teams at each school throughout the district. Agenda items, meeting notes and walkthrough notes are stored in a district repository

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

Robert Taylor-Literacy Coordinator

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

Robert Taylor-Literacy Coordinator

## 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.

Professional development in June 2022, in August 2022, and throughout the year in Early Release Professional Development trainings will 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.

School based literacy coaches will support their teacher's needs by providing school based professional development.

After each progress monitoring administration literacy coaches differentiate and intensify professional development to meet the development needs of teachers in particular standards, benchmarks, or high yield instructional practices.

Each school site identifies mentor teachers per the mentor-training program, which currently exists in MCS. New and new-to-district teachers participate by becoming Mentees at stair-stepped levels of intensity, based on prior experience.

Model classrooms are identified quarterly throughout the district. These model classrooms are identified based on a particular teaching profile that has been determined to be highly effective. Through a district program called "The View", teachers can select to participate or be chosen to participate by going to different classrooms within their school or at other schools throughout the district with the purpose of visiting classrooms. All participants debrief with district leaders after each classroom visited to discuss their noticing's and wonderings. The View occurs quarterly. Additionally, each school site is encouraged to select model classrooms for their teachers to observe.

Each week teachers have protected time to meet vertically or in grade level teams to engage in professional development.

### **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.**

All trainings are shared with Principals at their monthly meetings. Principal input considered and appreciated when planning upcoming PD events.

All training opportunities are shared via email and through the Frontline professional development catalog.



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

Robin Fry-Professional Development Specialist

### **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.

All schools in MCSD have a Literacy Coach. All Literacy Coaches must be Reading Endorsed or Certified.

The District utilizes a number of data indicators to tier schools for District Support. These indicators include:

- \*Student performance data in ELA and Math
- \*Subgroup performance in ELA and Math
- \*School report card data
- \*Student demographics (race/ethnicity, ELL, ESE, FRL)
- \*Teacher assignment
- \*School leadership

All schools receive Tier I supports that include monthly visits by district staff, intervention materials, teacher training, ongoing professional learning, and coaching support. Tier II and III school support includes increased frequency and intensity of district support and oversight.

#### 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?**

During the Opening of Schools Principal Meeting, the roles and responsibilities of Literacy Coaches are reviewed, including specific guidance on weekly allocation of time and tasks. This information is also shared during Opening of Schools Literacy Coach meetings and reinforced during monthly meetings. Principal supervisors and District literacy staff monitor Literacy Coach activities to ensure activities are strategically aligned with school and district priorities. Literacy Coaches also maintain weekly coaching logs.

**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 supports coaches with prioritizing high impact activities, such as conducting data analysis with teachers to establish goals and create action plans, coaching cycles, and providing professional development based on need through monthly coaching meetings. Coaches receive monthly professional development in the area of coaching. Coaches work closely with MTSS coordinators and data coaches to identify high yield instructional practices that will allow teachers to differentiate at the Tier I level of instruction, and provide targeted interventions for Tier II and Tier III students.

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

Robert Taylor-Literacy Coordinator  
Curriculum Coordinators

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

Coaching time, tasks and impact data are reviewed weekly with Literacy Coach and school administration; monthly by Literacy Coordinator.

Coaches plan for their work with school administration in alignment with the school improvement plan. Coaches complete weekly Qualtrics logs of time and tasks.

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

School-based Literacy Leadership Teams meet regularly (weekly or bi-weekly) to review data from Istation and other diagnostic assessments and data from classroom observations. Overall class progress, as well as individual student growth, is monitored for instructional adjustments.

District literacy staff support school level Literacy Coaches. If the data suggests a need to adjust the percentage of time a coach spends on particular duties, the Literacy Coordinator works directly with the school to insure the best use of time in order to have the highest impact on student achievement.

For problem identification: District and teacher needs assessment surveys are reviewed and needs are prioritized.

Data review teams meet regularly to make decisions around support needed. These teams follow the MTSS Planning/Problem Solving Process – what is the problem, why is it occurring, what are we going to do about it, and is it working?

## 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	K-2	Screener, Progress Monitoring, Summative	Oral Language, Phonological Awareness, Phonics, Fluency, Vocabulary, Comprehension	3 x A Year
FAST - Cambium	3-10	Screener, Progress Monitoring, Summative	Vocabulary, Comprehension	3 x A Year
Istation (ISIP)	All students in grades K-5	Screener, Progress Monitoring, Diagnostic	Oral Language, Phonological Awareness, Phonics, Fluency, Vocabulary, Comprehension	Monthly
Benchmark Assessment System	Students K-12 who consistently score at a Tier 3 level in progress monitoring assessments	Screener	Oral Language, Phonological Awareness, Phonics, Fluency, Vocabulary, Comprehension	Monthly

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

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

Christina McPherson, Executive Director of Teaching and Learning  
 Robert Taylor, Literacy Coordinator

**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 teachers who teach foundational reading skills are using district curriculum maps that outline the systematic approach to teaching phonemic awareness and phonics. Teachers have all received training on the “Science of Reading.” Teachers have received training on explicit teaching and 80% of their classroom time is to be spent working with grade level materials and students are to be working on grade level activities. Our core curriculum and supplemental materials are all evidence-based according to ESSA at the strong or moderate level. Instructional strategies utilized also have ESSA evidence at the strong or moderate level. With high yield, instructional practices and using evidence based instructional materials teachers are supported during the students’ development in the area of oral language, phonemic awareness, phonics, vocabulary, fluency, and comprehension.

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

Teachers collect formative data throughout their lessons to differentiate instruction. Formative assessment data is used to determine which students are demonstrating mastery, which need more practice, which need to be retaught, and which students require teacher support. Literacy coaches assist teachers in the purposeful utilization of formative assessment and how to use the data to drive instruction.

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

In K-5, the units of study, curriculum, maps, and district lesson plans all exemplify using literacy strategies in content areas. There is integration of subject area texts into the reading block and content area texts are discussed to build knowledge. Vocabulary strategies are integrated into all subject areas. In grades 6-12, teachers are trained in the “Science of Reading,” vocabulary instruction, and writing to learn. Teachers utilize discussions to deepen the student’s knowledge and to build their background knowledge. All teachers have been trained in the ELA B.E.S.T. Standards and literacy coaches model how to integrate the ELA standards into a content area course. Additionally, all teachers (K-12) are encouraged to become reading endorsed.

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

Administrators voice curriculum and instructional concerns at their monthly meetings. Additionally, the literacy coordinator may be contacted for additional support. If an administrator notices or wonders if student’s needs are being met a literacy coach could be asked to observe the classroom, engage the teacher into a coaching cycle, and build the teachers capacity to meet all of the needs of all students.

**District-Level Monitoring - Part C**

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

- Analyze elements of the district's plan, including literacy leadership, literacy coaching, standards, curriculum, instruction, intervention, assessment, professional learning and family engagement;
- Include input from teachers, literacy coaches and administrators at the school level;
- Identify elements in need of improvement and evidence-based strategies to increase literacy outcomes for students; and
- Analyze the effectiveness of interventions implemented in the prior year.

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

Monroe County School District utilized the Reflection Tool to evaluate the implementation of the CERP K-12 plan at the end of the 2021-2022 school year. All elements of the plan were reviewed by speaking with administrators, literacy coaches, media specialists, and teachers. The feedback was scrutinized to identify areas of improvement and strategies to increase literacy outcomes for students. The feedback from teachers in grades K-2 and grades 6-12 reading will inform year two of the B.E.S.T. Standards implementation and the utilization of the adoption materials that will be used in the school year 2022-2023 in all grades. All ELA MTSS data will be reviewed.

## 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?

Literacy Leadership Teams monitor the implementation of the district reading plan at the school level. The teams focus on fidelity to the plan during initial planning, midyear review and end of year meetings. The plan is referred to when making decisions at the school level related to literacy. Literacy Coaches at each school are well-versed in the plan, its design and its construction and are instructed to refer to the plan for guidance whenever school based decisions are necessary. Literacy Coaches include the district Literacy Coordinator when necessary.

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

Robert Taylor - Literacy Coordinator

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

The district literacy coordinator monitors LLT meeting minutes and questions. The literacy coordinator responds to questions and/or identified issues. Based on the issues at hand, the Executive Director of Teaching and Learning will be included in the solution-finding cycle.

### Weekly reading walkthroughs by administrators - Part B

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

Principals develop schedules for weekly walkthroughs. Walkthroughs target issues discussed by the LLC and/or observed by administrative staff and/or the literacy coach. District walkthroughs occur on a regular schedule to support the weekly walkthroughs at each school.

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

The Superintendent's Leadership Team and/or the Literacy Coordinator support implementation of the walkthrough process.

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

The principal collects LLT meeting minutes and questions. In alignment with ongoing observations discussed by administrators and the literacy coach, the focus of the walkthrough will be designed and carried out.

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

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

Multiple data points for individual students are studied. Tiered student interventions are designed to facilitate successful interventions and support needs of students. MTSS coordinators at each school are trained and invested in the process.



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

Executive Director of Teaching and Learning and Literacy Coordinator

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

An assistant principal at each school site is a member of the MTSS team to ensure fidelity and to identify areas of improvement for effective implementation. Interventions are continually reviewed and the student's response to the intervention is measured. Adjustments are made (if necessary) in order to insure the success of every student.

## 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.**

Reading endorsed or reading certified teachers will utilize the Bell Xcel Summer School Program as primary instructional materials in the third grade reading camp. The Bell Xcel Summer Program is not listed on the official ESSA evidence-based list. The Bell Xcel Summer Program does have externally validated reviews that indicate that the program meets ESSA evidence standards. The link to their studies is located here:

[https://drive.google.com/file/d/1Vmy\\_KU6fvUzR66V-uJ10ZUwWtn7zDitf/view?usp=sharing](https://drive.google.com/file/d/1Vmy_KU6fvUzR66V-uJ10ZUwWtn7zDitf/view?usp=sharing)

The Bell Xcel Summer Program does not meet strong, moderate or promising levels of evidence; however, the following IES Practice Guide recommendation(s) support the program. Summer Reading Camp Teachers have access to the IES Guide, "Improving Reading Comprehension in Kindergarten through 3rd Grade", teachers will teach students how to use reading comprehension strategies. Students will receive instruction on any foundational skills they show gaps in and in reading texts with fluency. Students showing a deficit in phonics and fluency will receive multisensory instruction in decoding words, analyzing word parts, and writing and recognizing words using instructional routines outlined in the IES Guide, "Improving Reading Comprehension in Kindergarten through 3rd Grade." The guide shows strong ESSA evidence.

All Instruction that occurs is based on:

- \*B.E.S.T. Alignment in foundational skills
- \*Adapted to meet the needs of the traditional beginning reader
- \*Prose and poetry
- \*Informational text
- \*Communicating through writing
- \*Communicating orally
- \*Following conventions
- \*Researching
- \*Creating and collaborating
- \*Vocabulary

All Reading Camp teachers receive training in the methods of effective instruction described in the IES guide prior to the start of summer school.

Instruction is monitored by district staff who visit the classrooms where Summer Camp is being held.

Data is monitored. School staff also monitor the daily instruction and report to district personnel if support is needed.

**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.**

Reading endorsed or reading certified teachers will utilize the Bell Xcel Summer School Program as primary instructional materials in the third grade reading camp. The Bell Xcel Summer Program is not listed on the official ESSA evidence-based list. The Bell Xcel Summer Program does have externally validated reviews that indicate that the program meets ESSA evidence standards. The link to their studies is located here:

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The Bell Xcel Summer Program does not meet strong, moderate or promising levels of evidence; however, the following IES Practice Guide recommendation(s) support the program. Summer Reading Camp Teachers have access to the IES Guide, "Improving Reading Comprehension in Kindergarten through 3rd Grade", teachers will teach students how to use reading comprehension strategies. Students in 4th and 5th grade will receive similar instruction to those in 3rd grade as their scores indicate a need for foundational reading strategies, thus the continued use of the same IES Guide. Students will receive instruction on any foundational skills they show gaps in and in reading texts with fluency. Students showing a deficit in phonics and fluency will receive multisensory instruction in decoding words, analyzing word parts, and writing and recognizing words using instructional routines outlined in the IES Guide, "Improving Reading Comprehension in Kindergarten through 3rd Grade." The guide shows strong ESSA evidence.

All Instruction that occurs is based on:

- \*B.E.S.T. Alignment in foundational skills
- \*Adapted to meet the needs of the traditional beginning reader
- \*Prose and poetry
- \*Informational text
- \*Communicating through writing
- \*Communicating orally
- \*Following conventions
- \*Researching
- \*Creating and collaborating
- \*Vocabulary

All Reading Camp teachers receive training in the methods of effective instruction described in the IES guide prior to the start of summer school.

Instruction is monitored by district staff who visit the classrooms where Summer Camp is being held.

Data is monitored. School staff also monitor the daily instruction and report to district personnel if support is needed.

### **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.)**

147

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

444

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

294

**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.)**

98%

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

67%

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

45%

## 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 and school websites are currently under construction. We are rebuilding our district website to include a full library of specific resources to parents. For now the Read at Home resources offered by the Department of Education are linked. Upon request they are copied with the goal to be made available to all parents. The JRF! Parent Guides for the B.E.S.T. Standards are used to better inform caregivers of learning activities they can have their child participate in to support literacy. The addition of the New Worlds Reading Initiative has aided the district's efforts to distribute books into homes where they are needed the most. Additionally, students in MCSD have access to text through myOn, Reading A to Z, and Istation at home. Specific schools that use Lexia Core 5 also have supports in place for students to have access to texts at home. MyOn, Lexia Core 5, Reading A to Z, and Istation all support foundational reading skills. Title 1 schools also offer additional time before and after school to support readers who are showing a substantial reading deficiency.

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

Literacy Coordinator and Executive Director of Teaching and Learning

## Assessment, Curriculum, and Instruction

### Requirements - Part A

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

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

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

The district has new adopted curriculum and curriculum maps that support the literacy block. Literacy coaches work with grade level teams to ensure fidelity. The district monitors implementation through administrator, literacy coach, and district walkthroughs. All school sites K-5 submit their 90-minute reading block to the literacy coordinator to be approved. The 90-minute reading block must be included in all K-5 master schedules.

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

Executive Director of Teaching and Learning and Literacy Coordinator

**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 newly adopted and purchased Benchmark Advance program for grades K-5 integrates unit themes, which are science and social studies focused. Text within the lessons is designed to integrate science and social studies concepts. The MCSD model lesson plans demonstrate the integration of social studies, the arts, and science into the ELA block. Throughout the day students are building knowledge through text.

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

Literacy Coordinator and Executive Director of Teaching and Learning

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

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

Data driven decisions are made with the literacy coach, data coach, interventionists and classroom teachers to determine the small groups needed to differentiate instruction to meet all of the student's needs. Groups are not static and are reorganized as needed. Lesson plans must include small group instruction. In grades K-5 there is an expectation that each day the 90-minute reading block includes small group instruction.

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

Literacy Coordinator and Executive Director of Teaching and Learning

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

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

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

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

All teachers in grades K-5 receive professional development in the "Science of Reading." All English and Reading teachers in grades 6-12 receive professional development in the "Science of Reading." The Science of Reading supports the six components of reading. Teachers have been trained in the K-12 ELA B.E.S.T. Standards. MCSD provides a lesson plan template which supports the integration of all six reading components into daily instructional routines. The B.E.S.T. Foundational Standards in K-2 and in 6-12 reading support the six components of reading instruction. All four types of classroom assessments: screening, progress monitoring/formative assessment, diagnosis, and summative assessment are utilized in classrooms. Student data is used to differentiate instruction and to meet the needs of all learners. All K-12 reading instruction is designed to meet the needs of all learners and utilizes multisensory instruction, the principles of universal design, cultural awareness, and utilize the WIDA Can Do indicators to support multilingual students. Texts are selected so all students can see themselves in text and the text is presented in print and electronically with audio. Teachers receive ongoing professional development both through their school site and through district professional development. Model classrooms are identified so teachers can observe Florida's Revised Formula for Success, 6 + 4 + T1 +T2 + T3 in action. Additionally, MCSD encourages all teachers to become reading endorsed regardless of content taught or grade level taught.

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

The district is in frequent communication with the schools regarding implementation of Florida's revised formula for success. The communication pathways include:

\*School-based Literacy Leadership Teams

\*Literacy Coaches

\*Administrator Walkthroughs

\*District Classroom Visits

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

Literacy Coordinator

Executive Director of Teaching and Learning



**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)*

- At or above the 50 percentile in STAR Early Literacy or Reading (PM3 score of previous year)
- FSA Level 3 or above (Grades 4 and 5)
- ISIP Level 3 or above

**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.

Our new K-5 Core curriculum is Benchmark Advance- [https://drive.google.com/file/d/13o6SByOc6FiRHtGjfVVAbtVhbo-rR\\_t8/view?usp=sharing](https://drive.google.com/file/d/13o6SByOc6FiRHtGjfVVAbtVhbo-rR_t8/view?usp=sharing)  
 – Moderate to Promising Evidence

**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?**

Classroom walkthroughs, Benchmark Unit and Interim Assessments and a balanced percentage of students at Tier 1 (75-80%)

**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?**

When the data indicates there is an instructional problem, the school’s MTSS team meets to problem solve for both in-person instruction and distance learning instruction. School based literacy coaches can offer differentiated professional development to strengthen Tier 1 instruction.

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

Teacher observation, Benchmark Common Formative Assessments, analysis of student work, data chats

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

Grade level Data Chats are held regularly to monitor student progress and make instructional adjustments. MTSS meetings are held to discuss the effectiveness of Tier 1. Additional support from reading coaches and/or other staff is provided where needed regardless if the curriculum is being delivered face to face or in a distance-learning environment.

**Grade Levels: K-5**

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

Modifications include but are not limited to explicit, direct instruction via multiple modalities, synchronous and asynchronous instruction and assignments, supplemental resources for remediation or enrichment, flexibility in assignment submission.

**Grade Levels: 6-12**

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

*(Enter assessment criteria that will be used)*

\*At or above the 50 percentile in STAR Reading (PM3 score of previous year).

\*FSA Level 3 or higher on the previous year 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.

Savvas myPerspectives is the new Core Curriculum for grades 6 through 12. The program has been identified as having promising ESSA evidence: <https://drive.google.com/drive/folders/1USTwJbEj1jNIIQ83dggYEj266y5i5Jhq?usp=sharing>

**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?**

Classroom walkthroughs and a balanced percentage of students at Tier 1 (75-80% of students are in Tier 1.) and Progress Monitoring Data

**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?**

When the data indicates there is an instructional problem, the school’s MTSS team meets to problem solve for both in-person instruction and distance learning instruction. School based literacy coaches can offer differentiated professional development to strengthen Tier I instruction.

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

Teacher observation, classroom formative assessments, analysis of student work, data chats, progress monitoring data

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

Literacy Leadership Teams meet regularly to discuss data trends. Instructional decisions are made based on the data review. Grade level Data Chats are held regularly to monitor student progress and make instructional adjustments. Additional support from Literacy Coaches and/or other staff is provided where needed regardless if the curriculum is being delivered face to face or in a distance-learning environment.

## **Grade Levels: 6-12**

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

Modifications include but are not limited to explicit, direct instruction via multiple modalities, synchronous and asynchronous instruction and assignments, supplemental resources for remediation or enrichment, flexibility in assignment submission.

## **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)*

\*If students score between the 25-49 percentile in STAR Early Literacy or Reading (PM3 score of previous year)

\*Student scores are below proficiency level on FSA (Level 1 or 2)

\*ISIP Level 2 or below (last assessment of previous year)

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

**Progress Monitoring**

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

**Assessment & Frequency**

**Performance Criteria to discontinue Tier 2 interventions**

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

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

**Number of times per week intervention provided**

3-5

**Number of minutes per intervention session**

20-30

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

Regular monitoring of Tier II student progress and classroom observations will identify students and/or classrooms not making progress. School Literacy Leadership Teams and District staff will evaluate the Tier 2 strategies and determine necessary adjustments and needed support. Distance Learning is supported the same way, with Tier II receiving necessary support.

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

Istation ISIP has Promising ESSA Evidence: <https://drive.google.com/file/d/1PAb5wNa2dVdJECWIJjSRSCYjxufduuQo/view?usp=sharing>

Leveled Literacy Intervention has Strong ESSA Evidence: <https://ies.ed.gov/ncee/wwc/Intervention/1287>

Learning A to Z is not listed on the official ESSA evidence-based list. Learning A to Z does have effectiveness studies that indicate that methods used within the program meet ESSA evidence standards. The link to their studies is located here:

## **Grade Levels: K-5**

<https://www.learninga-z.com/site/resources/research-and-efficacy?product=5324>

Learning A to Z does not meet strong, moderate or promising levels of evidence; however, the following IES Practice Guide recommendation(s) support the program.

“Assisting Students Struggling with Reading: Response to Intervention (RtI) and Multi-Tier Intervention in the Primary Grades”,

Teachers will provide intensive, systematic instruction on up to three foundational reading skills in small groups to students who score below the benchmark score on universal screening. Teachers will provide time for differentiated reading instruction for all students based on assessments of students’ current reading level.

Teachers are trained to implement the program with emphasis on the above referenced practices described in the IES Guide.

School based monitoring of fidelity using data chats will occur. District monitoring will occur during walkthroughs and communication with the schools.

Heggerty Phonics does not meet strong, moderate or promising levels of evidence; however, the following IES Practice Guide recommendation supports the program: Foundational Skills to support Reading for Understanding in Kindergarten Through 3rd Grade: <https://ies.ed.gov/ncee/wwc/PracticeGuide/21> with strong ESSA Evidence.

Students will develop awareness of the segments of sounds in speech and how they link to letters by regularly using the program. Teachers will teach students to decode words, analyze word parts, and write and recognize words.

Teachers are trained to implement the program with emphasis on the above referenced practices described in the IES Guide.

School based monitoring of fidelity using data chats will occur. District monitoring will occur during walkthroughs and communication with the schools.

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

Virtual students that require Tier 2 interventions will continue to receive instruction with supplemental resources. Students will be provided with small group, differentiated instruction and appropriate supports.



**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 score of Level 2 on FSA ELA in the most recently tested year

\*Student score between the 25th- 49th percentiles in STAR Reading on previous year.

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

**Progress Monitoring**

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

**Assessment & Frequency**

**Performance Criteria to discontinue Tier 2 interventions**

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

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

**Number of times per week intervention provided**

5

**Number of minutes per intervention session**

30

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

Regular monitoring of Tier II student progress and classroom observations will identify students and/or classrooms not making progress. Literacy Leadership Teams and District staff will evaluate the Tier II strategies and determine necessary adjustments and needed support.

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

Savvas iLit is identified as having strong ESSA evidence: <https://drive.google.com/file/d/1v61wfaobUHXY0CQ3a3OhrOliltV4u4a/view?usp=sharing>

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

Virtual students who require Tier 2 interventions continue to receive instruction with supplemental resources. Students are provided with small group, differentiated instruction and appropriate supports.

### **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)*

\*The student scores significantly below proficiency level on the FSA (at or below: 269 SS in Grade 3, 281 SS in grade 4, 288 SS in grade 5.)

\*ISIP level 1 (last assessment of previous year)

\*Below the 25th percentile in STAR (PM3 score of previous year)

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

**Progress Monitoring**

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

**Assessment & Frequency**

**Performance Criteria to discontinue Tier 3 interventions**

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

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

**Number of times per week intervention provided**

5

**Number of minutes per intervention session**

30

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

Regular monitoring of Tier 3 student progress and classroom observations will identify students and/or classrooms not making progress. School Literacy Leadership Teams and District staff will evaluate the Tier 3 strategies and determine necessary adjustments and needed support.

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

LLI has Strong ESSA Evidence: <https://ies.ed.gov/ncee/wwc/Intervention/1287>

Lexia Core 5 has Promising ESSA Evidence: <https://www.evidenceforessa.org/programs/reading/lexiar-core5r-reading>

Istation has Promising ESSA Evidence: [https://info.istation.com/research-studies#validity\\_and\\_effectiveness\\_studies](https://info.istation.com/research-studies#validity_and_effectiveness_studies)

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

**Grade Levels: K-5**

Virtual students that require Tier 3 interventions will continue to receive instruction with supplemental resources. Students are provided with small group, differentiated instruction and appropriate supports.

**Grade Levels: 6-12**

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

*(Enter assessment criteria that will be used)*

\*If the student scores significantly below proficiency level on the state accountability assessment FSA ELA of a 1 in the most recently tested year

\*FSA ELA of level 1

\*Students score below the 25th percentile in STAR Reading on previous year.

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

**Progress Monitoring**

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

**Assessment & Frequency**

**Performance Criteria to discontinue Tier 3 interventions**

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

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

**Number of times per week intervention provided**

5

**Number of minutes per intervention session**

45

**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?**

Regular monitoring of Tier 3 student progress and classroom observations will identify students and/or classrooms not making progress. School Literacy Leadership Teams and District staff will evaluate the Tier 3 strategies and determine necessary adjustments and needed support.

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

The Savvas iLit intervention program has strong ESSA evidence: <https://drive.google.com/file/d/1v61wfaobUHXY0CQ3a3OhhrOliltV4u4a/view?usp=sharing>

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

Virtual students that require Tier 3 interventions will continue to receive instruction with supplemental resources. Students will be provided with small group, differentiated instruction and appropriate supports.

## 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 each school student data from state assessments, progress monitoring and screening assessments is dissected to look for reading deficiencies. Students who are more than a year behind or show any gap in foundational reading skills will be administered reading diagnostic assessments such as STAR CBM and Benchmark Assessment. Evidence based interventions will be put in place to meet the student where they are and provided by a reading endorsed or certified teacher. If the interventions are done with fidelity and that student does not show improvement in their reading skills, the student will be referred for further academic testing.