

District K-12 Comprehensive Evidence- Based Reading Plan



2023-2024

Board-approved 05/22/23

Table of Contents

1) Contact Information.....	3
2) District Budget for Evidence-Based Reading Allocation (Rule 6A-6.053(2), F.A.C.).....	4
3) Literacy Leadership – District and School	5
4) Literacy Coaches/Coaching (Rule 6A-6.053(6), F.A.C.).....	10
5) K-12 Assessment, Curriculum, and Instruction	13
Grades K-5 Decision Tree	19
Grades 6-8 Decision Tree	26
Grades 9-12 Decision Tree	30
6) Professional Development (Rule 6A.6.053(4), F.A.C.).....	35
7) Tutoring Programs to Accelerate Literacy Learning (Rule 6A-6.053(2), F.A.C.)	37
8) Family Engagement (Rule 6A-6.053(11), F.A.C.)	38

District K-12 Comprehensive Evidence-Based Reading Plan

Annually, school districts must submit a K-12 Comprehensive Evidence-Based Reading Plan (CERP) by June 15 for the purpose of supporting increased student achievement in literacy and closing achievement gaps. In order to assist districts, the Department has developed the attached format for district reading plans. Districts may utilize the Department’s format, or an alternative developed by the district school board. The comprehensive reading plan must be approved by the applicable school board, charter school governing board, or lab school board of trustees, for the specific use of the evidence-based reading instruction allocation. By July 1 of each year, the Department will release to each school district its allocation of appropriated funds pending plan submission.

The District K-12 CERP depicts and details the role of administration (both district and school level), professional development, assessment, curriculum, and instruction in the improvement of student learning of the B.E.S.T. English Language Arts Standards as provided in [Rule 6A-1.09401, Student Performance Standards, Florida Administrative Code \(F.A.C.\)](#). This information is reflected for all schools and grade levels and shared with all stakeholders, including school administrators, literacy leadership teams, literacy coaches, classroom instructors, support staff, and parents.

1) Contact Information

The Main District Reading Contact will be the Florida Department of Education’s contact for the District K-12 CERP and is responsible for the plan and its implementation. Other contacts are those who work primarily with an area covered within the plan. **Indicate the contacts for your district.**

Point of Contact	Name	Email	Phone
Main Reading Contact	Schafte, Kyra Director of Academic Compliance and Equity	Kyra.schafte@indianriverschools.org	772-564-3087
Data Element	McMahon, Brian Director of Accountability and Research	Brian.mcmahon@indianriverschools.org	772-564-3057
Third Grade Promotion	Garcia, Kimberly Director of Elementary Programs	Kimberly.garcia@indianriverschools.org	772-564-3138
Multi-Tiered System of Supports	Lewis, Paula Director of Student Services	Paula.lewis@indianriverschools.org	772-564-5932
Elementary English Language Arts	Carlsen, Tiffany ELA Elementary Specialist	Tiffany.carlsen@indianriverschools.org	772-564-3102
Secondary English Language Arts	Hammler, Karin ELA Secondary Specialist	Karin.hammler@indianriverschools.org	772-564-3202
Assessment	Holden, Heather Director of Assessment, Virtual and Home Education	Heather.holden@indianriverschools.org	772-564-3033

2) District Budget for Evidence-Based Reading Allocation (Rule 6A-6.053(2), F.A.C.)

Reading Allocation Budget Items

The evidence-based reading instruction allocation is created to provide comprehensive reading instruction to students in prekindergarten (PreK) through grade 12. Districts will include salaries and benefits, professional development, assessment, programs/materials, tutoring, and incentives required to effectively implement the district's plan. Budget must prioritize K-3 students with substantial deficiencies in reading.

Reading Allocation Budget Item	Amount	FTE (where applicable)
Amount of District Evidence-Based Reading Instruction Allocation	\$1,033,417	8
Estimated proportional share distributed to district charters <i>*Charter schools must utilize their proportionate share of the evidence-based reading allocation in accordance with Section (s.) 1002.33(7)(a)2.a. and s. 1008.25(3)(a), Florida Statutes (F.S.). Note: All intensive reading interventions specified by the charter must be delivered by a teacher who has a literacy micro-credential or is certified or endorsed in reading.</i>	\$123,263.90	
Elementary Expenses		
Literacy coaches	\$102,210	1
Intervention teachers	\$511,050	5
Scientifically researched and evidence-based supplemental instructional materials	\$100,000	
Summer reading camps for grade 3 students		
Secondary Expenses		
Literacy coaches	\$196,893.10	2
Intervention teachers		
Scientifically researched and evidence-based supplemental instructional materials		
K-12/PreK Expenses		
Professional development to help K-12 instructional personnel and certified PreK teachers earn a certification, a credential, an endorsement, or an advanced degree in scientifically researched and evidence-based reading instruction		
Incentives for K-12 instructional personnel and certified PreK teachers who possess the Reading Endorsement or Certification		
Incentives for K-12 instructional personnel and certified PreK teachers who possess the Emergent, Elementary, or Secondary Literacy Micro-Credential		
Additional time per day of evidence-based intensive reading instruction for extended literacy learning (before or after school, summer, etc.)		
Tutoring programs to accelerate literacy learning		
Family engagement activities		
Other – Please Describe		
Sum of Expenditures	\$1,033,417	

3) Literacy Leadership – District and School

A. Measurable Student Achievement Goals ([Rule 6A-6.053\(1\)\(d\), F.A.C.](#))

For each grade, PreK-10, establish clear and measurable student literacy achievement goals based on the Florida Assessment of Student Thinking (FAST). Goals for plan year should increase from previous year in order to meet statewide literacy achievement goals.

Florida Assessment of Student Thinking (FAST): This data comes from PM2, taken December 2022. When FAST PM3 has been completed in May 2023, the numbers will be reviewed and revised, as needed.				
Grade	Previous School Year – % of Students Scoring		Goal for Plan Year – % of Students Scoring	
	Urgent Intervention <10 th percentile	At & Above Benchmark 40 th percentile & above	Urgent Intervention <10 th percentile	At & Above Benchmark 40 th percentile & above
K	14%	67%	10%	67%
1	12%	57%	10%	60%
2	30%	59%	25%	60%
Florida Assessment of Student Thinking (FAST)				
Grade	Previous School Year Winter 2022– % of Students Scoring		Goal for Plan Year – % of Students Scoring	
	Level 1	Levels 3-5	Level 1	Levels 3-5
3	30%	39%	25%	55%
4	28%	47%	25%	55%
5	29%	43%	25%	55%
6	42%	33%	35%	55%
7	46%	30%	35%	55%
8	50%	28%	35%	55%
9	45%	30%	35%	55%
10	45%	34%	35%	55%

NOTE: This table is reflective of the FAST PM2 data at the time of School Board approval on May 22, 2023.

UPDATE: Florida Assessment of Student Thinking (FAST): This data comes from PM3 reviewed and revised, May 26, 2023				
Grade	Previous School Year Spring 2023– % of Students Scoring		Goal for Plan Year 23-24– % of Students Scoring	
	Urgent Intervention <10 th percentile	At & Above Benchmark 40 th percentile & above	Urgent Intervention <10 th percentile	At & Above Benchmark 40 th percentile & above
K	12%	63%	10%	65%
1	20%	56%	10%	60%
2	15%	60%	15%	60%
Florida Assessment of Student Thinking (FAST)				
Grade	Previous School Year Spring 2023– % of Students Scoring		Goal for Plan Year 23-24– % of Students Scoring	
	Level 1	Levels 3-5	Level 1	Levels 3-5

3	13%	60%	10%	65%
4	16%	62%	10%	65%
5	18%	60%	10%	65%
6	26%	41%	25%	50%
7	28%	37%	25%	45%
8	26%	42%	25%	45%
9	32%	44%	25%	45%
10	33%	50%	25%	55%

NOTE: This table was revised after School Board approval to reflect accurate and completed FAST PM3 percentages.

B. School Literacy Leadership Teams (Rule 6A-6.053(3), F.A.C.)

Schools are required to establish a School Literacy Leadership Team.

- 1. Describe the process the principal will use to form and maintain a School Literacy Leadership Team, consisting of a school administrator, literacy coach, media specialist, lead teachers, and other relevant team members, as applicable.**

At the elementary level, the roster of School Leadership Teams will be communicated with Kimberly Garcia, Director of Elementary Programs. At the secondary level, the roster of School Literacy Leadership Teams will be communicated with Anne Bieber, Director of Secondary Programs. School Literacy Leadership Teams. The principal will form and maintain a Literacy Leadership Team, consisting of a school administrator, literacy coach, media specialist, lead teachers, and other relevant team members, as applicable. These meetings should occur monthly and include any updates related to literacy including data to look at for Tier 2 and Tier 3 interventions, analyzing school wide literacy data, reviewing policies and procedures, along with general, prescriptive and compliance outcomes of each school. The district team follows this same type of protocol.

- 2. Describe how the School Literacy Leadership Team requirement is communicated to principals, including how School Literacy Leadership Teams use data to establish literacy goals and take strategic action to improve literacy achievement for all students.**

The requirement is communicated in the following ways:

- **End of Year Administrator Professional Learning** - The SDIRC School Improvement professional development reflective and problem-solving session.
- **Beginning of Year Administrator Professional Learning** - The SDIRC School Improvement professional development planning session.
- **District Professional Development Day(s):** These happen two times a year
- **Monthly Principal and Assistant Principal** professional learning sessions.
- **The Collaborator** - The weekly SDIRC online informational bulletin is distributed to all employees.
- **Monthly Instructional Coach** professional learning sessions.
- **Periodic Department Chair** professional learning sessions.

C. Plan Implementation and Monitoring (Rule 6A-6.053(7), (8), F.A.C.)

Districts must monitor the implementation of the District K-12 CERP at the district and school level.

- 1. Provide an explanation of the following:**

Grades K-5	District Level	School Level
Data that will be collected and frequency of review	FAST- three times a year iReady Diagnostic- three times a year DIBELS 8- three times a year District also reviews these compliancy outcomes: <ul style="list-style-type: none"> • Student Enrollment in Reading Interventions; • Reading Endorsement competency status for teachers; • Reading Certification progress status for teachers 	FAST- three times a year iReady Diagnostic- three times a year DIBELS 8- three times a year Amplify Unit Assessments- after each unit. Each grade has 8-12 units. iReady Standards Mastery- As needed. iReady Pathway Lessons- bi-weekly Intervention DIBELS 8 PM – Quarterly
Actions for continuous support and improvement	Data chats Impact Review Data Com Classroom Walks Collaborative Planning Coach Meetings	Data chats Impact Review Data Com Classroom Walks Collaborative Planning Literacy Leadership Teams (On school and district level)

Grades 6-8	District Level	School Level
Data that will be collected and frequency of review	FAST- three times a year iReady Diagnostic- three times a year District also reviews these compliancy outcomes: <ul style="list-style-type: none"> • Student Enrollment in Reading Interventions; • Reading Endorsement competency status for teachers; • Reading Certification progress status for teachers 	FAST- three times a year Standards Mastery- as needed iReady Diagnostic- 3 times a year Amplify Unit Assessments
Actions for continuous support and improvement	Data chats Impact Review Data Com Classroom Walks Collaborative Planning Coach Meetings	Data chats Impact Review Data Com Classroom walks Collaborative Planning
Grades 9-12	District Level	School Level

Data that will be collected and frequency of review	FAST- three times a year Unify Progress Monitoring District also reviews these compliancy outcomes: <ul style="list-style-type: none"> • Student Enrollment in Reading Interventions; • Reading Endorsement competency status for teachers; • Reading Certification progress status for teachers 	FAST- three times a year Unify Progress Monitoring Savvas Unit Tests
Actions for continuous support and improvement	Data chats Impact Review Data Com Collaborative Planning Classroom Walks Coach Meetings	Data chats Impact Review Data Com Collaborative Planning

2. How are concerns communicated if it is determined that the District K-12 CERP is not being implemented with fidelity?

At monthly meetings with coaches and school administrators, a reflection of implementation is conducted with the Director of Elementary Programs, the Director of Secondary Programs, and the Assistant Superintendent of Curriculum and Instruction. District staff will visit all schools three times per year to observe the implementation and fidelity of action steps. For schools that demonstrate a concern during the Impact Reviews (formal district walkthroughs), an additional plan (with specific school action steps) will be required of the school. District staff will once again visit the school to ensure the corrective action has been implemented and the reading plan is being implemented as designed by the district and approved by JRF! This may be ongoing for a quarter, until the plan is being done with fidelity.

3. Describe what has been revised to improve literacy outcomes for students in the district’s K-12 CERP based upon the District K-12 CERP Reflection Tool and a root-cause analysis of student performance data.

Prior to the annual submission of the K-12 Comprehensive Evidence-Based Reading Plan (CERP), stakeholders from each group participate in a planning session to receive feedback on the current plan. This input guides necessary changes to the plan. For the 2022-2023 plan, the most impactful feedback from this group was to ensure adequate support for coaches and teachers is provided on the implementation of the B.E.S.T. Standards and our ELA curriculum as the SDIRC has a well-established progress monitoring system, numerous certified or endorsed teachers, and a well-structured coaching model.

4. Describe the process used by principals to monitor implementation of the reading plan, including frequent reading walkthroughs conducted by administrators.

The SDIRC will implement a system of weekly collaborative planning sessions between teachers, coaches, and administrators. As part of this process, administrators and coaches will each visit classrooms weekly to ensure what is planned is implemented and will utilize teacher

feedback to ensure the science of reading is being fully executed within each classroom. Classrooms that do not demonstrate evidence of implementation will be given additional coaching.

5. In addition, describe how principals monitor collection and utilization of assessment data, including progress monitoring data, to inform instruction and support needs of students.

The SDIRC will implement a system of weekly collaborative planning between teachers, coaches, and administrators. An integral part of these meetings is the review of both formative and summative assessment data along with any local progress monitoring. Data chats with grade levels to review trends and drive next steps in instruction occur at least on a monthly basis. Data chats also include reviewing students' progress and interventions they are receiving, to ensure the greatest barrier is being addressed.

Lesson plans will include sections which specify how the teacher will differentiate instruction to remediate any gaps in learning. As part of this process administrators and coaches will each visit classrooms weekly to ensure what is planned is implemented.

4) Literacy Coaches/Coaching (Rule 6A-6.053(6), F.A.C.)

A. Literacy Coaches (Rule 6A-6.053(6)(a), F.A.C.)

Literacy coaches should be assigned to schools determined to have the greatest need based on student performance data in reading. Districts can use Just Read, Florida! literacy coach model or explain the evidence-based coaching model used in the district and how the district will monitor the implementation and effectiveness of the coaching model.

Describe how schools with the greatest need based on student performance data in reading are selected for coach services and supports.

In alignment with the requirements in 1008.25, F.S. to prioritize the use of the Research-Based Allocation for K-3 students with substantial deficiencies in reading, the SDIRC does not solely use the allocation for coaches from the Reading Allocation Model in this plan. We also use funding from grants, and through a private philanthropy, known as The Learning Alliance, to support our schools with coaches.

B. The Just Read, Florida! Literacy Coach Model (Rule 6A-6.053(6)(c), F.A.C.)

The Just Read, Florida! literacy coach model delineates the roles and responsibilities of literacy coaches:

- 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 interventions.
- Model effective instructional strategies for teachers in whole and small group instruction;
- Collect and use data on instructional practices to inform and implement professional learning activities;
- Train teachers to administer assessments, analyze data, and use data to differentiate instruction;
- Coach and mentor teachers daily;
- Work with teachers to ensure that evidence-based reading strategies and programs grounded in the science of reading are implemented with fidelity;
- Participate in literacy leadership teams;
- Continue to grow professionally to increase knowledge of and ability to apply effective pedagogy and andragogy;
- Prioritize time to teachers, activities, and roles that will have the greatest impact on student achievement in reading; and
- Work with school principals to plan and implement a consistent program of improving reading achievement using evidence-based strategies that demonstrate a statistically significant effect on improving student outcomes.

Literacy coaches must possess the following:

- A minimum of a bachelor's degree and reading endorsement or K-12 certification in reading;
- Effective or highly effective rating from the most recently available evaluation that contains student performance data;
- Specialized knowledge of evidence-based reading instruction grounded in the science of reading, infusing evidence-based reading strategies into content area instruction;
- Special expertise in quality reading instruction and infusing reading strategies into content area instruction;
- Data management skills;
- Strong knowledge base in working with adult learners;
- Excellent communication skills; and
- Outstanding presentation, interpersonal, and time-management skills.

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.

1. Is the district using the Just Read, Florida! literacy coach model?

Yes/No

Yes

2. If no, please describe the evidence-based coach model the district is using.

3. How is the literacy coach model being communicated to principals?

Although the SDIRC does not solely use the Reading Allocation Budget from the state for literacy coaches, our coaches continue to follow the JRF! model. Principals are trained in the coaching model and expectations each summer at End of Year Administrator Professional Learning and the Administrative Summit. Follow-up training and reinforcement are given throughout the year at the administrators' monthly professional learning. Kimberly Garcia, Anne Bieber, and members of the Curriculum and Instruction team meet with administrators and coaches at the beginning of the school year, and continually throughout the year, to discuss expectations and goals regarding the coach's role and responsibilities.

4. How does the district support literacy coaches throughout the school year?

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

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

Coaches will complete calendars/coaching logs/coaching snapshots to capture teacher support. This gives coaches the opportunities to reflect on strengths and challenges and share best practices within their monthly PLCs, and within their school leadership meetings. Monthly in-school coaching support is also provided by District Directors of Elementary and Secondary Programs and Literacy Specialists. This data is reviewed monthly with schools, as well as data from assessments. Problem solving sessions with the coaches occur, so they can go back and subsequently have data chats with their teachers to help drive instruction.

Coaches have multiple opportunities for reflection, problem-solving and next steps through monthly district meetings, and in-school support with District Literacy Specialists. School Literacy Leadership Teams and District Directors of Elementary and Secondary Programs review quarterly what support is needed after conducting each of the three formal school Impact Reviews.

All instructors use a walk-through tool to calibrate instruction across the system. The focus of this tool includes the High Yield Strategies of: Standards Based Instruction, Differentiation, Collaborative Planning, Monitoring and Formative Assessment, and Student Engagement.

6. How does the district monitor implementation of the coach model?

On a monthly basis, the data inputted by coaches is monitored and reviewed by district staff. This is done to ensure that the work of the literacy coaches is aligned to Just Read Florida! Coaching model. The district literacy coaches have site visits, based on need from one to four times monthly to coach the coaches, review data, and help with next steps for teachers.

5) K-12 Assessment, Curriculum, and Instruction

A. Florida's Formula for Success ([Rule 6A-6.053\(9\)\(a\), F.A.C.](#))

K-12 reading instruction will align with Florida's 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
- **Three tiers of instruction that are standards-aligned;** include accommodations for students with a disability, students with an Individual Educational Plan (IEP), and students who are English language learners; and incorporate the principles of Universal Design for Learning as defined in [34 C.F.R. 200.2\(b\)\(2\)\(ii\)](#)
 - **Core Instruction (Tier 1):** provides print-rich explicit and systematic, scaffolded, differentiated instruction, and corrective feedback; builds background and content knowledge; incorporates writing in response to reading
 - **Supplemental Instruction/Interventions (Tier 2):** 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; occurs in addition to core instruction
 - **Intensive, Individualized Instruction/Interventions (Tier 3):** 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. Tier 3 interventions must be provided to students identified as having a substantial reading deficiency. All intensive reading interventions must be delivered by instructional personnel who possess a literacy micro-credential as provided in [s. 1003.485, F.S.](#), or are certified or endorsed in reading.

1. Describe how the district will align K-12 reading instruction to Florida's Formula for Success for all students including students with a disability and students who are English language learners.

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

2. Describe your public school PreK program's plan for assessment, standards, curriculum, instruction, and support to meet the needs of all learners.

The SDIRC knows the importance of investing in early learning opportunities for our community's youngest learners. Therefore, Early Learning Programs are offered and encompass both the Statewide Voluntary Pre-Kindergarten Program (VPK) and Preschool Early Intervention Program which provides Exceptional Student Education (ESE) services to our

youngest learners ages 3-5. The SDIRC employs certified educators and provides high-quality instruction. Early Learning classrooms are located on seven SDIRC elementary school campuses. Summer Early Learning Programs include: Summer VPK; a program offered to incoming Kindergarteners who have not completed the VPK program during the school year, Extended School Year (ESY) for students with IEPs and show regression during breaks from school and, a grant funded Summer Transition Enrichment Program, STEP into Kindergarten which is an enrichment program for VPK completers.

The Early Learning Programs follow the Florida Early Learning and Developmental Standards (FELDS): Birth through Kindergarten. The standards and benchmarks reflect the knowledge and skills that a child on a developmental progression should know and be able to do at the end of an age-related timeframe. Early Learning Programs utilize FrogStreet PreK, FrogStreet Threes & FrogStreet Toddlers curricula. FrogStreet curriculum includes a research-based scope & sequence for literacy, math, and content area domains. Acknowledging the individual needs of all learners, the FrogStreet curriculum includes strategies for differentiated instruction, Conscious Discipline, and adaptations for special needs and English Language Learners. Early Learning Programs follow the state assessment periods reporting progress three times per school year. The Early Learning Programs report cards are based on the standards and have PreK [4-year-old] and Preschool [3-year-old] versions. ESE students also report quarterly progress monitoring of IEP goals. In efforts to meet ACHIEVE 2025 District Strategic Plan Goal: Ensure the School District of Indian River County ranks in the Top 10 Florida Districts as measured by kindergarten readiness, Early Learning Programs follow our theme: #BLOCKS – Building Learners On Course to Kindergarten Success!

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

1. Review and revise our literacy and numeracy local assessment: Indian River Kindergarten Readiness Benchmark Assessment (IRKReady) and develop a tracking process through FOCUS to collect data within Power BI.
2. Align report card, local assessment, parent conference summary forms, PreK to Kindergarten Transition Forms, and data tracking to the FELDS.
3. Participate in The Division of Early Learning VPK–Grade 8 Coordinated Screening and Progress Monitoring with VPK administering STAR Early Literacy for Florida Assessment of Student Thinking (VPK FAST).
4. Participate in the Division of Early Learning classroom evaluation system known as CLASS. CLASS® is the VPK program assessment tool required for all VPK classrooms beginning in the 2022-2023 program year per [1002.68 F.S.](#) Program Assessment Requirements for the Voluntary Prekindergarten (VPK) Education Program. Rule can be found here: [6M-8.621](#).
5. Implement data chats utilizing IRKReady, VPK FAST, and STAR Early Literacy data with our 11 VPK classes and 9 PreK ESE classes.
6. Review and revise the “4 BLOCK Designation ~ Community Collaboration and Alignment Program.” The 4 BLOCK designation program invites interested Early Learning Coalition of Indian River, Martin, and Okeechobee (ELCIRMO) contracted VPK providers, RCMA, and Head Start programs to commit to a BLOCK designation including:
 - utilizing PreK to K transition Forms;
 - administering the IRKReady assessment three times per school year with data share and discussions;
 - track high impact standards with collaborative discussion; and,
 - utilize SDIRC PreK report card and PreK Parent conference summary Forms.
7. Coordinate and host data chats with the Early Learning Coalition of Indian River, Martin, and Okeechobee (ELCIRMO) and 2, 3 and 4 BLOCK Designated Providers.

B. Assessment/Curriculum Decision Trees ([Rule 6A-6.053\(9\)\(d\), F.A.C.](#))

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 Assessment/Curriculum Decision Trees 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. For students in the Voluntary Prekindergarten Education Program through grade 10, the coordinated screening and progress monitoring system must be administered pursuant to [s. 1008.25\(8\)\(b\), F.S.](#), and included as a component of the Assessment/Curriculum Decision Trees.
- Targeted audience (grade level);
- Performance criteria used for decision-making for each instrument at each grade level;
- Assessment/curriculum connection, including evidence-based curriculum materials and practices used in instruction and interventions that address the six components of reading: oral language, phonological awareness, phonics, fluency, vocabulary, and comprehension;
- 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 or instructional personnel who possess a literacy micro-credential; and
- Identification of the multisensory interventions provided to students in grades K-3 who have a substantial reading deficiency, including a description of the intensive, explicit, systematic, and multisensory reading interventions which will be provided to students in grades K-3.

Note: Evidence-based instructional materials and strategies have a significant effect on improving student outcomes and meet strong, moderate, or promising levels of evidence as defined in [20 U.S.C. s. 7801\(21\)\(A\)\(i\)](#):

- (A) ...an activity, strategy, or intervention that –
- (i) demonstrates a statistically significant effect on improving student outcomes or other relevant outcomes based on –
 - (I) strong evidence from at least 1 well-designed and well-implemented experimental study;
 - (II) moderate evidence from at least 1 well-designed and well-implemented quasi-experimental study; or
 - (III) promising evidence from at least 1 well-designed and well-implemented correlational study with statistical controls for selection bias.

Grades PreK-5

1. Grades PreK-5 Assessments

Indicate in the chart below the assessment(s) used to screen and progress monitor grades PreK-5 students. Add additional rows as needed.

Name of the Assessment	Target Audience (Grades PreK-5)	What component of reading is being assessed? (Each component should be addressed.)	Assessment Type (Each type of assessment should be represented.)	How often is the data being collected?
FAST Star Early Literacy	<input checked="" type="checkbox"/> PreK <input checked="" type="checkbox"/> Grade K <input checked="" type="checkbox"/> Grade 1 <input type="checkbox"/> Grade 2 <input type="checkbox"/> Grade 3 <input type="checkbox"/> Grade 4 <input type="checkbox"/> Grade 5	<input checked="" type="checkbox"/> Oral Language <input checked="" type="checkbox"/> Phonological Awareness <input checked="" type="checkbox"/> Phonics <input checked="" type="checkbox"/> Fluency <input checked="" type="checkbox"/> Vocabulary <input checked="" type="checkbox"/> Comprehension	<input checked="" type="checkbox"/> Screening <input checked="" type="checkbox"/> Progress Monitoring <input type="checkbox"/> Diagnostic <input checked="" type="checkbox"/> Summative	<input type="checkbox"/> Weekly <input type="checkbox"/> 2 x Month <input type="checkbox"/> Monthly <input type="checkbox"/> Quarterly <input checked="" type="checkbox"/> 3 x Year <input type="checkbox"/> Annually <input type="checkbox"/> As Needed <input type="checkbox"/> Other
FAST Star Reading	<input type="checkbox"/> PreK <input type="checkbox"/> Grade K <input checked="" type="checkbox"/> Grade 1 <input checked="" type="checkbox"/> Grade 2 <input type="checkbox"/> Grade 3 <input type="checkbox"/> Grade 4 <input type="checkbox"/> Grade 5	<input type="checkbox"/> Oral Language <input type="checkbox"/> Phonological Awareness <input type="checkbox"/> Phonics <input type="checkbox"/> Fluency <input checked="" type="checkbox"/> Vocabulary <input checked="" type="checkbox"/> Comprehension	<input checked="" type="checkbox"/> Screening <input checked="" type="checkbox"/> Progress Monitoring <input type="checkbox"/> Diagnostic <input checked="" type="checkbox"/> Summative	<input type="checkbox"/> Weekly <input type="checkbox"/> 2 x Month <input type="checkbox"/> Monthly <input type="checkbox"/> Quarterly <input checked="" type="checkbox"/> 3 x Year <input type="checkbox"/> Annually <input type="checkbox"/> As Needed <input type="checkbox"/> Other
FAST Reading	<input type="checkbox"/> PreK <input type="checkbox"/> Grade K <input type="checkbox"/> Grade 1 <input type="checkbox"/> Grade 2 <input checked="" type="checkbox"/> Grade 3 <input checked="" type="checkbox"/> Grade 4 <input checked="" type="checkbox"/> Grade 5	<input type="checkbox"/> Oral Language <input type="checkbox"/> Phonological Awareness <input type="checkbox"/> Phonics <input type="checkbox"/> Fluency <input checked="" type="checkbox"/> Vocabulary <input checked="" type="checkbox"/> Comprehension	<input checked="" type="checkbox"/> Screening <input checked="" type="checkbox"/> Progress Monitoring <input type="checkbox"/> Diagnostic <input checked="" type="checkbox"/> Summative	<input type="checkbox"/> Weekly <input type="checkbox"/> 2 x Month <input type="checkbox"/> Monthly <input type="checkbox"/> Quarterly <input checked="" type="checkbox"/> 3 x Year <input type="checkbox"/> Annually <input type="checkbox"/> As Needed <input type="checkbox"/> Other
Other District Assessment Curriculum based Assessments from Amplify	<input type="checkbox"/> PreK <input checked="" type="checkbox"/> Grade K <input checked="" type="checkbox"/> Grade 1 <input checked="" type="checkbox"/> Grade 2 <input checked="" type="checkbox"/> Grade 3 <input checked="" type="checkbox"/> Grade 4 <input checked="" type="checkbox"/> Grade 5	<input type="checkbox"/> Oral Language <input checked="" type="checkbox"/> Phonological Awareness <input checked="" type="checkbox"/> Phonics <input checked="" type="checkbox"/> Fluency <input checked="" type="checkbox"/> Vocabulary <input checked="" type="checkbox"/> Comprehension	<input type="checkbox"/> Screening <input checked="" type="checkbox"/> Progress Monitoring <input type="checkbox"/> Diagnostic <input checked="" type="checkbox"/> Summative	<input type="checkbox"/> Weekly <input type="checkbox"/> 2 x Month <input type="checkbox"/> Monthly <input type="checkbox"/> Quarterly <input type="checkbox"/> 3 x Year <input type="checkbox"/> Annually <input checked="" type="checkbox"/> As Needed <input type="checkbox"/> Other-
Other District Assessment I-Ready	<input type="checkbox"/> PreK <input checked="" type="checkbox"/> Grade K <input checked="" type="checkbox"/> Grade 1 <input checked="" type="checkbox"/> Grade 2 <input checked="" type="checkbox"/> Grade 3 <input checked="" type="checkbox"/> Grade 4 <input checked="" type="checkbox"/> Grade 5	<input checked="" type="checkbox"/> Oral Language <input checked="" type="checkbox"/> Phonological Awareness <input checked="" type="checkbox"/> Phonics <input checked="" type="checkbox"/> Fluency <input checked="" type="checkbox"/> Vocabulary <input checked="" type="checkbox"/> Comprehension	<input checked="" type="checkbox"/> Screening <input checked="" type="checkbox"/> Progress Monitoring <input checked="" type="checkbox"/> Diagnostic <input checked="" type="checkbox"/> Summative	<input checked="" type="checkbox"/> Weekly lessons <input type="checkbox"/> 2 x Month <input type="checkbox"/> Monthly <input type="checkbox"/> Quarterly <input type="checkbox"/> 3 x Year <input type="checkbox"/> Annually <input type="checkbox"/> As Needed

Name of the Assessment	Target Audience (Grades PreK-5)	What component of reading is being assessed? (Each component should be addressed.)	Assessment Type (Each type of assessment should be represented.)	How often is the data being collected?
				<input checked="" type="checkbox"/> Other-Diagnostic 3x a year
Other District Assessment DIBELS	<input type="checkbox"/> PreK <input checked="" type="checkbox"/> Grade K <input checked="" type="checkbox"/> Grade 1 <input checked="" type="checkbox"/> Grade 2 <input checked="" type="checkbox"/> Grade 3 <input checked="" type="checkbox"/> Grade 4 <input checked="" type="checkbox"/> Grade 5	<input type="checkbox"/> Oral Language <input checked="" type="checkbox"/> Phonological Awareness <input checked="" type="checkbox"/> Phonics <input checked="" type="checkbox"/> Fluency <input type="checkbox"/> Vocabulary <input checked="" type="checkbox"/> Comprehension	<input checked="" type="checkbox"/> Screening <input checked="" type="checkbox"/> Progress Monitoring <input checked="" type="checkbox"/> Diagnostic <input type="checkbox"/> Summative	<input type="checkbox"/> Weekly <input type="checkbox"/> 2 x Month <input type="checkbox"/> Monthly <input type="checkbox"/> Quarterly <input checked="" type="checkbox"/> 3 x Year <input type="checkbox"/> Annually <input checked="" type="checkbox"/> As Needed <input type="checkbox"/> Other

2. Identification of K-5 Students with a Substantial Reading Deficiency ([Rule 6A-6.053\(10\), F.A.C.](#))

In accordance with [s. 1008.25\(4\)\(c\), F.S.](#), students identified with a substantial reading deficiency 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 reading deficiency if the following criteria are met:

- For kindergarten, the student scores below the tenth (10th) percentile or is unable to complete the practice items on the designated grade-level assessment at the beginning, middle, or end of the year on the coordinated screening and progress monitoring system pursuant to [s. 1008.25\(8\), F.S.](#), and the student has demonstrated, through progress monitoring, 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, fluency, and comprehension.
- For grades 1 and 2, the student scores below the tenth (10th) percentile or is unable to complete the practice items on the designated grade-level assessment for the specified testing window of the coordinated screening and progress monitoring system pursuant to [s. 1008.25\(8\), F.S.](#), and the student has demonstrated, through progress monitoring, 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, fluency, and comprehension, -or -
- For grade 3, the student scores:
 - Below the twentieth (20th) percentile at the beginning or middle of the year on the coordinated screening and progress monitoring system pursuant to [s. 1008.25\(8\), F.S.](#), and the student has demonstrated, through progress monitoring, 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, fluency, and comprehension, - or-
 - Level 1 on the end of the year statewide, standardized English Language Arts assessment pursuant to [s. 1008.22\(3\)\(a\), F.S.](#)

2a. Describe the district’s process for identifying grades K-3 students in need of Tier 2/Tier 3 interventions. Tier 3 interventions must be provided to students identified as having a substantial reading deficiency.

Tier 2 interventions will begin with the triangulation of generalized outcome data. The following generalized data will be used for original identification:

- BOY iReady: 9th-24th Percentile
- BOY DIBELS subtest performance criteria by grade level. Students who score in the **strategic support** category in a subtest will have a Tier 2 intervention provided.

Student Prescriptive data, DIBELS and i-Ready data will be reviewed, and interventions will be chosen based on student greatest need. After each FAST PM assessment, intervention need will be reevaluated.

Tier 3 Fun Read interventions will begin with the triangulation of generalized outcome data. The following generalized data will be used for original identification:

- BOY FAST Scores below 10th percentile K-2 (or is unable to complete practice items)
- BOY FAST Score below 20th percentile in Grade 3 (or student scores a level 1 on the end of year, statewide, standardized ELA assessment)
- BOY iReady: 1st-8th Percentile Grade4-5
- BOY DIBELS subtest performance criteria by grade level. Students who score in the **intensive support** category of a subtest will have a Tier 3 intervention provided.

Student Prescriptive data, DIBELS and i-Ready data will be reviewed, and interventions will be chosen based on student greatest need. After each FAST PM assessment, intervention need will be reevaluated.

2b. Describe the district’s process for identifying grades 4-5 students in need of Tier 2/Tier 3 interventions.

Tier 2 interventions will begin with the triangulation of generalized outcome data. The following generalized data will be used for original identification:

- BOY iReady: 9th –24th Percentile

Student Prescriptive data, DIBELS and iReady data will be reviewed, and interventions will be chosen based on student greatest need. After each FAST PM assessment, intervention need will be reevaluated.

Tier 3 interventions will begin with the triangulation of generalized outcome data. The following generalized data will be used for original identification:

- BOY iReady: 1st-8th Percentile

Student Prescriptive data, DIBELS and iReady data will be reviewed, and interventions will be chosen based on student greatest need. After each FAST PM assessment intervention needs will be reevaluated.

Grades K-5 Decision Tree

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.

Beginning of year data

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

GRADES K-5:

- BOY iReady - 25th-100th Percentile
- BOY DIBELS subtest performance criteria by grade level. Students who score in the **core support** categories in a subtest.

THEN TIER 1 Only

Core Instruction

Amplify CKLA: CKLA is a uniquely structured knowledge-rich program based on the Core Knowledge approach. In alignment with this scope and sequence, Amplify CKLA includes rigorous lessons with multiple components designed to build a base of background knowledge and strong foundational reading skills, including: read alouds, close reading, comprehension questions, vocabulary, explicit and systemic phonics instruction, grammar, writing, morphology, and spelling. Students will be involved in whole-group, small-group, and partner reading, and to check for understanding both unit and daily formative assessments will be administered. The program is built on decades of early literacy research that demonstrates the importance of wide-ranging background knowledge and explicit and systematic foundational skills. CKLA is in use in over 25,000 diverse classrooms across the country and driving significant student progress. i-Ready Tools for Instruction/Toolbox (Magnetic Reading) may also be used for supplemental, differentiated instruction.

List performance criteria that indicate Tier 1 is sufficient for at least 80% of students.

- iReady - 25th-100th Percentile
- BOY DIBELS subtest performance criteria by grade level. Students who score in the **core support** categories in a subtest.

Explain how the effectiveness of Tier 1 instruction is monitored.

Instructional Feedback Cycle

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

- Data Com (district principals review their data with the Superintendent and District Staff three times a year)

What procedures are in place to identify and solve problems to improve effectiveness of Tier 1 instruction?

Problem-solving Process

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

Districtwide data

- Instructional Feedback Cycle that includes formal walkthroughs 3 times per year and Impact Data Review. Data analysis will occur informally throughout the year and formally during scheduled Impact Review data meetings between district staff and school administrators.
- Weekly collaborative planning sessions that include data-based discussions to drive instruction.
- Frequent meetings to analyze all available data (assessment data, Curriculum-Based Measurements, student work samples, etc.) to make appropriate recommendations for instruction.
- School-based Literacy Teams meet frequently to analyze current data trends and problem-solve solutions.
- Additionally, a root cause analysis will be conducted to align student needs with the curriculum components.

Performance criteria that prompt the addition of Tier 2 interventions for students not meeting expectations/benchmarks during the school year:

- MOY iReady - 9th-24th Percentile
- MOY DIBELS subtest performance criteria by grade level. Students who score in the **strategic support** category in a subtest will have a Tier 2 intervention provided.

Beginning of year data

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

- BOY iReady – 9th-24th Percentile
- BOY DIBELS subtest performance criteria by grade level. Students who score in the **strategic support** category in a subtest will have a Tier 2 intervention provided.

THEN TIER 1 Instruction and TIER 2 Interventions

Supplemental Instruction/Interventions

- **Amplify (ARG):** Intensive Small Group CKLA Intervention Toolkit is a comprehensive resource site designed to help teachers provide tiered support using materials that directly align to Amplify CKLA core instruction. The Intervention Toolkit includes resources in specific skill areas for assessing, planning instruction, teaching, and monitoring student progress. All materials are downloadable and printable for ease of use. The lesson template is designed to deliver explicit, systematic, differentiated, scaffolded lessons with opportunities for immediate, corrective feedback to students. (State Adopted)
- **I-Ready Tools for Instruction/Toolkit (Magnetic Reading):** Magnetic Reading is a systematic approach to reading that has scaffolded support for every young reader through the science of reading. (State adopted)
- **Sonday:** Sonday Systems offers structured, systematic, multisensory reading intervention for readers at the beginning stages of reading through the end of 2nd-grade reading level.
- **Wilson** (if certified): The Wilson Reading System is a reading and writing program that provides a curriculum for teaching reading and spelling to individuals of any age who have difficulty with written language. (Promising evidence in Tier 3 for alphabetics)
- **Lexia:** Lexia Reading is a computerized reading program that provides phonics instruction and gives students independent practice in basic reading skills. With the use of an interventionist or reading endorsed teacher students will be given individualized lessons with immediate practice. (Promising evidence in Tier 3 for alphabetics and Comprehension)

Indicate the evidence-based programs and practices implemented for students with a disability, students with an Individual Educational Plan (IEP), and students who are English language learners, as applicable.

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

For K-3 students who have a substantial reading deficiency, identify the multisensory interventions provided.

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

Number of times per week interventions are provided:

3-5

Number of minutes per intervention session:

30

Explain how the effectiveness of Tier 2 interventions are monitored.

Generalized outcome data to include:

- FAST (3 times per year)
- i-Ready Diagnostic (3 times per year)

Prescriptive outcome data to include:

- i-Ready Diagnostic (3 times per year)
- Weekly or bi-weekly progress monitoring assessments using skill aligned DIBELS 8 progress monitoring tool.

Other data sources:

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

What procedures are in place to identify and solve problems to improve effectiveness of Tier 2 interventions?

Problem-solving Process

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

Districtwide data

- Instructional Feedback Cycle that includes formal walkthroughs 3 times per year and Impact Data Review. Data analysis will occur informally throughout the year and formally during scheduled Impact Review data meetings between district staff and school administrators.
- Weekly collaborative planning sessions that include data-based discussions to drive instruction.
- Frequent meetings to analyze all available data (assessment data, Curriculum-Based Measurements, student work samples, etc.) to make appropriate recommendations for instruction.
- School-based Literacy Teams meet frequently to analyze current data trends and problem-solve solutions.
- Additionally, a root cause analysis of the effectiveness will be completed to align student needs with the curriculum components.

Performance criteria that prompt the addition of Tier 3 interventions for students not meeting expectations/benchmarks during the school year:

- MOY iReady - 1st-8th Percentile
- MOY DIBELS subtest performance criteria by grade level. Students who score in the intensive **support** category in a subtest will have a Tier 3 intervention provided.
- MOY FAST Scores below 10th percentile K-2 (or is unable to complete practice items)

- MOY FAST Score below 20th percentile in Grade 3 (or student scores a level 1 on the end of year, statewide, standardized ELA assessment)

Beginning of year data

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

- BOY FAST Scores below 10th percentile K-2 (or is unable to complete practice items)
- BOY FAST Score below 20th percentile in Grade 3 (or student scores a level 1 on the end of year, statewide, standardized ELA assessment)
- BOY iReady: 1st-8th Percentile Grade4-5
- BOY DIBELS subtest performance criteria by grade level. Students who score in the **intensive support** category of a subtest will have a Tier 3 intervention provided.

THEN TIER 1 Instruction, TIER 2 Interventions, and TIER 3 Intensive Interventions

Intensive, Individualized Instruction/Interventions

Indicate the programs and practices used in Tier 3 interventions and how the programs and practices are supported by strong, moderate, or promising levels of evidence.

- **Amplify (ARG):** Intensive Small Group CKLA Intervention Toolkit is a comprehensive resource site designed to help teachers provide tiered support using materials that directly align to Amplify CKLA core instruction. The Intervention Toolkit includes resources in specific skill areas for assessing, planning instruction, teaching, and monitoring student progress. All materials are downloadable and printable for ease of use. The lesson template is designed to deliver explicit, systematic, differentiated, scaffolded lessons with opportunities for immediate, corrective feedback to students. (State Adopted)
- **I-Ready Tools for Instruction/Toolkit (Magnetic Reading):** Magnetic Reading is a systematic approach to reading that has scaffolded support for every young reader through the science of reading. (State Adopted)
- **Sonday:** Sonday Systems offers structured, systematic, multisensory reading intervention for readers at the beginning stages of reading through the end of 2nd-grade reading level.
- **Wilson** (if certified): The Wilson Reading System is a reading and writing program that provides a curriculum for teaching reading and spelling to individuals of any age who have difficulty with written language. (promising evidence in Tier 3 for alphabets)
- **Lexia:** Lexia Reading is a computerized reading program that provides phonics instruction and gives students independent practice in basic reading skills. With the use of an interventionist or reading endorsed teacher students will be given individualized lessons with immediate practice. (promising evidence in Tier 3 for alphabets and Comprehension)

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

Indicate the evidence-based programs and practices implemented for students with a disability, students with an Individual Educational Plan (IEP), and students who are English language learners, as applicable.

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

- Lexia

For K-3 students who have a substantial reading deficiency, identify the multisensory interventions provided.

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

Number of times per week interventions are provided:

5

Number of minutes per intervention session:

10-15

Explain how the effectiveness of Tier 3 interventions are monitored.

Generalized outcome data to include:

- FAST (3 times per year)
- i-Ready Diagnostic (3 times per year)

Prescriptive outcome data to include:

- i-Ready Diagnostic (3 times per year)
- Weekly or bi-weekly progress monitoring assessments using skill aligned DIBELS 8 progress monitoring tool.

Other data sources:

- Data Review
- Impact Reviews
- Standards Mastery
- Observational Walkthroughs
- School-based data chats
- School-based informal classroom literacy walkthroughs to inspect standards-based instruction, task, monitoring, engagement, climate/culture, and differentiation
- Formative assessments embedded in the intervention curriculum
- Grade/Department level collaborative planning meetings
- Grade/Department level data meetings
- Data Com

What procedures are in place to identify and solve problems to improve effectiveness of Tier 3 interventions?

Problem-solving Process

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

Districtwide data

- Instructional Feedback Cycle that includes formal walkthroughs 3 times per year and Impact Data Review. Data analysis will occur informally throughout the year and formally during scheduled Impact Review data meetings between district staff and school administrators.
- Weekly collaborative planning sessions that include data-based discussions to drive instruction.

- Frequent meetings to analyze all available data (assessment data, Curriculum-Based Measurements, student work samples, etc.) to make appropriate recommendations for instruction.
- School-based Literacy Teams meet frequently to analyze current data trends and problem-solve solutions.
- Additionally, a root cause analysis will be conducted to align student needs with the curriculum components.

3. Summer Reading Camps ([Rule 6A-6.053\(12\), F.A.C.](#))

Requirements of Summer Reading Camps pursuant to [s. 1008.25\(7\), F.S.](#), include:

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

3a. Describe the district's plan to meet each requirement for Summer Reading Camps required by [s. 1008.25\(7\), F.S.](#) Include a description of the evidence-based instructional materials that will be utilized, as defined in [20 U.S.C. s. 7801\(21\)\(A\)\(i\)](#).

The SDIRC will ensure that all students required to attend Summer Reading Camps due to scoring a Level 1 on the FAST per s.1008.25(7) are provided a highly effective teacher who is certified or endorsed in reading. Students participating in this instruction will be provided with the same evidence-based interventions as specified in the decision trees to meet their individual needs which include i-Ready and I-Ready Magnetic Reading.

3b. Districts have the option of providing summer reading camps to students in grades K-2 who demonstrate a reading deficiency and students in grades 4-5 who score Level 1 on the statewide, standardized ELA assessment. Will the district implement this option?

Yes/No

No

3c. If yes, describe the district's instructional plan. Include a description of the evidence-based instructional materials that will be utilized.

SDIRC does have summer camps for rising 1, 2, 3 grade levels. The program utilizes Sonday to close the gaps, an interactive story element and the use of i-Ready lessons or the computer program as needed.

Grades 6-8

4. Grades 6-8 Assessments

Indicate in the chart below the assessment(s) used to screen and progress monitor grades 6-8 students. Add additional rows as needed.

Name of the Assessment	Target Audience (Grades 6-8)	What component of reading is being assessed?	Assessment Type (Each type of assessment should be represented.)	How often is the data being collected?
FAST ELA Reading	<input checked="" type="checkbox"/> Grade 6 <input checked="" type="checkbox"/> Grade 7 <input checked="" type="checkbox"/> Grade 8	<input type="checkbox"/> Oral Language <input type="checkbox"/> Phonological Awareness <input type="checkbox"/> Phonics <input type="checkbox"/> Fluency <input checked="" type="checkbox"/> Vocabulary <input checked="" type="checkbox"/> Comprehension	<input checked="" type="checkbox"/> Screening <input checked="" type="checkbox"/> Progress Monitoring <input type="checkbox"/> Diagnostic <input checked="" type="checkbox"/> Summative	<input type="checkbox"/> Weekly <input type="checkbox"/> 2 x Month <input type="checkbox"/> Monthly <input type="checkbox"/> Quarterly <input checked="" type="checkbox"/> 3 x Year <input type="checkbox"/> Annually <input type="checkbox"/> As Needed <input type="checkbox"/> Other
i-Ready Diagnostic	<input checked="" type="checkbox"/> Grade 6 <input checked="" type="checkbox"/> Grade 7 <input checked="" type="checkbox"/> Grade 8	<input type="checkbox"/> Oral Language <input type="checkbox"/> Phonological Awareness <input type="checkbox"/> Phonics <input type="checkbox"/> Fluency <input checked="" type="checkbox"/> Vocabulary <input checked="" type="checkbox"/> Comprehension	<input type="checkbox"/> Screening <input type="checkbox"/> Progress Monitoring <input checked="" type="checkbox"/> Diagnostic <input type="checkbox"/> Summative	<input type="checkbox"/> Weekly <input type="checkbox"/> 2 x Month <input type="checkbox"/> Monthly <input type="checkbox"/> Quarterly <input checked="" type="checkbox"/> 3 x Year <input type="checkbox"/> Annually <input type="checkbox"/> As Needed <input type="checkbox"/> Other

5. Describe the district’s process for identifying grades 6-8 students in need of Tier 2/Tier 3 interventions.

- Define the problem or area of need
- Analyze the problem and relevant data
- Create an intervention plan based on the data
- Implement the intervention plan with fidelity
- Evaluate the intervention plan for effectiveness and adjust as needed.
 - District-wide data -- Instructional Feedback Cycle that includes formal walkthroughs three times a year and Impact Data Review. Data analysis will occur informally throughout the year and formally during scheduled Impact Review data meetings between the district and school administrators. Additionally, a root cause analysis will be conducted to align student needs with the curriculum components.

Grades 6-8 Decision Tree

Beginning of year data

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

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

- iReady - 25th-100th Percentile
- Students’ scores demonstrate no risk/low risk during a universal screening period or progress monitoring administration.

THEN TIER 1 Only

Core Instruction

Indicate the core curriculum and how the program is supported by strong, moderate, or promising levels of evidence.

Core Curriculum: Amplify instruction:

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

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

List performance criteria that indicate Tier 1 is sufficient for at least 80% of students.

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

- scores indicate the 25th percentile or above on i-Ready Diagnostic
- student's scores demonstrate no risk/low risk during a universal screening period or progress monitoring administration.

Explain how the effectiveness of Tier 1 instruction is monitored.

- iReady: 3x a year
- Standards Mastery: (as needed)
- Formative Assessments: Daily
- School-based data chats
- School-based informal classroom literacy walkthroughs to inspect standards-based instruction, task, monitoring, engagement, climate/culture, and differentiation
- Grade/Department level collaborative planning meetings
- Grade/Department level data meetings
- Impact Reviews (3 times per year)
- Data Com (3 times per year)

What procedures are in place to identify and solve problems to improve effectiveness of Tier 1 instruction?

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

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

Performance criteria that prompt the addition of Tier 2 interventions for students not meeting expectations/benchmarks during the school year:

Scores indicate the 9th-24th Percentile on i-Ready Diagnostic

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

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

- BOY iReady - 9th-24th Percentile
- student's scores demonstrate no risk/low risk during a universal screening period or progress monitoring administration.

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

Tier 2 Programs/Materials/Strategies & Duration

- Amplify intervention materials
- i-Ready Instructional Pathway
- i-Ready Toolbox Resources
- Lexia Core

Indicate the evidence-based programs and practices implemented for students with a disability, students with an Individual Educational Plan (IEP), and students who are English language learners, as applicable.

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

Number of times per week interventions are provided:

5

Number of minutes per intervention session:

30

Explain how the effectiveness of Tier 2 interventions are monitored.

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

What procedures are in place to identify and solve problems to improve effectiveness of Tier 2 interventions?

Scores indicate the 25th percentile and above on i-Ready Diagnostic Scores indicate a 70% and above pass rate on i-Ready Instructional Pathway Performance criteria will be based on the specific intervention decided by the school leadership team.

Performance criteria that prompt the addition of Tier 3 interventions for students not meeting expectations/benchmarks during the school year:

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

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

- BOY iReady – 1st-8th Percentile

THEN TIER 1 Instruction, TIER 2 Interventions, and TIER 3 Intensive Interventions**Intensive, Individualized Instruction/Interventions**

Indicate the programs and practices used in Tier 3 interventions and how the programs and practices are supported by strong, moderate, or promising levels of evidence.

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

Indicate the evidence-based programs and practices implemented for students with a disability, students with an Individual Educational Plan (IEP), and students who are English language learners, as applicable. Master Schedule Support - Additional scheduling adjustments may be made to support student achievement. All middle schools will provide students with a reading class to support the specific needs based on data. Students who need intensive interventions in reading are scheduled into a double block of reading.

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

Number of times per week interventions are provided:
5

Number of minutes per intervention session:
30

Explain how the effectiveness of Tier 3 interventions are monitored.

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

What procedures are in place to identify and solve problems to improve effectiveness of Tier 3 interventions?

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

Grades 9-12

6. Grades 9-12 Assessments

Indicate in the chart below the assessment(s) used to screen and progress monitor grades 9-12 students. Add additional rows as needed.

Name of the Assessment	Target Audience (Grades 9-12)	What component of reading is being assessed?	Assessment Type (Each type of assessment should be represented.)	How often is the data being collected?
FAST ELA Reading	<input checked="" type="checkbox"/> Grade 9 <input checked="" type="checkbox"/> Grade 10 <input checked="" type="checkbox"/> Grade 11 <input checked="" type="checkbox"/> Grade 12	<input type="checkbox"/> Oral Language <input type="checkbox"/> Phonological Awareness <input type="checkbox"/> Phonics <input type="checkbox"/> Fluency <input checked="" type="checkbox"/> Vocabulary <input checked="" type="checkbox"/> Comprehension	<input checked="" type="checkbox"/> Screening <input checked="" type="checkbox"/> Progress Monitoring <input type="checkbox"/> Diagnostic <input checked="" type="checkbox"/> Summative	<input type="checkbox"/> Weekly <input type="checkbox"/> 2 x Month <input type="checkbox"/> Monthly <input type="checkbox"/> Quarterly <input checked="" type="checkbox"/> 3 x Year <input type="checkbox"/> Annually <input type="checkbox"/> As Needed <input type="checkbox"/> Other

7. Describe the district’s process for identifying grades 9-12 students in need of Tier 2/Tier 3 interventions.

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

- 9th-Grade scores indicate below at or below level 1 on FAST
- 10th -Grade scores indicate at or below level 1 on FAST
- 11th and 12th scores indicate the 49-26% percentile on Curriculum-Based Assessments
- student’s scores demonstrate no risk/low risk during a universal screening period or progress monitoring administration.

Grades 9-12 Decision Tree

Beginning of year data

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

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

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

THEN TIER 1 Only

Core Instruction

Indicate the core curriculum and how the program is supported by strong, moderate, or promising levels of evidence.

Core Curriculum: Savvas My Perspectives Initial instruction:

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

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

List performance criteria that indicate Tier 1 is sufficient for at least 80% of students.

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

10th -Grade Lexile scores indicate 954 or above on Achieve3000 LevelSet Scores indicate the 50% percentile or above on Curriculum-Based Assessments

Explain how the effectiveness of Tier 1 instruction is monitored.

Achieve3000 (3 times per year)

Curriculum-Based Assessments: Once every 4 weeks

Formative Assessments: Daily

What procedures are in place to identify and solve problems to improve effectiveness of Tier 1 instruction and/or curriculum provided to students?

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

Performance criteria that prompt the addition of Tier 2 interventions for students not meeting expectations/benchmarks during the school year:

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

- 9th-Grade Lexile scores indicate below 881L on Achieve3000 LevelSet
- 10th -Grade Lexile scores indicate below 954L on Achieve3000 LevelSet
- scores indicate less than the 50% percentile on Curriculum-Based Assessments
- student's scores demonstrate high risk during a universal screening period or progress monitoring administration.

Beginning of year data

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

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

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

THEN TIER 1 Instruction and TIER 2 Interventions

Supplemental Instruction/Interventions

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).

Additionally, the SDIRC utilizes iReady, an adaptive computer program that adjusts to student levels based on diagnostic data for struggling students.

Indicate the evidence-based programs and practices implemented for students with a disability, students with an Individual Educational Plan (IEP), and students who are English language learners, as applicable.

Savvas:

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

Number of times per week interventions are provided:

5

Number of minutes per intervention session:

30

Explain how the effectiveness of Tier 2 interventions are monitored.

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

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

What procedures are in place to identify and solve problems to improve effectiveness of Tier 2 interventions?

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

- Define the problem or area of need
- Analyze the problem and relevant data
- Create an intervention plan based on the data
- Implement the intervention plan with fidelity
- Data analysis will occur informally in school-based data chats and classroom literacy walkthroughs. Formal data analysis will occur during scheduled School Improvement Plan sessions, Impact Review, and Datacom meetings between the district and school administrators.

Performance criteria that prompt the addition of Tier 3 interventions for students not meeting expectations/benchmarks during the school year:

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

Scores indicate the 26% percentile or below on Curriculum-Based Assessments

Beginning of year data

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

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

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

THEN TIER 1 Instruction, TIER 2 Interventions, and TIER 3 Intensive Interventions

Intensive, Individualized Instruction/Interventions

Indicate the programs and practices used in Tier 3 interventions and how the programs and practices are supported by strong, moderate, or promising levels of evidence.

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.

Indicate the evidence-based programs and practices implemented for students with a disability, students with an Individual Educational Plan (IEP), and students who are English language learners, as applicable.

Initial instruction:

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

Number of times per week interventions are provided:

5

Number of minutes per intervention session:

30

Explain how the effectiveness of Tier 3 interventions are monitored.

The Instructional Feedback Cycle is used to identify and solve problems to the improved effectiveness of Tier 3 interventions and includes the following data analysis plan: 9-12 progress monitoring at the district level will be collected using the assessments of Achieve 3000 data, along with intervention data. By triangulating and analyzing the data, the district and school-based teams will be able to drill down to the individual student data and support the next steps which will include root cause analysis of the reading deficiency, support around instructional skills and delivery, differentiating instruction, analyzing the curriculum for effectiveness, and addressing fidelity, intensity, and duration of the interventions. The team will use Power BI to generate reports that will aid in predicting reading proficiency as it relates to state standards and FSA state assessments. Master schedule support- Additional scheduling adjustments may be made to support student achievement. Students who need intensive interventions in reading are scheduled into a double block of reading or an intensive reading class based on data.

What procedures are in place to identify and solve problems to improve effectiveness of Tier 3 interventions?

- Define the problem or area of need
- Analyze the problem and relevant data
- Create an intervention plan based on the data
- Implement the intervention plan with fidelity
- Data analysis will occur informally in school-based data chats and classroom literacy walkthroughs. Formal data analysis will occur during scheduled School Improvement Plan sessions, Impact Review, and Datacom meetings between the district and school administrators.

9th-Grade-Lexile scores indicate 880L and below on Achieve3000 LevelSet Assessment

10th -Grade- Lexile scores indicate 880L and below on Achieve3000 LevelSet

Assessment Scores indicate the 49-26% percentile or above on Curriculum-Based Assessments

Performance criteria will be based on the specific intervention decided by the school leadership team.

6) Professional Development (Rule 6A.6.053(4), F.A.C.)

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

- Provide professional development required by [s. 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;
- Provide professional learning in B.E.S.T. ELA standards and evidence-based reading practices and programs;
- Differentiate and intensify professional development for teachers based on progress monitoring data;
- Identify mentor teachers and establish model classrooms within the school; and
- Ensure that time is provided for teachers to meet weekly for professional development.

Provide professional development required by Section 1012.98(4)(b)11., F.S., which includes training to help teachers integrate phonemic awareness, phonics, word study and spelling, fluency, vocabulary, and text comprehension strategies into an explicit, systematic, and sequential approach to reading instruction, including multisensory intervention strategies.

- District, Administrators, Coaches, and Teachers were trained in the adopted curriculum of Amplify CKLA K-5, Amplify 6-8, SAVVAS 9-12 (which includes the required literacy components) prior to the 2022-23 school year beginning with follow up support throughout the school year from Curriculum Representatives, District Literacy Specialists, and Literacy Coaches. Continued support will be given by our District Literacy Specialists and Literacy Coaches.
- Professional development occurs monthly for all coaches and include job embedded professional development at school sites, depending on need
- Structured Literacy courses will be offered by District Literacy Specialists in cooperation with FDLRS Galaxy.
- Literacy Coaches and Interventionists are offered training through AIMS Pathways to support job embedded PD for teachers.
- Literacy Coaches are offered PD through our FDOE State Regional Directors, Jen Bacchiochi and Mandy Rowland, on both the district and school level.
- Literacy Coaches and Interventionist are offered Wilson training.
- Soliday representatives provide a 1-day initial implementation training; follow-up support will be provided by District Literacy Specialists and school-based Literacy coaches.

Differentiate and intensify professional development for teachers based on progress monitoring data.

- District Literacy Coaches and school-based Literacy Coaches will provide differentiated and intense professional development to teachers based on progress monitoring data.
- Literacy Coaches will play a vital role in delivering professional development on demand during collaborative planning sessions and data chats.
- On-going school-based training and support will be provided by i-Ready representatives.
- Training will be provided in Collaborative Planning, Differentiated Instruction, Formative Assessment, and Engagement Strategies

Provide professional learning in B.E.S.T. ELA standards and evidence-based reading practices and programs.

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

Identify mentor teachers and establish model classrooms within the school.

- Model classrooms will be established at each school via the support of literacy coaches who will provide live learning space to demonstrate highly effective instructional practices. In the event a specific instructional practice is not able to be modeled at a school due to a lack of capacity, the opportunity to visit a school with an established model classroom will be presented either by release time or virtual demonstrations such as a recording or live feed.
- Monthly Mindset Mondays will provide an opportunity for teachers to share best practices in an "after-hours" collaborative learning space.
- The SDIRC ensures that all mentors who provide direct support to new teachers have completed Clinical Education Training.

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

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

B. List the pathways that are available in your district for earning the Reading Endorsement.

The School District of Indian River County currently has the following pathways for educators to obtain the Reading Endorsement:

- Literacy Solutions
- UF Literacy Matrix
- SDIRC offers Competency 5 where teachers will, through a culminating practicum, demonstrate knowledge of the components of reading, as well as assessments and data analysis, to implement a comprehensive evidence-based reading plan of instruction for all students. Teachers will engage in the systematic problem-solving process to identify characteristics of conditions such as dyslexia, provide appropriate interventions and conduct effective progress monitoring. (60 In-service hours)

7) Tutoring Programs to Accelerate Literacy Learning (Rule 6A-6.053(2), F.A.C.)

Describe any tutoring programs available within your district and include targeted grade levels (e.g., K-3 Reading Tutoring, RAISE High School Tutoring, etc.).

- **Moonshot Academy:** Grades 1-3 (Provided by a private philanthropy, known as The Learning Alliance. This program utilizes Sonday to close the gaps, an interactive story element and the use of i-Ready lessons or the computer program as needed)
- **A-2 School Based After School Tutoring:** K-12th Grade Reading Tutoring

8) Family Engagement (Rule 6A-6.053(11), F.A.C.)

In accordance with [s. 1008.25\(5\)\(e\), F.S.](#), parents of students identified with a substantial reading deficiency must be provided a read-at-home plan, including multisensory strategies, 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 reading deficiency. Include literacy partnerships or programs the district utilizes to increase support for families to engage in literacy activities and reading at home (e.g., New Worlds Reading Initiative).

The School District of Indian River County will provide all K-5 students access to read at home plan resources and supports that are designed to support parents with students who have reading deficiencies. These resources will be available in both an electronic and hard copy format. These supports include the following components of reading: oral language, phonological awareness, phonics, fluency, vocabulary, and comprehension. Parents will also be given the information and resources needed to enroll their student, if they choose, in the New Worlds Reading Initiative. The School District of Indian River County. The district also partners with The Learning Alliance (TLA) which is a literacy based non-profit organization that provides resources for both in school and at home. TLA has a “Moonshot Families” division that provides literacy knowledge and activities for families with children from birth to third grade. Moonshot Families facilitates community engagement activities and makes home visits to encourage oral language and reading for families and their children.