

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	Kelli Williams	Kelli.williams@suwannee.k12.fl.us	386-647-4621
Data Element	Jennifer Barrs	Jennifer.barrs@suwannee.k12.fl.us	386-647-4635
Third Grade Promotion	Jennifer Barrs	Jennifer.barrs@suwannee.k12.fl.us	386-647-4635
Multi-Tiered System of Supports	Elizabeth Johnston	Elizabeth.johnston@suwannee.k12.fl.us	386-647-4631
Other (Enter Responsibility)			

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	418,777.00	
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</i>	0	

Reading Allocation Budget Item	Amount	FTE (where applicable)
<i>delivered by a teacher who has a literacy micro-credential or is certified or endorsed in reading.</i>		
Elementary Expenses		
Literacy coaches		
Intervention teachers	270,000.00	4.0
Scientifically researched and evidence-based supplemental instructional materials	39,000.00	
Summer reading camps for grade 3 students		
Secondary Expenses		
Literacy coaches		
Intervention teachers		
Scientifically researched and evidence-based supplemental instructional materials	39,000.00	
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	70,777.00	.5
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	418,777.00	

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.

*Window 3 Data, without 2-3 Match.

Florida Assessment of Student Thinking (FAST)				
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
PreK	12	69	7	74
K	16	60	11	65
1	23	59	18	64
2	19	55	14	59
Florida Assessment of Student Thinking (FAST)				
Grade	Previous School Year – % of Students Scoring		Goal for Plan Year – % of Students Scoring	
	Level 1	Levels 3-5	Level 1	Levels 3-5
3	26	50	21	55
4	21	51	16	56
5	26	50	21	55
6	32	45	27	50
7	36	39	31	50
8	28	48	23	53
9	37	39	32	50
10	29	50	24	55

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.

Principals, assistant principals, and academic coaches select and invite lead teachers, media specialists, and other team members to participate in the School Literacy Leadership Team.

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.

Each year principals are reminded of the requirement during the K-12 Plan development and review. Additionally, prior to pre-planning principals are notified via email to select their teams, inform them of the responsibilities, and submit the roster to the Coordinator of District Professional Development and K-12 Reading/Title II. Principals are also asked to send a calendar of meeting dates for the school year. Beginning with the 2023-24 school year, each literacy team will submit agendas, minutes, project evidence, etc. in shared Google Folders.

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	State and local progress monitoring data, 3 times per year.	State and local progress monitoring data, 3 times per year. Walkthrough data is reviewed more frequently.
Actions for continuous support and improvement	District data chats with school leaders, support from various coordinators to provide professional development, coaching, and mentoring.	School level leadership data chats with teachers, various professional development opportunities, support from academic coaches, and mentoring.

Grades 6-8	District Level	School Level
Data that will be collected and frequency of review	State and local progress monitoring data, 3 times per year.	State and local progress monitoring data, 3 times per year. Walkthrough data is reviewed more frequently.
Actions for continuous support and improvement	District data chats with school leaders, support from various coordinators to provide professional development, coaching, and mentoring.	School level leadership data chats with teachers, various professional development opportunities, support from academic coaches, and mentoring.
Grades 9-12	District Level	School Level
Data that will be collected and frequency of review	State and local progress monitoring data, 3 times per year.	State and local progress monitoring data, 3 times per year. Walkthrough data is reviewed more frequently.
Actions for continuous support and improvement	District data chats with school leaders, support from various coordinators to provide professional development, coaching, and mentoring.	School level leadership data chats with teachers, various professional development opportunities, support from academic coaches, and mentoring.

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

Any concerns related to the fidelity of K-12 CERP implementation are addressed through conversations with school-based administrators, district/school level data chats, and support through district reading coordinator. These problem-solving sessions allow for on-going professional development to occur for leaders, coaches, and teachers.
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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.**

The district utilized the JRF evaluation tool to determine the effectiveness of the plan. The school-based administrators and coaches regularly meet to analyze data and problem-solve. This year, the team chose to prioritize improving PLC processes to address areas of need identified during the evaluation, such as increasing understanding in the Science of Reading and further professional development related to BEST Standards. Improving and sustaining the work that occurs in our PLCs will improve all the areas of concern identified in our Reading Plan evaluation. These efforts are ongoing and will continue in the 2023-24 school year.

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

Principals analyze classroom level data by literacy domain to ensure students are progressing toward grade level benchmarks. Principals also analyze walkthrough data collected regularly by the Literacy Leadership Teams and other school-based leaders. Through monthly data chats, principals and other school leaders assist teachers in developing instructional plans to improve literacy outcomes for all students.

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.**

Principals develop systems to ensure that assessment data is reviewed regularly to inform instruction and support the needs of students. Regular data chats with teachers, student support team meetings, and professional learning communities all serve to ensure the data is utilized effectively and for improved educational outcomes for all learners.

Principals prioritize highly effective teachers in Kindergarten-Grade 2 by ensuring each team of teachers is led by a highly effective teacher with grade level experience and a proven record of success. Currently, SCSD does not have any teachers rated needs improvement or unsatisfactory, therefore all students have access to effective or highly effective teachers.

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 the 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.

Each school in the district is provided an academic coach. Seven of the eight coaches are literacy coach endorsed. The coaches are effective in providing support to teachers across content areas.

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.

NA

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

Each year, the model is communicated to principals in the K-12 Plan Development meetings. The plan is widely disseminated via email and published on the district website.

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

The district curriculum team meets with coaches on a monthly basis for professional development, data analysis, and problem-solving. Additionally, the district supports the coaches' attendance at the NEFEC Literacy Coach Cadre sessions and encourages them to become Literacy Coach endorsed, if they are not already endorsed.

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?

The district supports the principals in their efforts to provide coaches time to provide these effective supports for teachers on their campuses.

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

The district monitors the implementation of the coaching model through the collection of coaching logs and evaluation of student learning data.

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\(b\)\(2\)\(iii\)](#);

- **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; and
- **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 district purchases evidence-based reading materials and supports professional development opportunities for teachers and leaders to utilize the materials effectively. Principals are responsible for ensuring implementation is monitored effectively. The materials selected support a range of learners, including students with disabilities and students who are English language learners.

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

Suwannee County School District follows the state's progress monitoring plan utilizing RenPlace three times per year. The district adheres to Florida's Early Learning and Developmental Standards while utilizing the Frog Street Curriculum through whole group instruction and differentiated small groups for targeted instruction to meet the needs of all learners.

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 ELA 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: iReady-Curriculum Associates	<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 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"/> 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

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"/> Grade 5	<input checked="" type="checkbox"/> Comprehension		<input 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.

The decision tree for K-5 defines the process for identifying students who are in need of interventions and provides guidance for appropriate interventions and materials.

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

The decision tree for K-5 defines the process for identifying students who are in need of interventions and provides guidance for appropriate interventions and materials.

Assessment/Curriculum Decision Tree

Grade Level(s): Kindergarten - Grade 5 (Elementary)

IF:

Student meets the following criteria at beginning of school year:

TOOL	Kindergarten	First Grade	Second Grade	Third Grade	Fourth Grade	Fifth Grade
FAST				Level 3 or above	Level 3 or above	Level 3 or above
iReady	≥362	≥434	≥489	≥511	≥557	≥581
STAR Early Literacy	≥40th Percentile	≥40th Percentile	≥40th Percentile			
STAR			≥40th Percentile			

THEN:

TIER 1 Only

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.

Initial instruction:

- *is standards-aligned;*
- *builds background and content knowledge;*
- *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; and*
- *includes specially designed instruction for students with disabilities.*

Core Curriculum

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

Tier 1 instruction for all includes Saxon Phonics([FCRR - Promising Evidence](#) and Demonstrates a Rationale) or Reading Horizons (ESSA-[Promising](#)) instruction in K-3, Phonological Awareness and Letter Knowledge Training in K-2 ([WWC -Promising](#)), Direct Instruction and Standards-based reading assessments in K-4 ([WWC - positive](#)), [HMH Into Reading](#), i-Ready Reading Digital Instruction in K-5 ([Moderate/Promising - curriculumassociates.com for ESSA](#)), Curriculum Associates Magnetic Reading Curriculum available in Toolbox, Accelerated Reader in K-5 ([WWC - Positive](#)), Ready Toolbox for Instruction: [Evidence](#)

Progress Monitoring

Assessment & Frequency	Performance Criteria that indicates Tier 1 is sufficient for at least 80% of students.	Performance Criteria that prompts the addition of Tier 2 interventions
STAR Early Literacy/STAR/FAST Progress Monitoring iReady Diagnostic 3 times per year Classroom standards-based assessments, weekly	Students score on or above grade level on PM tools, appropriate for the assessment window.	Student is not scoring on or above grade level on I-Ready/Star/Star Early Literacy/FAST diagnostic assessments AND/OR Student has a D/F in ELA standards-based, grade level assessments and coursework
How is the effectiveness of Tier 1 instruction being monitored? Classroom walkthroughs, lesson plans, progress monitoring data	What procedures are in place to identify and solve problems to improve effectiveness of Tier 1 instruction provided to in-person students? Provided to distance learning students? Student Support Team problem-solving teams, instructional coaching model, professional development, PLCs, IPDPs, admin walkthroughs	
How is the effectiveness of Tier 1 curriculum being monitored? Classroom walkthroughs, lesson plans, data chats at school and district level. All curriculum is evidence-based and aligned B.E.S.T. standards.	What procedures are in place to identify and solve problems to improve effectiveness of Tier 1 curriculum? Provided to distance learning students? Data chats and team planning to identify weaknesses in the curriculum and pacing of lessons, post observation conferences, vertical team planning to identify gaps across grade levels, standards-based planning and instruction, Literacy Leadership Team meetings, monthly district and school level administrator PLC meetings	
How is instruction provided to students who receive instruction through distance learning? Students who participate in distance learning through Suwannee Virtual School utilize Edgenuity as their core curriculum. Students also have access to i-Ready instructional pathway.		

IF:	Student meets the following criteria at beginning of school year:						
	*any student retained in the current grade OR:						
	TOOL	Kindergarten	First Grade	Second Grade	Third Grade	Fourth Grade	Fifth Grade
	FAST				Level 1 or 2 (or repeating)	Level 1 or 2	Level 1 or 2
	iReady	≤361	≤433	≤488	≤510	≤556	≤580
	STAR Early Literacy	≤40th percentile	≤40th percentile				
	STAR			≤40th percentile *any student unable to complete Star.			
THEN:	TIER 1 instruction and TIER 2 interventions						
	<div>Interventions:</div> <ul style="list-style-type: none">are 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 skillsare matched to the needs of the students;provide multiple opportunities to practice the targeted skill(s) and receive feedback;occurs during time allotted in addition to core instruction; andincludes accommodations (IEP, ESOL, or 504).are multisensory for K-3 students identified with a substantial reading deficiency						
	TIER 2 Programs/Materials/Strategies & Duration			TIER 2 Progress Monitoring			

		Assessment & Frequency	Performance Criteria to discontinue Tier 2 intervention	Performance Criteria indicating continuation of Tier 2 interventions in addition to Tier 1 instruction	Performance Criteria that prompts the addition of Tier 3 interventions
	<p>Small group (6:1) differentiated and multisensory instruction (letter tiles, whiteboards, decodable texts, leveled readers, picture cards, applied linguistics IES Guide pages 14-21), Reading Horizons (IES Guide pages 22-37) and Hattie effect size .70, I-Ready Teacher Toolbox/Tools for Instruction, I-Ready Standards Mastery, Graphic Organizers, SRA, UFLI Foundations Toolbox, HMH Into Reading Tier 2 Intervention Materials</p> <p>Explicit Foundational Skills instruction utilizing evidence-based practices from: Foundational Skills to Support Reading for Understanding in Kindergarten Through 3rd Grade</p> <ul style="list-style-type: none"> • Teach students academic language skills, including use of inferential and narrative language, and vocabulary knowledge. • Develop awareness of the segments of sounds in speech and how they link to letters. • Teach students to decode words, analyze word parts, and write and recognize words. • Ensure that each student reads connected text every day to support reading accuracy, fluency, and comprehension. <p>Explicit Comprehension Strategy Instruction –</p> <p>Recommendations from Improving Reading Comprehension in Kindergarten Through 3rd Grade:</p> <ul style="list-style-type: none"> • Teach students how to use reading comprehension strategies. • Teach students to identify and use the text’s organizational structure to comprehend, learn, and remember content. • Guide students through focused, high-quality discussion on the meaning of text. • Select texts purposefully to support comprehension development. 	<p>Bi-Weekly, standards-Based, in class Assessments</p> <p>I-Ready Diagnostic 3x annually ,</p> <p>STAR Early Literacy/STAR/FAST Progress Monitoring</p>	<p>C average or better on grade-level coursework AND/OR On grade level on iReady</p> <p>*Exit criteria outside of diagnostics must be examined and approved by a Tier Support Team</p>	<p>D average on grade level, standards-based coursework AND/OR Making gains toward on-level in i-Ready/Star, Star Early Literacy, FAST progress monitoring, but not yet on level</p>	<p>Failing grade-level, standards-based coursework AND/OR Not making gains in i-Ready/Star, Star Early Literacy, FAST progress monitoring</p>

	<ul style="list-style-type: none"> Establish an engaging and motivating context in which to teach reading comprehension. Reciprocal Teaching, Socratic Seminar, Collins Writes/Quick Writes, Graphic Organizers 				
	Number of times per week intervention provided	3-4	Number of minutes per intervention session	15-20	
	<p>What procedures are in place to identify and solve problems to improve effectiveness of Tier 2 intervention, including alignment with core curriculum and instruction, provided to in-person students? Provided to distance learning students?</p> <p>Classroom walkthroughs by district staff, school-based administrators, and coaches with follow-up instructional coaching and professional development when deemed necessary. Concerns will be brought to weekly admin meetings, bi-weekly team meetings, and/or monthly Student Support Team meetings with the problem-solving team. PLC planning days will be provided for teams to meet together to plan, align core curriculum and instruction, and make adjustments to curriculum maps. Interventions and best practices will be shared out at team meetings so that all may glean ideas and support. Parents will be notified of interventions and progress by the classroom teacher.</p>				
	<p>Explain how the use of the programs/materials/strategies is supported by strong evidence, moderate evidence, or promising evidence.</p> <p>All interventions are an extension of the core, Tier 1 curriculum. The interventions will occur within small groups during the 90-minute reading block. Tier 2 interventions that will be provided by the classroom teacher.</p> <p>The following programs and materials will be utilized in T2 interventions in small groups and are supported by evidence as cited: Phonological Awareness and Letter Knowledge Training (WWC -Promising), Reading Horizons (ESSA-Promising), Direct Instruction and Standards-based reading instruction (WWC - positive), i-Ready Reading Digital Instruction (Moderate/Promising - curriculumassociates.com for ESSA), Curriculum Associates Magnetic Reading Curriculum available in Toolbox, Accelerated Reader (WWC - Positive)</p> <p>Reading Horizons ESSA Documentation - Promising https://www.readinghorizons.com/reading-method/reading-research/essa-documentation Read Horizons is combined with best practices identified in IES Guide: Foundational Skills to Support Reading for Understanding in Kindergarten Through 3rd Grade Strong Evidence - Develop awareness of the segments of sounds in speech and how they link to letters. Strong Evidence – Teach students to decode words, analyze word parts, and write and recognize words. Moderate Evidence – Ensure each student reads connected text every day to support reading accuracy, fluency, and comprehension. Improving Reading Comprehension in Kindergarten Through 3rd Grade Strong Evidence – Teach students how to use reading comprehension strategies Moderate Evidence – Teach students how to identify and use the text’s organizational structure to comprehend, learn, and remember content. Minimal Evidence – Guide students through focused, high-quality discussion on the meaning of text. Minimal Evidence – Select texts purposefully to support comprehension development. Moderate Evidence – Establish an engaging and motivating context in which to teach reading comprehension.</p>				
	<p>How are Tier 2 interventions provided to students who receive interventions through distance learning?</p> <p>Students who participate in distance learning through Suwannee Virtual School utilize Edgenuity as their core curriculum. Students also have access to i-Ready instructional pathway.</p>				

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IF:	Student meets the following criteria at beginning of school year: *Student is retained in current grade.						
	TOOL	Kindergarten	First Grade	Second Grade	Third Grade	Fourth Grade	Fifth Grade
	FAST				≤20th Percentile and/or Level 1 (Retained)	Level 1	Level 1
	iReady			≤418	≤473	≤495	≤541
	Fall	≤308	≤345				
	Winter	≤327	≤365				
	Spring	≤343	≤387				
	STAR Early Literacy	≤9th percentile	≤9th percentile				
	Star			≤9th percentile *any student unable to complete Star.			
THEN:	TIER 1 instruction, TIER 2 interventions, and TIER 3 intensive interventions						
	<i>Immediate, intensive intervention:</i> <ul style="list-style-type: none">• <i>is targeted instruction based on student need;</i>• <i>provides small group or one-on-one instruction;</i>• <i>includes accommodations (IEP, ESOL, or 504);</i>• <i>includes more frequent progress monitoring than Tier 1 instruction and Tier 2 interventions; and</i>• <i>ensures additional time allotted is in addition to core instruction and Tier 2 interventions.</i>• <i>includes monthly parental notification of intervention progress</i>• <i>are multisensory for K-3 students identified with a substantial reading deficiency</i>						
	Tier 3 Programs/Materials/Strategies & Duration			Tier 3 Progress Monitoring			

		Assessment & Frequency	Performance Criteria to remove Tier 3 and continue Tier 2 interventions in addition to Tier 1 instruction	Performance Criteria that prompts the changes to Tier 3 interventions
	<p>Small group (4:1 or less) differentiated and multisensory intervention, explicit and systematic direct instruction in phonological awareness, letter knowledge, phonics skills, comprehension and vocabulary strategies, and fluency practice via decodable texts, leveled readers, HMH Into Reading materials, Saxon Phonics/Reading Horizons, Quick Reads, Read Naturally, and IReady Teacher Toolbox &/or Curriculum Associates Magnetic Reading lessons in Toolbox, Curriculum Associates Phonics for Reading.</p> <p>Explicit Foundational Skills instruction utilizing evidence-based practices from: Foundational Skills to Support Reading for Understanding in Kindergarten Through 3rd Grade</p> <ul style="list-style-type: none"> • Teach students academic language skills, including use of inferential and narrative language, and vocabulary knowledge. • Develop awareness of the segments of sounds in speech and how they link to letters. • Teach students to decode words, analyze word parts, and write and recognize words. • Ensure that each student reads connected text every day to support reading accuracy, fluency, and comprehension. <p>Explicit Comprehension Strategy Instruction – Recommendations from Improving Reading Comprehension in Kindergarten Through 3rd Grade:</p> <ul style="list-style-type: none"> • Teach students how to use reading comprehension strategies. • Teach students to identify and use the text’s organizational structure to comprehend, learn, and remember content. • Guide students through focused, high-quality discussion on the meaning of text. • Select texts purposefully to support comprehension development. • Establish an engaging and motivating context in which to teach reading comprehension. <p>Reciprocal Teaching, Socratic Seminar, Collins Writes/Quick Writes, Graphic Organizers</p>	Weekly grade-level, standards-based assessments	Student improves from F to D on grade-level, standards-based coursework in ELA	Student continues to fail grade-level, standards-based coursework in ELA
		I-Ready Diagnostic Assessments 3 x Annually, STAR Early Literacy/STAR/FAST Progress Monitoring	Student improves scale score to T2 expectation on i-Ready/Star/Star Early Literacy/FAST for current grade placement	Student is not making gains on i-Ready/Star/Star Early Literacy/FAST diagnostic assessments (pre-/mid-/post-)
		Bi-Weekly skill specific assessments following specific interventions	<p>Refer to the above criteria.</p> <p>*Exit criteria outside of diagnostics must be examined and approved by a Tier Support Team</p> <p>*Kindergarten students who are identified with a substantial reading deficiency in Window 1 will have the option to complete SEL 30 days after the close of Window 1 to reevaluate intervention supports. This assessment is given at the discretion of the Tier Support Team.</p>	Student does not improve on biweekly, skill-specific assessments directly related to interventions

	Tier A ELL students utilize Rosetta Stone Standard with Reading Intro, which teaches characters and sounds, grades 1-5. Students may work in this program 15-20 minutes 3 times per week. This program should not replace all teacher-led interventions.		
	All Tier 3 Interventions must be provided by a teacher who is certified in reading or has the reading endorsement. Parents must be provided with a read-at-home plan and be notified monthly of intervention progress.		
	Number of times per week intervention provided 4-5 (small group 4 or less) 4-5 (one-on-one)		Number of minutes per intervention session 15-20 (small group 4 or less) 10 minutes (one-on-one)
	What procedures are in place to identify and solve problems to improve effectiveness of Tier 3 intervention, including alignment with core curriculum and instruction, provided to in-person students? Provided to distance learning students? Classroom walkthroughs by district staff, school-based administrators, and coaches with follow-up instructional coaching and professional development when deemed necessary. Concerns will be brought to weekly admin meetings, bi-weekly team meetings, and/or monthly Student Support Team meetings with the problem-solving team. Weekly planning days will be provided for intensive intervention teachers to meet together to plan, align core curriculum and instruction, and share what is working in their small groups. Interventions and best practices will be shared out at team meetings so that all may glean ideas and support. Data chats will occur monthly to identify problematic areas and potential solutions for students receiving Tier 3 interventions. Parents of students receiving Tier 3 interventions will be notified of such interventions and will receive monthly progress updates.		
	Explain how the use of the programs/materials/strategies is supported by strong evidence, moderate evidence, or promising evidence. All intensive interventions are an extension of the core, Tier 1 curriculum. The interventions will occur at a higher intensity with smaller group size, and in addition to the 90-minute reading block. Tier 3 interventions will occur by a reading endorsed/certified teacher in addition to Tier 2 interventions that will be provided by the classroom teacher. The following programs and materials will be utilized in T3 interventions in small groups and are supported by evidence as cited: Phonological Awareness and Letter Knowledge Training (WWC -Promising), Reading Horizons (ESSA-Promising), Direct Instruction and Standards-based reading instruction (WWC - positive), i-Ready Reading Digital Instruction (Moderate/Promising - curriculumassociates.com for ESSA), Curriculum Associates Magnetic Reading Curriculum in Toolbox, Curriculum Associates Phonics for Reading, Accelerated Reader (WWC - Positive) Reading Horizons ESSA Documentation - Promising https://www.readinghorizons.com/reading-method/reading-research/essa-documentation Read Horizons is combined with best practices identified in IES Guide: Foundational Skills to Support Reading for Understanding in Kindergarten Through 3rd Grade Strong Evidence - Develop awareness of the segments of sounds in speech and how they link to letters. Strong Evidence – Teach students to decode words, analyze word parts, and write and recognize words. Moderate Evidence – Ensure each student reads connected text every day to support reading accuracy, fluency, and comprehension. Improving Reading Comprehension in Kindergarten Through 3rd Grade Strong Evidence – Teach students how to use reading comprehension strategies Moderate Evidence – Teach students how to identify and use the text’s organizational structure to comprehend, learn, and remember content. Minimal Evidence – Guide students through focused, high-quality discussion on the meaning of text. Minimal Evidence – Select texts purposefully to support comprehension development.		

Moderate Evidence – Establish an engaging and motivating context in which to teach reading comprehension.

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

Students who participate in distance learning through Suwannee Virtual School utilize Edgenuity as their core curriculum. Students also have access to i-Ready instructional pathway. Suwannee Virtual School provides intervention services via Canvas Conferences/Google Meet.

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\(21\)\(A\)\(i\)](#).

Program Goals:

- Summer Reading Camp and Literacy Tutoring programs will increase the academic achievement of enrolled students on district progress monitoring and FAST.
- Summer Reading Camp and Literacy Tutoring programs will utilize high quality, aligned student resources for intervention.
- Literacy Tutoring program will work collaboratively with the 21st Century Community Learning Center program to provide students with additional academic and social supports following tutoring hour.

Program Plan:

· Summer Reading Camp

Summer Reading Camp will focus on literacy remediation for students in Grade 3 who earned a Level 1 on Spring 2022 FSA and/or rising third graders at risk for retention in the 2023-24 school year due to significant reading deficiencies as determined by progress monitoring data.

o Students will attend Camp from 8:00 AM-1:30 PM daily (5.5 hrs daily, 44 hrs total) o 1:10 Teacher-Student Ratio

o 7 days (July 24-27, July 31-August 2)

o 10 teachers, 6.5 hours per day (52 hours total)

· Literacy Tutoring Program

Extension of Summer Reading Camp, will focus on literacy remediation for students in Grade 3 who earned a Level 1 on Spring 2023 FAST and/or rising third graders at risk for retention in the 2023-24

school year, due to significant reading deficiencies as determined by progress monitoring data.

- o Students will attend one hour of tutoring daily, after dismissal. Teachers will have one hour of planning each week.

- o 1:10 Teacher-Student Ratio

August 14, 2023-April 19, 2024

10 teachers, 6 hours per week, 32 weeks

· Curriculum Resources:

- o Reading Horizons

- o Quick Reads

- o IES Guides for K-3 Effective Reading Instruction

Research/Evidence:

Reading Horizons ESSA Documentation - Promising

<https://www.readinghorizons.com/reading-method/reading-research/essa-documentation> Read Horizons

is combined with best practices identified in IES Guide:

Foundational Skills to Support Reading for Understanding in Kindergarten Through 3rd Grade

Strong Evidence - Develop awareness of the segments of sounds in speech and how they link to letters.

Strong Evidence – Teach students to decode words, analyze word parts, and write and recognize words.

Moderate Evidence – Ensure each student reads connected text every day to support reading accuracy, fluency, and comprehension.

Improving Reading Comprehension in Kindergarten Through 3rd Grade

Strong Evidence – Teach students how to use reading comprehension strategies

Moderate Evidence – Teach students how to identify and use the text’s organizational structure to comprehend, learn, and remember content.

Minimal Evidence – Guide students through focused, high-quality discussion on the meaning of text.

Minimal Evidence – Select texts purposefully to support comprehension development.

Moderate Evidence – Establish an engaging and motivating context in which to teach reading comprehension.

Quick Reads: Strong <https://www.evidenceforessa.org/programs/reading/quickreads> struggling-readers

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

Yes

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

Extension of Summer Reading Camp, will focus on literacy remediation for students in Grade K-2 and 4-5 who earned a Level 1 on Spring 2023 FAST, due to significant reading deficiencies as determined by progress monitoring data. Spaces are offered to students based on availability.

- o Students will attend one hour of tutoring daily, after dismissal. Teachers will have one hour of

planning each week.

- o 1:10 Teacher-Student Ratio

August 14, 2023-April 19, 2024

10 teachers, 6 hours per week, 32 weeks

Curriculum Resources:

- o Reading Horizons

- o Quick Reads

- o IES Guides for K-3 Effective Reading Instruction

Research/Evidence:

Reading Horizons ESSA Documentation - Promising

<https://www.readinghorizons.com/reading-method/reading-research/essa-documentation> Read Horizons is combined with best practices identified in IES Guide:

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Strong Evidence – Teach students to decode words, analyze word parts, and write and recognize words.

Moderate Evidence – Ensure each student reads connected text every day to support reading accuracy, fluency, and comprehension.

Improving Reading Comprehension in Kindergarten Through 3rd Grade

Strong Evidence – Teach students how to use reading comprehension strategies

Moderate Evidence – Teach students how to identify and use the text’s organizational structure to comprehend, learn, and remember content.

Minimal Evidence – Guide students through focused, high-quality discussion on the meaning of text.

Minimal Evidence – Select texts purposefully to support comprehension development. Moderate

Evidence – Establish an engaging and motivating context in which to teach reading comprehension.

Quick Reads: Strong <https://www.evidenceforessa.org/programs/reading/quickreads> struggling-readers

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
Other District Assessment iReady-Curriculum Associates	<input checked="" type="checkbox"/> Grade 6 <input checked="" type="checkbox"/> Grade 7 <input checked="" type="checkbox"/> Grade 8	<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 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 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.

The decision tree for grades 6-8 defines the process for identifying students who are in need of interventions and provides guidance for appropriate interventions and materials.

Assessment/Curriculum Decision Tree

Grade Level(s): Grades 6-8

IF:

Student meets the following criteria at beginning of school year:
Level 3, 4, 5 on FAST

THEN:

TIER 1 Only

Initial instruction:

- *is standards-aligned;*
- *builds background and content knowledge;*
- *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; and*
- *includes specially designed instruction for students with disabilities.*

Core Curriculum

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

[McGraw-Hill StudySync](#)

Standards-based Instruction, teacher developed in CANVAS
CPALMS

Instructional Strategies:

- Provide explicit vocabulary instruction ([Strong Evidence according to WWC](#))
- Provide direct and explicit comprehension strategy instruction ([Strong Evidence according to WWC](#))
- Provide opportunities for extended discussion of text meaning and interpretation. ([Moderate Evidence according to WWC](#))

Progress Monitoring

<i>Assessment & Frequency</i>	Performance criteria that indicate Tier 1 is sufficient for at least 80% of students.	<i>Performance Criteria that prompts the addition of Tier 2 interventions</i>
<p>FAST 3x a year</p> <p>iReady Diagnostic</p>	<p>Level 3 or above</p> <p>On or Above Level Scores</p>	<p>Level 1 or 2</p> <p>On or Above Level Scores</p>
<p><i>How is the effectiveness of Tier 1 instruction being monitored?</i></p> <p>FAST 3 x year Report card grades iReady Diagnostic</p>	<p><i>What procedures are in place to identify and solve problems to improve effectiveness of Tier 1 instruction provided to in-person students? Provided to distance learning students?</i></p> <p>Through school-based data chats, the school administrators will work with the teacher and/or PLC team to identify the problem and develop a plan for improvement, either through instructional changes or additional professional development</p>	
<p><i>How is the effectiveness of Tier 1 curriculum being monitored?</i></p> <p>FAST 3 x year Report card grades iReady Diagnostic</p>	<p><i>What procedures are in place to identify and solve problems to improve effectiveness of Tier 1 curriculum? Provided to distance learning students?</i></p> <p>Through data analysis to identify areas of weakness, PLC teams develop additional scaffolds and supports to strengthen the core (standards-based benchmark assessments). These supports and scaffolds are recorded in CANVAS and lesson plans.</p>	
<p><i>How is instruction provided to students who receive instruction through distance learning?</i></p> <p>Students who participate in distance learning through Suwannee Virtual School utilize Edgenuity as their core curriculum. Students also have access to i-Ready instructional pathway.</p>		

IF:	Student meets the following criteria at beginning of school year: *student is retained in current grade.				
		Sixth Grade	Seventh Grade	Eighth Grade	
	FAST	Level 1 or 2	Level 1 or 2	Level 1 or 2	
	i-Ready	≤597	≤608	≤619	
THEN :	TIER 1 instruction and TIER 2 interventions				
	Interventions: <ul style="list-style-type: none">• are 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 feedback;• occurs during time allotted in addition to core instruction; and• includes accommodations (IEP, ESOL, or 504).				
	TIER 2 Programs/Materials/ Strategies & Duration	TIER 2 Progress Monitoring			
		Assessment & Frequency	Performance Criteria to discontinue Tier 2 intervention	Performance Criteria indicating continuation of Tier 2 interventions in addition to Tier 1 instruction	Performance Criteria that prompts the addition of Tier 3 interventions
	Small Group Instruction: I-Ready Tools for Instruction I-Ready Teacher Toolbox combined with High Effect Strategies Evidence	On-going FAST 3 times per year i-Ready 3 times per year	School-based decision with standards-based assessment/ grading- mastery of grade level standards	Showing moderate or questionable response to intervention School-based decision with standards-based assessment/grading	Failing grade- level, standards- based coursework AND/OR
	Reading Horizons: Elevate Explicit Vocabulary and Comprehension Strategy Instruction –Strong evidence Reciprocal Teaching , Socratic Seminar , Collins Writes/Quick Writes , Graphic Organizers	STAR, as determined by Student Support Team Standards- based classroom assessments	AND/OR Scoring on or above grade level on I-Ready Diagnostic AND/OR Scores at or above FAST Level	AND/OR Scoring into T2 Range on I-Ready Diagnostic AND/OR	Not making gains in I-Ready AND/OR Scoring into T3 Range on I- Ready Diagnostic AND/OR

		3 equivalent on STAR Assessment	Scores FAST Level 2 equivalent on STAR Assessment	Scores FAST Level 1 equivalent on STAR Assessment
Number of times per week intervention provided	2-3	Number of minutes per intervention session	15-20 minutes	
<p><i>What procedures are in place to identify and solve problems to improve effectiveness of Tier 2 intervention, including alignment with core curriculum and instruction, provided to in-person students? Provided to distance learning students?</i></p> <p>Through school-based data chats, the school administrators will work with the teacher and/or PLC team to identify the problem and develop a plan for improvement, either through instructional changes or additional professional development</p>				
<p><i>Explain how the use of the programs/materials/strategies is supported by strong evidence, moderate evidence, or promising evidence.</i></p> <p>Teacher led small group instruction using explicit instruction in vocabulary (Strong Evidence according to WWC) and comprehension strategies (Strong Evidence according to WWC) such as: Reciprocal Teaching, Socratic Seminar, Collins Writes/Quick Writes, Graphic Organizers utilizing differentiated instruction.</p> <p>Teachers will utilize strategies from IES Guide Improving Adolescent Literacy: Effective Classroom and Intervention Practices:</p> <p>Strong Evidence – Provide explicit vocabulary instruction</p> <p>Strong Evidence – Provide direct and explicit comprehension strategy instruction.</p> <p>Moderate Evidence – Provide opportunities for extended discussion of text meaning and interpretation</p> <p>Moderate Evidence – Increase student motivation and engagement in literacy learning.</p> <p>Strong Evidence – Make available intensive and individualized interventions for struggling readers that can be provided by trained specialists.</p>				
<p><i>How are Tier 2 interventions provided to students who receive interventions through distance learning?</i></p> <p>Students who participate in distance learning through Suwannee Virtual School utilize Edgenuity as their core curriculum. Students also have access to i-Ready instructional pathway.</p>				

IF:	Student meets the following criteria at beginning of school year: *student is retained in current grade level.			
		Sixth Grade	Seventh Grade	Eighth Grade
	FAST	Level 1	Level 1	Level 1
	iReady	≤565	≤582	≤593
THEN:	TIER 1 instruction, TIER 2 interventions, and TIER 3 intensive interventions			
	Immediate, intensive intervention: <ul style="list-style-type: none">• 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.			
	Tier 3 Programs/Materials/Strategies & Duration	Tier 3 Progress Monitoring		
		Assessment & Frequency	Performance Criteria to remove Tier 3 and continue Tier 2 interventions in addition to Tier 1 instruction	Performance Criteria that prompts the changes to Tier 3 interventions
	Teacher-led small group instruction utilizing: morphology instruction, graphic organizers, color-coding, sticky notes, think-pair-share, small group discussion, text annotation with materials from: Phonics for Reading-Curriculum Associates, Ready Tools for Instruction-Curriculum Associates, Read Naturally, and Reading Horizons Elevate (explicit, multisensory phonics instruction with connected text application, IES Guide Foundational Skills to Support Reading for Understanding p. 22-37), and Quick Reads. Differentiated instruction, flexible grouping based on skill	FAST three times per year iReady Diagnostic: Fall, Winter, Spring STAR, as determined by Student Support Team weekly classroom progress monitoring for program used	Student scores in Tier 2 range on iReady. AND/OR Student scores FAST Level 2 equivalent or higher on STAR AND/OR Student earns C or higher in ELA course. *Exit criteria outside of diagnostics must be examined and approved by a Tier Support Team	Student continues to fail grade-level, standards-based coursework in ELA. Student is not making gains on iReady diagnostic assessments (pre- /mid-/post-) or STAR Assessments. Student does not improve on biweekly, skill-specific assessments directly related to interventions

	<p>needs (small group, one-on-one with teacher) with interventions provided as needed based on assessment data.</p> <p>Explicit Comprehension Strategy Instruction - Reciprocal Teaching, Socratic Seminar, Collins Writes/Quick Writes, Graphic Organizers</p> <p>Tier A ELL students utilize Rosetta Stone Standard with Reading Intro, which teaches characters and sounds. Students may work in this program 15-20 minutes 3 times per week. This program should not replace all teacher-led interventions.</p>			
	<p><i>All Tier 3 Interventions must be provided by a teacher who is certified in reading or has the reading endorsement.</i></p>			
	<p><i>Number of times per week intervention provided</i></p> <p>4-5 (small group) 4-5 (one-on-one)</p>		<p><i>Number of minutes per intervention session</i></p> <p>15-20 (small groups) 10 minutes (one-on-one)</p>	
	<p><i>What procedures are in place to identify and solve problems to improve effectiveness of Tier 3 intervention, including alignment with core curriculum and instruction, provided to in-person students? Provided to distance learning students?</i></p> <p>Through school-based data chats, the school administrators will work with the teacher and/or PLC team to identify the problem and develop a plan for improvement, either through instructional changes or additional professional development.</p>			
	<p><i>Explain how the use of the programs/materials/strategies is supported by strong evidence, moderate evidence, or promising evidence.</i></p> <p>Teacher led small group instruction using explicit instruction in vocabulary (Strong Evidence according to WWC) and comprehension strategies (Strong Evidence according to WWC) such as: Reciprocal Teaching, Socratic Seminar, Collins Writes/Quick Writes, Graphic Organizers utilizing differentiated instruction.</p> <p>Teachers will utilize strategies from IES Guide Improving Adolescent Literacy: Effective Classroom and Intervention Practices:</p> <p>Strong Evidence – Provide explicit vocabulary instruction</p> <p>Strong Evidence – Provide direct and explicit comprehension strategy instruction.</p> <p>Moderate Evidence – Provide opportunities for extended discussion of text meaning and interpretation</p> <p>Moderate Evidence – Increase student motivation and engagement in literacy learning.</p> <p>Strong Evidence – Make available intensive and individualized interventions for struggling readers that can be provided by trained specialists.</p>			

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

Students who participate in distance learning through Suwannee Virtual School utilize Edgenuity as their core curriculum. Students also have access to i-Ready instructional pathway. Suwannee Virtual School provides intervention services via Canvas Conferences/Google Meet.

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 type="checkbox"/> Grade 11 <input 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
Other District Assessment Star	<input checked="" type="checkbox"/> Grade 9 <input checked="" type="checkbox"/> Grade 10 <input type="checkbox"/> Grade 11 <input 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 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 Star	<input type="checkbox"/> Grade 9 <input 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 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

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

The decision tree for grades 9-12 defines the process for identifying students who are in need of interventions and provides guidance for appropriate interventions and materials.

Assessment/Curriculum Decision Tree

Grade Level(s): Grades 9-12

IF:

Student meets the following criteria at beginning of school year:

	<i>Ninth Grade</i>	<i>Tenth Grade</i>	<i>Eleventh/Twelfth Grade</i>
<i>FAST</i>	<i>Level 3 or above</i>	<i>Level 3 or above</i>	<i>Level 3 or above</i>

THEN:

TIER 1 Only

Initial instruction:

- *is standards-aligned;*
- *builds background and content knowledge;*
- *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; and*
- *includes specially designed instruction for students with disabilities.*

Core Curriculum

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

[McGraw-Hill StudySync](#)

Standards-based Instruction, teacher developed in CANVAS
CPALMS

Instructional Strategies:

- Provide explicit vocabulary instruction ([Strong Evidence according to WWC](#))
- Provide direct and explicit comprehension strategy instruction ([Strong Evidence according to WWC](#))

- Provide opportunities for extended discussion of text meaning and interpretation. ([Moderate Evidence according to WWC](#))

Progress Monitoring

Assessment & Frequency	Performance criteria that indicate Tier 1 is sufficient for at least 80% of students.		Performance Criteria that prompts the addition of Tier 2 interventions									
FAST	Level 3 or above		Level 1 or 2									
STAR	<table><tr><td>Grade 9</td><td>Grade 10</td></tr><tr><td>≥1112</td><td>≥1124</td></tr></table>		Grade 9	Grade 10	≥1112	≥1124	<table><tr><td>Grade 9</td><td>Grade 10</td></tr><tr><td>≤1111</td><td>≤1123</td></tr></table>		Grade 9	Grade 10	≤1111	≤1123
Grade 9	Grade 10											
≥1112	≥1124											
Grade 9	Grade 10											
≤1111	≤1123											
<p><i>How is the effectiveness of Tier 1 instruction being monitored?</i></p> <p>STAR, student grades, walk-throughs, observations, lesson plans</p>	<p><i>What procedures are in place to identify and solve problems to improve effectiveness of Tier 1 instruction provided to in-person students? Provided to distance learning students?</i></p> <p>Through school-based data chats, the school administrators will work with the teacher and/or PLC team to identify the problem and develop a plan for improvement, either through instructional changes or additional professional development.</p>											
<p><i>How is the effectiveness of Tier 1 curriculum being monitored?</i></p> <p>STAR, formal and informal observations, student grades</p>	<p><i>What procedures are in place to identify and solve problems to improve effectiveness of Tier 1 curriculum? Provided to distance learning students?</i></p> <p>Through data analysis to identify areas of weakness, PLC teams develop additional scaffolds and supports to strengthen the core curriculum. These supports and scaffolds are recorded in CANVAS and lesson plans.</p>											
<p><i>How is instruction provided to students who receive instruction through distance learning?</i></p> <p>Students who participate in distance learning through Suwannee Virtual School utilize Edgenuity as their core curriculum.</p>												

IF:	Student meets the following criteria at beginning of school year:				
		<i>Ninth Grade</i>	<i>Tenth Grade</i>	<i>Eleventh Grade</i>	<i>Twelfth Grade</i>
	<i>FAST</i>	<i>Level 1 or 2</i>	<i>Level 1 or 2</i>	<i>Level 1 or 2</i>	<i>Level 1 or 2</i>
	<i>STAR</i>	<i>≤1111</i>	<i>≤1123</i>	<i>≤1130</i>	<i>≤1138</i>
THEN:	TIER 1 instruction and TIER 2 interventions				
	Interventions: <ul style="list-style-type: none"> • <i>are standards-aligned;</i> • <i>address gaps and reduce barriers to students' ability to meet Tier 1 expectations;</i> • <i>provide systematic, explicit, and interactive small group instruction targeting foundational/barrier skills</i> • <i>are matched to the needs of the students;</i> • <i>provide multiple opportunities to practice the targeted skill(s) and receive feedback;</i> • <i>occurs during time allotted in addition to core instruction; and</i> • <i>includes accommodations (IEP, ESOL, or 504).</i> 				
	TIER 2 Programs/Materials/Strategies & Duration		TIER 2 Progress Monitoring		
			Assessment & Frequency	Performance Criteria to discontinue Tier 2 intervention	Performance Criteria indicating continuation of Tier 2 interventions in addition to Tier 1 instruction
	Small Group Instruction: combined with High Effect Strategies Evidence Explicit Comprehension Strategy Instruction - Reciprocal Teaching , Socratic Seminar , Collins Writes/Quick Writes , Graphic Organizers	On-going FAST three times per year STAR Standards-based classroom assessments	School-based decision with standards-based assessment/grading-mastery of grade level standards AND/OR Scoring on or above grade level on STAR	Showing moderate or questionable response to intervention School-based decision with standards-based assessments and grading AND/OR Scoring into FAST Level 2 equivalent Range on STAR	Failing grade-level, standards-based coursework AND/OR Scoring into FAST Level 1 equivalent Range on STAR

	Number of times per week intervention provided	2-3	Number of minutes per intervention session	15-20
	<p>What procedures are in place to identify and solve problems to improve effectiveness of Tier 2 intervention, including alignment with core curriculum and instruction, provided to in-person students? Provided to distance learning students?</p> <p>Through school-based data chats, the school administrators will work with the teacher and/or PLC team to identify the problem and develop a plan for improvement, either through instructional changes or additional professional development.</p>			
	<p>Explain how the use of the programs/materials/strategies is supported by strong evidence, moderate evidence, or promising evidence.</p> <p>Teacher led small group instruction using explicit instruction in vocabulary (Strong Evidence according to WWC) and comprehension strategies (Strong Evidence according to WWC) such as: Reciprocal Teaching, Socratic Seminar, Collins Writes/Quick Writes, Graphic Organizers utilizing differentiated instruction.</p> <p>Teachers will utilize strategies from IES Guide Improving Adolescent Literacy: Effective Classroom and Intervention Practices:</p> <p>Strong Evidence – Provide explicit vocabulary instruction Strong Evidence – Provide direct and explicit comprehension strategy instruction. Moderate Evidence – Provide opportunities for extended discussion of text meaning and interpretation Moderate Evidence – Increase student motivation and engagement in literacy learning. Strong Evidence – Make available intensive and individualized interventions for struggling readers that can be provided by trained specialists.</p>			
	<p>How are Tier 2 interventions provided to students who receive interventions through distance learning?</p> <p>Students who participate in distance learning through Suwannee Virtual School utilize Edgenuity as their core curriculum.</p>			

IF:	Student meets the following criteria at beginning of school year:				
		Ninth Grade	Tenth Grade	Eleventh Grade	Twelfth Grade
	FAST	Level 1	Level 1	Level 1 or 2	Level 1 or 2
	STAR	≤1066	≤1075	≤1130	≤1138
THEN:	TIER 1 instruction, TIER 2 interventions, and TIER 3 intensive interventions				
	Immediate, intensive intervention: <ul style="list-style-type: none">• <i>is targeted instruction based on student need;</i>• <i>provides small group or one-on-one instruction;</i>• <i>includes accommodations (IEP, ESOL, or 504);</i>• <i>includes more frequent progress monitoring than Tier 1 instruction and Tier 2 interventions; and</i>• <i>ensures additional time allotted is in addition to core instruction and Tier 2 interventions.</i>				
	Tier 3 Programs/Materials/Strategies & Duration		Tier 3 Progress Monitoring		
			Assessment & Frequency	Performance Criteria to remove Tier 3 and continue Tier 2 interventions in addition to Tier 1 instruction	Performance Criteria that prompts the changes to Tier 3 interventions
		Teacher-led small group instruction utilizing: morphology instruction, graphic organizers, color-coding, sticky notes, think-pair-share, small group discussion, text annotation Reading Horizons Elevate (explicit, multisensory phonics instruction with connected text application, IES Guide Foundational Skills to Support Reading for Understanding p. 22-37, Rewards – Strong Evidence , Differentiated instruction, flexible grouping based on skill needs (small group, one-on-one with teacher) with interventions provided as needed based on assessment data. Tier A ELL students utilize Rosetta Stone Standard with Reading Intro, which teaches characters and sounds. Students may work in this program 15-20 minutes 3 times per week. This program should not replace all teacher-led interventions.		STAR Diagnostic: Fall, Winter, Spring weekly classroom progress monitoring based on student need.	Student scores in FASTLevel 2 equivalent on STAR AND/OR Student earns C or higher in ELA course. *Exit criteria outside of diagnostics must be examined and approved by a Tier Support Team

All Tier 3 Interventions must be provided by a teacher who is certified in reading or has the reading endorsement.	
Number of times per week intervention provided 4-5 (small groups) 4-5 (one-on-one)	Number of minutes per intervention session 15-20 (small groups) 10 minutes (one-on-one)
What procedures are in place to identify and solve problems to improve effectiveness of Tier 3 intervention, including alignment with core curriculum and instruction, provided to in-person students? Provided to distance learning students? Through school-based data chats, the school administrators will work with the teacher and/or PLC team to identify the problem and develop a plan for improvement, either through instructional changes or additional professional development.	
Explain how the use of the programs/materials/strategies is supported by strong evidence, moderate evidence, or promising evidence. Teacher led small group instruction using explicit instruction in vocabulary (Strong Evidence according to WWC) and comprehension strategies (Strong Evidence according to WWC) such as: Reciprocal Teaching , Socratic Seminar , Collins Writes/Quick Writes , Graphic Organizers utilizing differentiated instruction . Teachers will utilize strategies from IES Guide Improving Adolescent Literacy: Effective Classroom and Intervention Practices : Strong Evidence – Provide explicit vocabulary instruction Strong Evidence – Provide direct and explicit comprehension strategy instruction. Moderate Evidence – Provide opportunities for extended discussion of text meaning and interpretation Moderate Evidence – Increase student motivation and engagement in literacy learning. Strong Evidence – Make available intensive and individualized interventions for struggling readers that can be provided by trained specialists.	
How are Tier 3 interventions provided to students who receive interventions through distance learning? Students who participate in distance learning through Suwannee Virtual School utilize Edgenuity as their core curriculum. Students also have access to i-Ready instructional pathway. Suwannee Virtual School provides intervention services via Canvas Conferences/Google Meet.	

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.

The teachers have common planning time and meet weekly in grade level/content PLCs. Additionally, the district provides seven full professional development days each year. The district reading coordinator provides professional learning support for 8 academic coaches and 8 schools in the science of reading, best practices for intervention, leads book studies related to reading and differentiation, delivers district-based reading endorsement courses, supports school and district leaders in data analysis to guide professional learning and serves as a liaison between the state, the district, and the schools. Additional support is provided through SRLDs, NEFEC, and various discretionary projects the district coordinates with. The academic coaches provide job-embedded professional development for teachers and leaders on each campus. Additionally, the district encourages teachers to utilize the UF Literacy Matrix as a pathway to reading endorsement. Furthermore, teachers may utilize the PDA Exploring Structured Literacy course to meet certification requirements related to integrating phonemic awareness, phonics, word study and spelling, fluency, vocabulary, and text comprehension strategies into an explicit, systematic, and sequential approach to reading instruction, including multisensory intervention strategies. Through Reading Horizons training teachers learn methods of integrating 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. Additionally, teachers from two middle schools will participate in the NEFEC Rural Connect Ongoing Connected Support for Literacy Initiative to delve deeper into integrating 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. Teachers from six schools will participate in the NEFEC Rural Connect Summer Literacy Institute and ongoing support throughout the year. Our SRLD will also provide training in foundational skills and BEST Standards. Our SRLD will continue to support trainings for identifying mentor teachers and establishing model classrooms within each school through the Literacy Leadership Teams.

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

UF Literacy Matrix
 UF Literacy Matrix Micro credentials
 FCRR Pathway
 NEFEC Reading Competencies
 Schultz Learning Center Competencies
 Beacon Educator Competencies

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.).

The district will continue the RAISE High School Tutor program to support students enrolled in Suwannee Springcrest Elementary grades K-3.

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).

Parents of students identified with a substantial deficiency in reading are provided with a printed copy of the read-at-home plan at the close of each progress monitoring window. The plan is referenced in parent conferences and student support team meetings. The District Parent Involvement Team helps ensure families have copies of the plan and are able to access the webpage, as well. Additionally, the plan is available for all families on the district website. The iReady Pathway is available for students to access at home, as an additional resource for literacy support. Registration for the New Worlds Reading Initiative is provided to parents along with the Read-At-Home plan. Furthermore, the District Resource Center is open each evening Monday-Thursday from 5 PM until 7 PM for families to gain help in utilizing district programs and to receive homework help.