

Suwannee County Schools



2021-22 Reading Plan

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Contact Information, Communication Plan, and Student Achievement Goals

Contact Information - Part A

District Contact Information

Reading Contacts

Identify the name, email address, position title, and job duties/responsibilities for each member of the district reading team.

Contact	Name	Title	Email	Phone Number
Main District Reading Contact	Williams, Kelli	Coordinator of District Professional Development and K-12 Reading/Title II	kelli.williams@suwannee.k12.fl.us	386-647-6421
Elementary English Language Arts (ELA)	Barrs, Jennifer	Director of Curriculum and Instruction	jennifer.barrs@suwannee.k12.fl.us	386-647-4635
Secondary ELA	Barrs, Jennifer	Director of Curriculum and Instruction	jennifer.barrs@suwannee.k12.fl.us	386-647-4635
Reading Endorsement	Williams, Kelli	Coordinator of District Professional Development and K-12 Reading/Title II	kelli.williams@suwannee.k12.fl.us	386-647-4621
Reading Curriculum	Barrs, Jennifer	Director of Curriculum and Instruction	jennifer.barrs@suwannee.k12.fl.us	386-647-4635
Professional Development	Williams, Kelli	Coordinator of District Professional Development and K-12 Reading/Title II	kelli.williams@suwannee.k12.fl.us	386-647-4621
Assessment	Bass, Renee	Coordinator of Data, Assessments, and Accountability	renee.bass@suwannee.k12.fl.us	386-647-4646
Data Element	Barrs, Jennifer	Director of Curriculum and Instruction	jennifer.barrs@suwannee.k12.fl.us	386-647-4635
Summer Reading Camp	Barrs, Jennifer	Director of Curriculum and Instruction	jennifer.barrs@suwannee.k12.fl.us	386-647-4635
Third Grade Promotion	Barrs, Jennifer	Director of Curriculum and Instruction	jennifer.barrs@suwannee.k12.fl.us	386-647-4635

Communication of Plan Information

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

The LEA has developed the plan with input from the district leadership team, the district literacy task force, and school based leadership teams, including academic coaches. Each group of stakeholders has been provided a final paper-based copy and the plan is posted on the district website. Each faculty will have the opportunity to review the plan and receive clarification upon return to school in August of 2021. Additionally, the plan is shared at the District School Advisory Council meeting in September.

Student Achievement Goals - Part B

Measurable Student Achievement Goals

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

Previous School Year

Kindergarten - % of Students "Ready" on FLKRS 48%

Goal for Plan Year

Kindergarten - % of Students "Ready" on FLKRS 57%

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

During the 2020-21 school year, the Voluntary Pre-K students were enrolled in the Star Early Literacy Pilot project, providing teachers with targeted instructional data. Following the assessment window two, teachers participated in professional learning to enhance their understanding of the reporting measures and instructional implications. Teachers of Pre-K and 3 year old classes participated in MELD and CAPP initial and on-going monthly training. Frog Street Curriculum was implemented for three year old classes.

The district provides VPK Summer Program to prepare students for Kindergarten.

TIPC provides for up to 3 students to attend district pre-K programs based on parent need. TIPC also provides for in-home pre-K instruction by a pre-K paraprofessional.

The district has a long-standing relationship with other preschool providers through the Early Learning Matters organization. This group meets monthly to problem-solve early literacy challenges in our community.

In the coming year, teachers will participate in additional training for explicit phonological awareness instruction. Speech Language Pathologists will collaborate with Pre-K teachers to develop expertise in Language/Communication instruction.

Statewide English Language Arts Standardized Assessment:

Grade	Previous School Year % of Students Scoring					Goal for Plan Year % of Students Scoring				
	Lvl 1	Lvl 2	Lvl 3	Lvl 4	Lvl 5	Lvl 1	Lvl 2	Lvl 3	Lvl 4	Lvl 5
3	21	26	28	21	4	10	20	35	25	10
4	35	25	22	13	5	10	15	35	30	10
5	26	30	26	14	5	15	20	35	20	10
6	28	28	20	20	5	10	25	35	20	10
7	37	26	21	12	5	10	20	35	25	10
8	35	25	22	14	4	15	20	35	20	10
9	36	22	19	19	4	15	20	35	20	10
10	29	26	19	18	7	15	20	35	20	10

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

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

Grade K: increase the percentage of students currently scoring at or above grade level on iReady (Window 2, end of year view) by 5% this year, from 28% to 33%.

Grade 1: increase the percentage of students currently scoring at or above grade level on iReady (Window 2, end of year view) by 10% this year, from 22% to 32%.

Grade 2: increase the percentage of students currently scoring at or above grade level on iReady (Window 2, end of year view) by 5% this year, from 31% to 36%.

Grade 3: increase the percentage of students currently scoring at or above grade level on iReady (Window 2, end of year view) by 5% this year, from 30% to 35%.

Grades 4: increase the percentage of students currently scoring at or above grade level on iReady (Window 2, end of year view) by 5% this year 19% to 24%.

Grade 5: increase the percentage of students currently scoring at or above grade level on iReady (Window 2, end of year) by 5% this year, from 14% to 19%.

Grades 6: increase the percentage of students currently scoring at or above grade level on iReady (Window 2, end of year view) by 5% this year, from 21% to 26%.

Grade 7: increase the percentage of students currently scoring at or above grade level on iReady (Window 2, end of year view) by 5% this year, from 15% to 21%.

Grade 8: increase the percentage of students currently scoring at or above grade level on iReady (Window 2, end of year view) by 5% this year, from 14% to 19%.

Grade 9: increase the percentage of students currently scoring at or above grade level on STAR (Window 2) by 5% this year, from (36%) to (41%).

Grade 10: increase the percentage of students currently scoring at or above grade level on STAR (Window 2) by 5% this year, from (45%) to (50%).

District Budget for Research-Based Reading Instructions Allocation

Budget

1	Research-Based Reading Instruction Allocation	\$0.00
2	Estimated proportional share distributed to district charter	\$0.00

3	Reading coaches assigned to elementary schools		\$0.00
4	Reading coaches assigned to secondary schools		\$0.00
5	Intervention teachers assigned to elementary schools		\$270,381.35
		FTE	2021-22
		4.0	\$270,381.35
6	Intervention teachers assigned to secondary schools		\$0.00
7	Supplemental materials or interventions for elementary schools		\$8,578.58
		FTE	2021-22
		0.0	\$8,578.58
8	Supplemental materials or interventions for secondary schools		\$8,578.57
		FTE	2021-22
		0.0	\$8,578.57
9	Intensive interventions for elementary students reading below grade level		\$0.00
10	Intensive interventions for secondary students reading below grade level		\$0.00
11	Professional development		\$50,352.50
		FTE	2021-22
		0.5	\$50,352.50
12	Helping teachers earn the reading endorsement		\$0.00
13	Summer reading camps		\$0.00
14	Additional hour for 300 lowest-performing elementary schools		\$0.00
Total:			\$337,891.00

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

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

The district has prioritized funds to support K-3 students by providing one reading endorsed teacher per school to provide interventions. The coordinator also dedicates time to ensuring teachers have access to high quality reading professional learning and coaching, including district lead reading endorsement courses.

School Literacy Leadership Teams

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

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 Kelli Williams. Principals are also asked to send a calendar of meeting dates for the school year. Beginning with the 2021-22 school year, each literacy team will submit agendas, minutes, project evidence, etc. in Title I Crate. The District Literacy Task Force will also adhere to the directives associated with the school literacy teams.

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

Kelli Williams

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

Kelli Williams

Professional Development

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

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

The district is currently planning for a Teacher Leader Cadre to improve the mentoring program and expand the model classrooms within each school.

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.

Provide a description of how the district will communicate to principals the professional development requirements and how the district will support principals with fulfilling each requirement. Include who at the district is responsible for monitoring professional development requirements and ensuring compliance.

How are professional development requirements communicated to principals?

Each year Principals are reminded of the requirement during the K-12 Plan development and review.

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

Kelli Williams

Charter Schools

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

No

Literacy Coaches

Literacy Coaches - Part A

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

Coaches must possess the following:

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

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

Upload rubric, if applicable

The following documents were submitted as evidence for this section:

No files were uploaded

Literacy Coaches - Part B

Requirements of the Just Read, Florida! Coaching Model

- Provide professional development on the following:
 - the major reading components, as needed, based on an analysis of student performance data;
 - administration and analysis of instructional assessments; and
 - providing differentiated instruction and intensive intervention.
- Model effective instructional strategies for teachers.
- Facilitate study groups.
- Train teachers to administer assessments, analyze data, and use data to differentiate instruction.
- Coach and mentor teachers daily.
- Provide daily support to classroom teachers.
- Work with teachers to ensure that evidence-based reading programs are implemented with fidelity.
- Help to increase instructional density to meet the needs of all students.
- Participate in reading leadership teams.
- Continue to increase their knowledge base in best practices in reading instruction, intervention, and instructional reading strategies.
- Prioritize time to those teachers, activities, and roles that will have the greatest impact on student achievement in reading, namely coaching and mentoring in classrooms.
- Work frequently with students in whole and small group instruction to model and coach in other teachers' classrooms.
- Work with school principals to plan and implement a consistent program of improving reading achievement using strategies that demonstrate a statistically significant effect on improving student outcomes.

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

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

Yes

If no, please attach the evidence-based model the district is using.

The following documents were submitted as evidence for this section:

No files were uploaded

If yes, please complete the next section:

How are these requirements being communicated to principals?

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?

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

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

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

District-Level Monitoring of Plan Implementation

District-Level Monitoring - Part A

Districts must monitor the implementation of the District K-12 Comprehensive Evidence-Based Reading Plan at the school and classroom level. Districts must also explain how concerns are communicated if it is determined that the District K-12 Comprehensive Evidence-Based Reading Plan is not being implemented in a systematic and explicit manner, based on data to meet the needs of students. The district must:

- Provide an explanation of the data that will be collected, how it will be collected, and the frequency of review must be provided. Districts must also explain how concerns are communicated if it is determined that the District K-12 Comprehensive Evidence-Based Reading Plan is not being implemented in a systematic and explicit manner, based on data to meet the needs of students;
- Ensure all instruction in reading is systematic and explicit, based on data, and uses an evidence-based sequence of reading instruction and strategies to meet the needs of students at the school level and determining appropriate instructional adjustments;
- Ensure that data from formative assessments are used to guide differentiation of reading instruction;
- Ensure incorporation of reading and literacy instruction by all content area teachers into subject areas to extend and build discussions of text in order to deepen understanding; and
- Evaluate District K-12 Comprehensive Evidence-Based Reading Plan implementation and impact on student achievement.

Assessments

Indicate the assessment(s) used to screen and progress monitor K-12 students. For each assessment, indicate the following:

- the full name of the assessment;
- the grade level(s) the assessment is administered, and, where applicable, criteria for identifying students who will be assessed; and
- the components of reading (oral language, phonological awareness, phonics, fluency, vocabulary, comprehension) or the standards strand (reading, communication) that will be assessed, the type of assessment, and how often the data will be collected and analyzed to support instruction.

Name of the Assessment	To whom is the assessment administered?	What component of the reading/strand of standard is being assessed?	Assessment type	How often is the data being collected?
i-Ready	Students in grades K-8	Screener, Progress Monitoring, Formative Assessment, Diagnostic	Phonological Awareness, Phonics, Vocabulary, Comprehension	3 x A Year
FLKRS	Kindergarten students	Screener, Formative Assessment, Diagnostic	Phonological Awareness, Phonics, Fluency, Vocabulary, Comprehension	Annually
Oral Reading Fluency (ORF)	Students in Tier 2 and 3 intervention, as appropriate	Progress Monitoring	Fluency	Monthly
STAR Reading	Students in grades 9-10, and 11-12 who have not met graduation requirements	Screener, Progress Monitoring, Formative Assessment, Diagnostic	Fluency, Vocabulary, Comprehension	3 x A Year

District-Level Monitoring - Part B

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

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

Jennifer Barrs
Kelli Williams

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

The district purchases evidence-based reading materials. Principals are responsible for ensuring implementation is monitored effectively.

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

The district establishes the progress monitoring plan that informs differentiated instruction. Teachers examine formative assessments in PLCs and plan for further differentiation. MTSS teams meet monthly to examine progress monitoring and formative assessment data to ensure appropriate differentiation is occurring.

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

Literacy instruction in content areas training from our SRLD.

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

Conversations with school based administrators, district/school level data chats, and support through district reading coordinator.

District-Level Monitoring - Part C

Districts must annually evaluate the implementation of their K-12 Reading plan. The evaluation must:

- Analyze elements of the district's plan, including leadership, assessment, curriculum, instruction, intervention, professional development and family engagement;
- Include input from teachers, literacy coaches and administrators at the school level; and
- Identify elements in need of improvement and strategies to increase literacy outcomes for students.

Describe the district's plan to meet each requirement above. Include a description of how the district will use the evaluation to improve implementation of the district's plan for the following school year to increase student achievement.

The district will utilize the JRF evaluation tool to determine the effectiveness of the plan. The District Literacy Task Force comprised of leaders, teachers, media specialists, academic coaches, and school board members. The team regularly meets to analyze data and problem-solve. The school-based literacy teams appoint members who represent the school on the District Literacy Task Force to improve communication between the district and schools.

Self Reflection Tool

Districts must upload their evaluation of the District K-12 Comprehensive evidence-Based Reading Plan.

The district must use the evaluation to improve implementation of the district's plan for the following school year to increase student achievement.

The following documents were submitted as evidence for this section:

No files were uploaded

School-Level Monitoring of Plan Implementation

School-level implementation - Part A

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

What process is in place to ensure effective implementation?

School based administrators meet with teachers to review the plan. Walkthroughs, lesson plans, and MTSS plans are used to monitor implementation.

Who at the district level supports effective implementation?

Kelli Williams

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

District data review following progress monitoring windows and data chats with school administration and academic coaches or ELA department chairs identify areas of improvement for effective implementation.

Weekly reading walkthroughs - Part B

What process is in place to ensure effective implementation?

Schedule of walkthroughs from the school administrators is submitted monthly in Title I Crate.

Who at the district level supports effective implementation?

Kelli Williams

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

Principals reflect on the strengths and weaknesses identified through the walkthroughs in the data-chats with district administrators. Improvement plans are developed in these data-chats.

Use of data to determine interventions - Part C

What process is in place to ensure effective implementation?

Monthly data chats with teachers, academic coach, MTSS coordinator, and school-based administration

Who at the district level supports effective implementation?

Kelli Williams

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

Review of minutes/agendas from monthly data-chats at the school sites to identify areas of improvement. The strengths and weaknesses are addressed in the administrative data chats.

Summer Reading Camp

Reading Camp - Part A

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

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

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

Yes

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

Program Goals:

- Summer Reading Camp and Literacy Tutoring programs will increase the academic achievement of enrolled students on district progress monitoring and Florida Standards Assessments.
- 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 2021 FSA and/or rising third graders at risk for retention in the 2021-22 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 8 days (July 19-22, July 26-29)

- 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 2021 FSA and/or rising third graders at risk for retention in the 2021-22 school year, due to significant reading deficiencies as determined by progress monitoring data.

- o Students will attend one hour of tutoring daily (3:00 PM-4:00 PM). Teachers will have one hour of planning each week.

- o 1:10 Teacher-Student Ratio

August 16, 2021-April 14, 2022

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>

· Professional Learning Days (July 14-15)

o Teachers will learn evidence-based strategies for reading intervention in phonemic awareness, phonics, fluency, vocabulary, and comprehension using Reading Horizons, Soar to Success, and Quick Reads.

IES Guides for effective K-3 Reading Instruction

IES Guide for Summer Reading Camp

o Portfolio Planning

o 10 teachers, 6 hours per day @ \$10.00 per hour (\$1411 paid from Title II)

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

Will the district implement this option?

Yes

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

Program Goals:

· Summer Reading Camp and Literacy Tutoring programs will increase the academic achievement of enrolled students on district progress monitoring and Florida Standards Assessments.

· 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 2021 FSA and/or rising third graders at risk for retention in the 2021-22 school year due to significant reading deficiencies as determined by progress monitoring data.

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- Literacy Tutoring Program

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- o Students will attend one hour of tutoring daily (3:00 PM-4:00 PM). Teachers will have one hour of planning each week.

- o 1:10 Teacher-Student Ratio

August 16, 2021-April 14, 2022

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

- Professional Learning Days (July 14-15)

- o Teachers will learn evidence-based strategies for reading intervention in phonemic awareness, phonics, fluency, vocabulary, and comprehension using Reading Horizons, Soar to Success, and Quick Reads.

IES Guides for effective K-3 Reading Instruction

IES Guide for Summer Reading Camp

- o Portfolio Planning

- o 10 teachers, 6 hours per day @ \$10.00 per hour (\$1411 paid from Title II)

Attendance - Part B

Complete below depicting the number and percentage of students attending summer reading camps.

Number of Students Attending Summer Reading Camp

**Third grade students who score Level 1 and at risk of retention
(1008.25(7)(a)2., F.S.)**

83

Students who demonstrate a reading deficiency in grades K-2

203

Students who score Level 1 in grades 4-5

Percentage of Students Attending Summer Reading Camp

**Third grade students who score Level 1 and at risk of retention
(1008.25(7)(a)2., F.S.)**

%

Students who demonstrate a reading deficiency in grades K-2

%

Students who score Level 1 in grades 4-5

%

Parent Support through a Read-At-Home Plan

Describe the district's plan for providing a read-at-home plan to parents of students identified with a substantial deficiency in reading. Include literacy partnerships or programs the district has to increase support for families to engage in literacy activities and reading at home. In addition, include who at the district is responsible for supporting and monitoring implementation.

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 and Odysseyware subscriptions are available for students to access at home, as an additional resource for literacy support.

Who at the district is responsible for monitoring this requirement?

Kelli Williams (Principals submit attestation letters at the close of each progress monitoring period.)

Assessment, Curriculum, and Instruction

Requirements - Part A

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

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

How does the district support and monitor implementation?

The district purchases evidence-based materials. Lesson plans and classroom walkthroughs by school administrators serve as the monitoring for the implementation.

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

Jennifer Barrs

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

How does the district support and monitor implementation?

The district has been diligent in utilizing funding sources to obtain Florida's B.E.S.T. Standards book list texts, which support background knowledge and literacy skill development in social studies, science, and art.

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

Kelli Williams

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

How does the district support and monitor implementation?

The district purchases evidence-based materials. Lesson plans, classroom walkthroughs by school administrators, MTSS support teams and plans all serve as the monitoring for the implementation.

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

Jennifer Barrs

Florida's Revised Formula For Success - Part B

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

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

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

The district K-12 reading instruction aligns with Florida's Revised Formula for Success by providing direct, systematic, and explicit instruction on the 6 components of reading. Our state-adopted curriculum includes instruction in oral language, phonemic awareness, phonics, fluency, vocabulary, and comprehension. In addition, students are assessed using the 4 types of assessments in order to screen students, monitor their progress, diagnose areas of weakness, and assess their learning. Suwannee County School District recognizes the importance of quality tier 1 instruction and facilitates collaboration between the District Literacy Task Force and the classroom teachers to implement high quality tier 1 instruction and monitor the fidelity and rigor of that instruction to ensure success for all students within core 1 instruction. Even with the best of intentions, our tier 1 instruction does not meet the needs of all learners. Therefore, we identify students with reading deficiencies and build scaffolded, differentiated interventions to deliver in small group for students in need of tier 2 interventions. Using data, we also identify students with substantial reading deficiencies and design more intense, targeted interventions for students in need of tier 3

intervention based on their specific areas of need in small group and/or one-on-one settings.

How does the district support and monitor implementation?

The district supports implementation by providing clear expectations, professional development, time for collaborative planning, coaching, and resources such as curriculum (core and intervention) and appropriate assessments. The district has developed a District-level Literacy Task Force, comprised of stakeholders, meets regularly to evaluate and problem-solve the implementation of the reading plan and aligned instruction. The district monitors implementation by conducting weekly literacy walk throughs, disaggregating data and conducting data chats at all levels (district, school, teacher, and student-level data chats).

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

At the district level, Jennifer Barrs, the Director of Curriculum and Instruction, oversees the support and monitoring of this requirement. She is supported by Kelli Williams, the Coordinator of District Professional Development and K-12 Reading/Title II. Both are members of the District Literacy Task Force and facilitate collaboration with school-based administrators, who support and monitor on local levels. The administrators at each school are also supported by coaches who provide more hands-on support, monitoring, and feedback to increase the likelihood of success for our students.

Assessment/Curriculum Decision Trees - Part 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-2. Use the Assessment/Curriculum Decision Tree template to address ALL students. The template can be used for grade bands or for individual grades.

The Decision Trees must contain the following information:

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

Upload Decision Tree File in PDF format

The following documents were submitted as evidence for this section:

K-12 Decision Trees Suwannee 2021-22 7.14.24.pdf
<i>Suwannee K-12 Decision Tree</i>

Identification of Students with a Substantial Reading Deficiency

Describe the district's process for identifying students with a substantial deficiency in reading based on the criteria above.

Students are identified through the use of criteria established in the decision trees. Through school-based data chats with principals, teachers, academic coaches and other appropriate support personnel, students are identified and plans are developed for immediate intervention.

300 Lowest-Performing Elementary Schools

Does the district have one or more of the 300 lowest-performing elementary schools?

If yes, describe the process the district uses to ensure all of the following requirements are met. If individual schools within the district have a different approach to meet the requirements below, please include their plan.

No

Provide an additional hour per day of intensive reading instruction for students in the school. The additional hour may be provided within the school day.

Note: If the additional hour is provided within the school day, 150 minutes of reading instruction must be provided in accordance with Rule 6A-6.053, F.A.C., and Section 1011.62, F.S.

The additional hour per day of intensive reading instruction must be provided by teachers and reading specialists who have demonstrated effectiveness in teaching reading.

The intensive reading instruction delivered in this additional hour includes research-based reading instruction that has been proven to accelerate progress of students exhibiting a reading deficiency, including:

- differentiated instruction based on screening, diagnostic, progress monitoring, or student assessment data to meet students' specific reading needs;
- explicit and systematic reading strategies to develop phonemic awareness, phonics, fluency, vocabulary, and comprehension, with more extensive opportunities for guided practice, error correction, and feedback; and
- integration of social studies, science, and mathematics text reading, text discussion, and writing in response to reading.

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
FSA					Level 3 or above	Level 3 or above
iReady	>361	>433	>488	>510	>556	>580
FLKRS	Scale score >499					

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.

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](#)), Ready Book Curriculum (2-5), Accelerated Reader in K-5 ([WWC - Positive](#)), Ready Toolbox for Instruction: [Evidence](#)

Progress Monitoring

Assessment & Frequency

Performance Criteria that indicates Tier 1 is sufficient

Performance Criteria that prompts the addition of Tier 2 interventions

	<p>iReady Diagnostic 3 times per year</p> <p>Classroom standards-based assessments, weekly</p>	<p>Students score on or above grade level on PM tools.</p>	<p>Student is not scoring on or above grade level on I-Ready diagnostic assessments AND/OR Student has a D/F in ELA standards-based, grade level assessments and coursework</p>
	<p><i>How is the effectiveness of Tier 1 instruction being monitored?</i></p> <p>Classroom walkthroughs, lesson plans, progress monitoring data</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>MTSS problem-solving teams, instructional coaching model, professional development, PLCs, IPDPs, admin walkthroughs</p>	
	<p><i>How is the effectiveness of Tier 1 curriculum being monitored?</i></p> <p>Classroom walkthroughs, lesson plans, data chats at school and district level. All curriculum is evidence-based and aligned with LAFS and B.E.S.T. standards.</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>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</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:						
	*any student retained in the current grade OR:						
	TOOL	Kindergarten	First Grade	Second Grade	Third Grade	Fourth Grade	Fifth Grade
	FSA				Level 1 (Repeating)	Level 1 or 2	Level 1 or 2
	iReady	<361	<433	<488	<510	<556	<580
FLKRS	Scale score <498						
THEN:	TIER 1 instruction and TIER 2 interventions						
	<p>Interventions:</p> <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).						
	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 (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 , HMH Into Reading Tier 2 Intervention Materials		Bi-Weekly, standards-Based, in class Assessments I-Ready Diagnostic 3x annually	C average or better on grade-level coursework AND/OR On grade level on iReady *Exit criteria outside of diagnostics must be examined and approved by a Tier Support Team	D average on grade level, standards-based coursework AND/OR Making gains toward on-level in i-Ready, but not yet on level	Failing grade-level, standards-based coursework AND/OR Not making gains in I-ready

	<p>Explicit Foundational Skills instruction utilizing evidence-based practices from:</p> <p>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>				
	<p>Number of times per week intervention provided</p>	3-4	<p>Number of minutes per intervention session</p>	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 MTSS 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</p>				

glean ideas and support. Data chats will occur monthly to identify problematic areas and potential solutions. Parents will be notified of interventions and progress by the classroom teacher.

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

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.

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](#)), Ready Book Curriculum, 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 2 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.

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
FSA				Level 1 (Repeating)	Level 1	Level 1
iReady	<325	<374	<419	<474	<496	<542
FLKRS	Scale score <437					

	(Enter assessment criteria that will be used)			
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
	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 Ready Book Lessons, Curriculum Associates Phonics for Reading.	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
Explicit Foundational Skills instruction utilizing evidence-based practices from: Foundational Skills to Support Reading for Understanding in Kindergarten Through 3rd Grade <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. Explicit Comprehension Strategy Instruction – Recommendations from Improving Reading Comprehension in Kindergarten Through 3rd Grade : <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.	I-Ready Diagnostic Assessments 3 x Annually	Student improves scale score to T2 expectation on i-Ready for current grade placement	Student is not making gains on iReady diagnostic assessments (pre-/mid-/post-)	
	Bi-Weekly skill specific assessments following specific interventions	Refer to the above criteria. *Exit criteria outside of diagnostics must be examined and approved by a Tier Support Team	Student does not improve on biweekly, skill-specific assessments directly related to interventions	

	<ul style="list-style-type: none"> • 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>			
	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 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)
	<p>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?</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 MTSS 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. Tier 3 students will be a part of the MTSS program. Parents will be notified upon the start of MTSS and will receive progress monitoring reports each quarter between reporting periods.</p>			
	<p>Explain how the use of the programs/materials/strategies is supported by strong evidence, moderate evidence, or promising evidence.</p> <p>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.</p> <p>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), Ready Book Curriculum, Curriculum Associates Phonics for Reading, 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>			

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.

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 FSA

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

CommonLit (combined with high effect strategies) [Evidence](#)

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>	<i>Performance Criteria that indicates Tier 1 is sufficient</i>	<i>Performance Criteria that prompts the addition of Tier 2 interventions</i>
FSA (once a year) iReady Diagnostic	Level 3 or above On or Above Level Scores	Level 1 or 2 On or Above Level Scores
<i>How is the effectiveness of Tier 1 instruction being monitored?</i> FSA (once a year) Report card grades iReady Diagnostic	<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> 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	
<i>How is the effectiveness of Tier 1 curriculum being monitored?</i> FSA (once a year) Report card grades iReady Diagnostic	<i>What procedures are in place to identify and solve problems to improve effectiveness of Tier 1 curriculum? Provided to distance learning students?</i> 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.	
<i>How is instruction provided to students who receive instruction through distance learning?</i> 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: (<i>Enter assessment criteria that will be used</i>) *student is retained in current grade.			
		<i>Sixth Grade</i>	<i>Seventh Grade</i>	<i>Eighth Grade</i>
	<i>FSA</i>	<i>Level 1 or 2</i>	<i>Level 1 or 2</i>	<i>Level 1 or 2</i>
	<i>i-Ready</i>	<i><597</i>	<i><608</i>	<i><619</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: I-Ready Tools for Instruction I-Ready Teacher Toolbox CommonLit.org (combined with High Effect Strategies) Evidence Explicit Vocabulary and Comprehension Strategy Instruction –Strong evidence Reciprocal Teaching , Socratic Seminar , Collins Writes/Quick Writes , Graphic Organizers	On-going i-Ready 3 times per year STAR, as determined by Student Support Team	School based decision with standards-based assessment/grading- mastery of grade level standards AND/OR Scoring on or above grade level on I-Ready Diagnostic AND/OR Scores at or above FSA Level 3 equivalent on STAR Assessment	Showing moderate or questionable response to intervention School based decision with standards-based assessment/grading AND/OR Scoring into T2 Range on I-Ready Diagnostic AND/OR Scores FSA Level 2 equivalent on STAR Assessment
				Failing grade-level, standards-based coursework AND/OR Not making gains in I-Ready AND/OR Scoring into T3 Range on I-Ready Diagnostic AND/OR Scores FSA Level 1 equivalent on STAR Assessment

	<i>Number of times per week intervention provided</i>	2-3	<i>Number of minutes per intervention session</i>	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:	<p>Student meets the following criteria at beginning of school year: <i>(Enter assessment criteria that will be used)</i></p> <p>*student is retained in current grade level.</p>			
		<i>Sixth Grade</i>	<i>Seventh Grade</i>	<i>Eighth Grade</i>
	<i>FSA</i>	<i>Level 1</i>	<i>Level 1</i>	<i>Level 1</i>
	<i>iReady</i>	<i><565</i>	<i><582</i>	<i><593</i>

THEN:	TIER 1 instruction, TIER 2 interventions, and TIER 3 intensive interventions			
	<p>Immediate, intensive intervention:</p> <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> 			
	<p><i>Tier 3 Programs/Materials/Strategies & Duration</i></p>	<p><i>Tier 3 Progress Monitoring</i></p>		
		<p><i>Assessment & Frequency</i></p>	<p><i>Performance Criteria to remove Tier 3 and continue Tier 2 interventions in addition to Tier 1 instruction</i></p>	<p><i>Performance Criteria that prompts the changes to Tier 3 interventions</i></p>
	<p>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.</p> <p>Differentiated instruction, flexible grouping based on skill 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>iReady Diagnostic: Fall, Winter, Spring</p> <p>STAR, as determined by Student Support Team</p> <p>weekly classroom progress monitoring for program used</p>	<p>Student scores in Tier 2 range on iReady.</p> <p>AND/OR</p> <p>Student scores FSA Level 2 equivalent or higher on STAR</p> <p>AND/OR</p> <p>Student earns C or higher in ELA course.</p> <p>*Exit criteria outside of diagnostics must be examined and approved by a Tier Support Team</p>	<p>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>

	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 group) 4-5 (one-on-one)	Number of minutes per intervention session	15-20 (small groups) 10 minutes (one-on-one)
	<p>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?</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</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>How are Tier 3 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. Suwannee Virtual School provides intervention services via Canvas Conferences/Google Meet.</p>			

Grade Level(s): Grades 9-12

IF:

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

	<i>Ninth Grade</i>	<i>Tenth Grade</i>	<i>Eleventh/Twelfth Grade</i>
<i>FSA</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
CommonLit.org

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 indicates Tier 1 is sufficient

Performance Criteria that prompts the addition of Tier 2 interventions

FSA

Level 3 or above

Level 1 or 2

STAR	>916 (9 th) >975 (10 th , 11 th , 12 th)	<916 (9 th) <975 (10 th , 11 th , 12 th)
<i>How is the effectiveness of Tier 1 instruction being monitored?</i> STAR, student grades, walk-throughs, observations, lesson plans	<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> 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.	
<i>How is the effectiveness of Tier 1 curriculum being monitored?</i> STAR, formal and informal observations, student grades	<i>What procedures are in place to identify and solve problems to improve effectiveness of Tier 1 curriculum? Provided to distance learning students?</i> 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.	
<i>How is instruction provided to students who receive instruction through distance learning?</i> Students who participate in distance learning through Suwannee Virtual School utilize Edgenuity as their core curriculum.		

IF:	<p>Student meets the following criteria at beginning of school year: <i>(Enter assessment criteria that will be used)</i></p>				
		<i>Ninth Grade</i>	<i>Tenth Grade</i>	<i>Eleventh Grade</i>	<i>Twelfth Grade</i>
	<i>FSA</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><916</i>	<i><975</i>	<i><1036</i>	<i><1102</i>

THEN:	TIER 1 instruction and TIER 2 interventions				
	<i>Interventions:</i> <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).				
	<i>TIER 2 Programs/Materials/Strategies & Duration</i>	<i>TIER 2 Progress Monitoring</i>			
		<i>Assessment & Frequency</i>	<i>Performance Criteria to discontinue Tier 2 intervention</i>	<i>Performance Criteria indicating continuation of Tier 2 interventions in addition to Tier 1 instruction</i>	<i>Performance Criteria that prompts the addition of Tier 3 interventions</i>
	Small Group Instruction: CommonLit.org (combined with High Effect Strategies) Evidence Explicit Comprehension Strategy Instruction - Reciprocal Teaching , Socratic Seminar , Collins Writes/Quick Writes , Graphic Organizers	On-going	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 FSA Level 2 equivalent Range on STAR	Failing grade-level, standards-based coursework AND/OR Scoring into FSA Level 1 equivalent Range on STAR
	<i>Number of times per week intervention provided</i>	2-3	<i>Number of minutes per intervention session</i>		15-20
<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> 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><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.</p>

IF:	Student meets the following criteria at beginning of school year: <i>(Enter assessment criteria that will be used)</i>				
		<i>Ninth Grade</i>	<i>Tenth Grade</i>	<i>Eleventh Grade</i>	<i>Twelfth Grade</i>
	<i>FSA</i>	<i>Level 1</i>	<i>Level 1</i>	<i>Level 1 or 2</i>	<i>Level 1 or 2</i>
	<i>STAR</i>	<684	<723	<1036	<1102
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>				
	Tier 3 Programs/Materials/Strategies & Duration			Tier 3 Progress Monitoring	

		<i>Assessment & Frequency</i>	<i>Performance Criteria to remove Tier 3 and continue Tier 2 interventions in addition to Tier 1 instruction</i>	<i>Performance Criteria that prompts the changes to Tier 3 interventions</i>
	<p>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 CommonLit and 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,</p> <p>Differentiated instruction, flexible grouping based on skill needs (small group, one-on-one with teacher) with interventions provided as needed based on assessment data.</p>	<p>STAR Diagnostic: Fall, Winter, Spring</p> <p>weekly classroom progress monitoring based on student need.</p>	<p>Student scores in FSA Level 2 equivalent on STAR</p> <p>AND/OR</p> <p>Student earns C or higher in ELA course.</p> <p>*Exit criteria outside of diagnostics must be examined and approved by a Tier Support Team</p>	<p>Student continues to fail grade-level, standards-based coursework in ELA.</p> <p>Student is not making gains on STAR Diagnostics (pre- /mid-/post-). Student does not improve on biweekly, skill-specific assessments directly related to interventions</p>
<i>All Tier 3 Interventions must be provided by a teacher who is certified in reading or has the reading endorsement.</i>				
	<i>Number of times per week intervention provided</i>	<p>4-5 (small groups)</p> <p>4-5 (one-on-one)</p>	<i>Number of minutes per intervention session</i>	<p>15-20 (small groups)</p> <p>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>			

	Strong Evidence – Make available intensive and individualized interventions for struggling readers that can be provided by trained specialists.
	<p><i>How are Tier 3 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. Suwannee Virtual School provides intervention services via Canvas Conferences/Google Meet.</p>