2022-23 Reading Plan

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Contact Information, Communication Plan, and Student Achievement Goals

Contact Information - Part A

District Contact Information

Reading Contacts
Identify the name, position title, email address, and phone number for each member of the district reading team. The Main District Reading Contact will be the Florida Department of Education's (FDOE) contact for the District K-12 Comprehensive Evidence-Based Reading Plan and is responsible for the plan and its implementation. Other contacts are those who work primarily with an area covered within the plan.

Contact	Name, Title, Email, Phone
Main District Reading Contact	Fletcher, Colleen Coordinator, Elementary Literacy fletchco@collierschools.com 239-377-0169
Elementary English Language Arts (ELA)	Fletcher, Colleen Coordinator, Elementary Literacy fletchco@collierschools.com 239-377-0169
Secondary ELA	Camp, Lidia Coordinator, Secondary Literacy campli@collierschools.com 239-377-0099
Reading Endorsement	Camp, Lidia Coordinator, Secondary Literacy campli@collierschools.com 239-377-0099
Reading Curriculum	Fletcher, Colleen Coordinator, Elementary Literacy fletchco@collierschools.com 239-377-0169
Professional Development	Camp, Lidia Coordinator, Secondary Literacy campli@collierschools.com 239-377-0099
Assessment	Virga, Matthew Director, Research, Testing, and Evaluation virgama@collierschools.com 239-377-6734
Data Element	Ang, Cheng Executive Director, Data Management angch@collierschools.com 239-377-0010
Summer Reading Camp	Fletcher, Colleen Coordinator, Elementary Literacy fletchco@collierschools.com 239-377-0169
Third Grade Promotion	Fletcher, Colleen Coordinator, Elementary Literacy fletchco@collierschools.com 239-377-0169
Multi-Tiered System of Supports (MTSS)	McElroy, Heather Coordinator, Elementary ESE mcelrohe@collierschools.com 239-377-0106

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 Comprehensive Evidence-based Reading Plan is shared with all school-based administrators at the opening of schools meeting in July, including expectations for implementation and monitoring.

Similarly, the plan will be communicated with all K-12 ELA/reading teachers during the preservice week at the start of school. CCPS curriculum maps and instructional expectations reflect strong alignment with the plan to ensure fidelity of implementation.

Additionally, the Comprehensive Evidence-Based Reading Plan will be shared with parents and community stakeholders at the Superintendent's District Advisory Council meeting in September and will be posted on the District website.

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 47%

Previous School Year
Kindergarten - % of Students "Ready" on FLKRS 55%

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

The District actively participates in a local collective impact group called Future Ready Collier (FRC). One of the goals of this group is focused on kindergarten readiness for all children in the community. Activities that support the District's kindergarten readiness goal include:
• development of a kindergarten readiness booklet for parents
• initiation and promotion of Dolly Parton home library program
• professional learning for community providers on kindergarten expectations and standards
• sharing of student progress information from community providers to kindergarten teachers via articulation cards
• shared information on the benefits of using Renaissance STAR Early Literacy in VPK as a progress monitoring tool toward kindergarten readiness. This presentation ultimately resulted in several providers becoming part of the state's pilot project for implementation

CCPS has taken additional steps to increase kindergarten readiness of its preschool students. The Early Learning and Literacy Model Plus (ELLM) curriculum is used to build children's cognitive development through literacy, mathematics, science, social studies, the arts, motor experiences, and physical health.
The Renaissance STAR Early Literacy program is used to monitor children's progress toward kindergarten readiness and to inform teachers' literacy instruction. Teachers participated in Florida's Office of Early Learning online professional learning specific to emergent literacy.

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	19	22	31	21	7	16	19	33	23	9
4	15	19	28	24	14	12	16	30	26	16
5	16	23	26	23	12	13	20	28	25	14
6	20	22	22	23	12	17	19	24	25	14
7	28	21	20	18	13	25	18	22	20	15
8	27	19	22	17	14	24	16	24	19	16
9	27	21	19	21	12	24	18	21	23	14
10	26	21	21	20	12	23	18	23	22	14

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%).

For grade K, increase the percentage of students currently scoring at or above grade level on iReady D2 by 5% this year, from (66%) to (71%).

For grade 1, increase the percentage of students currently scoring at or above grade level on iReady D2 by 5% this year, from (44%) to (49%).

For grade 2, increase the percentage of students currently scoring at or above grade level on iReady D2 by 5% this year, from (51%) to (56%).

District Budget for Evidence-Based Reading Instruction Allocation

Budget			
1	**Estimated proportional share distributed to district charter**		**$0.00**
		FTE	2022-23
			$0.00
2	**Reading coaches assigned to elementary schools**		**$2,942,637.00**
		FTE	2022-23
		31.0	$2,942,637.00
3	**Reading coaches assigned to secondary schools**		**$0.00**
4	**Intervention teachers assigned to elementary schools**		**$0.00**
5	**Intervention teachers assigned to secondary schools**		**$0.00**
6	**Supplemental materials or interventions for elementary schools**		**$0.00**
7	**Supplemental materials or interventions for secondary schools**		**$0.00**
8	**Intensive interventions for elementary students reading below grade level**		**$0.00**

9	Intensive interventions for secondary students reading below grade level	$0.00
10	Professional development	$0.00
11	Helping teachers earn the reading endorsement	$0.00
12	Summer reading camps	$0.00
13	Additional hour for 300 lowest-performing elementary schools	$0.00
14	Early literacy instruction/intervention for VPK completers pursuant to s. 1008.25(8)(c), F.S.	$0.00
	Total:	**$2,942,637.00**

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.

CCPS has prioritized reading allocation funds to fully support K-3 students identified with a substantial deficiency in reading. CCPS utilizes reading allocation funds to provide a literacy coach in every school. Coaches provide instructional support to ensure that all teachers plan effectively and utilize research-based instructional practices. Additionally, literacy coaches provide direct, tiered support for students scoring below grade level on state and district assessments. CCPS provides summer reading camps for struggling students, K-3, using evidence-based curriculum and employing teachers with reading endorsement.

School Literacy Leadership Teams

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

Principal and reading coach meetings

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

Principal Supervisors

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

Principal Supervisors

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.

PD 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;
• Reading Coach monthly meetings
• Summer Literacy Training
• Canvas course for ongoing, self-paced training

Differentiate and intensify professional development for teachers based on progress monitoring data;
• Teachers in need of additional PD will receive training through the Coaching Cycle

Identify mentor teachers and establish model classrooms within the school
• Mentor teachers and model classrooms will be identified by school administrators, Literacy Coaches, and District Literacy Specialists

Ensure that time is provided for teachers to meet weekly for professional development.
• School-based master schedules will reflect common planning time
• Planning notes will reflect PD topics

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

Professional development requirements will be shared with principals at the beginning of year principal meeting. Principal Supervisors will follow up at monthly meetings and provide necessary supports.

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

Principal Supervisors

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

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

Yes

Literacy Coaches

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

Coaches must possess the following:

- bachelor's degree and reading endorsement or reading certification;

- highly effective rating on most recent available evaluation that contains student achievement data;

- experience as successful classroom teachers;

- knowledge of evidence-based reading research;

- special expertise in quality reading instruction and infusing reading strategies into instruction;

- data management skills;

- strong knowledge base in working with adult learners;

- excellent communication skills; and

- outstanding presentation, interpersonal, and time-management skills.

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

The District utilizes a number of data indicators to tier schools for District Support. These indicators include: student performance data in ELA and math, subgroup performance in ELA and math, school report card data, student demographics (race/ethnicity, ELL, ESE, FRL), teacher assignment, and school leadership. All schools receive Tier I supports that include monthly visits by district staff, intervention materials, teacher training and ongoing professional learning, and coaching support. Tier II and III school support includes increased frequency and intensity of District support and oversight through the deployment of District Literacy Specialists, quarterly Instructional Review visits, and targeted professional development. In addition, all Literacy Coaches are required to be either Reading Endorsed or Reading Certified.

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?

Beginning of year principal meeting with follow up at monthly meetings

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

The district supports coaches by conducting professional development at monthly Reading Coach meetings as well as providing District Literacy Support to coaches who demonstrate a need. Professional development needs are determined in several ways including coach surveys, teacher surveys, and data analysis. Coaches are trained to conduct high impact activities such as setting PEERS goals, conducting coaching impact cycles, and guiding teachers in reflecting on their practice and making adjustments.

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

Principal Supervisors and District Literacy staff

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

Coaches submit coaching Logs which are reviewed by District Literacy staff.

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

Principals monitor reading coach activities to ensure activities are strategically aligned with school and district priorities. District literacy staff oversee and support a cadre of schools and are the direct point of contact for coaching concerns.

District-Level Monitoring of Plan Implementation

District-Level Monitoring - Part A
Districts must monitor the implementation of the District K-12 Comprehensive Evidence-Based Reading Plan at the school and classroom level. The district must:

- Provide an explanation of the data that will be collected, how it will be collected, and the frequency of review must be provided. Districts must also explain how concerns are communicated if it is determined that the District K-12 Comprehensive Evidence-Based Reading Plan is not being implemented in a systematic and explicit manner, based on data to meet the needs of students;

- Ensure all instruction in reading is systematic and explicit, based on data, and uses an evidence-based sequence of reading instruction and strategies to meet the needs of students at the school level and determining appropriate instructional adjustments;

- Ensure that data from formative assessments are used to guide differentiation of reading instruction;

- Ensure incorporation of reading and literacy instruction by all content area teachers into subject areas to extend and build discussions of text in order to deepen understanding; and

- Evaluate District K-12 Comprehensive Evidence-Based Reading Plan implementation and impact on student achievement.

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

- the full name of the assessment;

- the grade level(s) the assessment is administered, and, where applicable, criteria for identifying students who will be assessed; and

- the components of reading (oral language, phonological awareness, phonics, fluency, vocabulary, comprehension) or the standards strand (reading, communication) that will be assessed, the type of assessment, and how often the data will be collected and analyzed to support instruction.

Name of the Assessment	To whom is the assessment administered?	Assessment type	What component of the reading/strand of standard is being assessed?	How often is the data being collected?
Scholastic Reading Inventory	Grade 6 - 10 students scoring below proficient on state-wide assessment	Progress Monitoring, Diagnostic	Fluency, Vocabulary, Comprehension	3 x A Year
i-Ready	Grades K - 5	Progress Monitoring, Diagnostic	Phonological Awareness, Phonics, Vocabulary, Comprehension	3 x A Year
District Developed Assessment	District-created Benchmark Assessment	Screener, Progress Monitoring, Formative Assessment	Oral Language, Phonological Awareness, Phonics, Fluency, Vocabulary, Comprehension	3 x A Year
FAST - STAR	K-10	Progress Monitoring	Oral Language, Phonological Awareness, Phonics, Fluency, Vocabulary, Comprehension	3 x A Year
FAST - Cambium	3-10	Progress Monitoring	Oral Language, Phonological Awareness, Phonics, 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?

Executive Director, Teaching and Learning
District Literacy staff
Principal Supervisors

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

New curriculum maps reflect the expectations of the new B.E.S.T. Standards and incorporate district wide instructional routines anchored in the use of new instructional materials. District staff, including principal supervisors and ELA content specialists, will visit schools, at minimum, on a monthly basis for the purpose of observing literacy instruction, attending grade level PLC meetings, and school leadership team meetings. District support will be provided as needed to support school implementation.

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

District staff, including principal supervisors and ELA content specialists, will visit schools, at minimum, on a monthly basis for the purpose of observing literacy instruction, attending grade level PLC meetings, and school leadership team meetings. District support will be provided as needed to support school implementation.

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

The District will be highlighting cross-curricular connections in the new ELA curriculum maps and will identify district wide learning goals that reflect science and social studies content. District content area Coordinators will provide literacy PD at monthly Department Chair and coach meetings.

District Literacy staff and school-based Reading Coaches will support content area teachers in the incorporation of literacy instruction.

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

School principals have the responsibility to ensure that all students receive high quality grade level instruction with appropriate support and interventions when applicable. When data indicate that students are not making progress, district staff (principal supervisor, curriculum coordinator and others as appropriate) may visit classrooms to identify instructional concerns and develop a plan of support. Persistent issues are addressed by Cabinet leadership during Data Dialogues.

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

- Analyze elements of the district's plan, including literacy leadership, literacy coaching, standards, curriculum, instruction, intervention, assessment, professional learning and family engagement;

- Include input from teachers, literacy coaches and administrators at the school level;

- Identify elements in need of improvement and evidence-based strategies to increase literacy outcomes for students; and

- Analyze the effectiveness of interventions implemented in the prior year.

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

After reflecting on the 2021-22 K-12 Reading Plan, the District will continue building literacy leadership and professional learning opportunities for school-based administrators to be fully trained on scientifically based reading research and evidence-based practices. After analyzing the effectiveness of model classrooms, we realized we need to work on enhancing model classrooms at all grade levels and improving systems to support teachers and literacy coaches through the newly developed Collier County Coaching Collaborative.

There were many elements we found to be effective and will continue to implement. These include collecting data from school visits to be used to assess the extent to which literacy instruction reflects the standards and the state and District expectations set for in this plan. We will continue to ask administrators, literacy coaches and teachers to provide a quarterly update on implementation. Progress monitoring data will continue to be reviewed quarterly to identify areas of strength and opportunities for improvement. This will occur during district wide Data Dialogues that include school teams and District staff. Instructional adjustments will be made based on data, with District support and oversight provided by District Literacy Specialists and Principal Supervisors.

School-Level Monitoring of Plan Implementation

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

What process is in place to ensure effective implementation?

Principals will review implementation monthly with their Literacy Leadership Team. This review will include reflections from classroom visits and data analysis to identify areas of strength and areas for growth. An action plan for supporting areas of growth will be created and revisited at each Literacy Leadership Team meeting.

Who at the district level supports effective implementation?

Principal Supervisors and District Literacy Staff

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

Monthly data review with Principal Supervisors to identify areas in need of district literacy support

Weekly reading walkthroughs by administrators - Part B

What process is in place to ensure effective implementation?

During school leadership meetings, grade levels or course levels are identified for walkthroughs by specific school leadership members. These walkthroughs will occur on a rotating basis allowing each member of the leadership team an opportunity to observe, review, and reflect on multiple classrooms.

Who at the district level supports effective implementation?

Principal Supervisors and District Literacy Staff

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

Monthly data review with Principal Supervisors to identify areas in need of district literacy support

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

What process is in place to ensure effective implementation?

Each school will conduct regular PLC meetings to review student data. Students identified with areas of need will receive intervention support in that specific area. A plan will be developed identifying the specific intervention, materials, duration, and person responsible. The progress of these students will be monitored for growth and adjustments necessary.

Who at the district level supports effective implementation?

Principal Supervisors and District Literacy Staff, District ESE Staff

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

Monthly data review with Principal Supervisors to identify areas in need of district literacy support

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.

All grade 3 students who are predicted to score a Level 1 or 2 on the ELA FSA will be required to attend the District's Summer Reading Camp. This camp will provide five weeks of instruction, four hours a day by a qualified reading endorsed teacher. The District's Summer Camp curriculum includes the use of Reading Horizons (See 11C), an evidenced based foundational skills curriculum that reflects the science of reading (explicit, systematic and multisensory). Additionally, the District will incorporate a knowledge building component that is centered on high quality, grade appropriate text, building students' vocabulary, speaking and listening and reading and writing skills.

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.

CCPS will utilize ESSER High Quality Curriculum Grant to offer a Summer Literacy Camp to students in grades K-1. All grade K, 1, 2, 4, and 5 students who are scoring below grade level on the District's progress monitoring assessments will be invited to attend Summer Literacy Camp. This camp will provide five weeks of instruction, four hours a day by a qualified reading endorsed teacher. The District's Summer Camp curriculum includes the use of Reading Horizons (See 11C), an evidenced based foundational skills curriculum that reflects the science of reading (explicit, systematic and multisensory). Additionally, the District will incorporate a knowledge building component that is centered on high quality, grade appropriate text, building students' vocabulary, speaking and listening and reading and writing skills.

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.)
649

Students who demonstrate a reading deficiency in grades K-2
2,705

Students who score Level 1 in grades 4-5
1,068

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.)
64%

Students who demonstrate a reading deficiency in grades K-2
46%

Students who score Level 1 in grades 4-5
35%

Family Engagement through a Read-At-Home Plan

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

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

The district is implementing a read-at-home plan which includes resources and literacy activities for parents to implement. In addition to that plan the district provides the following resources:
• Family Literacy ideas on CCPS Parent Academy Website
• Family Literacy evening events
• Reading activities for continued reading during winter, spring and summer breaks for elementary students
• Canvas modules for continued reading during winter, spring and summer breaks for secondary students
• JRF! Parent letters
• Monthly reading progress letters sent to parents of students with substantial reading deficiency
• New Worlds Reading Initiative- coaches and parents will be provided information about this program.
Parents can then register for their child to receive free books. Registration for each school will be monitored with frequent flyers and parent information provided to increase enrollment in the program.

Who at the district is responsible for monitoring this requirement?

Elementary and Secondary ELA Coordinators

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?

• District curriculum maps provide specific instructional expectations for use of evidence-based reading instruction for both foundational skills and reading comprehension
• Principals and District literacy staff monitor classroom instruction
• Expectations are reviewed and reinforced at monthly coach meetings
• Teachers plan collaboratively with Reading Coach
• Administrator conduct classroom walk throughs and observations
• Lesson plan review

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

Principal Supervisors and District Literacy Staff

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?

• Core reading materials are organized in modules to support building background knowledge with a focus on building content vocabulary (Core Materials: Elementary- HMH Into Reading; Secondary- McGraw Hill Studysync)
• At the elementary level, literacy lessons integrating social studies content were developed for GEER Civics Grant books
• At the secondary level, curriculum guides place on an emphasis on texts that correspond with grade level science and social studies content. District content coordinators provide opportunities for cross-curricular planning.
• Principals and District literacy staff monitor classroom instruction
• Expectations are reviewed and reinforced at monthly coach meetings
• Teachers plan collaboratively with Reading Coach
• Administrator conduct classroom walk throughs and observations
• Lesson plan review

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

Principal Supervisors and District Literacy Staff

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

How does the district support and monitor implementation?

• All teachers received training on the Science of Reading to build an understanding of the purpose for small group instruction. At the elementary level, this focused on use of decodable texts for students application of foundational skills. At the secondary level, there is an emphasis placed on

creating small groups based on student data.
• During monthly Literacy Coach meetings, coaches received additional professional development regarding small group instruction
• At the elementary level, every school has an additional time each day specifically identified for supporting the needs of various student groups during small group instruction
• Principals and District literacy staff monitor classroom instruction
• Expectations are reviewed and reinforced at monthly coach meetings
• Teachers plan collaboratively with Reading Coach
• Administrator conduct classroom walk throughs and observations
• Lesson plan review

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

Principal Supervisors and District Literacy Staff

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

- **Six components of reading:** oral language, phonological awareness, phonics, fluency, vocabulary, and comprehension;

- **Four types of classroom assessments:** screening, progress monitoring, diagnostic, and summative assessment;

- **Core Instruction (Tier 1):** is standards-aligned; includes accommodations for students with a disability, students with an Individual Educational Plan (IEP), and students who are English language learners; provides print-rich explicit and systematic, scaffolded, differentiated instruction, and corrective feedback; builds background and content knowledge; incorporates writing in response to reading; and incorporates the principles of Universal Design for Learning as defined in 34 C.F.R. 200.2(b)(2)(ii);

- **Supplemental Instruction/Intervention (Tier 2):** is standards-aligned; includes accommodations for students with a disability, students with an IEP, and students who are English language learners; provides explicit, systematic, small group teacher-led instruction matched to student need, targeting gaps in learning to reduce barriers to students' ability to meet Tier 1 expectations; provides multiple opportunities to practice the targeted skill(s) and receive corrective feedback; and occurs in addition to core instruction; and

- **Intensive, Individualized Instruction/Intervention (Tier 3):** is standards-aligned; includes accommodations for students with a disability, students with an IEP, and students who are English language learners; provides explicit, systematic, individualized instruction based on student need, one-on-one or very small group instruction with more guided practice, immediate corrective feedback, and frequent progress monitoring; and occurs in addition to core instruction and Tier 2 interventions. In accordance with Section 1011.62(8)(d), F.S., intensive reading interventions must be delivered by instructional personnel who are certified or endorsed in reading.

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

CCPS will support alignment of the 6 components of reading with the following resources:
• Professional Learning opportunities - focused on the components and instructional implications
• Pacing Guides - guide teachers in the appropriate scope and sequence of literacy lessons
• Curriculum Maps - include lessons with explicit instruction of the components
• Standards aligned instructional materials - designed to support appropriate instruction of the components

Four types of assessment are utilized to provide specific information for data-driven instructional decisions.

Screener:
• iReady serves as a pre-screener for dyslexia

Diagnostic:
• 6-12: Scholastic Reading Inventory, Scholastics Phonics Inventory - this assessment is used to diagnose areas of strength and weakness and place students on an instructional path for intervention
• K-5: iReady Instructional Placement Tool - this assessment is used to diagnose areas of strength and weakness and place students on an instructional path in iReady

Progress Monitoring
The following District created assessments are used to progress monitor foundational skills for primary students and provide data for instructional decisions
• K: Phonological Awareness Inventory, Letter/Sound Identification, Print Concepts
• 1: Phonological Awareness Inventory, Print Concepts
• K-2: High Frequency Word Lists
• K-5: Running Record, Oral Reading Fluency
• K-5: iReady Growth Monitoring

District created Progress Monitoring assessments for grades 3 - 12
• 3-12: Quarterly Benchmark Assessments - used to monitor student progress and provide data for instructional decisions

Summative
• K-5: End of Unit/Module assessments
• 6 - 12: district course assessments and state assessments

Core Instruction (Core Materials: Elementary- HMH Into Reading; Secondary- McGraw Hill Studysync)
To ensure that literacy instruction is aligned with current research on the Science of Reading and state statutes, CCPS provides the following supports:
Tier 1
• Professional Learning on The Science of Reading for all stakeholders
• Professional Learning Communities (PLC), including parent involvement
• Data based problem solving (building level leadership team)
• Standards aligned instructional materials
• Explicit systematic multisensory instruction
• High quality instructional materials
Tier 2/Tier 3
• Early Warning System - frequent monitoring to ensure students are provided with the appropriate interventions
• Providing reading endorsement classes through the district at no cost to teachers
• Intervention time built into master schedule - Tier 3 could include change of materials, increased frequency, increased duration, or reduced group size
• 1:1 device initiative and Microsoft suite options (text to speech, speech to text)
• Evidence based supplemental instructional materials
• Explicit multisensory instruction

How does the district support and monitor implementation?

• Monthly monitoring at the district level, including ensuring every student identified on the Early Warning System has an identified plan of support
• Monthly monitoring at the district level, evaluating the health of each school's MTSS
• Professional Learning Communities
• Core Reading Walk Through Guide (Look fors during instructional reviews)
• CLEM Principal evaluation process
• Staffing Model (District Coordinator and TSA's)
• Regular and ongoing Professional Learning (New Teachers, Administrators, School Level, and by request)
• Data Warehouse, a District built system used for reporting and data analysis serves as a central repository of integrated data from multiple sources

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

Principal Supervisors and District Literacy Staff

District staff from the Exceptional Education and Student Support Services Department

Assessment/Curriculum Decision Trees - Part C

Requirements

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

The Decision Trees must contain the following information:

- Name of screening, progress monitoring, diagnostic, local assessment, statewide assessment, or teacher observations used within the district. Pursuant to Section 1002.69, F.S., the Florida Kindergarten Readiness Screener (FLKRS) must be used as a component of identification for kindergarten students, and according to section (12) of the plan rule, the assessment tool used to identify students in grades K-3 with a substantial deficiency. Florida Standards Assessment-English Language Arts (FSA-ELA) must be one of the components used for grades 3-12 pursuant to Section 1008.25(4)(a), F.S.;

- Target audience (grade level);

- Performance criteria used for decision-making for each instrument;

- Assessment/curriculum connection, including evidence-based curriculum materials and practices used in instruction and intervention, that address the six (6) components of reading: oral language, phonological awareness, phonics, fluency, vocabulary, and comprehension;

- The methods for providing reading instruction and intervention to students who may continue to receive instruction through distance or blended learning;

- An explanation of how instruction will be modified for students who have been identified as having a substantial deficiency in reading who are in need of intensive intervention; and

- Specific criteria for when a student is identified to receive intensive reading interventions, what intensive reading interventions will be used, how the intensive reading interventions are provided, and assurance that intensive reading interventions are delivered by a teacher who is certified or endorsed in reading. Districts must identify the multisensory intervention provided to students in grades K-3 who have a substantial deficiency in reading and include a description of the intensive, explicit, systematic and multisensory reading interventions which will be provided to students in grades K-3.

Tier 1
Core Instruction:

- *is standards-aligned;*

- *builds background and content knowledge;*

- *provides print-rich, systematic, scaffolded, differentiated instruction, and corrective feedback;*

- *incorporates writing in response to reading;*

- *includes accomodations (IEP, ESOL, or 504);*

- *incorporates the principles of Universal Design for Learning; and*

- *includes specially designed instruction for students with disabilities.*

Grade Levels: K-2

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

iReady score above 15th percentile

<div style="background-color:green; text-align:center">**THEN TIER 1 Only**</div>

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.

CCPS curriculum is based on the B.E.S.T. Standards and is supported by District provided resources, including fully articulated curriculum maps. HMH Into Reading Florida is used as the Core Tier 1 resource. Progress monitoring through Quarterly Benchmark assessments and iReady Diagnostic assessments (three times a year) provides promising evidence to support a correlation between instructional practices, including the use of resources, and student performance. In addition, students are given district developed assessments include Dolch High Frequency Word Assessments to monitor student progress.

Progress Monitoring

Assessment & Frequency
iReady assessment conducted in September, January, & May
K-2 STAR- 3 times per year

Performance Criteria that indicates Tier 1 is sufficient for at least 80% of students
iReady score above 15 percentile
At/Above 40 PR

Performance Criteria that prompts the addition of Tier 2 interventions for students not meeting the expectation/benchmark

Decline to a below proficient score from one assessment period to the next. Lack of progress as indicated by assessment score
FAST- decline to a score below 25 PR

How is the effectiveness of Tier 1 instruction being monitored?

Classroom observation, classroom formative assessments, analysis of student work, data chats, District data dialogue

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

Grade level Data Chats are held regularly to monitor student progress and make instructional adjustments. Additional support from reading coaches and/or other staff is provided where needed.

How is the effectiveness of Tier 1 curriculum being monitored?

At weekly PLC meetings, teachers and literacy coaches monitor formative assessment data for student progress.

Evaluation of curriculum implementation takes place if decreased student progress is evident.

Grade Levels: K-2

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

School leadership team meetings focus on regular review of data and observation trends. Additionally, grade level Data Chats are held to monitor progress and identify instructional adjustments.

Additional support from reading coaches and/or other staff is provided where needed to all students.

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

Collier County uses FLVS (Florida Virtual Schools) for students engaged in distance learning. Teachers are responsible for ensuring content is differentiated to meet the needs of all learners. Tier 1 methods may include, but are not limited to: personalized, intentional feedback; analysis of class assignment grades; and small group re-teaching. Tier 1 student information is logged with VSA.

Grade Levels: 3-5

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

Grades 3 – 5: Student scores at or above proficiency level on the state accountability assessment and iReady score above 15 percentile, 70% scale score the SY20 District Quarter Two benchmark assessment, course grades for SY20.

THEN TIER 1 Only

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

Elementary: CCPS curriculum is based on the B.E.S.T. Standards and is supported by District provided resources, including fully articulated curriculum maps. HMH Into Reading Florida is used as the Core Tier 1 resource. Progress monitoring through Quarterly Benchmark assessments and iReady Diagnostic assessments (three times a year) provides promising evidence to support a correlation between instructional practices, including the use of resources, and student performance.

Progress Monitoring

Assessment & Frequency
All students: CCPS Quarterly Benchmark assessments conducted in December and April
All Elementary: iReady assessment conducted in September, January, & May
All grades3-5 students- FAST

Performance Criteria that indicates Tier 1 is sufficient for at least 80% of students
CCPS Quarterly Benchmark Proficient score (70% scale score) and/or improved score at each assessment period
iReady score above 15 percentile
FAST-FSA Equivalent Level 3

Performance Criteria that prompts the addition of Tier 2 interventions for students not meeting the expectation/benchmark
Decline to a below proficient score from one assessment period to the next. Lack of progress as indicated by assessment score
FAST- FSA Equivalent Level 1-2

How is the effectiveness of Tier 1 instruction being monitored?

Classroom observation, classroom formative assessments, analysis of student work, data chats, District data dialogue

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

Grade level Data Chats are held regularly to monitor student progress and make instructional adjustments. Additional support from reading coaches and/or other staff is provided where needed.

How is the effectiveness of Tier 1 curriculum being monitored?

Grade Levels: 3-5

At weekly PLC meetings, teachers and literacy coaches monitor formative assessment data for student progress.

Evaluation of curriculum implementation takes place if decreased student progress is evident. Additional data is collected through Quarterly Benchmark Assessments

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

School leadership team meetings focus on regular review of data and observation trends. Additionally, grade level Data Chats are held to monitor progress and identify instructional adjustments.

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

Collier County uses FLVS (Florida Virtual Schools) for students engaged in distance learning. Teachers are responsible for ensuring content is differentiated to meet the needs of all learners. Tier 1 methods may include, but are not limited to: personalized, intentional feedback; analysis of class assignment grades; and small group re-teaching. Tier 1 student information is logged with VSA.

Grade Levels: 6-12

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

Grades 6 – 12: Student scores at or above proficiency level on FAST (state accountability assessment)

THEN TIER 1 Only

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

Secondary: CCPS curriculum is based on the B.E.S.T. Standards and is supported by state provided resources through CPALMS and Just Read Florida! McGraw Hill StudySync is used as the Core Tier 1 resource. Progress monitoring through Quarterly Benchmark assessments provides promising evidence to support a correlation between instructional practices, including the use of resources, and student performance.

Progress Monitoring

Assessment & Frequency
All students: CCPS Quarterly Benchmark assessments conducted in December and April
Scholastic Reading Inventory
FAST- 3 times per year

Performance Criteria that indicates Tier 1 is sufficient for at least 80% of students
CCPS Quarterly Benchmark Proficient score (70% scale score) and/or improved score at each assessment period
Grades 6-10 students scoring above proficient on state-wide assessment
FAST-FSA Equivalent Level 3

Performance Criteria that prompts the addition of Tier 2 interventions for students not meeting the expectation/benchmark
Decline to a below proficient score from one assessment period to the next. Lack of progress as indicated by assessment score
Grades 6-10 students scoring below proficient on state-wide assessment
FAST- FSA Equivalent Level 1-2

How is the effectiveness of Tier 1 instruction being monitored?

Classroom observation, classroom formative assessments, analysis of student work, data chats, District data dialogue

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

Grade level Data Chats are held regularly to monitor student progress and make instructional adjustments. Additional support from reading coaches and/or other staff is provided where needed.

How is the effectiveness of Tier 1 curriculum being monitored?

At weekly PLC meetings, teachers and literacy coaches monitor formative assessment data for student progress.

Grade Levels: 6-12

Evaluation of curriculum implementation takes place if decreased student progress is evident. Additional data is collected through Quarterly Benchmark Assessments

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

School leadership team meetings focus on regular review of data and observation trends. Additionally, grade level Data Chats are held to monitor progress and identify instructional adjustments.

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

Collier County uses FLVS (Florida Virtual Schools) for students engaged in distance learning. Teachers are responsible for ensuring content is differentiated to meet the needs of all learners. Tier 1 methods may include, but are not limited to: personalized, intentional feedback; analysis of class assignment grades; and small group re-teaching. Tier 1 student information is logged with VSA.

[enter grade levels]

Tier 2
Supplemental Instruction/Intervention:

- *is standards-aligned;*

- *address gaps and reduce barriers to students' ability to meet Tier 1 expectations;*

- *provide systematic, explicit, and interactive small group instruction targeting foundational/barrier skills;*

- *are matched to the needs of the students;*

- *provide multiple opportunities to practice the targeted skill(s) and receive corrective feedback;*

- *occurs during time allotted in addition to core instruction; and*

- *includes accommodations (IEP, ESOL, or 504).*

Grade Levels: K-5

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

Student scores below proficiency level on STAR K-2 and FAST 3-5 (state accountability assessment) and scores up to two or more years below grade level on iReady (elementary)

THEN TIER 1 Instruction and TIER 2 Interventions

Progress Monitoring

Tier 2 Programs/Materials/Strategies & Duration

Grades K-5: Depending on underlying area of deficit, the following intervention materials will be utilized in a small group for 15 minutes three times per week:
• Phonological Awareness or Phonics: iReady tools for instruction, HMH Word Studio, Reading Horizons
• Comprehension: HMH Rigby Leveled Readers Take and Teach Lessons or HMH Read and Respond Journal

Assessment & Frequency
All Progress Monitoring will occur every other week:
iReady Early Reading tasks
iReady Oral Reading Fluency
HMH Rigby Leveled Readers Comprehension
Quiz and HMH
Read and
Respond Journal
Responses
STAR K-2 3 times per year
FAST 3-5 3 times per year

Performance Criteria to discontinue Tier 2 interventions
Consistent data points that indicate students meeting grade level expectations
CCPS Quarterly Benchmark Proficient score (70% scale score)
iReady score higher than the 15th percentile.
STAR K-2 PR 25 or higher
FAST 3-5 FAST- FSA Equivalent Level 3

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

Demonstrated progress on assessments, but not yet meeting grade level expectations as demonstrated on the CCPS Quarterly Benchmark score below proficient (70% scale score)
iReady score between 10th and 15th percentile.
STAR K-2 10-24 PR
FAST 3-5 FAST- FSA Equivalent Level 1 or 2

Performance Criteria that prompts the addition of Tier 3 interventions
Demonstrated lack of progress on progress monitoring assessments
Quarterly Benchmark scale score below 50%
iReady score below 10th percentile.
STAR K-2 below 10 PR
FAST 3-5 FAST- FSA Equivalent Level 1

Number of times per week intervention provided

Grade Levels: K-5

3-5 times per week

Number of minutes per intervention session

15 -45 minutes

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

Regular monitoring of Tier II student progress and classroom observations will identify students and/or classrooms not making progress. Reading Leadership Team and District staff will evaluate the Tier 2 strategies and determine necessary adjustments and needed support.

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

Reading Horizons does not meet strong, moderate, or promising levels of evidence; however, the following IES Practice Guide Recommendation support the program: Providing Reading Interventions for Students in Grades 4-9, Recommendation #1 Build students' decoding skills so they can read complex multisyllabic words (Strong Evidence). This recommendation was built into the program by modeling systematic strategies for breaking apart multisyllabic words based on a deep understanding of phonics and word building. In addition, students apply this knowledge to focus skill-based work at the word, sentence, and connected text levels. The IES Practice Guide: Foundational Skills to Support Reading for Understanding in Kindergarten Through 3rd Grade (Strong Evidence), Recommendation #2 Develop awareness of the segments of sounds in speech and how they link to letters and Recommendation #3 Teach students to decode words, analyze word parts, and write and recognize words are built into the program. Students engage in work with letters and their corresponding sounds through reading, writing, speaking, and listening. Students are explicitly and systematically taught letter-sound correspondence, as well as how to identify and decode words. Students apply this knowledge in reading and writing at the letter, word, sentence, and connected text levels.

The district will support and monitor implementation of this program by observing the implementation of the program including corrective feedback. In addition, professional development will be provided for teachers and literacy coaches through a virtual course as well as face to face training.

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

Collier County Public School uses FLVS for distance learning students. If students in Tier 1 are not successful based on documented strategies, they are referred to the Student Support Team (SST) is a general-education data-driven committee who members may consist of an administrator, school counselor, general education teacher, intervention teacher, parent/guardian. At each tier, progress monitoring is implemented and reported to serve as written documentation of activities, meetings, and responsible personnel.

Grade Levels: 6-12

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

Student scores below proficiency level on FAST (state accountability assessment) or scores a lexile level above 600 but below grade level as indicated on the Scholastic Reading Inventory (secondary)

FAST- FSA Equivalent Level 1 or 2

THEN TIER 1 Instruction and TIER 2 Interventions
Progress Monitoring

Tier 2 Programs/Materials/Strategies & Duration
Grades 6 – 10: Read 180 supplemental program, small group instruction, 45 minutes daily
Grades 11 & 12: Khan Academy, small group instruction, 20 minutes daily (supplemental program)

Assessment & Frequency

Monthly Read 180 Workshop and Segment assessments
Reading and Phonics Inventory three times a year
Quarterly Benchmark assessments
FAST 3 times per year
Scholastic Reading Inventory- 3x a year

Performance Criteria to discontinue Tier 2 interventions

Consistent data points that indicate students meeting grade level expectations CCPS
Quarterly Benchmark Proficient score (70% scale score)
FAST- FSA ELA Equivalent Level 3

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

Demonstrated progress on assessments, but not yet meeting grade level expectations as demonstrated on the CCPS Quarterly Benchmark score below proficient (70% scale score)
FAST- FSA ELA Equivalent Level 3

Performance Criteria that prompts the addition of Tier 3 interventions

Demonstrated lack of progress on progress monitoring assessments
Quarterly Benchmark scale score below 50%
FAST-FSA ELA Equivalent Level 1

Number of times per week intervention provided

5 times per week

Number of minutes per intervention session

15-45 minutes

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?

Grade Levels: 6-12

Regular monitoring of Tier II student progress and classroom observations will identify students and/or classrooms not making progress. Reading Leadership Team and District staff will evaluate the Tier 2 strategies and determine necessary adjustments and needed support.

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

Read 180 meets moderate levels of evidence for grades 6-12 overall with the following domain-specific effectiveness ratings: Comprehension- Strong, Literacy Achievement- Strong, and Reading fluency-moderate. The district will support and monitor implementation of this program through review of school data reports, classroom observations, and by providing professional learning to teachers new to the program.

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

Collier County Public School uses FLVS for distance learning students. If students in Tier 1 are not successful based on documented strategies, they are referred to the Student Support Team (SST) is a general-education data-driven committee who members may consist of an administrator, school counselor, general education teacher, intervention teacher, parent/guardian. At each tier, progress monitoring is implemented and reported to serve as written documentation of activities, meetings, and responsible personnel.

Tier 3
Intensive, Individualized Instruction/Intervention:

- *is targeted instruction based on student need;*

- *provides small group or one-on-one instruction;*

- *includes accommodations (IEP, ESOL, or 504);*

- *includes more frequent progress monitoring than Tier 1 instruction and Tier 2 interventions; and*

- *ensures additional **time allotted is in addition** to core instruction and Tier 2 interventions.*

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

Grade Levels: K-5

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

The student scores significantly below proficiency level on tFAST (state accountability assessment) and scores up to two or more years below grade level on iReady and has not made progress with Tier 2 interventions (elementary)

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

Progress Monitoring

Tier 3 Programs/Materials/Strategies & Duration
K-5: Depending on underlying area of deficit, the following intervention materials will be utilized in a small group for 30 minutes daily:
• Phonological Awareness and/or Comprehension: Leveled Literacy Intervention (LLI),
• Phonics: Reading Horizons small group instruction, 30 minutes daily

Assessment & Frequency
All Progress Monitoring will occur Weekly
Running Record using accuracy and comprehension rubric
iReady Early Reading Tasks
iReady Oral Reading Fluency
Quarterly Benchmark assessments
K-2 STAR
3-5 FAST

Performance Criteria to discontinue Tier 3 interventions
Significant growth and consistent data points that indicate students meeting grade level expectations
CCPS Quarterly Benchmark Proficient score (60% scale score)
iReady score of 10 to 15 percentile.
K-2 STAR above 10PR
3-5 FAST- FSA Equivalent Level 2 or higher

Performance Criteria indicating continuation of Tier 3 interventions
Demonstrated lack of progress on progress monitoring assessments
Quarterly Benchmark scale score below 50%
iReady score below 10 percentile.
3-5 FAST-FSA Equivalent Level 1

Performance Criteria that prompts intensified Tier 3 interventions
Demonstrated lack of progress on progress monitoring assessments
Significant decrease or lack of progress- Quarterly Benchmark scale score below 50%
Significant decrease or lack of progress- iReady score below 10 percentile.

Number of times per week intervention provided

5 times per week

Number of minutes per intervention session

20-45 minutes

Grade Levels: K-5

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

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

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

Reading Horizons does not meet strong, moderate, or promising levels of evidence; however, the following IES Practice Guide Recommendation support the program: Providing Reading Interventions for Students in Grades 4-9, Recommendation #1 Build students' decoding skills so they can read complex multisyllabic words (Strong Evidence). This recommendation was built into the program by modeling systematic strategies for breaking apart multisyllabic words based on a deep understanding of phonics and word building. In addition, students apply this knowledge to focus skill-based work at the word, sentence, and connected text levels. The IES Practice Guide: Foundational Skills to Support Reading for Understanding in Kindergarten Through 3rd Grade (Strong Evidence), Recommendation #2 Develop awareness of the segments of sounds in speech and how they link to letters and Recommendation #3 Teach students to decode words, analyze word parts, and write and recognize words are built into the program. Students engage in work with letters and their corresponding sounds through reading, writing, speaking and listening. Students are explicitly and systematically taught letter-sound correspondence, as well as how to identify and decode words. Students apply this knowledge in reading and writing at the letter, word, sentence, and connected text levels.

The district will support and monitor implementation of this program by observing the implementation of the program including corrective feedback. In addition, professional development will be provided for teachers and literacy coaches through a virtual course as well as face to face training.

LLI is identified in WWC as have strong evidence of a positive effect with no overriding contrary evidence. Two studies estimate the impact of LLI on outcomes in reading achievement as positive and statistically significant and meet the design standards for WWC. The district will support and monitor implementation of this program through review of school data reports, classroom observations, and by providing professional learning to teachers and coaches new to the program.

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

Collier County Public School uses FLVS for distance learning students. If students in Tier 1 are not successful based on documented strategies, they are referred to the Student Support Team (SST) is a general-education data-driven committee who members may consist of an administrator, school counselor, general education teacher, intervention teacher, parent/guardian. At each tier, progress monitoring is implemented and reported to serve as written documentation of activities, meetings, and responsible personnel.

Grade Levels: 6-12

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

The student scores significantly below proficiency level on FAST (state accountability assessment) or scores a lexile level below 600 as indicated on the Scholastic Reading
Inventory and below 20 on the Scholastic Phonics Inventory (secondary)

FAST- FSA Equivalent Level 1

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

Progress Monitoring

Tier 3 Programs/Materials/Strategies & Duration
Secondary: System 44 supplemental program, small group instruction, 45 minutes daily

Assessment & Frequency
Weekly monitoring of System 44 Student App progress
Reading and Phonics inventory 3 times a year
Quarterly Benchmark assessments
FAST- 3 times per year

Performance Criteria to discontinue Tier 3 interventions
Improvement on assessments to the level prescribed for Tier 2:
Lexile level >600
Phonics Inventory score >20
FAST- FSA Equivalent Level 2 or higher

Performance Criteria indicating continuation of Tier 3 interventions
Demonstrated lack of progress on progress monitoring assessments
Quarterly Benchmark scale score below 50%
FAST-FSA Equivalent Level 1

Performance Criteria that prompts intensified Tier 3 interventions
Significant decrease in scores or demonstrated lack of progress on progress monitoring assessments
Significant drop or Quarterly Benchmark scale score below 50%
Continued lack of progress- FAST- FSA Equivalent Level 1

Number of times per week intervention provided

5 times per week

Number of minutes per intervention session

20-45 minutes

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

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

Grade Levels: 6-12

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

Read 180 and System 44 meet moderate levels of evidence for grades 6-12 overall with the following domain-specific effectiveness ratings: Comprehension- Strong, Literacy Achievement- Strong, and Reading fluency- moderate. The district will support and monitor implementation of this program through review of school data reports, classroom observations, and by providing professional learning to teachers new to the program.

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

Collier County Public School uses FLVS for distance learning students. If students in Tier 1 are not successful based on documented strategies, they are referred to the Student Support Team (SST) is a general-education data-driven committee who members may consist of an administrator, school counselor, general education teacher, intervention teacher, parent/guardian. At each tier, progress monitoring is implemented and reported to serve as written documentation of activities, meetings, and responsible personnel.

Identification of Students with a Substantial Reading Deficiency

In accordance with Section 1008.25(4)(c), F.S., students identified with a substantial reading deficiency as determined in Section 1008.25(5)(a), F.S., must be covered by a federally required student plan, such as an individual education plan (IEP) or an individualized progress monitoring plan, or both, as necessary. A kindergarten through grade 3 student is identified as having a substantial deficiency in reading if any of the following criteria are met:

- The student scores at the lowest achievement level/benchmark as identified by the publisher during a universal screening period, on an assessment listed in the district's approved District K-12 Comprehensive Evidence-Based Reading Plan; and beginning in 2022-2023 school year, students scoring at the lowest achievement level/benchmark on the coordinated screening and progress monitoring system pursuant to Section 1008.25(8), F.S.;

- The student scores at the lowest achievement level/benchmark as identified by the publisher during progress monitoring administration at any time during the school year, on an assessment listed in the district's approved District K-12 Comprehensive Evidence-Based Reading Plan and beginning in 2022-2023 school year, students scoring at the lowest achievement level/benchmark on the coordinated screening and progress monitoring system pursuant to Section 1008.25(8), F.S.; or

- The student has demonstrated, through consecutive formative assessments or teacher observation data, minimum skill levels for reading competency in one or more of the areas of phonological awareness; phonics; vocabulary, including oral language skills; reading fluency; and reading comprehension.

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

If a student meets any of the following criteria, the student will be referred to the school's MTSS team to engage in the problem-solving process and triangulate all available student data to consider drafting a Student Success Plan (SSP) that includes tier 2 and tier 3 interventions, which will begin immediately and be delivered by a teacher who has the reading certification or endorsement. Progress monitoring will occur bi-weekly to address any changes needed to advance closing the achievement gap.
Elementary:
• K: Student scores at or below the 5th percentile on the iReady Diagnostic
• 1st: Student scores at or below the 9th percentile on the iReady Diagnostic
• 2nd: Student scores at or below the 18th percentile on the iReady Diagnostic
• 3rd -5th : Student scores at or below the 25th percentile on the iReady Diagnostic
Secondary:
• Non-LY* student who scores a Lexile level below 600 as indicated on the Scholastic Reading Inventory and below 20 on the Scholastic Phonics Inventory.
• Non-LY* student who scores two or more grade levels below current grade on oral reading fluency.
K-12:
• Non-LY* student scores at or below the 25th percentile on the Quarterly Benchmark Assessment.
• Teacher recommendation to the school MTSS team based on demonstrated student performance that indicates a substantial reading deficiency (minimum skill levels for reading competency in one or more of the areas of phonological awareness; phonics; vocabulary, including oral language skills; reading fluency; and reading comprehension).

*LY as defined by the FLDOE: The student is classified as limited English proficient and is enrolled in a program or receiving services that are specifically designed to meet the instructional needs of ELL students, regardless of instructional model/approach