

Miami-Dade County Public Schools



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	Alves, Lisette Assistant Superintendent lalves@dadeschools.net 305-995-4202
Elementary English Language Arts (ELA)	De La Peña, Vanessa Executive Director vdelapena@dadeschools.net 305-995-3122
Secondary ELA	Cabrera, Elena Executive Director elenacabrera@dadeschools.net 305-995-3122
Reading Endorsement	Gonzalez, Milagros District Director mgonzalez5@dadeschools.net 305-995-7424
Professional Development	Gonzalez, Milagros District Director mgonzalez5@dadeschools.net 305-995-7424
Assessment	Riaz, Omar Administrative Director omarriaz@dadeschools.net 305-995-7512
Data Element	Riaz, Omar Administrative Director omarriaz@dadeschools.net 305-995-7512
Summer Reading Camp	De La Peña, Vanessa Executive Director vdelapena@dadeschools.net 305-995-3122
300 Lowest-Performing Elementary Schools	Riaz, Omar Administrative Director omarriaz@dadeschools.net 305-995-3091
Multi-Tiered System of Supports (MTSS)	Riaz, Omar Administrative Director omarriaz@dadeschools.net 305-995-3091
Reading Curriculum	De La Peña, Vanessa Executive Director vdelapena@dadeschools.net 305-995-3122
Reading Curriculum	Cabrera, Elena Executive Director elenacabrera@dadeschools.net 305-995-3122

Communication of Plan Information

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

The district communicates the contents of the Comprehension Evidence-Based Reading Plan to all stakeholders by establishing quarterly meetings with all school-site reading leadership teams to communicate our goals, align resources, and analyze data to progress monitor the goals set. Additionally, the strategies and protocols in the plan are revisited throughout the year to ensure the goals set are met.

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 51%

Previous School Year

Kindergarten - % of Students "Ready" on FLKRS 53%

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

1. Offer Summer 305 Camp to all Pre-K students transitioning to Kindergarten to prepare young learners for the transition from preschool to kindergarten with essential reading readiness skills.
2. Provide rising Kindergarteners with a Take-Home Summer Adventure Backpack to equip parents with the essential tools they need to support their children, solidify the concepts learned in preschool, and prepare students for success in kindergarten.
3. Parent webinars were recorded in multiple languages in collaboration with the District's Parent Academy and disseminated to review Reading Readiness skills needed before starting Kindergarten.
4. Administer the F.A.S.T. assessment to all Kindergarten students to provide a closer look at student performance data at the school, teacher, and student level. The FLKRS data will be utilized to drive decision-making and instruction in schools. Further qualitative data analysis will be conducted through student protocols to support the identification of Multi-Tiered Systems of Support such as Response to Intervention (RTI).
5. Enroll students in Tier 2 Intervention that scored below grade level in the F.A.S.T. progress monitoring assessments.
6. Utilize an evidence-based program for Tier 2 Intervention that is explicit, systematic, multi-sensory, and intensive to address the needs of all learners.

Statewide English Language Arts Standardized Assessment:

Grade	Previous School Year % of Students Scoring					Goal for Plan Year % of Students Scoring				
	Lvl 1	Lvl 2	Lvl 3	Lvl 4	Lvl 5	Lvl 1	Lvl 2	Lvl 3	Lvl 4	Lvl 5
3	25	20	27	21	8	23	18	29	23	10
4	21	17	25	23	14	19	15	27	25	16
5	21	20	25	22	12	19	18	27	24	14
6	23	22	21	24	10	21	20	23	26	12
7	27	20	27	20	11	25	18	29	22	13
8	26	20	24	19	12	24	18	26	21	14
9	26	20	21	22	11	24	18	23	24	13
10	27	21	20	21	11	25	19	22	23	13

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%).

District data for grades K-2 combined, will increase the percentage of students currently scoring Early, Mid or Above Grade level on the i-Ready Diagnostic from 21-22 AP3 to 22-23 AP3 by 3% this year, from 60% to 63%.

District Budget for Evidence-Based Reading Instruction Allocation

Budget

1	Estimated proportional share distributed to district charter	\$4,490,016.00
	FTE	2022-23
		\$4,490,016.00
2	Reading coaches assigned to elementary schools	\$0.00
3	Reading coaches assigned to secondary schools	\$0.00
4	Intervention teachers assigned to elementary schools	\$3,248,166.20
	FTE	2022-23
		\$3,248,166.20
5	Intervention teachers assigned to secondary schools	\$2,802,877.37
	FTE	2022-23
		\$2,802,877.37
6	Supplemental materials or interventions for elementary schools	\$1,094,648.20
	FTE	2022-23
		\$1,094,648.20
7	Supplemental materials or interventions for secondary schools	\$889,275.00
	FTE	2022-23

		\$889,275.00
8	Intensive interventions for elementary students reading below grade level	\$1,487,866.23
	FTE	2022-23
		\$1,487,866.23
9	Intensive interventions for secondary students reading below grade level	\$1,000,000.00
	FTE	2022-23
		\$1,000,000.00
10	Professional development	\$973,000.00
	FTE	2022-23
		\$973,000.00
11	Helping teachers earn the reading endorsement	\$0.00
12	Summer reading camps	\$3,061,792.00
	FTE	2022-23
		\$3,061,792.00
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.	\$325,669.00
	FTE	2022-23
		\$325,669.00
Total:		\$19,373,310.00

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 demonstrated prioritization of K-3 students identified with a substantial deficiency by adopting evidence-based reading intervention including instructional materials to address the needs of struggling students. Additionally, the district will provide each K-2 student with a reading practice workbook for students to utilize as a follow-up to teacher-led instruction that provides the skill application of phonics to text. Additionally, supplemental materials have been purchased to enhance intervention instruction and phoneme articulation that includes the Vowel Valley Chart and Sound Wall Poster for both teachers and students. These materials facilitate student knowledge of the 44 phonemes in the English Language. These skills promote proper sound articulation and lay the foundation for deeper phonemic awareness, phonics, and spelling instruction. Finally, all K-3 teachers will continue to receive professional development on the science of reading that includes Florida's Formula for Success, use of multi-sensory strategies, effective reading strategies, and progress monitoring tools.

School Literacy Leadership Teams

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

The School Literacy Leadership Team requirement is provided to principals as part of the dissemination of the K-12 CERP through the District's Weekly Briefing system of communication.

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

The School Literacy Leadership Team rosters are communicated to the Department of English Language Arts Directors.

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

The Department of English Language Arts Directors are responsible for supporting and monitoring School Literacy Leadership Teams to ensure compliance.

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.

Explicit, systematic, and sequential instruction is covered for all reading components: Oral Language, Phonological Awareness, Phonics, Fluency, Vocabulary, and Comprehension in the following courses:

? Reading Competency 1 - Foundations of Reading Instruction

? Reading Competency 2 – Applications of Research-based Instructional Practices

? Reading Competency 3 – Foundations of Assessment

? Reading Competency 4 – Foundations and Applications of Differentiated Instruction

? Reading Competency 5 – Demonstration of Accomplishment

? Professional development opportunities in these competencies are provided through the collaboration between the district, collegiate partners, and Just Read Florida via Reading Endorsement Pathways: UF

Flamingo Literacy Matrix and FSU/FCRR Reading Foundations and Evidence-Based Instructional Practices

? Strategies that include instruction through multisensory activities are embedded in all reading development courses

? Teaching Reading to Students with Dyslexia through Multisensory Strategies is offered to all teachers virtually and through online platforms

Monitoring Data to offer professional development Opportunities:

? The district collects data using the following instruments:

1. i-Ready Diagnostic (two to three times a year)

2. i-Ready Growth Monitoring Assessments (every 21 instructional days)

3. Standards based on grade level Formative Assessments based on the grade level standards taught are administered weekly for grades K-1 and bi-weekly for grades 2-5.

? For all students who take the online I-Ready assessment and diagnostic data is compiled – professional development opportunities in all the reading domains are offered to all stakeholders.

Mentor Teachers and Model Classrooms

- Throughout the school year as soon as new teachers are hired, OPDE and New Teacher support via the HRMe Mentor Tracking Tool are Identified and throughout the school year coaching and mentoring is provided district-wide via

- School-based coaches and mentors

- Curriculum Support Specialists

- Instructional Leadership Teams

? Throughout the year, training for new and early career teachers and mentors is provided at a Model New Teacher Lab Classroom

Weekly Professional Development Time

? Allocation of adequate professional development time is evidenced by

- Enrollment in course offerings
- Completed course transcripts
- Staff Development Records or Employee's Professional Development History
- School Based Leadership Team
- Instructional Leadership Team
- Common Planning Schedules created by 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.

- Weekly Briefings on Course Offerings and Registration Dates
- Region Scaled Leadership Meetings
- Monthly PD District/Schools Professional Development Informational Cafes
- Publications from Student Services Department
- WORKPLACE Publications
- District's Professional Development Management System

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

- Office of Professional Development
- Division of Academics
- Division of Academic Support
- Instructional Certification

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.

A District Support Formula (DSF) is used to determine the level of support needed for each school within the District. This data-driven approach utilizes the sum of all proficiency measures to determine the school tier. Each grade level configuration is ranked separately. Schools are then ranked based on their DSF score from lowest to highest. Reading proficiency is weighted higher than the other components (i.e., reading carries three times

the weight) to ensure students demonstrating the lowest literacy skills receive the maximum support to accelerate closing the achievement gap. Each year, all the schools in the district are categorized into tiers based on their performance on previous year Florida Standards Assessments (FSA) in reading and math as well as End-of-Course (EOC) Assessments. Schools are designated as Tier 1, Tier 1 Watch, Tier 2, or Tier 3 and receive individualized support based on their distinctive tier. Schools that are identified as needing Comprehensive Support and Improvement are categorized as Tier 3 schools and receive the highest level of support.

M-DCPS designates additional funding to hire Transformation Coaches to provide ongoing support to teachers and interventionists in Tier 1 Watch, Tier 2, and Tier 3 schools. These Transformation Coaches are fully released and play an integral role in teacher development and implementing school-wide interventions. The content-specific school site Transformation Coaches are provided with an additional stipend of \$4,500 to recruit and

retain the brightest in the field. Through the negotiated Letter of Understanding (LOU) eighty percent of the coaches' time is to provide direct instructional services related to improving and supporting classroom instruction in schools that receive support from the District's ETO. Transformation Coaches provide support to teachers through coaching cycles (i.e., pre-planning, modeling, observing, and

debriefing) to support teachers in effective evidenced-based instructional strategies that improve students' academic performance.

Additionally, the Transformation Coach assists and provides support to teachers in the development of rigorous standard-based lessons through effective common planning. Literacy Coaches hired are required to be reading endorsed or certified in reading.

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?

- Strategic Planning Meetings
- Opening of Schools Coordination meetings
- Principal Rounds
- Bi-Weekly Updates
- Mid-Year Leadership Conference
- Mid-Year reflection meeting
- End of Year Reflection Meeting

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?

A District Support Formula (DSF) is used to determine the level of support needed for each school within the District. This data-driven approach utilizes the sum of all proficiency measures to determine the school tier. Each grade level configuration is ranked separately. Schools are then ranked based on their DSF score from lowest to highest. Reading proficiency is weighted higher than the other components (i.e., reading carries three times the weight) to ensure students demonstrating the lowest literacy skills receive the maximum support to accelerate closing the achievement gap. Each year, all the schools in the district are categorized into tiers based on their performance on previous year Florida Standards Assessments (FSA) in reading and math as well as End-of-Course (EOC) Assessments. Schools are designated as Tier 1, Tier 1 Watch, Tier 2, or Tier 3 and receive individualized support based on their distinctive tier. Schools that are identified as needing Comprehensive Support and Improvement are categorized as Tier 3 schools and receive the highest level of support.

M-DCPS designates additional funding to hire Transformation Coaches to provide ongoing support to teachers and interventionists in Tier 1 Watch, Tier 2, and Tier 3 schools. These Transformation Coaches are fully released and play an integral role in teacher development and implementing school-wide interventions. The content-specific school site Transformation Coaches are provided with an additional stipend of \$4,500 to recruit and retain the brightest in the field. Through the negotiated Letter of Understanding (LOU) eighty percent of the coaches' time is to provide direct instructional services related to improving and supporting classroom instruction in schools that receive support from the District's ETO. Transformation Coaches provide support to teachers through coaching cycles (i.e., pre-planning, modeling, observing, and debriefing) to support teachers in effective evidenced-based instructional strategies that improve students' academic performance.

Additionally, the Transformation Coach assists and provides support to teachers in the development of rigorous standard-based lessons through effective common planning. Instructional Reviews are also conducted to create action plans based on instructional needs observed. Professional Development is provided to schools based on school needs. The support provided is documented via Instructional Review Action Plans, Coaching Logs, Coaching Calendar of Services, Professional Development

Offerings, and School Support Logs. Literacy Coaches hired are required to be reading endorsed or certified in reading.

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

- Administrative Directors
- Executive Directors
- Instructional Supervisors
- Curriculum Support Specialists

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

Weekly

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

The 4-step problem-solving model involves:

Step 1: Define, in objective and measurable terms, the goal(s) to be attained (what is it we want students/educators/systems to know and be able to do).

Step 2: Identify possible reasons why the desired goal(s) is not being attained.

Step 3: Develop and implement a well-supported plan involving evidence-based strategy to attain the goal(s) (based on data that verified the reasons identified in Step 2).

Step 4: Evaluate the effectiveness of the plan in relation to stated goals.

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?
Reading Horizons Discovery Assessments (Skill Checks and Chapter Tests)	All Tier 2 and Tier 3 Students in Grades K-3	Progress Monitoring	Oral Language, Phonological Awareness, Phonics, Fluency	2 x A Month
Reading Horizons Elevate Assessment (Quizzes and Chapter Tests)	All Tier 2 and Tier 3 students in Grades 4-5	Progress Monitoring	Phonological Awareness, Phonics, Fluency	2 x A Month
McGraw-Hill Wonders Tier 1 Progress Monitoring Assessments	All K-5 students	Progress Monitoring, Formative Assessment	Oral Language, Phonological Awareness, Phonics, Fluency, Vocabulary, Comprehension	Weekly, 2 x A Month
i-Ready	All K-8 Students	Screener, Progress Monitoring, Diagnostic	Phonological Awareness, Phonics, Fluency, Vocabulary, Comprehension	3 x A Year
Read 180 Reading Inventory	All FSA Level 1 and 2 Students in Grades 6-12	Screener, Progress Monitoring, Diagnostic	Vocabulary, Comprehension	3 x A Year
Read 180 Phonics Inventory	All FSA Level 1 and 2 Students in Grades 6-12	Screener, Progress Monitoring, Diagnostic	Phonological Awareness, Phonics, Fluency	3 x A Year
FAST - STAR	K-2	Screener, Progress Monitoring, Summative	Oral Language, Phonological Awareness, Phonics, Fluency, Vocabulary, Comprehension	3 x A Year
FAST - Cambium	3-10	Screener, Progress Monitoring, Summative	Vocabulary, Comprehension	3 x A Year

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?

The Directors in the Departments listed below will provide implementation oversight, support, and follow-up:

- Division of Academics
- Department of English Language Arts-Elementary
- Department of English Language Arts-Secondary
- Division of Academic Support
- Office of Exceptional Student Education
- Department of Bilingual Education and World Languages

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 provides all teachers with materials and professional development that is based on the Science of Reading. District-created pacing guides for grades K-5 include foundational reading skills that need to be taught by grade level aligned to the Florida's B.E.S.T. Standards with recommended systematic and explicit lessons aligned to the core program. The district provides Instructional Reviews/Rounds visits to school sites with emphasis on classroom instruction, data, and the School Improvement Plan. The team that visits the school sites is comprised of content experts who use the Framework of Effective Instruction and Florida's Reading Formula for Reading Success as a tool to guide their visit as well as provide feedback to the school site. During the feedback portion of the visit, the team discusses with the school site administrative team and additional key curriculum personnel their findings. Data reports that are generated from i-Ready, in-program intervention assessments that measure foundational skills, Phonics Inventory, and Reading Inventory are shared and discussed as well as shifts in instructional support and/or practices.

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

Teachers will receive training on a newly developed Differentiated Instruction template that includes student criteria and provides learning acceleration options for each student tier on a daily basis. The monthly Instructional, Curriculum, and Academic Development (ICAD) will provide training and guidance to teachers on utilizing the DI template in conjunction with formative assessment data to differentiate reading instruction. Additionally, teachers are provided with district-created data chat forms that allow teachers to analyze and interpret the data to make instructional decisions.

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

The ELA Department works alongside with the Social Sciences and Science Departments to infuse Cross-Curricular connections into our instructional plans. The instructional materials used include text selections that go across content areas. In addition, the text ratio within the adopted instructional materials provides a good balance of literary and informational text.

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

The District monitors the weekly/bi-weekly progress monitoring data of the schools very diligently through Performance Matters/Power Business Intelligence (BI). When a school is demonstrating a decline in performance, the district reaches out to the school site's administrative team to discuss the decrease and plan for instructional support to assist the school site. Instructional support is usually given to the school site, but if they are receiving support then instructional decisions are made or shifted to help support the school site. Data drives the conversation and instructional decisions are made in collaboration with the school site, region and district to assist the school to meet the needs of the students.

District-Level Monitoring - Part C

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

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

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

The district plan will be shared with all stakeholders quarterly to evaluate the effectiveness of the K-12 Reading plan at each school site using a K-12 classroom walkthrough tool. Classroom walkthroughs provide the district with input from teachers, literacy coaches, and administrators' regarding the implementation of the K-12 Reading plan. Once feedback is provided, the district adjusts the Comprehensive Evidence-Based Reading Plan to ensure consistency and fidelity to the suggestions. Learning acceleration options will be available within the Differentiated Instruction template to assist teachers in mitigating learning loss, increase literacy outcomes, and boost student achievement.

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?

Administrators and coaches conduct data chats minimally three times per year. Data chats are led by the reading leadership team with teachers and grade levels, and then with students. Data obtained from PowerBI, internal data dashboard is utilized to monitor the collection of data by instructional tier to determine intervention and support needs of students.

Who at the district level supports effective implementation?

The Directors and Supervisors in the Departments listed below will provide implementation support, and follow-up:

- Division of Academics
- Department of English Language Arts-Elementary
- Department of English Language Arts-Secondary
- Division of Academic Support
- Office of Exceptional Student Education
- Department of Bilingual Education and World Languages

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

The District monitors the implementation of the school-level reading plan very diligently through the data obtained from the core and intervention progress monitoring assessment data. When a school is demonstrating a decline in performance, the district reaches out to the school site's administrative team to discuss the decrease and usually Instructional Review/Round will be scheduled to better assist the school site. Instructional support is usually given to the school site, but if they are receiving support then instructional decisions are made or shifted to help support the school site. Data drives the conversation and instructional decisions are made in collaboration with the school site, region, and district to assist the school to meet the needs of the students.

Weekly reading walkthroughs by administrators - Part B

What process is in place to ensure effective implementation?

All administrators have access to teacher and student reading data gathered from formative and diagnostic assessments. Observational data gathered by school site administrators is shared with the teacher within a day of the walkthrough.

Who at the district level supports effective implementation?

The Directors and Supervisors in the Departments listed below will provide implementation support, and follow-up:

- Division of Academics

- Department of English Language Arts-Elementary
- Department of English Language Arts-Secondary
- Division of Academic Support
- Office of Exceptional Student Education
- Department of Bilingual Education and World Languages

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

Observational data based on Florida's Formula for Reading Success is shared with the teacher within the day of the walkthrough. Action/support plans are created with the teacher based on the areas observed to provide further guidance and support

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

What process is in place to ensure effective implementation?

Administrators and coaches conduct data chats minimally three times per year based on the data collected. Data chats are led by the reading leadership team with teachers and grade levels, and then with students. The data collected will determine student placement into Tier 2 and/or Tier 3 intervention or additional support required for students.

Who at the district level supports effective implementation?

The Directors and Supervisors in the Departments listed below will provide implementation support, and follow-up:

- Division of Academics
- Department of English Language Arts-Elementary
- Department of English Language Arts-Secondary
- Division of Academic Support
- Office of Exceptional Student Education
- Department of Bilingual Education and World Languages

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

In-program progress monitoring assessments are analyzed by school, teacher, and student to identify areas in need of improvement for effective implementation. District and Region offices review grade-level trend data by standard and offer support based on the areas of deficiency.

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.

The Exploring Reading and Building Vocabulary programs do not meet strong, moderate or promising levels of evidence; however, the following IES recommendations are built into the instructional programs being implemented:

Recommendation 1-Teach students how to use reading comprehension strategies.

The Exploring Reading Program teaches students how to use several research-based reading comprehension strategies such as Activating Prior Knowledge, Questioning, Visualizing, Drawing Inferences, Summarizing, Text Structure/Organization and Retelling. The program employs the Gradual Release of Responsibility Model to teach each reading strategy and skill explicitly and systematically.

Recommendation 2-Teach students to identify and use the text's organizational structure to comprehend, learn, and remember content.

The Exploring Reading Program teaches students reading strategies and skills through the use of fiction and non-fiction text. Students learn how to integrate essential reading strategies to successfully comprehend complex fiction and nonfiction text across a range of text types and lengths.

Recommendation 3-Guide students through focused, high-quality discussion on the meaning of text.

The Exploring Reading Program guides students through meaningful discussions and includes standards-based guided questions and opportunities for students to collaborate and engage in small-group discussions. The program provides interactive text cards that encourage students to share their ideas and read with a purpose.

Recommendation 4-Select texts purposefully to support comprehension development.

The Exploring Reading Program includes a variety of themes and topics from TIME For Kids® that provide complex fiction and informational text to engage all learners.

Recommendation 5-Establish an engaging and motivating context in which to teach reading

comprehension.

The Exploring Reading Program provides teachers with "Choice Boards" with engaging student activities that can be used for enrichment. Students can choose any activity from the Choice Boards to deepen their knowledge of the strategies, skills, or topics learned.

The Building Vocabulary program does not meet strong, moderate or promising levels of evidence; however, the following IES recommendations are built into the instructional program being implemented:

Recommendation 3-Teach students to decode words, analyze word parts, and write and recognize words.

The Building Vocabulary program builds on students' knowledge about how words work. Students learn to decode words, analyze word parts, and write words using Greek and Latin prefixes, suffixes, and bases. Differentiation strategy options for additional support are included. High-yield strategies such as multiple opportunities for practice and reinforcement, cooperative learning, and development of metacognitive skills are embedded throughout the program to improve instruction and student achievement. Digital games are also included to provide practice and reinforcement of the skills taught.

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.

Summer reading camps are provided to rising First Grade through rising Fifth grade students including third grade students who did not meet the criteria for retention who demonstrated a reading deficiency using district and state assessment data.

The Exploring Reading, Building Vocabulary, and Targeted Phonics programs do not meet strong, moderate or promising levels of evidence; however, the following IES recommendations are built into the instructional program being implemented:

Recommendation 1-Teach students how to use reading comprehension strategies.

The Exploring Reading Program teaches students how to use several research-based reading comprehension strategies such as Activating Prior Knowledge, Questioning, Visualizing, Drawing Inferences, Summarizing, Text Structure/Organization and Retelling. The program employs the Gradual Release of Responsibility Model to teach each reading strategy and skill explicitly and systematically.

Recommendation 2-Teach students to identify and use the text's organizational structure to comprehend, learn, and remember content.

The Exploring Reading Program teaches students reading strategies and skills through the use of fiction and non-fiction text. Students learn how to integrate essential reading strategies to successfully comprehend complex fiction and nonfiction text across a range of text types and lengths.

Recommendation 3-Guide students through focused, high-quality discussion on the meaning of text.

The Exploring Reading Program guides students through meaningful discussions and includes standards-based guided questions and opportunities for students to collaborate and engage in small-group discussions. The program provides interactive text cards that encourage students to share their ideas and read with a purpose.

Recommendation 4-Select texts purposefully to support comprehension development.

The Exploring Reading Program includes a variety of themes and topics from TIME For Kids® that provide complex fiction and informational text to engage all learners.

Recommendation 5-Establish an engaging and motivating context in which to teach reading comprehension.

The Exploring Reading Program provides teachers with "Choice Boards" with engaging student activities that can be used for enrichment. Students can choose any activity from the Choice Boards to deepen their knowledge of the strategies, skills, or topics learned.

Targeted Phonics Program

Recommendation 2-Develop awareness of the segments of sounds in speech and how they link to letters.

Recommendation 3-Teach students to decode words, analyze word parts, and write and recognize words.

Recommendation 4-Ensure that each student reads connected text every day to support reading accuracy, fluency, and comprehension.

The Targeted Phonics teaches students the letters, sounds, short vowel rimes, blends, and digraphs using the gradual release model. Throughout the lessons, students use multi-sensory strategies to support various learning styles. Students apply phonics skills learned through decodable texts daily to support reading fluency and accuracy, use simple sentence frames to improve reading/writing fluency and comprehension. Differentiation/extension activities are embedded to meet student needs.

Building Vocabulary

Recommendation 3-Teach students to decode words, analyze word parts, and write and recognize words.

The Building Vocabulary program builds on students' knowledge about how words work. Students learn to decode words, analyze word parts, and write words using Greek and Latin prefixes, suffixes, and bases. Differentiation strategy options are included for additional support.

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.)

1,997

Students who demonstrate a reading deficiency in grades K-2

4,963

Students who score Level 1 in grades 4-5

858

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.)

97%

Students who demonstrate a reading deficiency in grades K-2

61%

Students who score Level 1 in grades 4-5

43%

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.

After students take the i-Ready Diagnostic assessment at the beginning of the school year, schools review the data to identify students with substantial deficiency in reading. Based on the i-Ready Diagnostic Results Student Report Summary parents are provided with a description and explanation of the student's strengths and weaknesses. As a result, an intervention parent letter and a K-3 Read-at-Home plan for each student is sent to parents with the first grading period report card. In addition, the B.E.S.T. sample texts by standard for grades K-2 have been purchased for teachers to utilize in the classroom as Read Alouds for students. Lastly, a District created website is available to all stakeholders that include digital access to eBook platforms and literacy activities.

Miami-Dade is also participating in the New Worlds Reading Initiative to foster ongoing, positive connections among families, schools, and communities around a shared mission of ensuring all children learn, and love to read. A New Worlds Reading Initiative tab has been added to the English Language Arts website to increase participation and for all schools to access the marketing toolkit and flyers. Additionally, all of the updates sent to the district have been shared with all schools via Weekly Briefing.

Who at the district is responsible for monitoring this requirement?

The Office of Academics and Transformation is responsible for monitoring this requirement.

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 Division of Academics reviews Master Schedules for all schools to ensure there is an uninterrupted 90-minute reading block. District staff and school-site administrators monitor the implementation of whole group instruction utilizing the McGraw-Hill Wonders program via classroom walkthroughs, informal/formal observations, and student work folders. The effectiveness of the frameworks are measured by the results of ongoing formative assessments.

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

The Directors and Supervisors at the Department of English Language Arts, Bilingual Education, Exceptional Student Education, and the Education Transformation Office are responsible for supporting and monitoring Florida's Formula for Reading Success.

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 Division of Academics supports and monitors the implementation of content area texts by incorporating the selections as part of the curriculum-pacing guides by grade level across all subject areas and increasing opportunities for shared and independent reading. Supplemental digital resources are used to increase students' background knowledge via articles, writing prompts, and current events.

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

The Directors and Supervisors at the Department of English Language Arts, Science, and Social Sciences are responsible for supporting and monitoring the implementation of text selections that increase students' background knowledge in literacy skills across the content areas.

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

How does the district support and monitor implementation?

District staff and school-site administrators monitor the implementation of small group differentiated instruction daily via classroom walkthroughs, informal/formal observations, and student work folders.

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

The Directors and Supervisors at the Department of English Language Arts, Bilingual Education, Exceptional Student Education, and the Education Transformation Office are responsible for supporting and monitoring the implementation of small group differentiated instruction in order to meet individual student needs.

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.

M-DCPS will align K-12 reading instruction with Florida's Revised Formula for Success by updating our assessment/decision trees to address the revised formula. Professional development will be provided to all stakeholders on the new components of the revised formula to ensure all students are enrolled in the appropriate course codes for intervention. The in-program progress monitoring tools will used to monitor the effectiveness of the revised formula for success

How does the district support and monitor implementation?

The district will support and monitor implementation of Florida's Revised Formula for Success by reviewing master schedules, analyzing progress monitoring data for each tier of instruction, develop walkthrough form that incorporates the revised Formula for Success for accurate monitoring, and provide professional development and support as needed.

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

The Directors and Supervisors from the district departments listed below are responsible for providing plan implementation oversight, support, and follow-up:

- Division of Academics

- Department of English Language Arts-Elementary
- Department of English Language Arts-Secondary
- Division of Academic Support
- Office of Exceptional Student Education
- Department of Bilingual Education and World Languages

Assessment/Curriculum Decision Trees - Part C

Requirements

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

The Decision Trees must contain the following information:

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

Tier 1

Core Instruction:

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

Grade Levels: K-5

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

(Enter assessment criteria that will be used)

All students receive 90 minutes of uninterrupted reading instruction daily.

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.

McGraw-Hill Reading Wonders is the core curriculum used for grades K-5 for a total of 90 minutes of uninterrupted reading instruction that includes explicit, systematic, and differentiated instruction in both whole group and small group instruction.

Progress Monitoring

Assessment & Frequency

Standards-based formative assessments are administered weekly for grades K-1 and bi-weekly for grades 2-5 to determine mastery of the standards taught during whole group instruction.

Performance Criteria that indicates Tier 1 is sufficient for at least 80% of students

The performance criteria is a score of on-grade level on either the F.A.S.T assessments or i-Ready Diagnostic Assessments.

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

The performance criteria that prompts the addition of Tier 2 intervention is a score of below-grade level on either the F.A.S.T assessments or i-Ready Diagnostic Assessments.

How is the effectiveness of Tier 1 instruction being monitored?

The effectiveness of Tier 1 instruction is being monitored via formal/informal classroom walkthroughs, formative assessment data, and student work folders.

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?

1. Conduct weekly planning meetings to plan for effective Tier 1 instruction.
2. Analyze student data from the weekly/bi-weekly formative assessments. Identify areas of opportunity to reteach/remediate/or enrich.
3. Plan for small group differentiated activities that work on data driven skills to meet student needs.
4. If the data reveals that most of the class did not master the skills taught, the teacher provides reteaching opportunities in whole group and/or small group.

How is the effectiveness of Tier 1 curriculum being monitored?

The effectiveness of Tier 1 curriculum being monitored via formal/informal classroom walkthroughs, formative assessment data, and student work folders.

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

Grade Levels: K-5

In addition to monitoring student data, collecting observational data via walkthroughs, the District employs MTSS problem solving strategies to evaluate the effectiveness of whole group and small group instruction. Based on the weekly/biweekly progress monitoring data obtained, the ELA Department provides strategies to target areas of need at the monthly Instructional, Curriculum, and Academic Development (ICAD).

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

Curriculum materials for Tier 1 instruction are available digitally. Teachers have access to the core text and can assign students work to be completed independently via Schoology to ensure seamless instruction.

Grade Levels: 6-8**IF Student meets the following criteria at the beginning of the school year:***(Enter assessment criteria that will be used)*

Score at level 1 – 5 on the F.A.S.T.-Cambium 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.

myPerspectives ELA (Savvas) is used as the core curriculum in English Language Arts for all students and its use along with evidence-based supplemental resources is supported by strong evidence.

Rating: Meets Expectations

myPerspectives ELA Program-Savvas (formerly Pearson K12 Learning)

Progress Monitoring**Assessment & Frequency**

- Reference FSA ELA – Spring 2022 to determine Tier placement
- i-Ready Assessment will be administered two times per year for all students in grades 6-8 .
 - o AP1 in September/October
 - o AP2 in January/February

Performance Criteria that indicates Tier 1 is sufficient for at least 80% of students

- Student continues to score at a proficient level on i-Ready Assessment

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

- A level 1 and 2 in the F.A.S.T. Cambium Assessment
- i-Ready performance declines to low end yellow zone or red zone

How is the effectiveness of Tier 1 instruction being monitored?

- School site administrators conduct walkthroughs
- District staff conduct instructional reviews
- Optional Standards-Aligned Progress Monitoring Tool through Performance Matters

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?

The following procedures are in place to identify and solve problems to improve effectiveness of Tier 1 instruction:

- Professional development for all ELA teachers
- Literacy Coach cycle of support
- District Curriculum Support Specialists school site support (planning, modeling, coaching, data analysis)
- Additional instructional reviews based on data and instructional observations by administrators and District staff

For distance learning students, the following adjustments have been made to identify and solve

Grade Levels: 6-8

problems to improve effectiveness of Tier 1 instruction through Virtual Professional Learning Communities (VPLC), Online Literacy Coaching through Microsoft TEAMS, and District Curriculum Support Specialists assisting teachers and students through channels in Microsoft TEAMS.

How is the effectiveness of Tier 1 curriculum being monitored?

- District staff will monitor program implementation fidelity during school site support visits
- District staff will collect information from literacy leaders during ICADs and school site support visits
- School site administrators conduct walk-throughs using a “look-for” tool designed to ensure curriculum fidelity
- Optional Standards-Aligned Progress Monitoring Tool through Performance Matters

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

The following procedures are in place to identify and solve problems to improve effectiveness of Tier 1 curriculum:

- District staff will meet quarterly with curriculum vendors to debrief on program effectiveness
- English Language Arts pacing guides are enhanced to include supplemental resources for differentiated instruction
- Supplemental tools are utilized to support the content in the core curriculum

For distance learning students, the following adjustments have been made to identify and solve problems to improve effectiveness of Tier 1 curriculum through Virtual debriefs with vendors, Schoology, and hyperlinks throughout the pacing guide.

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

All Tier 1 instruction has been designed to be utilized electronically for distance learning via eBooks, web-based activities, and interactive supplemental tools. Additionally, Schoology our newly adopted Learning Management System (LMS) will integrate all instructional materials and resources to ensure seamless instruction.

Grade Levels: 9-12**IF Student meets the following criteria at the beginning of the school year:***(Enter assessment criteria that will be used)*

Score at level 1 – 5 on the F.A.S.T. Cambium 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.

myPerspectives ELA (by Savvas) is used as the core curriculum in English Language Arts for all students and its use along with evidence-based supplemental resources is supported by strong evidence.

Rating: Meets Expectations

myPerspectives ELA Program-Savvas (formerly Pearson K12 Learning)

Progress Monitoring**Assessment & Frequency**

- Reference FSA ELA – Spring 2022 data to determine Tier placement
- Phonics Inventory & Reading Inventory will be administered 3 times per year to progress monitor Level 1 and 2 students in grades 9 and 10
 - o AP1 – Aug./Sept.
 - o AP2 – Dec.-Jan.
 - o AP3 – April

Performance Criteria that indicates Tier 1 is sufficient for at least 80% of students

- Student continues to score at a proficient level of 3 or above on the F.A.S.T. Cambium Assessment.

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

- Student scores at FSA ELA level 1 and 2 at the end of the year along with Specific
- Specific criteria on the Phonics Inventory and Reading Inventory.

How is the effectiveness of Tier 1 instruction being monitored?

- School site administrators conduct walkthroughs
- District staff conduct instructional reviews
- Optional Standards-Aligned Progress Monitoring Tool through Performance Matters

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?

The following procedures are in place to identify and solve problems to improve effectiveness of Tier 1 instruction:

- Professional development for all ELA teachers
- Literacy Coach cycle of support
- District Curriculum Support Specialists school site support (planning, modeling, coaching, data analysis)
- Additional instructional reviews based on data and instructional observations by administrators and

Grade Levels: 9-12

District staff

For distance learning students, the following adjustments have been made to identify and solve problems to improve effectiveness of Tier 1 instruction through Virtual Professional Learning Communities (VPLC), Online Literacy Coaching through Microsoft TEAMS, and District Curriculum Support Specialists assisting teachers and students through channels in Microsoft TEAMS.

How is the effectiveness of Tier 1 curriculum being monitored?

- District staff will monitor program implementation fidelity during school site support visits
- District staff will collect information from literacy leaders during ICADs and school site support visits
- School site administrators conduct walk-throughs using a “look-for” tool designed to ensure curriculum fidelity
- Optional Standards-Aligned Progress Monitoring Tool through Performance Matters

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

The following procedures are in place to identify and solve problems to improve effectiveness of Tier 1 curriculum:

- District staff will meet quarterly with curriculum vendors to debrief on program effectiveness
- Intensive Reading Pacing Guides are aligned to the English Language Arts Pacing Guides to support instruction of the FL standards
- English Language Arts pacing guides are enhanced to include supplemental resources for differentiated instruction
- Supplemental tools are utilized to support the content in the core curriculum

For distance learning students, the following adjustments have been made to identify and solve problems to improve effectiveness of Tier 1 curriculum through Virtual debriefs with vendors, Schoology, and hyperlinks throughout the pacing guide.

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

All Tier 1 instruction has been designed to be utilized electronically for distance learning via eBooks, web-based activities, and interactive supplemental tools. Additionally, Schoology our newly adopted Learning Management System (LMS) will integrate all instructional materials and resources to ensure seamless instruction.

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)*

Students who score one grade level below (yellow) in reading based on the i-Ready Diagnostic.

THEN TIER 1 Instruction and TIER 2 Interventions**Progress Monitoring****Tier 2 Programs/Materials/Strategies & Duration**

Reading Horizons Discovery (K-3)

Reading Horizons Elevate (4-5)

Assessment & Frequency

In program assessments are used for Tier 2 intervention for grades K-3 are as follows: Spelling and Word Recognition Assessment, Most Common Word Assessment, Reading Library Assessment, as well as Skill Checks and Chapter Tests are used throughout the program to measure student progress for grades K-3. i-Ready growth monitoring is also used as an additional data point to measure student progress.

In program assessments used for Tier 2 intervention for grades 4-5 are as follows: Diagnostic Assessment, Reading Library Assessment, quizzes, and chapter tests are used throughout the program to measure student progress for grades 4-5. i-Ready growth monitoring is also used as an additional data point to measure student progress.

A Tier 2 progress monitoring calendar is created for all K-5 teachers delivering intervention that show the administration dates and windows for each assessment to keep track of all in-program student data.

Performance Criteria to discontinue Tier 2 interventions

For students in Grades K-3, it is recommended to continue intervention for the duration of the school year. For students in Grades 4-5, it is recommended to continue intervention for the duration of the school year, until they show grade-level proficiency as evidenced by the 2023 F.A.S.T. Assessment.

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

Student demonstrates minimal or inadequate learning gains by scoring below 70% on the Tier 2 progress monitoring assessments.

Performance Criteria that prompts the addition of Tier 3 interventions

Student demonstrates minimal or inadequate learning gains by scoring below 60% on the Tier 2 progress monitoring assessments.

Number of times per week intervention provided

5

Number of minutes per intervention session

30 minutes daily

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: K-5

Teachers will receive professional development training and on-going coaching support to ensure that Reading Horizons is being implemented with fidelity. Progress monitoring assessments will be conducted weekly/bi-weekly to ensure that all students are evaluated continuously and receive the differentiated instruction that they require. During on-going coaching support, teachers will be supported and coached to ensure fidelity with instruction and curriculum. Teachers are encouraged to view the Reading Horizons training online modules based on teacher need.

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

Reading Horizons Discovery® does not yet meet strong, moderate or promising levels of evidence; however, the program is fully aligned with the IES K-3 Foundational Skills Practice Guide recommendation(s).

Recommendation 1: Academic Language

Academic Language instruction and practice are embedded throughout RH Discovery. While developing the necessary phonemic awareness and decoding and encoding skills necessary for fluent word reading, students are introduced to new vocabulary. In the daily process of Dictation, teachers use words in context sentences and provide definitions when needed. Students are encouraged to create sentences with these words during the daily Eraser Game. Transfer Cards and their corresponding activities can also be used for this purpose and to deepen academic language skills. Decodable Little Books provide numerous opportunities for developing academic language. Challenge words are highlighted in each book, and teachers use Before, During, and After Reading activities to develop inferential and narrative language skills. These activities occur in the context of other reading activities and allow for multiple practice opportunities in a variety of contexts.

Recommendation 2: Phonemic Awareness

The Reading Horizons Discovery® Sound City curriculum was created to support students in the development of phonemic awareness. This curriculum is aligned with the most up-to-date research regarding phonemic awareness instruction and connects with the RH Discovery phonics lessons. Explicit instruction in phoneme articulation, as well as daily instruction and routines in phoneme blending, segmenting, and manipulation will ensure students develop the phonemic proficiency necessary for fluent word reading.

Recommendation 3: Decoding

Through RH Discovery, students receive explicit, systematic instruction in phonics and Most Common Words, beginning with the alphabetic principle and progressing through the encoding and decoding of multisyllabic words. Each lesson builds on the previous, giving students continual, intrinsic, positive reinforcement from the constant practice of previously learned skills. Students practice skills in various contexts and apply these skills to decodable texts.

Reading Horizons uses a unique marking system that helps students examine, scrutinize, and memorize the internal structure of words. Predictable, consistent, daily practice strengthens the visual memory and creates the ability to recognize repeated word patterns and other pertinent visual cues.

Recommendation 4: Connected Text

RH Discovery develops accurate and fluent reading in students through building automaticity in word reading and providing students opportunities for smooth and accurate reading at the word, phrase, sentence, paragraph, and story levels. Transferring to connected text is an integral part of each lesson.

Grade Levels: K-5

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

Reading Horizons offers web-based student software for both Discovery and Elevate, and it will be available to support students who are engaged in distance learning. The student software is inclusive of multiple opportunities for formative and summative digital assessments to monitor the progress of these students.

Grade Levels: 6-8

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

(Enter assessment criteria that will be used)

Scores at level 1 or 2 on the 2022 FSA ELA and needs remediation in vocabulary and comprehension

THEN TIER 1 Instruction and TIER 2 Interventions

Progress Monitoring

Tier 2 Programs/Materials/Strategies & Duration

Read 180

Assessment & Frequency

Read 180 Interim Workshop and an End of Workshop Assessment.

Phonics Inventory and Reading Inventory Assessment 3 times per year

- AP1 in Aug./Sept.
- AP2 in Dec./Jan.
- AP3 in April

Performance Criteria to discontinue Tier 2 interventions

FSA ELA Level 3 or higher on the 2023 assessment.

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

FSA ELA Level 1 or 2 on the 2023 assessment along with specific performance criteria on the Phonics Inventory, Reading Inventory, and i-Ready assessments.

Performance Criteria that prompts the addition of Tier 3 interventions

- Student scores at FSA ELA level 1 and 2 at the end of the year
- i-Ready performance declines to low yellow zone or red zone
- Specific criteria on the Phonics Inventory and Reading Inventory

Number of times per week intervention provided

3 to 5

Number of minutes per intervention session

270

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?

- Intensive Reading pacing guides are enhanced to include resources for differentiated instruction
- Schoology our newly approved Learning Management System (LMS) will integrate all instructional materials and resources to ensure seamless instruction for distance learning students.

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

Read 180 (by Houghton Mifflin Harcourt) is used as the core curriculum in Intensive Reading Tier 2 courses for students in need of remediation and support with oral language, fluency, vocabulary, and

Grade Levels: 6-8

comprehension skills. Its use, along with evidence-based supplemental resources to fill in the gaps and add standards-aligned tasks, is supported by strong evidence.

ESSA Rating: Strong

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

All Tier 2 interventions have been designed to be utilized electronically for distance learning via eBooks, web-based activities, and interactive supplemental tools. Additionally, Schoology our newly adopted Learning Management System (LMS) will integrate all instructional materials and resources to ensure seamless instruction.

Grade Levels: 9-12

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

(Enter assessment criteria that will be used)

Scores at level 1 or 2 on the 2022 FSA ELA and needs remediation in vocabulary and comprehension

THEN TIER 1 Instruction and TIER 2 Interventions

Progress Monitoring

Tier 2 Programs/Materials/Strategies & Duration

Read 180

Assessment & Frequency

Read 180 Interim Workshop and an End of Workshop Assessment.
Phonics Inventory and Reading Inventory Assessment 3 times per year
o AP1 in Aug./Sept.
o AP2 in Dec./Jan.
o AP3 in April

Performance Criteria to discontinue Tier 2 interventions

FSA ELA Level 3 or higher on the 2023 assessment.

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

FSA ELA Level 1 or 2 on the 2023 assessment along with specific performance criteria on the Phonics Inventory and Reading Inventory.

Performance Criteria that prompts the addition of Tier 3 interventions

- Student scores at FSA ELA level 1 or 2 at the end of the year
- Specific criteria on the Phonics Inventory and Reading Inventory

Number of times per week intervention provided

3 to 5

Number of minutes per intervention session

270

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?

- Intensive Reading Pacing Guides are aligned to the English Language Arts pacing guides to support instruction of the FL standards.
- Intensive Reading pacing guides are enhanced to include supplemental resources for differentiated instruction.
- Schoology our newly approved Learning Management System (LMS) will integrate all instructional materials and resources to ensure seamless instruction.

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

Grade Levels: 9-12

Read 180 (by Houghton Mifflin Harcourt) is used as the core curriculum in Intensive Reading Tier 2 courses for students in need of remediation and support with oral language, fluency, vocabulary, and comprehension skills. Its use, along with evidence-based supplemental resources to fill in the gaps and add standards-aligned tasks, is supported by strong evidence.

ESSA Rating: Strong

https://prod-hmhco-vmg-craftcms-private.s3.amazonaws.com/documents/WF700067_ESSA_Evidence_Overview_Read180_HR.pdf?X-Amz-Content-Sha256=UNSIGNED-PAYLOAD&X-Amz-Algorithm=AWS4-HMAC-SHA256&X-Amz-Credential=AKIAJMFIFLXXFP4CBPDA%2F20220427%2Fus-east-1%2Fs3%2Faws4_request&X-Amz-Date=20220427T182243Z&X-Amz-SignedHeaders=host&X-Amz-Expires=3600&X-Amz-Signature=62fd15793d6c3d4e3eb2f45c01eb00c3b78c839547594b72b3122b775c9f34a9

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

All Tier 2 interventions have been designed to be utilized electronically for distance learning via eBooks, web-based activities, and interactive supplemental tools. Additionally, Schoology our newly adopted Learning Management System (LMS) will integrate all instructional materials and resources to ensure seamless instruction for distance learning students.

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)*

Students who score two grade levels below (red) in reading based on the i-Ready Diagnostic.

THEN TIER 1 instruction, TIER 2 interventions, and TIER 3 intensive interventions**Progress Monitoring****Tier 3 Programs/Materials/Strategies & Duration**

Reading Horizons Discovery (K-3)

Reading Horizons Elevate (4-5)

Assessment & Frequency

Weekly, 60 Minutes

Performance Criteria to discontinue Tier 3 interventions

Consistent growth of 8 weeks as evidenced by Progress Monitoring Assessments scoring 80% and above.

For students in Grades K-3, it is recommended to continue intervention for the duration of the school year.

For students in Grades 4-5, it is recommended to continue intervention for the duration of the school year, until they show grade-level proficiency as evidenced by the 2023 F.A.S.T. Assessment.

Performance Criteria indicating continuation of Tier 3 interventions

Demonstrates negative response to intervention through achieving less than 80% on the Progress Monitoring Assessments.

Performance Criteria that prompts intensified Tier 3 interventions

Analyze Tier 2 and Tier 3 assessment data points for students scoring less than 70% on the Progress Monitoring Assessments and through General Education Teacher Observation & Tier 1 Assessments to increase intensity of intervention instruction.

Number of times per week intervention provided

2-3 times per week, twice a week for 30 minutes or three times a week for 20 minutes

Number of minutes per intervention session

20-30 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?

Teachers will receive professional development training and on-going coaching support to ensure that Reading Horizons is being implemented with fidelity. Progress monitoring assessments will be conducted weekly/bi-weekly to ensure that all students are evaluated continuously and receiving the differentiated instruction that they require. During on-going coaching support, teachers will be supported and coached to ensure fidelity with instruction and curriculum. Teachers are encouraged to view the Reading Horizons training online modules based on teacher need.

Grade Levels: K-5**Explain how the use of the programs/materials/strategies is supported by strong evidence, moderate evidence, or promising evidence.**

Reading Horizons Discovery® does not yet meet strong, moderate or promising levels of evidence; however, the program is fully aligned with the IES K-3 Foundational Skills Practice Guide recommendation(s).

Recommendation 1: Academic Language

Academic Language instruction and practice are embedded throughout RH Discovery. While developing the necessary phonemic awareness and decoding and encoding skills necessary for fluent word reading, students are introduced to new vocabulary. In the daily process of Dictation, teachers use words in context sentences and provide definitions when needed. Students are encouraged to create sentences with these words during the daily Eraser Game. Transfer Cards and their corresponding activities can also be used for this purpose and to deepen academic language skills. Decodable Little Books provide numerous opportunities for developing academic language. Challenge words are highlighted in each book, and teachers use Before, During, and After Reading activities to develop inferential and narrative language skills. These activities occur in the context of other reading activities and allow for multiple practice opportunities in a variety of contexts.

Recommendation 2: Phonemic Awareness

The Reading Horizons Discovery® Sound City curriculum was created to support students in the development of phonemic awareness. This curriculum is aligned with the most up-to-date research regarding phonemic awareness instruction and connects with the RH Discovery phonics lessons. Explicit instruction in phoneme articulation, as well as daily instruction and routines in phoneme blending, segmenting, and manipulation will ensure students develop the phonemic proficiency necessary for fluent word reading.

Recommendation 3: Decoding

Through RH Discovery, students receive explicit, systematic instruction in phonics and Most Common Words, beginning with the alphabetic principle and progressing through the encoding and decoding of multisyllabic words. Each lesson builds on the previous, giving students continual, intrinsic, positive reinforcement from the constant practice of previously learned skills. Students practice skills in various contexts and apply these skills to decodable texts.

Reading Horizons uses a unique marking system that helps students examine, scrutinize, and memorize the internal structure of words. Predictable, consistent, daily practice strengthens the visual memory and creates the ability to recognize repeated word patterns and other pertinent visual cues.

Recommendation 4: Connected Text

RH Discovery develops accurate and fluent reading in students through building automaticity in word reading and providing students opportunities for smooth and accurate reading at the word, phrase, sentence, paragraph, and story levels. Transferring to connected text is an integral part of each lesson.

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

Reading Horizons offers web-based student software for both Discovery and Elevate, and it will be available to support students online. The student software is inclusive of multiple opportunities for formative and summative digital assessments to monitor the progress of these students.

Grade Levels: 6-8

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

(Enter assessment criteria that will be used)

Scores at level 1 or 2 on the 2022 FSA ELA and needs remediation in all reading foundational skills

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

Progress Monitoring

Tier 3 Programs/Materials/Strategies & Duration

System 44 (reading foundational skills)

Assessment & Frequency

Interim Workshop and an End of Workshop Assessment.
Phonics Inventory and Reading Inventory Assessment 3 times per year

- AP1 in Aug./Sept.
- AP2 in Dec./Jan.
- AP3 in April

Performance Criteria to discontinue Tier 3 interventions

FSA ELA Level 1 or 2 on the 2023 assessment along with specific performance criteria on the Phonics Inventory, Reading Inventory, and i-Ready assessments.

Performance Criteria indicating continuation of Tier 3 interventions

- Lexile Score at 600 or Above
- Advanced Decoder on the Phonics Inventory
- Specific criteria on i-Ready Overall Reading Placement

Performance Criteria that prompts intensified Tier 3 interventions

- Lexile Score below 600
- Below Advanced Decoder on the Phonics Inventory
- Specific criteria on i-Ready Overall Reading Placement

Number of times per week intervention provided

3 to 5

Number of minutes per intervention session

270

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?

- District ELA staff will work closely with teachers and administrators to ensure students are meeting the required benchmarks for the curriculum program. Comprehensive professional development will be provided to teachers as well as school site coaching support on how to effectively implement the curriculum.
- Intensive Reading Tier 3 Pacing Guides are enhanced to include resources for differentiated instruction.
- Schoology our newly approved Learning Management System (LMS) will integrate all instructional materials and resources to ensure seamless instruction for distance learning students.

Grade Levels: 6-8

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

System 44 (by Houghton Mifflin Harcourt) is used as the core curriculum in Intensive Reading Tier 3 courses for students in need of remediation and support with the foundational reading skills, and its use is supported by strong evidence-based research. A blended learning foundational reading program that is intended for older striving readers who have not mastered basic phonics and decoding skills. System 44 is designed to improve students' word reading accuracy, fluency, and comprehension.

ESSA Rating: Strong

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

All Tier 3 interventions have been designed to be utilized electronically for distance learning via eBooks, web-based activities, and interactive supplemental tools. Additionally, Schoology our newly adopted Learning Management System (LMS) will integrate all instructional materials and resources to ensure seamless instruction.

Grade Levels: 9-12

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

(Enter assessment criteria that will be used)

System 44 (reading foundational skills)

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

Progress Monitoring

Tier 3 Programs/Materials/Strategies & Duration

Reading Horizons Discovery (K-3)
Reading Horizons Elevate (4-5)

Assessment & Frequency

Interim Workshop and an End of Workshop Assessment.
Phonics Inventory and Reading Inventory Assessment 3 times per year

- AP1 in Aug./Sept.
- AP2 in Dec./Jan.
- AP3 in April

Performance Criteria to discontinue Tier 3 interventions

FSA ELA Level 1 or 2 on the 2023 assessment along with specific performance criteria on the Phonics Inventory and Reading Inventory.

Performance Criteria indicating continuation of Tier 3 interventions

FSA ELA Level 1 or 2 on the 2023 assessment along with specific performance criteria on the Phonics Inventory and Reading Inventory.

Performance Criteria that prompts intensified Tier 3 interventions

- Lexile Score below 600
- Below Advanced Decoder on the Phonics Inventory
- Specific criteria on i-Ready Overall Reading Placement

Number of times per week intervention provided

3 to 5

Number of minutes per intervention session

270

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?

District ELA staff will work closely with teachers and administrators to ensure students are meeting the required benchmarks for the curriculum program. Comprehensive professional development will be provided to teachers as well as school site coaching support on how to effectively implement the curriculum.

- Intensive Reading Tier 3 Pacing Guides are enhanced to include resources for differentiated instruction.
- Schoology our newly approved Learning Management System (LMS) will integrate all instructional materials and resources to ensure seamless instruction.

Grade Levels: 9-12

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

System 44 (by Houghton Mifflin Harcourt) is used as the core curriculum in Intensive Reading Tier 3 courses for students in need of remediation and support with the foundational reading skills, and its use is supported by strong evidence-based research. A blended learning foundational reading program that is intended for older striving readers who have not mastered basic phonics and decoding skills. System 44 is designed to improve students' word reading accuracy, fluency, and comprehension.

ESSA Rating: Strong

https://prod-hmhco-vmg-craftcms-private.s3.amazonaws.com/documents/WF994235_ESSA_2019_NTL_Evidence-Overviews_Revision_System44_FO.pdf?X-Amz-Content-Sha256=UNSIGNED-PAYLOAD&X-Amz-Algorithm=AWS4-HMAC-SHA256&X-Amz-Credential=AKIAJMFIFLXXFP4CBPDA%2F20220427%2Fus-east-1%2Fs3%2Faws4_request&X-Amz-Date=20220427T182606Z&X-Amz-SignedHeaders=host&X-Amz-Expires=3600&X-Amz-Signature=8c330b57e7aeafa62b8373a81e7506f6c1dbee92aa3b97865ef3fab6cfaa1a00

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

All Tier 3 interventions have been designed to be utilized electronically for distance learning via eBooks, web-based activities, and interactive supplemental tools. Additionally, Schoology our newly adopted Learning Management System (LMS) will integrate all instructional materials and resources to ensure seamless instruction.

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.

The district identifies students with a substantial deficiency in reading for grades K-5 if they have been retained, scored two or more grade levels below on the iReady Diagnostic, score at or below the 39th percentile on the SAT-10, or score an achievement level 1 on the F.A.S.T. Cambium Assessment.

The district identifies students with a substantial deficiency in reading for grades 6-8 if they score an ELA Level 1 low scale score on the F.A.S.T. Cambium Assessment, levels K-3 on the i-Ready Phonics Placement, score two or more grade levels below on i-Ready, or a Lexile score of less than 600, and on the Read 180 Phonics Inventory a level of predecoder, beginning decoder, and developing decoder. The district identifies students with a substantial deficiency in reading for grades 9-12 if they score a Level 1 on the F.A.S.T. Cambium Assessment, Read 180 Reading Inventory with a Lexile score of less than 600, or score a level of predecoder, beginning decoder, and developing decoder the Read 180 Phonics Inventory.