Hardee County Schools

2022-23 Reading Plan

Table of Contents

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	Rivas, Kristen Director of Elementary Curriculum and Instruction krivas@hardee.k12.fl.us 8637739058
Elementary English Language Arts (ELA)	Rivas, Kristen Director of Elementary Curriculum and Instruction krivas@hardee.k12.fl.us 8637739058
Secondary ELA	Henderson, Melanie Director of Secondary Curriculum and Instruction mhenderson@hardee.k12.fl.us 8637739058
Reading Endorsement	Henderson, Melanie Director of Secondary Curriculum and Instruction mhenderson@hardee.k12.fl.us 8637739058
Reading Curriculum	Rivas, Kristen Director of Elementary Curriculum and Instruction krivas@hardee.k12.fl.us 8637739058
Professional Development	Polk, Michele Director of Human Resources mpolk@hardee.k12.fl.us 8637739058
Assessment	Farr, Mary Director of Student Academic Services & Federal Programs mfarr@hardee.k12.fl.us 8637670662
Data Element	Farr, Julie District Data Specialist jfarr@hardee.k12.fl.us 8637670662
Summer Reading Camp	Rivas, Kristen Director of Elementary Curriculum and Instruction krivas@hardee.k12.fl.us 8637739058
Third Grade Promotion	Rivas, Kristen Director of Elementary Curriculum and Instruction krivas@hardee.k12.fl.us 8637739058
Multi-Tiered System of Supports (MTSS)	Taylor, Tamara ESE Director and MTSS Coordinator ttaylor@hardee.k12.fl.us 863-773-2600

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 Directors of Elementary and Secondary Curriculum and Instruction serve as the lead presenters of the Comprehensive Evidence-Based Reading Plan to district level and

school level administrators. The Reading Plan is presented and reviewed during district administrative meetings and literacy coach meetings. After administrative review, school leaders and literacy coaches provide all instructional staff with the contents of the plan at their school sites. During all meetings, specific details are reviewed and discussed to ensure all steps and procedures are followed to the full extent of the Comprehensive Evidence-Based Reading Plan's expectations. To disseminate this information to outside stakeholders, the Reading Plan is posted on the district website, and is available, upon request, to any interested individual.

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 32%

Previous School Year
Kindergarten - % of Students "Ready" on FLKRS 45%

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

-Host Summer VPK for incoming Kindergarten students for the 22-23 school year. All instruction will be delivered by state certified teachers that also have a Reading Endorsement.

-VPK curriculum, Frog Street, is in alignment with Kindergarten Readiness standards and is on the FLDOE's approved list of instructional materials for VPK.

-Parent trainings and a Parent Resource Room will be provided to support the continuous flow of instruction into the home setting.

-Participate in quarterly meetings with the Florida Department of Education's discretionary project, Technical Assistance and Trainings Systems (TATS), to support Prekindergarten students transitioning into Kindergarten.

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	27	26	29	16	2	9	18	40	22	11
4	19	24	28	20	9	8	10	38	30	14
5	19	26	30	17	7	10	15	40	25	10
6	29	29	23	15	3	15	16	33	25	11
7	33	25	22	16	4	19	14	32	24	11
8	40	25	18	11	6	19	15	32	22	12
9	27	29	18	17	8	15	18	32	25	10
10	32	24	21	16	7	19	15	33	22	11

Include additional literacy goals based on screening, progress monitoring, and/or district summative assessments. At a minimum, include specific goals for K-2 students.
Example: For each grade, K-2, increase the percentage of students currently scoring at or above grade level on (the approved district progress monitoring assessment) by 5% this year, from (60%) to (65%).

-For Kindergarten, increase the percentage of students currently scoring at or above grade level on the end-of-the-year i-Ready reading diagnostic by 5% this year, from 87% to 92%.

--For 1st grade, increase the percentage of students currently scoring at or above grade level on the end-of-the-year i-Ready reading diagnostic by 5% this year, from 66% to 71%.

-For 2nd grade, increase the percentage of students currently scoring at or above grade level on the end-of-the-year i-Ready reading diagnostic by 5% this year, from 65% to 70%.

-For 3rd grade, increase the percentage of students currently scoring at or above grade level on the end-of-the-year i-Ready reading diagnostic by 5% this year, from 67% to 72%.

-For 4th grade, increase the percentage of students currently scoring at or above grade level on the end-of-the-year i-Ready reading diagnostic by 5% this year, from 53% to 58%.

-For 5th grade, increase the percentage of students currently scoring at or above grade level on the end-of-the-year i-Ready reading diagnostic by 5% this year, from 45% to 50%.

-For 6th grade, increase the percentage of students currently scoring at or above grade level on the end-of-the-year i-Ready reading diagnostic by 5% this year, from 30% to 35%.

-For 7th grade, increase the percentage of students currently scoring at or above grade level on the end-of-the-year i-Ready reading diagnostic by 5% this year, from 37% to 42%.

-For 8th grade, increase the percentage of students currently scoring at or above grade level on the end-of-the-year i-Ready reading diagnostic by 5% this year, from 38% to 43%.

District Budget for Evidence-Based Reading Instruction Allocation

Budget

1	Estimated proportional share distributed to district charter		$0.00
2	Reading coaches assigned to elementary schools		$171,162.00
		FTE	2022-23
		0.48	$171,162.00
3	Reading coaches assigned to secondary schools		$73,878.00
		FTE	2022-23
		0.48	$73,878.00
4	Intervention teachers assigned to elementary schools		$0.00
5	Intervention teachers assigned to secondary schools		$0.00
6	Supplemental materials or interventions for elementary schools		$43,395.00
		FTE	2022-23

			$43,395.00
			$43,395.00
7	Supplemental materials or interventions for secondary schools		**$0.00**
8	Intensive interventions for elementary students reading below grade level		**$0.00**
9	Intensive interventions for secondary students reading below grade level		**$0.00**
10	Professional development		**$15,000.00**
		FTE	2022-23
			$15,000.00
11	Helping teachers earn the reading endorsement		**$35,000.00**
		FTE	2022-23
			$35,000.00
12	Summer reading camps		**$25,000.00**
		FTE	2022-23
			$25,000.00
13	Additional hour for 300 lowest-performing elementary schools		**$0.00**
14	Early literacy instruction/intervention for VPK completers pursuant to s. 1008.25(8)(c), F.S.		**$0.00**
		Total:	**$363,435.00**

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.

Student achievement data has indicated a need for a literacy coach at every elementary school site. Therefore, the district provides a literacy coach position at each elementary school site to assist with improving student performance in reading. Literacy coaches will provide instructional support to teachers with students demonstrating substantial reading difficulties, with a focus on K-3 students. Literacy coaches will provide assistance in improving foundational skills in reading by assisting with whole class and small group instruction in reading. Literacy coaches will train teachers in data analysis and how to effectively use data to differentiate instruction. Additionally, literacy coaches will provide intensified professional development in effective instructional reading strategies to enhance the teaching capacity of K-3 teachers.

School Literacy Leadership Teams

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

The Directors of Curriculum will share the School Literacy Leadership Team requirement to principals during a district leadership team meeting at the beginning of the school year. Requirements will be provided and discussed in detail.

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

Each school administrator will communicate the roster of their School Leadership Team to Director of Elementary Curriculum and the Director of Secondary Curriculum.

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

The Directors of Curriculum will be responsible for supporting and monitoring School Literacy Leadership Teams and ensuring compliance with all requirements.

Professional Development

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

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

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

- Identify mentor teachers and establish model classrooms within the school; and

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

The Directors of Curriculum and Instruction will provide a train the trainer session on multisensory reading interventions to literacy coaches at each school site. The literacy coaches will then provide a training to school instructional staff and school leadership. The literacy coaches will collaborate with principals to determine which teachers are not demonstrating adequate growth and achievement. Together, they will plan professional
development sessions to provide support for identified teachers based on progress monitoring data, which includes: side by side coaching, model classroom observations, and providing mentor teachers. School administration will ensure that every teacher is provided with opportunities to collaborate and network with grade level teams and/or department on a weekly basis. During the Professional Learning Communities, discussions will focus on learning and results of learning. Additionally, teachers will be provided with professional development
on Florida's B.E.S.T. Standards to support full implementation. The Just Read, Florida State Regional Literacy Director will supply all Literacy Coaches and the Directors of Curriculum and Instruction with multiple train-the-trainer sessions, and acquired knowledge on B.E.S.T. Standards implementation will then be provided to all appropriate instructional staff.

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.

These requirements will be shared with principals during an administrative team meeting at the beginning of each school year. The district provided multiple train-the-trainer sessions to literacy coaches on Florida's B.E.S.T. ELA Standards to fully support the standards implementation for the upcoming school year.

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

The Directors of Curriculum and Instruction and the Director of Human Resources are responsible to ensure that professional development is being provided and is in compliance with all requirements.

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.?

NA

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.

All schools within the Hardee County School District are Title I schools. Therefore, all schools are provided a Literacy Coach to help support student growth and development in reading. Each literacy coach has obtained their reading certification and/or endorsement to assist with quality reading instruction for students identified as having a substantial reading deficiency.

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?

The Just Read, Florida coaching model will be shared with district level and school level administrators during the first administrative meeting of the school year. A particular emphasis will be placed on the importance of literacy coaches refraining from performing any administrative duties, which include conducting instructional evaluations and administering and/or coordinating assessments.

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

The district provides opportunities for Literacy Coaches to collaborate and network with other coaches during quarterly district Coach PLCs and monthly Coach PLCs provided by the regional Heartland Educational Consortium. The district supports 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, by allocating funds for the professional development both coaches and teachers need.

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

The Directors of Curriculum and Instruction ensure coaches are staying within the parameters of their assigned duties. Literacy coaches are to report directly to the Directors of Curriculum and Instruction, the Deputy Superintendent, and/or the Superintendent with any deviations from the Just Read, Florida's coaching model guidelines.

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

Literacy coach data will be reviewed on a monthly basis.

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

Student level achievement data will be reviewed by the school administrators and literacy coach to determine which instructional personnel need additional support. Coaching logs will be reviewed by district administration to determine which literacy coaches need additional support and/or their coaching time and tasks modified.

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?
i-Ready	K-5	Progress Monitoring	Phonological Awareness, Phonics, Vocabulary, Comprehension	Monthly
i-Ready Tiered Intervention	K-8, as needed in tier intervention time	Progress Monitoring, Formative Assessment, Diagnostic	Phonological Awareness, Phonics, Vocabulary, Comprehension	3 x A Year
STAR Reading	1-5	Diagnostic	Fluency	3 x A Year
STAR Early Literacy	K	Screener	Phonological Awareness, Phonics, Vocabulary, Comprehension	3 x A Year
District Developed Assessment	PreK-12 (as needed)	Progress Monitoring, Formative Assessment	Oral Language, Phonological Awareness, Phonics, Fluency, Vocabulary, Comprehension	Weekly, 2 x A Month, Monthly, Quarterly, 3 x A Year, Annually
WIDA	K-12	Screener, Summative	Oral Language	Annually
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
Read 180	6-12 (as needed)	Screener, Progress Monitoring, Diagnostic	Phonological Awareness, Phonics, Fluency, Vocabulary	Weekly, 2 x A Month, Monthly, Quarterly, 3 x A Year, Annually
Saxon Phonics	K-2	Progress Monitoring, Formative Assessment, Diagnostic	Phonological Awareness, Phonics	Weekly
Benchmark Assessments	K-12 as needed	Progress Monitoring, Formative Assessment	Oral Language, Phonological Awareness, Phonics, Fluency, Vocabulary, Comprehension	Weekly, 2 x A Month, Monthly, Quarterly, 3 x A Year, Annually

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 of Curriculum will be responsible for plan implementation oversight, support, and follow-up.

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 Hardee County School District participates in an in-depth textbook adoption process that ensures quality, evidence-based curriculum is implemented into daily classroom instruction at all grade levels. This process is facilitated by the Heartland Educational Consortium. Weekly administrative reading walkthroughs and weekly lesson plan checks will ensure that selected curriculum is implemented with fidelity. Additionally, The Directors
of Curriculum and Instruction provided Literacy Coaches with a training on how to look at evidence-based criteria for materials selection.

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

Grade level and/or department PLCs will conduct weekly data reviews to determine student performance, ability groupings, and if remedial skills review is necessary.

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

The district will provide a curriculum mapping opportunity to instructional staff. During this development process, team members will include literacy instruction across all content areas. Additionally, school administrators will examine weekly lesson plans and conduct weekly classroom walkthroughs to check for literacy integration across all subject areas. The district has purchased complete Civics Literacy book sets for all schools for all grade levels.

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

Collaborative data chats between school leadership and district leadership will determine if the K-12 Reading Plan is being implemented in an explicit manner.

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.

Based on group discussion, one area was identified as a target area that needs improvement. We will focus our efforts on improving our district MTSS process. We want to ensure that intervention strategies are consistent across the district and that our MTSS process aligns to our Reading Plan Decision Trees. Our district needs to ensure that common, frequent progress monitoring is taking place at all levels of tiered instruction. Due to this being identified as our priority area, the district will ensure that interventions and remediation materials provided to students and frequent progress monitoring at all levels of tiered instruction will be more consistent across the district. The Hardee County School District has partnered

with Branching Minds to improve our district MTSS process. Branching Minds has served as ongoing support for our improvement/redevelopment process in this area, but continuous focus will remain on providing consistency in tiered instruction. A district literacy leadership team will continue to monitor this improvement process and ensure that alignment and consistency contributes to the improvement of tiered instruction and student performance. Additionally, the Reading Plan was revised to reflect an increase of funds for professional development.

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?

Collection of K-12 Reading Plan implementation evaluation survey results

Who at the district level supports effective implementation?

Directors of Curriculum

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

Collection of K-12 Reading Plan implementation evaluation survey results

Weekly reading walkthroughs by administrators - Part B

What process is in place to ensure effective implementation?

District collection of walkthrough documentation. Administrators will provide walkthrough data to teachers in a timely manner to ensure feedback and collaborative discussions are utilized to enhance the quality of instruction provided to students.

Who at the district level supports effective implementation?

Directors of Curriculum

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

District collection of walkthrough documentation. Walkthrough documentation will be used to drive PD and instructional coaching sessions by the school site literacy coaches to support effective instruction.

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

What process is in place to ensure effective implementation?

School administrators will collect and review grade level and/or department PLCs data review agendas and minutes to ensure students are provided necessary interventions and academic support.

Who at the district level supports effective implementation?

Directors of Curriculum, Director of Student Academic Services, District Data Coach

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

Grade level and/or department PLCs will conduct weekly data reviews to determine student performance, ability groupings, and if remedial skills review is necessary.

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 Hardee County School District will provide instruction to 3rd grade students that score a Level 1 FSA ELA and or in the future, on the Florida Assessment of Student Thinking (F.A.S.T.). All Summer Reading Camp participants will participate in a month long instructional camp to help the identified students achieve success with 3rd grade B.E.S.T. standards in hope of encouraging promotion to 4th grade. Each Summer Reading Camp participant will receive instruction from a state certified teacher that is highly effective and endorsed or certified in reading. Differentiated instruction will be implemented in every classroom based on students' needs and all instruction will incorporate evidence-based, explicit, systematic, and multisensory instructional strategies. Instructional materials that will be utilized for Summer Reading Camp are Test Ready Plus Reading- Curriculum Associates; Fountas and Pinnel Leveled Literacy- LLI (strong evidence) and iReady. These programs meet Florida's requirements for evidence.

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?

No

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

n/a

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.)

86

Students who demonstrate a reading deficiency in grades K-2

0

Students who score Level 1 in grades 4-5

0

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.)

84%

Students who demonstrate a reading deficiency in grades K-2

0%

Students who score Level 1 in grades 4-5

0%

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.

In an effort to positively impact reading development and provide a continuous flow of academic support between home and school, the Hardee County School District will provide a Read-At-Home Plan to parents of all students identified with a substantial deficiency in reading. This plan will serve as a guide for parents to follow when working with their children at home. It will provide guidance, strategies, and resources that parents can use to strengthen their child's reading skills, and many activities will supply multisensory strategies to positively
support the growth and development of all learning modalities. The plan will include information on the New Worlds Reading Initiative, which provides home book delivery to students identified with reading difficulties, at no cost to parents. Additionally, online reading programs, such as I-Ready, Accelerated Reader, and Tumblebooks will be available for at-home use throughout the school year. A hard copy will be provided to parents and a link to access the Read-At-Home-Plan will be available on the district website.

Who at the district is responsible for monitoring this requirement?

The Directors of Curriculum and Student Academic Services will be 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 Directors of Curriculum and Instruction organized and participated in a series of train-the-trainer sessions on highly-effective instructional practices aligned with the ELA B.E.S.T. Standards alongside school Literacy Coaches. The acquired information on evidence-based reading instruction was shared with all instructional staff at all school sites. Additionally, the Directors of Curriculum and Instruction will share and review a list of Look-Fors that school administrators will use during their weekly reading walkthroughs. An uninterrupted 90 minute reading block will be implemented all school sites on a daily basis. Houghton Mifflin Harcourt Into Reading serves as the core curriculum for the Hardee County School District, and its use is supported by Promising Evidence. According to the publisher, students using HMH Into Reading made significant growth from the beginning of the year to the middle of the year as measured by the Renaissance Star Reading assessment. This curriculum was adopted per the Florida Instructional Materials Adoption Schedule. Houghton Mifflin Harcourt Into Reading literacy curriculum provides students with the opportunity to improve language development through leveled texts, conceptual thinking, cooperative learning, explicit instruction, and differentiated lessons that fully support the Response to Intervention process.

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

The Directors of Curriculum and Instruction are responsible for supporting and monitoring this requirement.

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

How does the district support and monitor implementation?

The district has provided each school with Civics Literacy text sets that are aligned to the B.E.S.T. Standards.
The district supports teachers to use texts to increase students' background knowledge and literacy skills in social studies, science, and the arts by allocating funds in the budget for professional development.

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

The Directors of Curriculum and Instruction are responsible for supporting and monitoring this requirement.

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

How does the district support and monitor implementation?

The district monitors assessments through data chats, which determine small group instruction needs. The district provides vetted, evidence-based curriculum that supports daily small group

instruction. The district supports teachers to provide small group differentiated instruction in order to meet individual student needs by small group differentiated instruction in order to meet individual student needs by allocating funds in the budget for professional development and partnering with Branching Minds to serve as ongoing support.

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

The Directors of Curriculum and Instruction are responsible for supporting and monitoring this requirement.

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.

The Hardee County School District will align K-12 reading instruction with Florida's Revised Formula for Success because all instructional delivery will be provided in a targeted, explicit, systematic manner. All six components of reading are embedded within daily instruction, which is supplied through vetted and evidence-based curriculum.
For grades K-5, an uninterrupted 90 minute reading block will be implemented all school sites on a daily basis. Houghton Mifflin Harcourt Into Reading serves as the core curriculum for the Hardee County School District. In addition, i-Ready will be used in K-8 to individualized instruction based on student need. All students in grades 6-12 receive core instruction from McGraw Hill Studies Sync and Read 180 as needed .The literacy program is supported by strong evidence of providing socially and cognitively engaging and effective instructional practices, and offers resources/materials that are aligned to the Florida B.E.S.T. Resources such as Common Lit (see 11C), Khan Academy (see 11C) will be utilized to support the teaching and learning. Differentiated instruction will be implemented in every classroom based on students' needs and all instruction will incorporate evidence-based, explicit, systematic, and multisensory instructional strategies. Instructional materials that will be utilized for Summer Reading Camp are Test Ready Plus Reading- Curriculum Associates; Fountas and Pinnell Leveled Literacy- LLI (strong evidence) and i-Ready. These programs meet Florida's requirements for evidence. All four assessment types will be utilized to determine student achievement and academic needs and monitor growth. Differentiated instruction will be provided to students identified as needing additional support,

including ESE and ELL students. Specific learning paths and individualized plans will be developed and followed for students identified as having a substantial deficiency in reading. This will include receiving intensive interventions from a teacher that is certified or endorsed in reading.

How does the district support and monitor implementation?

The Directors of Curriculum and Instruction organized and participated in a series of train-the-trainer sessions on highly-effective instructional practices aligned with the ELA B.E.S.T. Standards alongside school Literacy Coaches. The acquired information on evidence-based reading instruction was shared with all instructional staff at all school sites. The Directors of Curriculum and Instruction will share and review a list of Look-Fors that school
administrators will use during their weekly reading walkthroughs. The district monitors assessments through data chats, which determine small group instruction needs. The district provides vetted, evidence-based curriculum that supports daily small group instruction.

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

The Directors of Curriculum, Director of Student Academic Services, and the Director of ESE will be responsible for supporting and monitoring this requirement.

Assessment/Curriculum Decision Trees - Part C

Requirements

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

The Decision Trees must contain the following information:

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

- Target audience (grade level);

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

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

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

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

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

Tier 1
Core Instruction:

- *is standards-aligned;*

- *builds background and content knowledge;*

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

- *incorporates writing in response to reading;*

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

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

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

Grade Levels: K-5

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

(Enter assessment criteria that will be used)

STAR Early Literacy: student receives a Scaled Score of 497-529
STAR Reading: student's Percentile Rank is >39%
i-Ready Diagnostic: student's score is On or Above Grade Level (Green)- Standard View
Florida Standards Assessment (or FAST): student's Achievement Level is a 3, 4, or 5

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.

Houghton Mifflin Harcourt Into Reading serves as the core curriculum for the Hardee County School District, and its use is supported by Promising Evidence. According to the publisher, students using HMH Into Reading made significant growth from the beginning of the year to the middle of the year as measured by the Renaissance Star Reading assessment.

This curriculum was adopted per the Florida Instructional Materials Adoption Schedule. Houghton Mifflin Harcourt Into Reading literacy curriculum provides students with the opportunity to improve language development through leveled texts, conceptual thinking, cooperative learning, explicit instruction, and differentiated lessons that fully support the Response to Intervention process.

Progress Monitoring

Assessment & Frequency
Florida Standards Assessment (former)- End of the school year
Florida Assessment of Student Thinking (FAST)- Beginning, Middle, & End of the school year
STAR Early Literacy- Beginning, Middle, & End of the school year.
STAR Reading- Beginning, Middle, & End of the school year
i-Ready Reading Diagnostics- Beginning, Middle, & End of the school year

Performance Criteria that indicates Tier 1 is sufficient for at least 80% of students
Previous EOY Florida Standards Assessment (FAST) – Levels 3, 4, 5
STAR Reading - Percentile Ranking 40-100%
STAR Early Literacy- Scaled Score of 497-529
iReady Reading Diagnostics - On or Above Grade Level (Green)
District Developed Benchmark - 80-100%

Performance Criteria that prompts the addition of Tier 2 interventions for students not meeting the expectation/benchmark
Previous EOY Florida Standards Assessment (FAST) – Level 2
STAR Reading - Percentile Rank 26-39%
STAR Early Literacy- Scaled Score of 438-496
iReady Reading Diagnostics – One Grade Level Below (yellow)
District developed Benchmark - 60-79%

How is the effectiveness of Tier 1 instruction being monitored?

Student data analysis and progress monitoring will determine the effectiveness of Tier I instruction being provided to students.

Grade Levels: K-5

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?

Administrative instructional walkthroughs/observations and weekly data reviews of common formative assessments during PLCs will help identify problems and improve the effectiveness of Tier 1 instruction. The Hardee County School District does not offer a hybrid/virtual option in lieu of a brick and mortar traditional classroom setting. Students are provided in-person instruction throughout the school year. If a student needs to utilize a virtual option, the Hardee County School District encourages participation in My District Virtual School (MDVS) or Florida Virtual School (FLVS).

How is the effectiveness of Tier 1 curriculum being monitored?

Formative assessments, summative assessments, teacher observations, and progress monitoring.

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

Instructional materials adopted by the Hardee County School District must be found within the Florida Department of Education's approved instructional materials list. An instructional design rubric will be completed prior to adoption to ensure that curriculum is fully aligned to the Florida Standards. Additionally, administrative instructional walkthroughs/observations and weekly data reviews of common formative assessments during PLCs will help identify problems and improve the effectiveness of Tier 1 curriculum. The Hardee County School District does not offer a hybrid/virtual option in lieu of a brick and mortar traditional classroom setting. Students are provided in-person instruction throughout the school year. If a student needs to utilize a virtual option, the Hardee County School District encourages participation in My District Virtual School (MDVS) or Florida Virtual School (FLVS).

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

The Hardee County School District does not offer a hybrid/virtual option in lieu of a brick and mortar traditional classroom setting. Students are provided in-person instruction throughout the school year. If a student needs to utilize a virtual option, the Hardee County School District encourages participation in My District Virtual School (MDVS) or Florida Virtual School (FLVS).

Grade Levels: 6-8

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

(Enter assessment criteria that will be used)

FSA (or FAST) ELA Level 3-5 (or)
FSA (or FAST) ELA Level 2 (with a history of level 3 or above)
I-Ready Diagnostic Overall Grade Level Placement above, on, or ≤ 2 years below level (AP3)

<div align="center">

THEN TIER 1 Only

</div>

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

All students receive core instruction from Houghton Mifflin Harcourt- Collections. The literacy program is supported by strong evidence of providing socially and cognitively engaging and effective instructional practices, and offers resources/materials that are aligned to the Florida Standards.

Progress Monitoring

Assessment & Frequency
I-Ready Reading Diagnostic Assessment and Florida Standards Assessment (or FAST) ELA.
Assessment Period:
AP1-August 2022
AP2- December 2022
AP3- April 2023

Performance Criteria that indicates Tier 1 is sufficient for at least 80% of students
Student's overall scale score is on or above grade level.
Grade 6- 598 or above
Grade 7- 609 or above
Grade 8- 620 or above

Performance Criteria that prompts the addition of Tier 2 interventions for students not meeting the expectation/benchmark
Student's overall scale score is 2 levels below:
Grade 6- 542-565
Grade 7- 566-582
Grade 8- 583-593

How is the effectiveness of Tier 1 instruction being monitored?

Administrative walkthroughs and formal and informal observations, desegregation of school wide data that includes state wide assessments and district level assessment such as benchmarks and diagnostic testing for ongoing progress monitoring.

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?

Administrative instructional walkthroughs and observations, quarterly data chats based on common formative assessments, and diagnostic data during PLCs, all aid in the identification and improvement of Tier 1 instructional strengths and weakness. The Hardee County School District does not offer a hybrid/virtual option in lieu of a brick and mortar traditional classroom setting. Students are provided in-

Grade Levels: 6-8

person instruction throughout the school year. If a student needs to utilize a virtual option, the Hardee County School District encourages participation in My District Virtual School (MDVS) or Florida Virtual School (FLVS).

How is the effectiveness of Tier 1 curriculum being monitored?

Class grades, formative and summative assessments, teacher recommendations or anecdotal evidence, or prior RtI services and documentation.

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

Instructional materials adopted by the Hardee County School District must be found within the Florida Department of Education's approved instructional materials list. An instructional designed rubric will be completed prior to adoption to ensure that curriculum is fully aligned to the Florida Standards. Additionally, administrative instructional walkthroughs/observations and monthly data chats of common formative assessments and diagnostic data during PLCs will help identify problems and improve the effectiveness of Tier 1 curriculum. The Hardee County School District does not offer a hybrid/virtual option in lieu of a brick and mortar traditional classroom setting. Students are provided in-person instruction throughout the school year. If a student needs to utilize a virtual option, the Hardee County School District encourages participation in My District Virtual School (MDVS) or Florida Virtual School (FLVS).

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

The Hardee County School District does not offer a hybrid/virtual option in lieu of a brick and mortar traditional classroom setting. Students are provided in-person instruction throughout the school year. If a student needs to utilize a virtual option, the Hardee County School District encourages participation in My District Virtual School (MDVS) or Florida Virtual School (FLVS).

Grade Levels: 9-12

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

(Enter assessment criteria that will be used)

FSA (or FAST) ELA Level 3-5 (or)
FSA (or FAST) ELA Level 2 (with a history of level 3 or above)

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.

All students receive core instruction from McGraw Hill Studies Sync. The literacy program is supported by strong evidence of providing socially and cognitively engaging and effective instructional practices, and offers resources/materials that are aligned to the Florida B.E.S.T.
Resources such as Common Lit (see 11C), Khan Academy (see 11C) will be utilized to support the teaching and learning of the standards.

Progress Monitoring

Assessment & Frequency
*Benchmark Assessments
BM1-August 2022
BM2-December 2022
BM3-April 2023
*Bi-monthly classroom mini-assessments

Performance Criteria that indicates Tier 1 is sufficient for at least 80% of students
Grade Level Performance
If Student's Probability of Literacy Success (PLS) score is at or above 70%

Performance Criteria that prompts the addition of Tier 2 interventions for students not meeting the expectation/benchmark
If Student's Probability of Literacy Success (PLS) score is at or below 69%

How is the effectiveness of Tier 1 instruction being monitored?

Administrative walkthroughs and observations, desegregation of school wide data that includes statewide assessments and district level assessment such as benchmarks and diagnostic testing for ongoing progress monitoring.

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?

Administrative instructional walkthroughs/observations and weekly/bi-monthly/monthly data reviews of common formative assessments during PLCs will help identify problems and improve the effectiveness of Tier 1 instruction. The Hardee County School District does not offer a hybrid/virtual option in lieu of a brick and mortar traditional classroom setting. Students are provided in-person instruction throughout the school year. If a student needs to utilize a virtual option, the Hardee County School District encourages participation in My District Virtual School (MDVS) or Florida Virtual School (FLVS).

How is the effectiveness of Tier 1 curriculum being monitored?

Grade Levels: 9-12

Class grades, formative and summative assessments, teacher recommendations/observations or anecdotal evidence, and progress monitoring.

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

Instructional materials adopted by the Hardee County School District must be found within the Florida Department of Education's approved instructional materials list. An instructional design rubric will be completed prior to adoption to ensure that curriculum is fully aligned to the Florida Standards. Additionally, administrative instructional walkthroughs/observations and weekly/bi-monthly/monthly data reviews of common formative assessments during PLCs will help identify problems and improve the effectiveness of Tier 1 curriculum.
The Hardee County School District does not offer a hybrid/virtual option in lieu of a brick and mortar traditional classroom setting. Students are provided in-person instruction throughout the school year. If a student needs to utilize a virtual option, the Hardee County School District encourages participation in My District Virtual School (MDVS) or Florida Virtual School (FLVS).

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

The Hardee County School District does not offer a hybrid/virtual option in lieu of a brick and mortar traditional classroom setting. Students are provided in-person instruction throughout the school year. If a student needs to utilize a virtual option, the Hardee County School District encourages participation in My District Virtual School (MDVS) or Florida Virtual School (FLVS).

Tier 2
Supplemental Instruction/Intervention:

- *is standards-aligned;*

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

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

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

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

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

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

Grade Levels: K-5

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

(Enter assessment criteria that will be used)

Student meets the following criteria at beginning of school year:
STAR Early Literacy Scale Score – 438-496
STAR Reading – Percentile Rank 26%-39%
EOY Florida Standards Assessment (or FAST) – Level 2
iReady Reading Diagnostics – One Grade Level Below (yellow) in Standard View
District/School/Teacher Developed Assessments – 60-79%

THEN TIER 1 Instruction and TIER 2 Interventions

Progress Monitoring

Tier 2 Programs/Materials/Strategies & Duration

-Houghton Mifflin Harcourt (HMH) Into Reading Intervention Kit- 3 times/week
-iReady Teacher Toolbox (computer and paper based)- 3 times/week
-Small group instruction targeted to meet students' instructional needs- 3 times/week

Assessment & Frequency

-Previous EOY FSA (or FAST)- annually
-STAR Early Literacy- 3 times/year (beginning, middle, & end)
-STAR Reading- 3 times/year (beginning, middle, & end)
-iReady Reading Diagnostics- 3 times/year (beginning, middle, & end)
-District/School/Teacher Developed Assessments- 3 times/year or as needed

Performance Criteria to discontinue Tier 2 interventions

Previous EOY Florida Standards Assessment (or FAST) – Level 3,4,5
STAR Early Literacy – Scale Score 497-529
STAR Reading – Percentile Rank 40-100%
iReady Reading Diagnostics – On or Above Grade Level
District/School/Teacher Developed Assessments – 80-100%

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

Previous EOY Florida Standards Assessment (or FAST) – Level 2
STAR Early Literacy – Scale Score 438-496
STAR Reading – Percentile Rank 26-39%
iReady Reading Diagnostics - Below One Grade Level
District/School/Teacher Developed Assessments – 60-79%

Performance Criteria that prompts the addition of Tier 3 interventions

Previous EOY Florida Standards Assessment (or FAST) – Level 1
STAR Early Literacy– Scale Score 437 and below
STAR Reading – Percentile Rank below 25%
iReady Reading Diagnostics – Two or more years below grade level
District/School/Teacher Developed Assessments – 0-59%

Number of times per week intervention provided

3 times/week

Number of minutes per intervention session

Grade Levels: K-5

20+ minutes

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

Instructional materials adopted by the Hardee County School District must be found within the Florida Department of Education's approved instructional materials list. An instructional design rubric will be completed prior to adoption to ensure that curriculum is fully aligned to the Florida Standards. Additionally, administrative instructional walkthroughs/observations and weekly data reviews of common formative assessments during PLCs will help identify problems and improve the effectiveness of Tier II curriculum. The Hardee County School District does not offer a hybrid/virtual option in lieu of a brick and mortar traditional classroom setting. Students are provided in-person instruction throughout the school year. If a student needs to utilize a virtual option, the Hardee County School District encourages participation in My District Virtual School (MDVS) or Florida Virtual School (FLVS).

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

-Instruction in the following areas should be provided to increase reading fluency and endurance of texts within the K-2 grade complexity band:
*Phonological Awareness
*Phonics
*High Frequency Words
*Vocabulary
*Background Knowledge
*Comprehension: Fiction and Nonfiction
*Skill Support
*Volume of Reading
-Consult the student profile in I-Ready and provide targeted instruction based on individual domain deficiency such as vocabulary and comprehension.
-45 minutes of prescribed I-Ready Reading online instruction per week.
-i-Ready and Houghton Mifflin Harcourt Into Reading meets Florida's requirements for evidence levels.

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

The Hardee County School District does not offer a hybrid/virtual option in lieu of a brick and mortar traditional classroom setting. Students are provided in-person instruction throughout the school year. If a student needs to utilize a virtual option, the Hardee County School District encourages participation in My District Virtual School (MDVS) or Florida Virtual School (FLVS).

Grade Levels: 6-8

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

(Enter assessment criteria that will be used)

-Previous EOY Florida Standards Assessment (or FAST) ELA Level 1 or 2
-I-Ready Diagnostic Overall Grade Level Placement >2 years below level (AP3)
-I-Ready Diagnostic Overall Grade Level Placements >2 years below level (AP2)
-I-Ready Diagnostic Phonics and Phonological Awareness tested out (AP2 and AP3)

THEN TIER 1 Instruction and TIER 2 Interventions

Progress Monitoring

Tier 2 Programs/Materials/Strategies & Duration

-Intensive Language Arts
Tier 2 students receive instruction from McGraw Hill Studies Sync and *I-Ready . Resources such as Common Lit (see 11C), Khan Academy (see 11C) will be utilized to support the teaching and learning of the standards.

Assessment & Frequency
I-Ready Diagnostic
*AP1- Aug. 2022
*AP2-Dec. 2022
*AP3-April 2023

Performance Criteria to discontinue Tier 2 interventions
½ Year Growth Expectation on I-Ready Diagnostic:
6th Grade- +8 Points
7th Grade- +7 Points
8th Grade-+7 points

Performance Criteria indicating continuation of Tier 2 interventions in addition to Tier 1 instruction
Student's overall scale score is 2 levels below"
Grade 6- 542- 565
Grade 7- 565 or below
Grade 8- 583-593

Performance Criteria that prompts the addition of Tier 3 interventions
Student's overall scale score is >2 grade levels below:
Grade 6- 541 or below
Grade 7- 565 or below
Grade 8- 582 or below

Number of times per week intervention provided

5 times/week

Number of minutes per intervention session

50 minutes

Grade Levels: 6-8

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?

Teachers consult the student profile in I-Ready and provide targeted instruction based on individual domain deficiency such as vocabulary or comprehension in the intensive language arts program. Teachers provide tier 2 instruction within the Florida Standards. Student progress is monitored through teacher observations, weekly assessments, weekly I-Ready lesson performance and I-Ready Diagnostic results. Students who are not making adequate progress are referred to Problem Solving Team meetings. Team members determine interventions and the intervention intensity while providing ongoing progress monitoring. Student needs for additional supports are determined and provided through this process.
Performance monitoring involves regular collection and analysis of data to track student progress. Additional monitoring helps to identify whether key elements of a research-based program are addressing student needs. Consistent analysis of relevant data will support the monitoring of student performance and segue, if necessary, in to additional tiered support needed to promote continuous improvement.
The Hardee County School District does not offer a hybrid/virtual option in lieu of a brick and mortar traditional classroom setting. Students are provided in-person instruction throughout the school year. If a student needs to utilize a virtual option, the Hardee County School District encourages participation in My District Virtual School (MDVS) or Florida Virtual School (FLVS).

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

iReady, Study Sync meet Florida's requirements for evidence levels.

CommonLit does not meet strong, moderate or promising levels of evidence; however, the following IES Practice Guide Recommendation(s) support the program: Providing Reading Interventions for Students in Grades 4-9 Recommendation(s) 3 level 1. Routinely use a set of comprehension-building practices to help students make sense of the text. Build students' world and word knowledge so they can make sense of the text. These recommendation(s) were built into the program by fluency-building activities, comprehension-building practices, and exposure to complex text. The district will support and monitor implementation of this program by identifying and enrolling students and providing time for program implementation, including training and support from CommonLit through on demand professional learning.

Khan Academy does not meet strong, moderate or promising levels of evidence; however, the following IES Practice Guide Recommendation(s) support the program: Providing Reading Interventions for Students in Grades 4-9 Recommendation(s) 3 level 1. Routinely use a set of comprehension-building practices to help students make sense of the text. Build students' world and word knowledge so they can make sense of the text. These recommendation(s) were built into the program by fluency-building activities through repeated readings of text/s, comprehension-building practices, and exposure to complex text. The district will support and monitor implementation of this program by identifying and enrolling students and providing time for program implementation, including training and support from Khan Academy through professional learning.

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

Grade Levels: 6-8

The Hardee County School District does not offer a hybrid/virtual option in lieu of a brick and mortar traditional classroom setting. Students are provided in-person instruction throughout the school year. If a student needs to utilize a virtual option, the Hardee County School District encourages participation in My District Virtual School (MDVS) or Florida Virtual School (FLVS).

Grade Levels: 9-12

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

(Enter assessment criteria that will be used)

-9th/10th Grade Students Scoring Previous EOY Florida Standards Assessment (or FAST) ELA Level 2 (with a history of level 3)
-9th Grade Students Scoring Achievement level of 328-342 will be TIER 2
-10th Grade Students Scoring Achievement level of 334-349 will be TIER 2

THEN TIER 1 Instruction and TIER 2 Interventions

Progress Monitoring

Tier 2 Programs/Materials/Strategies & Duration
-Intensive Language Arts
Tier 2 students receive instruction from McGraw Hill Studies Sync and *READ 180. Resources such as Common Lit (see 11C), Khan Academy (see 11C) will be utilized to support the teaching and learning.

Assessment & Frequency
*BM1- Aug. 2022
BM2-Dec. 2022
BM3-April 2023

Performance Criteria to discontinue Tier 2 interventions
Grade Level Performance
If Student's Probability of Literacy Success (PLS) score is at or above 70%

Performance Criteria indicating continuation of Tier 2 interventions in addition to Tier 1 instruction
-Previous EOY Florida Standards Assessment (or FAST) ELA Level 1 or 2:
*9th Grade Students Scoring Achievement Level of 342 or below
*10th Grade Students Scoring Achievement Level of 349 or below
OR:
-Any student falling between 69%-31%
-Probability of Literacy Success (PLS)
-All students in intensive reading classes will take the READ 180 Reading Inventory to measure comprehension. If students score at a Lexile level of 600 or above they are placed in Read 180.

Performance Criteria that prompts the addition of Tier 3 interventions
-Previous EOY Florida Standards Assessment (or FAST) ELA Level 1:
*9th Grade Students Scoring Achievement level of 327 or below
*10th Grade Students Scoring Achievement level of 332 or below
OR:
-Any student falling 30% or below on Probability of Literacy Success (PLS)
-If students score below 600 lexile, on the READ 180 Reading Inventory, then students take the phonics placed accordingly in System 44 inventory. Depending on the phonic level students are on.

Number of times per week intervention provided

3-5 times/week

Number of minutes per intervention session

Grade Levels: 9-12

50-90 minutes

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

All students in intensive reading classes will take the READ 180 Reading Inventory to measure comprehension. If students score at a Lexile level of 600 or above they are placed in Read 180. If they score below 600 Lexile, then students take the phonics inventory. Depending on the phonic level, students are placed in groups by level. Teachers consult the student profile in Khan Academy and READ 180 to provide targeted instruction based on individual domain deficiency such as vocabulary or comprehension in the intensive language arts program. Teachers provide tier 2 instruction within the Florida Standards. Student progress is monitored through teacher observations, weekly assessments, weekly Khan Academy lesson performance and Diagnostic results, along with monitoring progress within the READ 180 Workshop lessons. Students who are not making progress are provided additional small teacher grouped targeted instruction while providing ongoing progress monitoring. Hardee Virtual Academy will handle all the distance learning for students in our district. The Hardee County School District does not offer a hybrid/virtual option in lieu of a brick and mortar traditional classroom setting. Students are provided in-person instruction throughout the school year. If a student needs to utilize a virtual option, the Hardee County School District encourages participation in My District Virtual School (MDVS) or Florida Virtual School (FLVS).

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

READ 180 and Study Sync meet Florida's requirements for evidence levels.
CommonLit does not meet strong, moderate or promising levels of evidence; however, the following IES Practice Guide Recommendation(s) support the program: Providing Reading Interventions for Students in Grades 4-9 Recommendation(s) 3 level 1. Routinely use a set of comprehension-building practices to help students make sense of the text. Build students' world and word knowledge so they can make sense of the text. These recommendation(s) were built into the program by fluency-building activities, comprehension-building practices, and exposure to complex text. The district will support and monitor implementation of this program by identifying and enrolling students and providing time for program implementation, including training and support from CommonLit through on demand professional learning.
Khan Academy does not meet strong, moderate or promising levels of evidence; however, the following IES Practice Guide Recommendation(s) support the program: Providing Reading Interventions for Students in Grades 4-9 Recommendation(s) 3 level 1. Routinely use a set of comprehension-building practices to help students make sense of the text. Build students' world and word knowledge so they can make sense of the text. These recommendation(s) were built into the program by fluency-building activities through repeated readings of text/s, comprehension-building practices, and exposure to complex text. The district will support and monitor implementation of this program by identifying and enrolling students and providing time for program implementation, including training and support from Khan Academy through professional learning.

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

The Hardee County School District does not offer a hybrid/virtual option in lieu of a brick and mortar traditional classroom setting. Students are provided in-person instruction throughout the school year. If

Grade Levels: 9-12

a student needs to utilize a virtual option, the Hardee County School District encourages participation in My District Virtual School (MDVS) or Florida Virtual School (FLVS).

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)

-STAR Early Literacy – Scale Score 437 and below
-STAR Reading – Percentile Ranking below 25%
-iReady Reading Diagnostics – Two or More Years Below (red) in Standard View
-Previous EOY Florida Standards Assessment (or FAST) – Level 1
-District/School/Teacher Developed Benchmark Assessments – 0-59%

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

Progress Monitoring

Tier 3 Programs/Materials/Strategies & Duration

-Houghton Mifflin Harcourt Into Reading Intervention Kit
-Daily small group (no more than 5 students) Immediate Intensive Intervention – outside of 90 Minute Reading
Block (with certified and/or reading endorsed teacher)
-iReady Teacher Toolbox Computer and Paper Based – for targeted instruction and intervention

Assessment & Frequency
-Previous EOY FSA (or FAST)- annually
-STAR Early Literacy- 3 times/year (beginning, middle, & end)
-STAR Reading- 3 times/year (beginning, middle, & end)
-iReady Reading Diagnostics- 3 times/year (beginning, middle, & end)
-District/School/Teacher Developed Assessments- 3 times/year or as needed

Performance Criteria to discontinue Tier 3 interventions

-Previous Florida Standards Assessment (or FAST) – Level 2
-STAR Early Literacy– Scale Score 438-496
-STAR Reading – Percentile Rank 26-39%
-iReady Reading Diagnostics - Below One Grade Level
-District/School/Teacher Developed Benchmark Assessments – 60-79%

Performance Criteria indicating continuation of Tier 3 interventions

-Previous Florida Standards Assessment (or FAST) – Level 1
-STAR Early Literacy – Scale Score 437 and below
-STAR Reading – Percentile Rank below 25%
-iReady Reading Diagnostics – Two or more years below grade level
-District Developed Benchmark Assessments – 0-59%

Performance Criteria that prompts intensified Tier 3 interventions

-Previous Florida Standards Assessment (or FAST) – Level 1
-STAR Early Literacy – Scale Score 437 and below
-STAR Reading – Percentile Rank below 25%
-iReady Reading Diagnostics – Two or more years below grade level
-District Developed Benchmark Assessments – 0-59%

Number of times per week intervention provided

5 days/week

Number of minutes per intervention session

Grade Levels: K-5

30 minutes/day

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?

Instructional materials adopted by the Hardee County School District must be found within the Florida Department of Education's approved instructional materials list. An instructional design rubric will be completed prior to adoption to ensure that curriculum is fully aligned to the B.E.S.T. Standards. Additionally, administrative instructional walkthroughs/observations and weekly data reviews of common formative assessments during PLCs will help identify problems and improve the effectiveness of Tier III curriculum. The Hardee County School District does not offer a hybrid/virtual option in lieu of a brick and mortar traditional classroom setting. Students are provided in-person instruction throughout the school year. If a student needs to utilize a virtual option, the Hardee County School District encourages participation in My District Virtual School (MDVS) or Florida Virtual School (FLVS).

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

-Instruction- Instruction in the following areas should be provided to increase reading fluency and endurance of texts within the K-5 grade complexity band:
*Vocabulary
*Background Knowledge
*Comprehension: Fiction and Nonfiction
*Skill Support
*Volume of Reading

-Intervention- Explicit and systematic instruction in the following areas should be provided to increase reading fluency and endurance of texts within the K-5 grade complexity band:
*Phonics
*Phonological Awareness
*Word Attack Skills
*Word Recognition
*Syntax
*Text Structure
*Pace/Expression

-Small group instruction and/or interventions should be provided in a reading support class as appropriate (no more than 5 students per group):
*Prescriptive and targeted instruction for specific skill development
*Variety of opportunities for repetition (repeated exposures)
*Smaller chunks of text or content
*Guided and independent reading practice
*Skill development and practice integrated into all activities
*Frequent monitoring

-Consult the student profile in I-Ready and provide targeted instruction based on individual domain deficiency such as phonics, phonological awareness, vocabulary and comprehension.
45 minutes of prescribed I-Ready Reading online instruction per week.

Grade Levels: K-5

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

The Hardee County School District does not offer a hybrid/virtual option in lieu of a brick and mortar traditional classroom setting. Students are provided in-person instruction throughout the school year. If a student needs to utilize a virtual option, the Hardee County School District encourages participation in My District Virtual School (MDVS) or Florida Virtual School (FLVS).

Grade Levels: 6-8

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

(Enter assessment criteria that will be used)

-Previous Florida Standards Assessment (or FAST) ELA Level 1
-I-Ready Diagnostic Overall Grade Level Placement >3 years below level (AP2)
-I-Ready Diagnostic Overall Grade Level Placement > 3 years below level (AP3)
-I-Ready Diagnostic Phonics and Phonological Awareness not tested out (AP2 and AP3)

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

Progress Monitoring

Tier 3 Programs/Materials/Strategies & Duration

-Intensive Reading
Tier 2 students receive instruction from McGraw Hill Studies Sync and *I-Ready and/or *Read 180. Resources such as Common Lit (see 11C), Khan Academy (see 11C) will be utilized to support the teaching and learning of the standards.

Assessment & Frequency
I-Ready Diagnostic
AP1- Aug. 2022
AP2-Dec. 2022
AP3-April 2023

Performance Criteria to discontinue Tier 3 interventions

-If a student's score is still >2 years below grade level, AND has not made ½ year's growth on the AP2 diagnostic, then refer student to Problem Solving Team.
-½ Year Growth Expectation on I-Ready Diagnostic:
*6th Grade- +8 Points
*7th Grade- +7 Points
*8th Grade-+7 points

Performance Criteria indicating continuation of Tier 3 interventions
-Previous Florida Standards Assessment (or FAST) Level 1 and 2 students scoring > 2 levels below may need to receive intensified interventions (more time and smaller group size).
-Student's overall scale scores is > 2 grade levels below:
*Grade 6- 541 or below
*Grade 7- 565 or below
*Grade 8- 582 or below

Performance Criteria that prompts intensified Tier 3 interventions

-Previous Florida Standards Assessment (or FAST) Level 1 and 2 students scoring > 2 levels below may need to receive intensified interventions (more time and smaller group size).
-Student's overall scale scores is > 2 grade levels below:
*Grade 6- 541 or below
*Grade 7- 565 or below
*Grade 8- 582 or below

Number of times per week intervention provided

5 times/week

Number of minutes per intervention session

Grade Levels: 6-8

52 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 consult the student profile in I-Ready and provide targeted instruction based on individual domain deficiency such as vocabulary or comprehension in the intensive language arts program. Teachers provide tier 3 instruction within the Florida Standards using small group targeted instruction and instructional focus
(group/student level needs.) Teachers meet and plan with ELA teachers to ensure alignment of instruction and materials to the Florida Standards. Student progress is monitored through teacher observations, weekly assessments, weekly I-Ready lesson performance and I-Ready Diagnostic results. Students who are not making progress are referred for Problem Solving Team meetings. Team members determine interventions and intensity of interventions while providing ongoing progress monitoring. Student needs for additional supports are provided through this process. All students in intensive reading classes will take the READ 180 Reading Inventory to measure comprehension. If students score at a Lexile level of 600 or above they are placed in Read 180. If they score below 600 Lexile, then students take the phonics inventory. Depending on the phonic level, students are placed in leveled groups. Performance monitoring involves regular collection and analysis of data to track student progress. Additional monitoring helps to identify whether key elements of a research based program are addressing student needs. Consistent analysis of relevant data will support the monitoring of student performance and segue, if necessary, into additional tiered support.
The Hardee County School District does not offer a hybrid/virtual option in lieu of a brick and mortar traditional classroom setting. Students are provided in-person instruction throughout the school year. If a student needs to utilize a virtual option, the Hardee County School District encourages participation in My District Virtual School (MDVS) or Florida Virtual School (FLVS).

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

I-Ready, Study Sync and READ180 meet Florida's requirements for evidence levels.
CommonLit does not meet strong, moderate or promising levels of evidence; however, the following IES Practice Guide Recommendation(s) support the program: Providing Reading Interventions for Students in Grades 4-9 Recommendation(s) 3 level 1. Routinely use a set of comprehension-building practices to help students make sense of the text. Build students' world and word knowledge so they can make sense of the text. These recommendation(s) were built into the program by fluency-building activities, comprehension-building practices, and exposure to complex text. The district will support and monitor implementation of this program by identifying and enrolling students and providing time for program implementation, including training and support from CommonLit through on demand professional learning.
Khan Academy does not meet strong, moderate or promising levels of evidence; however, the following IES Practice Guide Recommendation(s) support the program: Providing Reading Interventions for Students in Grades 4-9 Recommendation(s) 3 level 1. Routinely use a set of comprehension-building practices to help students make sense of the text. Build students' world and word knowledge so they can make sense of the text. These recommendation(s) were built into the program by fluency-building activities through repeated readings of text/s, comprehension-building practices, and exposure to complex text. The district will support and monitor implementation of this program by identifying and enrolling students and providing time for program implementation, including training and support from Khan Academy through professional learning.

Grade Levels: 6-8

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

The Hardee County School District does not offer a hybrid/virtual option in lieu of a brick and mortar traditional classroom setting. Students are provided in-person instruction throughout the school year. If a student needs to utilize a virtual option, the Hardee County School District encourages participation in My District Virtual School (MDVS) or Florida Virtual School (FLVS).

Grade Levels: 9-12

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

(Enter assessment criteria that will be used)

-Previous Florida Standards Assessment (or FAST) ELA Level 1 or 2 from previous school year
*9th Grade Students Scoring Achievement level of 328-342 will be TIER 2
*9th Grade Students Scoring Achievement level of 276-327 will be TIER 3
*10th Grade Students Scoring Achievement level of 334-349 will be TIER 2
*10th Grade Students Scoring Achievement level of 284-333 will be TIER 3

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

Progress Monitoring

Tier 3 Programs/Materials/Strategies & Duration
Intensive Reading
Tier 2 students receive instruction from McGraw Hill Studies Sync and *Read 180. Resources such as Common Lit (see 11C), Khan Academy (see 11C) will be utilized to support the teaching and learning of the standards.
*Ongoing during the school year

Assessment & Frequency
-Previous Florida Standards Assessment (or FAST) ELA yearly
-Mini-Assessments bi-weekly
-District/School/Teacher developed benchmarks three times per year:
*BM1-August 2022
*BM2-December 2022
*BM3-April 2023
**All students in intensive reading classes will take the READ 180 Reading Inventory to measure comprehension at the beginning of the year.

Performance Criteria to discontinue Tier 3 interventions
-Previous Florida Standards Assessment (or FAST) ELA Test Results of:
*9th Grade Students scoring achievement levels 328-342 will be TIER 2
*10th Grade Students scoring achievement levels 334-349 will be TIER 2
**All students in intensive reading classes will take the READ 180 Reading Inventory to measure comprehension. If students score at a Lexile Level of 600 or above they are placed in Read 180.

Performance Criteria indicating continuation of Tier 3 interventions
-Previous Florida Standards Assessment (or FAST) ELA Test Results of:
*9th Grade Students scoring achievement levels 276-327 will be TIER 3
*10th Grade Students scoring achievement levels 284-333 will be TIER 3
**If students score below 600 lexile, on the READ 180 Reading Inventory, then students take the phonics inventory. Depending on the phonics level, students are placed accordingly in leveled groups.

Performance Criteria that prompts intensified Tier 3 interventions
-Previous Florida Standards Assessment (or FAST) ELA Test Results of:
*9th Grade Students scoring achievement levels 276-327 will be TIER 3
*10th Grade Students scoring achievement levels 284-333 will be TIER 3
**If students score below 600 lexile, on the READ 180 Reading Inventory, then students take the phonics inventory. Depending on the phonics level, students are placed accordingly in leveled groups.

Grade Levels: 9-12

Number of times per week intervention provided

3-5 times/week

Number of minutes per intervention session

50-90 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?

Instructional materials have been adopted by the Hardee County School District found within the Florida Department of Education's approved instructional materials list in order that curriculum is fully aligned to the Florida Standards. Administrative instructional walkthroughs/observations and weekly/bi-monthly/monthly data reviews of common formative assessments during grade level department PLCs will help identify problems and improve the effectiveness of TIER 3 curriculum and instruction. Performance monitoring of our students will involve regularly collecting and analyzing data during PLC's to track progress to ensure that appropriate interventions are meeting the needs of students. The Hardee County School District does not offer a hybrid/virtual option in lieu of a brick and mortar traditional classroom setting. Students are provided in-person instruction throughout the school year. If a student needs to utilize a virtual option, the Hardee County School District encourages participation in My District Virtual School (MDVS) or Florida Virtual School (FLVS).

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

READ 180 is engineered to unlock the science behind reading success and incorporates the latest brain research and principles of how the brain learns to read. READ 180 and Study Sync meet Florida's requirements for evidence levels.
CommonLit does not meet strong, moderate or promising levels of evidence; however, the following IES Practice Guide Recommendation(s) support the program: Providing Reading Interventions for Students in Grades 4-9 Recommendation(s) 3 level 1. Routinely use a set of comprehension-building practices to help students make sense of the text. Build students' world and word knowledge so they can make sense of the text. These recommendation(s) were built into the program by fluency-building activities, comprehension-building practices, and exposure to complex text. The district will support and monitor implementation of this program by identifying and enrolling students and providing time for program implementation, including training and support from CommonLit through on demand professional learning.
Khan Academy does not meet strong, moderate or promising levels of evidence; however, the following IES Practice Guide Recommendation(s) support the program: Providing Reading Interventions for Students in Grades 4-9 Recommendation(s) 3 level 1. Routinely use a set of comprehension-building practices to help students make sense of the text. Build students' world and word knowledge so they can make sense of the text. These recommendation(s) were built into the program by fluency-building activities through repeated readings of text/s, comprehension-building practices, and exposure to complex text. The district will support and monitor implementation of this program by identifying and enrolling students and providing time for program implementation, including training and support from Khan Academy through professional learning.
The Hardee County School District does not offer a hybrid/virtual option in lieu of a brick and mortar traditional classroom setting. Students are provided in-person instruction throughout the school year. If

Grade Levels: 9-12

a student needs to utilize a virtual option, the Hardee County School District encourages participation in My District Virtual School (MDVS) or Florida Virtual School (FLVS).

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

The Hardee County School District does not offer a hybrid/virtual option in lieu of a brick and mortar traditional classroom setting. Students are provided in-person instruction throughout the school year. If a student needs to utilize a virtual option, the Hardee County School District encourages participation in My District Virtual School (MDVS) or Florida Virtual School (FLVS).

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.

K-2 student is identified as having a substantial deficiency in reading if:
-FLKRS (STAR Early Literacy) – Scale Score 437 and below (K)
-STAR Reading – Percentile Ranking below 25%
-iReady Reading Diagnostics – Student's Percentile Rank is <12%

3-5 student is identified as having a substantial deficiency in reading if:
-Florida Standards Assessment – Level 1
-STAR Reading – Percentile Ranking below 25%
-iReady Reading Diagnostics – Student's Percentile Rank is <12%
-District Developed Benchmark Assessments – 0-59%

6-8 student is identified as having a substantial deficiency in reading if:
-FSA ELA Level 1
-I-Ready Diagnostic Overall Grade Level Placement >3 years below level (AP2)
-I-Ready Diagnostic Overall Grade Level Placement > 3 years below level (AP3)
-I-Ready Diagnostic Phonics and Phonological Awareness not tested out (AP2 and AP3)

9-12 student is identified as having a substantial deficiency in reading if:
-FSA ELA Level 1 from previous school year
-9th Grade Students Scoring Achievement level of 276-327 will be TIER 3
-10th Grade Students Scoring Achievement level of 284-333 will be TIER 3

The identification criteria above and/or at the discretion of the school and/or instructor a student may be identified as having a substantial deficiency in reading if 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.