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Contact Information, Communication Plan, and Student Achievement Goals

Contact Information - Part A

District Contact Information

Reading Contacts

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

Contact	Name, Title, Email, Phone
Main District Reading Contact	Ansley, Rebecca District Curriculum Specialist ansley.rebecca@mybradford.us 904-966-6795
Elementary English Language Arts (ELA)	Adams, Tammy Elementary Reading Coach adams.tammy2@mybradford.us 904-966-6061
Reading Endorsement	Clarke, Karen Assistant Superintendent clarke.karen@mybradford.us 904-966-6032
Reading Curriculum	Clarke, Karen Assistant Superintendent clarke.karen@mybradford.us 904-966-6032
Professional Development	Clarke, Karen Assistant Superintendent clarke.karen@mybradford.us 904-966-6032
Assessment	Chastain, Evelyn Data Scientist chastain.evelyn@mybradford.us 904-966-6035
Data Element	Chastain, Evelyn K-12 Data Scientist chastain.evelyn@mybradford.us 904-966-6035
Summer Reading Camp	Ansley, Rebecca 3rd Grade Summer Camp Facilitator ansley.rebecca@mybradford.us 904-966-6795
Third Grade Promotion	Clarke, Karen Assistant Superintendent clarke.karen@mybradford.us 904-966-6032
Multi-Tiered System of Supports (MTSS)	Johns, Barbara ESE Director johns.barbara@mybradford.us 904-966-6014
Secondary ELA	Clarke, Karen Assistant Superintendent clarke.karen@mybradford.us 904-966-6032

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 plan is initially discussed at the summer Administrative meetings with the Superintendent, all School-level Administrators and District-level Administrators to ensure that everyone at the leadership

level is aware of the expectations for the upcoming school year. The plan is shared with instructional coaches, Curriculum Resource Teachers (CRTs), and instructional staff during pre-planning so that everyone knows what is expected. A link to the plan will be provided to each participant. A log will be kept indicating when each employee is informed.

The community is made aware of the plan via: SAC meetings, Open Houses, Literacy Nights, school newsletters and websites.

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 46%

Previous School Year

Kindergarten - % of Students "Ready" on FLKRS 50%

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

1. Meet with VPK teachers to review assessment data within 2 weeks post assessment periods.
2. Provide VPK teachers training to support areas of weakness as identified during assessment windows.
3. Include VPK teachers in ELA B.E.S.T. Standards trainings.
4. Ensure application to technology opportunities for VPK students.

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	24	31	29	13	3	19	23	34	20	5
4	33	29	22	14	2	25	18	30	21	7
5	27	26	29	14	5	18	23	37	16	7
6	27	26	23	22	2	28	27	24	17	5
7	35	31	17	13	4	32	23	20	14	5
8	55	20	17	5	3	37	17	26	13	6
9	42	20	20	14	5	29	17	26	15	6
10	41	28	15	12	4	26	25	25	20	5

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%).

Based on STAR Early Literacy (KG) & STAR Reading (1st/2nd) assessments, the percentage of students scoring at or above grade level will increase as follows:

K - Increase students at or above grade level in August to May by 20%.

1 - Increase students at or above grade level in August to May by 20%.

2 - Increase students at or above grade level in August to May by 10%.

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		\$140,000.00
		FTE	2022-23
		2.0	\$140,000.00
3	Reading coaches assigned to secondary schools		\$0.00
		FTE	2022-23
		0.0	\$0.00
4	Intervention teachers assigned to elementary schools		\$0.00
5	Intervention teachers assigned to secondary schools		\$55,000.00
		FTE	2022-23
		1.0	\$55,000.00
6	Supplemental materials or interventions for elementary schools		\$0.00
7	Supplemental materials or interventions for secondary schools		\$0.00
8	Intensive interventions for elementary students reading below grade level		\$10,000.00
		FTE	2022-23
			\$10,000.00
9	Intensive interventions for secondary students reading below grade level		\$14,000.00
		FTE	2022-23
			\$14,000.00
10	Professional development		\$30,190.00
		FTE	2022-23
			\$30,190.00
11	Helping teachers earn the reading endorsement		\$500.00
		FTE	2022-23
			\$500.00
12	Summer reading camps		\$11,000.00
		FTE	2022-23
			\$11,000.00
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.	\$3,000.00
	FTE	2022-23
		\$3,000.00
Total:		\$263,690.00

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

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

The district has allocated 65% of the Reading allocation directly to the elementary schools which includes VPK students. The allocation will cover two reading coaches who will focus on the B.E.S.T. ELA Standards implementation in K-3 with a strong emphasis on professional development and coaching cycles in the foundational skills of reading -- phonemic awareness, phonics, fluency, vocabulary, and comprehension. The coaches will monitor ELA data and ensure that intervention begins as soon as a deficiency is noted. Additional materials that support students reading below grade level will be purchased. The priority will be for students in grades K-3. The remainder of the elementary portion is reserved for the 3rd grade Summer Literacy Camp.

The district has allocated 35% of the secondary schools. This includes on-going professional development for secondary ELA and Intensive reading teachers through a contract with North East Florida Consortium and the purchase of supplemental materials needed to improve literacy instruction in writing and reading.

School Literacy Leadership Teams

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

The requirement will be discussed at Summer Administrative Meetings. School-level Administrators will be reminded during pre-planning when the School Literacy Leadership Team roster is due.

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

Rebecca Ansley, District Curriculum Specialist

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

Rebecca Ansley, District Curriculum Specialist
Karen Clarke, Assistant Superintendent
Evelyn Chastain, K-12 Data Scientist

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.

ELA Professional Development will be offered during the summer of 2022 by Reading Coaches and/or CRTs focusing on the B.E.S.T. ELA Standards and the integration of phonemic awareness, phonics, word study and spelling, fluency, vocabulary, and text comprehension strategies in the 90 minute reading block.

HMH Into Reading/Literature Training will be provided during pre-planning for new hires by HMH representatives focusing on the explicit, systematic, and sequential approach to reading instruction. Reading Coaches will provide coaching sessions and/or additional support and training with HMH and the B.E.S.T. Standards as needed during the school year.

Weekly grade group/department meetings with School-level Administrators, CRTs, and/or Reading Coaches will be scheduled and prioritized to discuss data and provide differentiated professional development based on progress monitoring data.

A mentor teacher will be provided for novice teachers. Model classrooms will be identified on each campus by the School-level Administrators based on walkthrough data, progress monitoring data, evaluations, and feedback from peers, with input from District-level Administrators, Reading Coaches and CRTs. These teachers/classrooms will be used for training/observations by peer teachers from within the district.

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

Professional development requirements will be discussed at the Principals' meetings and through district email communication. A PD calendar will be shared. Principals will receive support at the Principals' meetings.

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

Karen Clarke, Assistant Superintendent

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.

There are three elementary schools in Bradford County. Two of the three schools have site based Reading Coaches assigned due to a higher percentage of students with a Substantial Reading Deficiency. In the April 2022 STAR assessment, 36% of Lawtey Elementary 1st - 5th grade students were below the 50th PR. Using the same data, Starke Elementary had 49% below the 50th PR and Southside Elementary had 61% below the 50th PR. Likewise, these two sites have a lower percentage of teachers reading endorsed, a higher percentage of teachers out of field, and a higher percentage of novice teachers.

All Reading Coaches are required to be reading endorsed or certified. Our current coaches are reading endorsed.

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 Assistant Superintendent communicates the district reading coaches' responsibilities to the administration through Principal and Directors meetings. The coaches themselves design implementation of these requirements with the on-site administrators.

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?

During regularly scheduled meetings, our State Regional Literacy Director will provide coaching support to help the coaches and CRT's strengthen their skills in conducting data analysis, working through a coaching cycle and sharing high impact activities and strategies. The district will also provide professional development on the new progress monitoring.

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

The Assistant Superintendent monitors the coaches implementation of these requirements.

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

The data is being reviewed weekly by the on-site administrators and coaches and monthly by the Assistant Superintendent.

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

District/site-based department meetings are held to interpret data and determine the effectiveness of the current plan. Action steps are developed which can include coach-supported planning, evidence-based programs, targeted interventions, and supplemental curriculum. Generally the ICEL / RIOT Matrix is used as a problem-solving protocol.

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?
STAR Reading	3rd - 5th	Screener, Progress Monitoring, Diagnostic	Phonological Awareness, Phonics, Fluency, Vocabulary, Comprehension	Quarterly
Lexia Power Up	6th-12th grade intensive reading students	Screener, Progress Monitoring, Diagnostic	Phonics, Comprehension	Monthly
FAST - Cambium	3-10	Screener, Progress Monitoring, Summative	Vocabulary, Comprehension	3 x A Year
FAST - STAR	K-2	Screener, Progress Monitoring, Summative	Oral Language, Phonological Awareness, Phonics, Fluency, Vocabulary, Comprehension	3 x A Year
HMH Growth Monitoring	11-12	Progress Monitoring	Comprehension	3 x A Year

District-Level Monitoring - Part B

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

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

The District Curriculum Specialist and Assistant Superintendent will provide plan implementation oversight, support, and follow-up with assistance from the Data Scientist, CRT’s and Reading Coaches.

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

School-level Administrators will report trends/needs from Weekly Literacy Walks to the Assistant Superintendent at scheduled Principals’ meetings.

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

Differentiated reading instruction based on Weekly Grade/Department data meeting discussions should be provided and documented in lesson plans. School-level Administrators will report on this at scheduled Principals’ meetings.

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

Teachers in all content areas will be trained in the K-12 ELA Expectations (EE). All teachers are required to incorporate the EEs into the instructional practices of all subjects, content-areas, and courses. School-level Administrators will report on this at scheduled Principals’ meetings.

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

District level staff (Assistant Superintendent, Coordinators) will communicate concerns with School-level Administrators.

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.

In the Spring, the CRTs and Reading Coaches met to evaluate the current plan and discussed areas of concerns and possible ways to address those concerns. We plan to better define and strengthen the school-based Literacy Leadership Teams.

LLT responsibilities will be distributed and specifically assigned. Monitoring will be calendared and outcome reporting of the LLT will be targeted based on progress monitoring, observation of interventions, observation of literacy blocks with a focus on fidelity of implementation. Action steps will be established based on a reasonable timeline and adhered to for accountability and positive student outcomes.

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?

Weekly Reading Walkthroughs conducted by School-level Administrators will focus on specific components of the CERP monitoring the school for effective implementation. This data will be reported to the Assistant Superintendent.

Who at the district level supports effective implementation?

Assistant Superintendent

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

Components implemented at less than 80% will be considered an area in need of improvement. District Administrators and School-level Administrators will create a plan for remediation and recollection of data.

Weekly reading walkthroughs by administrators - Part B

What process is in place to ensure effective implementation?

School-level Administrators will have autonomy to select weekly walkthrough targets based on elements of the CERP. School-level Administrators will conduct Weekly Reading Walkthroughs covering all instructional staff at least once per month. Data from the Weekly Reading Walkthroughs will be documented and discussed at the monthly Principals' Meeting.

Who at the district level supports effective implementation?

Assistant Superintendent

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

District-level Administrators and School-level Administrators will review the data, identify any areas in need of improvement, and create an action plan.

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

What process is in place to ensure effective implementation?

School-level Administrators, CRT's and Reading Coaches will monitor the collection of data at the designated times.

After each data collection window, the data will be evaluated during a Weekly Grade Group meeting using the Four-Step Problem Solving Process.

Four-Step Problem Solving Process

- Define the problem or goal
- Analyze the problem and relevant data

- Implement an intervention plan
- Evaluate the intervention for effectiveness

Who at the district level supports effective implementation?

Assistant Superintendent
District Data Scientist
District Curriculum Specialist

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

Weekly CRT/Coaches Meetings are held to discuss any problems/concerns that may arise when looking at progress monitoring data and discussions with teachers at any of the individual schools and make adjustments as necessary.

Comparison of student data across schools and grade levels will provide an opportunity to identify weaknesses and strengths and design action steps for improvement.

Walk-through rubrics used by coaches and administrators with a focus on fidelity of implementation in the 90 minute reading block will help drive improvements.

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.

Students in 3rd grade summer reading camp receive daily instruction and practice in fluency. Curriculum tools allow students to practice increasing fluency with repeated readings, reading with a partner, and embedding new phonics sounds into multi-syllabic words.

Students in reading camp use explicitly targeted academic vocabulary words for 3rd grade. Each day, 5 to 10 words are introduced, reviewed, and used in oral and written language activities. For ESSA evidence, this practice is MODERATE with Hattie's Effect Sizes of Direct Instruction, .60; and Classroom discussion, .82.

Comprehension is explicitly taught using related text sets and rigorous questions that require a student to read, analyze, and provide support for responses. Graphic organizers are used to organize thinking and to supplement written responses. (The text sets and questions have a Hattie effect size of .79, Summarization; and .72, comprehensive instructional programs for teachers.

Students receive small group instruction in phonemic awareness and phonics through the American Reading Company Foundational Skills Toolkits. The students are assessed using IRLA (Independent Reading Level Assessment Framework) and assigned to small groups based on needs.

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.)

42

Students who demonstrate a reading deficiency in grades K-2

Students who score Level 1 in grades 4-5

Percentage of Students Attending Summer Reading Camp

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

83%

Students who demonstrate a reading deficiency in grades K-2

%

Students who score Level 1 in grades 4-5

%

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.

When a student is identified as having a substantial reading deficiency, the school will send an assessment report identifying the student's current level, the deficient skills, and a copy of or link to the BCSD Read at Home Plan with suggestions of websites, activities and strategies to use at home. We will also send home information on the New World's Reading Initiative. Parents will be provided information to set up an account to monitor their student's Accelerated Reader progress (1st - 5th grades) and STAR scores.

Who at the district is responsible for monitoring this requirement?

District Curriculum Specialist

Assessment, Curriculum, and Instruction

Requirements - Part A

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

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

How does the district support and monitor implementation?

The district will review master schedules to ensure that the 90 minute block is scheduled for all students. Weekly literacy walkthroughs by school and district administration will monitor fidelity to implementation and pacing of instruction using the core HMH Into Reading.

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

District Curriculum Specialist with the support of the CRTs, Reading Coaches and District Data Scientist

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 will review the updated curriculum maps to identify the use of content specific texts related to Science and Social Studies, including text sets from the Civic Literacy Reading List (found in the B.E.S.T. Standards for ELA) purchased with the K-12 Civic Literacy Grant funds, to meet this requirement. Many of these texts are found in the HMH curriculum. The district will monitor its usage in the reading classes throughout the year with curriculum map reviews and personal observations during weekly literacy walkthroughs.

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

District Curriculum Specialist with the support of the CRTs, Reading Coaches and District Data Scientist

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

How does the district support and monitor implementation?

The district supports small group instruction as a component of the 90 minute reading block using HMH Into Reading resource materials. Through analysis of student performance on progress monitoring and reading assessments, small groups will be incorporated to address individual student needs. The district will monitor curriculum maps and lesson plans, as well as review observations from weekly literacy walkthroughs to monitor fidelity to quality small groups. Literacy Coaches will be assigned to support teachers struggling with implementation through a coaching cycle, one on one support, and opportunities to visit model classrooms during small group instruction blocks.

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

District Curriculum Specialist with the support of the CRTs, Reading Coaches and District Data Scientist

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.

Bradford County has adopted the HMH Into Reading as our elementary core (Tier 1) curriculum. HMH Into Reading is well aligned with Florida BEST Standards and incorporates all six components of reading into one explicit, systematic curriculum. The lessons contain supports for students with disabilities and students with IEPs as well as ELL students. K-2 will be partnering with UFLI Foundations as our Tier 1 foundational skills program. It is an explicit and systematic curriculum.

The four types of classroom assessments are present within the HMH Into Reading curriculum. Data from assessments is used to make instructional decisions including decisions regarding intervention needs.

Students identified as needing Immediate intervention (Tier 2) are provided standards-aligned, small group, teacher-led instruction using HMH Interventions or other curriculum such as SRA. This will be in addition to Tier 1 instruction.

Students with a substantial deficiency in reading will be provided Immediate Intensive Intervention (Tier 3) addressing the specific area(s) of need in a very small group with a teacher certified or endorsed in reading. This will be in addition to Tier 1 and Tier 2 instruction.

Bradford County has adopted the HMH Into Literature as our secondary core (Tier 1) curriculum. HMH Into Literature is well aligned with Florida BEST Standards and incorporates all six components of reading into one explicit, scaffolded curriculum. The lessons contain supports for students with disabilities and students with IEPs as well as ELL students.

The four types of classroom assessments are present within the HMH Into Literature curriculum. Data from assessments is used to make instructional decisions including decisions regarding intervention needs.

Students identified as needing Immediate intervention (Tier 2) are provided support through the HMH Strand Reteach.

How does the district support and monitor implementation?

The District Literacy Team will meet monthly to review the implementation of HMH and the B.E.S.T. standards. The Team will use data from progress monitoring, classroom grades and walkthrough observations to evaluate the effectiveness of Tier 1 core instruction.

The District MTSS team will also meet monthly to review the implementation of Tier 2 and Tier 3 instruction across school sites. Districtwide data and anecdotal evidence from observations will be used to evaluate the progress of the Tier 2 / Tier 3 instruction.

District administrators will review master schedules and classroom / teacher schedules to ensure that time for Tier 2 and Tier 3 is included as needed.

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

Assistant Superintendent
K-12 Data Scientist
ESE Director

Assessment/Curriculum Decision Trees - Part C

Requirements

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

The Decision Trees must contain the following information:

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

Tier 1

Core Instruction:

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

Grade Levels: K-5**IF Student meets the following criteria at the beginning of the school year:**

(Enter assessment criteria that will be used)

Gr. K: STAR Early Literacy Unified SS \geq 690 (40th PR)

Gr. 1: STAR Reading Unified SS \geq 752 (40 PR)

Gr. 2: STAR Reading Unified SS \geq 868 (40 PR)

Gr. 3: STAR Reading Unified SS \geq 939 (40 PR)

Gr. 4: STAR Reading Unified SS \geq 982 (40 PR)

Gr. 5: STAR Reading Unified SS \geq 1021 (40 PR)

Students in grades 3-5 FAST criteria at the beginning of school year:

FAST FSA Equivalent Score greater than or equal to level 3.

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.

HMH Into Reading

- Demonstrates a Rationale

UFLI Foundations - Supported by the Foundational Skills to Support Reading for Understanding in Kindergarten Through 3rd Grade IES Practice Guide.

Kindergarten through 2nd grade will be partnering with the University of Florida Literacy Institute to supplement HMH Into Reading foundational skills. UFLI Foundations does not meet strong, moderate, or promising levels of evidence; however, the following 2 IES Practice Guide recommendations support the program. UFLI Foundations develops awareness of the segments of sounds in speech and how they link to letters (strong evidence) through daily phoneme blending and segmentation practice as well as grapheme-phoneme correspondences. The program also meets the recommendation for teaching students to decode words, analyze word parts, and write and recognize words (strong evidence) through the blending drills, sound-spelling pattern work, reading and spelling decodable words in isolation and in connected texts. Students will also work on irregular words and high-frequency words in isolation and in connected texts. Second grade students work with more complex words that include several prefixes and suffixes.

The district will support through teachers and program several professional learning opportunities. As part of this professional learning, teachers will attend a 4 hour training on how to use the program during pre-planning. Teachers will also receive 6 hours of training on background knowledge in foundational reading. The Reading Coaches will receive training on how to support teachers in UFLI Foundations. District and school administrators will monitor implementation through walk throughs and data chats.

Progress Monitoring**Assessment & Frequency**

STAR Early Literacy (Gr. K), 3 times annually (BOY, MID, EOY)

STAR Reading (Gr. 1-5), 5 times annually

August - Diagnostic

October - Progress Monitoring

December - Progress Monitoring

March - Progress Monitoring

Grade Levels: K-5

Progress Monitoring

May - Progress Monitoring
 FAST Reading (Gr. 3-5), 3 times annually (BOY, MID, EOY)
 Classroom standards-based assessments (minimum 3 per quarter)

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

Student is making expected growth between assessments, maintaining grade-level expectations on STAR (40th PR) and/or FAST FSA equivalent score of level 3 or higher
 AND/OR
 Student is passing ELA grade level coursework with a C average or better

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

Student is not making expected gains on STAR assessments, dropping below grade-level expectations as set by STAR and/or FAST
 AND/OR
 Student has a D/F in ELA standards-based, grade level assessments and coursework

How is the effectiveness of Tier 1 instruction being monitored?

Classroom walkthrough observations & data chats

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?

MTSS problem-solving teams, instructional coaching model, professional development, PLCs, walkthrough observations, Weekly Data meetings with Administration and Coaches/CRTs

How is the effectiveness of Tier 1 curriculum being monitored?

Classroom walkthrough observations & data chats

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

Data chats and team planning to identify weaknesses in the curriculum and pacing of lessons, post observation conferences, vertical team planning to identify gaps across grade levels, standards-based planning and instruction with crosswalks between standards and curriculum, Weekly Data meetings with Administration and Coaches/CRTs

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

The district will have no distance learning for the 22-23 school year. All students will be in Brick and Mortar. However, should distance learning resume, the interventions will still take place with a live teacher through Google Meets in Google Classroom.

Grade Levels: 6-12

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

(Enter assessment criteria that will be used)

Students score at Level 3 or higher on the Spring ELA FSA or BOY FAST Progress Monitoring
Students score on-grade level on BOY HMH Growth Monitoring Assessment

THEN TIER 1 Only

Core Curriculum

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

HMH Into Literature
- Demonstrates a Rationale

Progress Monitoring

Assessment & Frequency

6th - 10th grades: ELA F.A.S.T. Assessment (BOY, MID, EOY)
HMH Growth Monitoring Measure (BOY, MID, EOY)

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

Student is making expected growth between progress monitoring assessments and scoring greater than or equal to FAST FSA Equivalent Score Level 3

AND/OR

Student is passing ELA grade level coursework with a C average or better

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

Student is not making expected gains on progress monitoring assessments and score below a FAST FSA Equivalent Score Level 3

AND/OR

Student has a D/F in ELA standards-based, grade level assessments and coursework

How is the effectiveness of Tier 1 instruction being monitored?

Classroom walkthrough observations & data chats

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?

MTSS problem-solving teams, instructional coaching model, professional development, PLCs, walkthrough observations, Weekly Data meetings with Administration

How is the effectiveness of Tier 1 curriculum being monitored?

Classroom walkthrough observations & data chats

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

Grade Levels: 6-12

Data chats and team planning to identify weaknesses in the curriculum and pacing of lessons, post observation conferences, vertical team planning to identify gaps across grade levels, standards-based planning and instruction with crosswalks between standards and curriculum, Weekly Data meetings with Administration

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

The district will have no distance learning for the 22-23 school year. All students will be in Brick and Mortar. However, should distance learning resume, the interventions will still take place with a live teacher through Google Meets in Google Classroom.

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)

- Gr. K: STAR Early Literacy Unified SS < 690 (40th PR) but > 622 (10 PR)
- GR. 1: STAR Reading Unified SS < 752 (40 PR) but > 691 (10 PR)
- Gr. 2: STAR Reading Unified SS < 868 (40 PR) but > 794 (10 PR)
- Gr. 3: STAR Reading Unified SS < 939 (40 PR) but > 865 (10 PR)
- Gr. 4: STAR Reading Unified SS < 982 (40 PR) but > 913 (10 PR)
- Gr. 5: STAR Reading Unified SS < 1021 (40 PR) but > 949 (10 PR)

Students in grades 3-5 FAST criteria at the beginning of school year:
 FAST FSA Equivalent Score less than or equal to level 2.

THEN TIER 1 Instruction and TIER 2 Interventions

Progress Monitoring

Tier 2 Programs/Materials/Strategies & Duration

- Heggerty Phonemic Awareness Curriculum
- SRA Reading Mastery
- SRA Corrective Reading
- LLI (Heinemann Leveled Literacy Intervention)
- Duration of any intervention is a minimum of 8 weeks

Assessment & Frequency

- Standards-based classroom assessments (minimum 4 per quarter)
- STAR Early Literacy (Gr. K) 3 x annually
- STAR Reading (Gr. 1-5) 5 x annually
- FAST Reading (Gr. 3-5) 3 x annually

Performance Criteria to discontinue Tier 2 interventions

- C average or better on grade-level coursework
- AND/OR
- on grade level on STAR Reading/STAR Early Literacy (Gr. K) and/or a FAST FSA equivalent score of level 3 or higher

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

- D average on grade level, standards-based coursework
- AND/OR
- making gains toward a 40th PR in STAR or a FAST FSA equivalent score of level 3, but not yet there.

Performance Criteria that prompts the addition of Tier 3 interventions

- Failing grade-level, standards-based coursework
- AND/OR
- not making gains in STAR or FAST

Number of times per week intervention provided

3-5

Number of minutes per intervention session

Grade Levels: K-5

15-30

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

Grade level data meetings and MTSS meetings.

Classroom walkthroughs by district staff, school-based administrators, and coaches with follow-up instructional coaching and professional development when deemed necessary.

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

Heggerty Phonemic Awareness Curriculum

- Supported by the Foundational Skills to Support Reading for Understanding in Kindergarten Through 3rd Grade IES Practice Guide

- Does not meet strong, moderate or promising levels of evidence; however, the following IES Practice Guide recommendation supports the program: Develop awareness of the segments of sounds in speech and how they link to letters (strong evidence). Throughout the program, students learn to recognize and manipulate segments of sound in speech through practice with work on onsets, blending, phonemes, and segmenting.

- The district Data Scientist will monitor the implementation along with site based literacy coaches. Virtual training modules facilitated by site reading coaches will be provided for first time users of the Heggerty materials.

SRA Reading Mastery

- Moderate evidence

- Strong evidence for Direct Instruction Hattie Effect size .6

Corrective Reading

- Strong Evidence

LLI

- Strong evidence

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

The district will have no distance learning for the 22-23 school year. All students will be in Brick and Mortar. However, should distance learning resume, the interventions will still take place with a live teacher through Google Meets in Google Classroom.

Grade Levels: 6-12

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

(Enter assessment criteria that will be used)

Students scored at Level 2 on the Spring ELA FSA or BOY FAST Progress Monitoring

Students scored approaching grade level on BOY HMH Growth Monitoring Assessment

THEN TIER 1 Instruction and TIER 2 Interventions

Progress Monitoring

Tier 2 Programs/Materials/Strategies & Duration

HMH strand reteach
Duration - Minimum of 8 weeks

Assessment & Frequency

Standards-based classroom assessments (minimum 3 per quarter)
ELA FAST Progress Monitoring (3 x annually)
HMH Growth Monitoring (3 x annually)

Performance Criteria to discontinue Tier 2 interventions

C average or better on grade-level coursework
AND/OR
an ELA FAST FSA Equivalent Score greater than or equal to Level 3 or on/above level on HMH Growth Monitoring

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

D average on grade level, standards-based coursework
AND/OR
making gains toward an ELA FAST FSA Equivalent Score of Level 3 or on level on HMH Growth Monitoring

Performance Criteria that prompts the addition of Tier 3 interventions

Failing grade-level, standards-based coursework
AND/OR
not making gains in ELA FAST Progress Monitoring or HMH Growth Monitoring

Number of times per week intervention provided

3-5

Number of minutes per intervention session

10-20

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?

Fidelity walks, Weekly Data Meetings, Reading walkthroughs will be used to identify and solve problems to improve Tier 2 intervention. If distance learning resumes, coaches and school literacy

Grade Levels: 6-12

teams would monitor Tier 2 interventions using the online platform of the HMH Growth Monitoring Measure.

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

HMH Into Literature

- Supported by the Providing Reading Interventions for Students in Grades 4-9
- Does not meet strong, moderate or promising levels of evidence; however, the following IES Practice Guide recommendation supports the program: Routinely use a set of comprehension-building practices to help students make sense of the text (strong evidence). Students struggling with HMH and B.E.S.T. standards will receive additional support with their HMH materials to build world knowledge and word knowledge increasing background knowledge. Teachers will help students strengthen their skills in justifying answers using information from the text, using text structure to help with understanding.
- Teachers new to the programs will receive training from HMH. Teachers also have access to Professional Development through the HMH ED website. District and school administrators will monitor for implementation and provide additional support as indicated through walkthroughs and data chats.

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

Distance learning students will use Edgenuity reading courses for Intensive Reading appropriate to their needs. Also, If distance learning resumes, Tier 2 intervention will be provided via small group instruction using the Google Classroom platform with Google Meets.

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)

- Gr. K: STAR Early Literacy Unified SS ≤ 622 (10 PR)
- GR. 1: STAR Reading Unified SS ≤ 691 (10 PR)
- Gr. 2: STAR Reading Unified SS ≤ 794 (10 PR)
- Gr. 3: STAR Reading Unified SS ≤ 865 (10 PR) or Level 1 on Spring FSA
- Gr. 4: STAR Reading Unified SS ≤ 913 (10 PR) or Level 1 on Spring FSA
- Gr. 5: STAR Reading Unified SS ≤ 949 (10 PR) or Level 1 on Spring FSA

Students in grades 3-5 FAST criteria at the beginning of school year:
 FAST FSA Equivalent Score equal to level 1.

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

Progress Monitoring

Tier 3 Programs/Materials/Strategies & Duration

- Small group (5:1 or less)
- Skill targeted, multisensory intervention
- Explicit, systematic direct instruction
- Other site based programs (LLI, HMH Strand Reteach lessons)
- Duration is a minimum of 8 weeks

Assessment & Frequency

- STAR Early Literacy (Gr. K) or STAR Reading (1st - 5th) - monthly
- Oral Reading Fluency Assessments - biweekly

Performance Criteria to discontinue Tier 3 interventions

- C average or better on grade-level coursework
- AND/OR
- 30th PR on STAR Reading/STAR Early Literacy (Gr. K) and/or a FAST FSA equivalent score of level 2 or higher

Performance Criteria indicating continuation of Tier 3 interventions

- D average on grade level, standards-based coursework
- AND/OR
- making gains toward a 30th PR in STAR or a FAST FSA equivalent score of level 2, but not yet there

Performance Criteria that prompts intensified Tier 3 interventions

- Failing grade-level, standards-based coursework
- AND/OR
- not making gains in STAR or FAST

Number of times per week intervention provided

2-3

Number of minutes per intervention session

10-20

Grade Levels: K-5**What procedures are in place to identify and solve problems to improve effectiveness of Tier 3 interventions, including alignment with core curriculum and instruction, provided to in-person students? Provided to distance learning students?**

The progress of Tier 3 students is monitored on a biweekly basis with STAR Early Literacy, STAR Reading or Oral Reading Fluency Assessments so adjustments can be made in a timely manner. Tier 3 moves into specific, individual gap areas that may be causing a student difficulty. Tier 3 students receive explicit instruction in specific gap areas from STAR Reading to close achievement gaps. Although Bradford will not have students in distance learning in 22-23, the STAR Reading and ORF assessments can be used to monitor Tier 3 in a virtual / distance environment as well, as needed. Tier 3 intervention is less time, but is in a focused individual or very small group of no more than 3 students. The intense focus required less time since the groups are smaller and content is narrower.

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

Direct Instruction, FCRR:

- Strong evidence Direct Instruction Hattie Effect Size .6

Repeated Reading with Great Leaps:

- Strong Evidence - Hattie Effect Size .6

Microteaching with HMH Reteach:

- Strong Evidence - Hattie Effect Size .88

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

The district will have no distance learning for the 22-23 school year. All students will be in Brick and Mortar. However, should distance learning resume, the interventions will still take place with a live teacher through Google Meets in Google Classroom.

Grade Levels: 6-12

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

(Enter assessment criteria that will be used)

Students score at Level 1 on the Spring ELA FSA or BOY FAST Progress Monitoring

Students score below-grade level on BOY HMH Growth Monitoring Assessment

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

Progress Monitoring

Tier 3 Programs/Materials/Strategies & Duration

- Lexia PowerUp Literacy
- Foundational skills targeted to individual needs
- Comprehension strategies reinforced
- adaptive, personalized learning path
- Duration is a minimum of 1 semester

Assessment & Frequency

Assessment without testing is built into the program - teachers use the real-time performance metrics to make data-driven action plans
FAST Progress Monitoring (3 x annually)
HMH Growth Monitoring Assessment (3 x annually)

Performance Criteria to discontinue Tier 3 interventions

Students show an ELA FAST FSA Equivalent Score greater than or equal to Level 3
or
on/above level on HMH Growth Monitoring
or
pass the 10th grade FSA ELA graduation requirement.

Performance Criteria indicating continuation of Tier 3 interventions

Student is making gains toward an ELA FAST FSA Equivalent Score of Level 3
or
on level on HMH Growth Monitoring, but is not there yet

Performance Criteria that prompts intensified Tier 3 interventions

If the Lexia reports indicate that the student is struggling and needs additional instruction, the teacher pulls them in small groups to reteach.

Number of times per week intervention provided

Daily

Number of minutes per intervention session

45

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?

Grade Levels: 6-12

Monthly site based MTSS meetings will be held between teachers and administrators to review qualitative and quantitative progress. During weekly literacy walkthroughs, administrators will do fidelity observations. Data analysis from weekly assessment will show whether or not an intervention is working, needs more time, or needs to be changed. If distance learning resumes, the individual / small group Tier 3 instruction will continue via Google Classroom / Google meets with the teacher.

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

Lexia PowerUp Literacy -
- Essa Rating: Strong
- Average Effect size +0.36

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

The district will have no distance learning for the 22-23 school year. All students will be in Brick and Mortar. However, should distance learning resume, the interventions will still take place with a live teacher through Google Meets in Google Classroom.

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.

After administration of STAR Early Literacy (KG-1), STAR Reading (1st -5th), FAST Reading (3rd - 10th), and/or HMH Growth Monitoring (6th -12th), the data will be reviewed in grade/dept. meetings. Any student scoring at the lowest achievement level/benchmark on any administration of these assessments will be identified as having a substantial reading deficiency.

Any student scoring above the lowest level overall but showing minimum skills in one or more components of reading will be placed on a "Watch" list. If a "Watch" list student continues to earn minimum scores in that component(s) on the next assessment he/she will be identified as having a substantial reading deficiency even if the overall score is above the lowest level/benchmark.