

Bay District Schools



## 2022-23 Reading Plan

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## Contact Information, Communication Plan, and Student Achievement Goals

### Contact Information - Part A

#### District Contact Information

##### Reading Contacts

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

Contact	Name, Title, Email, Phone
Secondary ELA	Rogers, Tracy ELA K-12 Instructional Specialist rogertl@bay.k12.fl.us 8507674337
Reading Endorsement	Mistrot, Loretta ELA K-12 Instructional Specialist mistrll@bay.k12.fl.us 8507674284
Reading Curriculum	Rogers, Tracy ELA K-12 Instructional Specialist rogertl@bay.k12.fl.us 8507674337
Professional Development	Renihan, Peggy Supervisor of Educator Quality renihpa@bay.k12.fl.us 8507674326
Assessment	Hudson, Camilla Coordinator of Assessment and Accountability hudsolc@bay.k12.fl.us 8507674352
Data Element	Gamble, Margaret Senior Manager - Development MIS gamblmw@bay.k12.fl.us 85507674257
Summer Reading Camp	Rogers, Tracy ELA K-12 Instructional Specialist rogertl@bay.k12.fl.us 8507674337
Third Grade Promotion	Rogers, Tracy ELA K-12 Instructional Specialist rogertl@bay.k12.fl.us 8507674337
300 Lowest-Performing Elementary Schools	Rogers, Tracy ELA K-12 Instructional Specialist rogertl@bay.k12.fl.us 8507674337
Multi-Tiered System of Supports (MTSS)	Mitchell, Shameka Instructional Specialist mitchst@bay.k12.fl.us 8507674313
Main District Reading Contact	Rogers, Tracy K-12 ELA Instructional Specialist rogertl@bay.k12.fl.us 8507674337
Elementary English Language Arts (ELA)	Mistrot, Loretta K-12 ELA Instructional Specialist mistrll@bay.k12.fl.us 8507674284

**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.**

Bay District Schools communicates the contents of the Comprehensive Evidence-Based Reading Plan to stakeholders through ongoing virtual meetings/calls, professional development sessions, meetings with school-level groups, leadership teams, and instructional coaches, and electronically through email and the district website. School Advisory Councils, and schools at family literacy events, will include where to locate the comprehensive reading plan on the Bay District district website.

**Student Achievement Goals - Part B**

**Measurable Student Achievement Goals**

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

***Previous School Year***

***Kindergarten - % of Students "Ready" on FLKRS 46%***

***Previous School Year***

***Kindergarten - % of Students "Ready" on FLKRS 56%***

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

Pre-K and VPK instructors will work to complete the emergent literacy course requirements as found in Florida statute. Additionally, Pre-K teachers can participate in the BDS ELA Vision and Literacy Framework Training as requested. District Instructional Specialists will coordinate with the Pre-K Coordinator to provide support in foundational skills instruction, BEST expectations and benchmarks for Kindergarten, instructional strategies for literacy acquisition and the utilization of available literacy programs. The State Regional Literacy Director will be consulted for support as needed.

***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	25	28	17	6	19	23	30	20	8
4	24	23	25	19	9	19	21	29	21	10
5	21	24	25	21	9	17	22	27	22	10
6	22	26	23	22	7	18	24	25	23	10
7	27	24	24	17	8	19	22	30	19	10
8	27	23	24	17	9	19	21	28	22	10
9	28	24	20	20	9	19	22	25	24	10
10	29	25	20	19	7	19	23	30	20	8

***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 each grade K, 1, 2 the percentage of students performing at grade level on the 2022 Spring iReady diagnostic #3 will increase at least 5% as measured by the 2023 Spring Florida Progress Monitoring FAST - STAR assessment 3. We will analyze data in both same grade and K/1, K/2 cohorts.

## District Budget for Evidence-Based Reading Instruction Allocation

Budget		
<b>1</b>	<b>Estimated proportional share distributed to district charter</b>	<b>\$311,437.00</b>
	FTE	2022-23
		\$311,437.00
<b>2</b>	<b>Reading coaches assigned to elementary schools</b>	<b>\$316,000.00</b>
	FTE	2022-23
	4.0	\$316,000.00
<b>3</b>	<b>Reading coaches assigned to secondary schools</b>	<b>\$140,000.00</b>
	FTE	2022-23
	2.0	\$140,000.00
<b>4</b>	<b>Intervention teachers assigned to elementary schools</b>	<b>\$140,000.00</b>
	FTE	2022-23
	2.0	\$140,000.00
<b>5</b>	<b>Intervention teachers assigned to secondary schools</b>	<b>\$0.00</b>
<b>6</b>	<b>Supplemental materials or interventions for elementary schools</b>	<b>\$176,000.00</b>
	FTE	2022-23
		\$176,000.00
<b>7</b>	<b>Supplemental materials or interventions for secondary schools</b>	<b>\$23,000.00</b>
	FTE	2022-23
		\$23,000.00
<b>8</b>	<b>Intensive interventions for elementary students reading below grade level</b>	<b>\$150,000.00</b>
	FTE	2022-23
		\$150,000.00
<b>9</b>	<b>Intensive interventions for secondary students reading below grade level</b>	<b>\$50,000.00</b>
	FTE	2022-23
		\$50,000.00
<b>10</b>	<b>Professional development</b>	<b>\$75,750.00</b>
	FTE	2022-23
		\$75,750.00
<b>11</b>	<b>Helping teachers earn the reading endorsement</b>	<b>\$25,000.00</b>

		FTE	2022-23
			\$25,000.00
12	Summer reading camps		\$125,000.00
		FTE	2022-23
			\$125,000.00
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.		\$25,000.00
		FTE	2022-23
			\$25,000.00
<b>Total:</b>			<b>\$1,557,187.00</b>

**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 identifies K-3 students with substantial deficiency in reading based on a variety of student and school achievement data (Florida coordinated progress monitoring data, MTSS/Rtl, iReady, DIBELS, FSA scores where applicable, FLKRS).

These schools will receive priority scheduling and more support than schools with less need (based on student achievement data) from district directors, instructional specialists, literacy coaches, and staff training specialists. Additional allocation, above and beyond personnel, is planned for expenditures on interventions and intensive interventions with a prioritization at elementary schools. As available and appropriate, training and coaching to schools identified with less need (based on student achievement data) will also be provided.

## School Literacy Leadership Teams

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

The requirements and functions of School Literacy Leadership teams are communicated through virtual meetings, professional development sessions, and ELA team meetings including information delivered by the State Regional Literacy Director.

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

ELA K-12 Instructional Specialist

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

The district ELA K-12 Instructional Specialists, District Director of Elementary Education; District Director of Secondary Education support and monitor the School Literacy Leadership teams.



## 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.

2022-2023 is the second year Bay District will implement adopted ELA curriculum materials, aligned to BEST ELA standards, in kindergarten through twelfth grades. In K-5 HMH Into Reading and in 6-12 MH StudySync, curriculum materials are based on the scientific research and evidence of reading/literacy instruction. Ongoing, differentiated training, is provided for teachers tasked with ELA instruction. All training, both initial and ongoing integrate the science of reading, components of reading instruction, and multisensory intervention strategies. Teachers continue professional learning and application when participating in school-level professional development sessions and Professional Learning Community meetings. Administrators will be provided the same information and support for following up and monitoring the effectiveness of professional development within the school.

**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 and functions are communicated through virtual meetings/calls, meetings, and through email as appropriate. Additionally, as district representatives and literacy coaches work with district, school, and PLC level teams, the requirements and functions are revisited to clarify understanding and build capacity.

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

The district Supervisor of Educator Quality, district ELA K-12 Instructional Specialists, and the district Directors of Elementary and Secondary Education monitor and support the plans, implementation, and reflections for reading professional development at the school and district level.

### Charter Schools

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

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

Yes

## Literacy Coaches

### Literacy Coaches - Part A

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

#### Coaches must possess the following:

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

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

The district identifies schools with the most need based on a variety of student and school achievement data. Adjustments are made, as possible, with the consideration of state coordinated progress monitoring data and RAISE school identification. These schools will receive priority scheduling and more support than schools with less need (based on student achievement data) from district directors, instructional specialists, literacy coaches, and staff training specialists. Literacy Coaches, as well as any interventionists that are using the state reading allocation are certified or endorsed in reading and have a record of effective work with students and peers in the area of reading and literacy. As available and appropriate, training and coaching to schools identified with less need (based on student achievement data) will also be provided.

#### 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 requirements of the Just Read, Florida! Literacy coaching model are communicated to principals through virtual and in person meetings and calls, individual meetings,, professional development sessions and through information shared by the State Regional Literacy Director as determined by need and situation.

**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 ELA Instructional Specialist provides professional development to coaches related to evidenced based and research based best practices, pedagogy, andragogy, and the coaching model. The ELA Instructional specialists will also collaborate with the State Regional Literacy Director to provide support to literacy coaches and staff training specialists based on need and situation. Additionally, coaches and Instructional Specialists that support Intensive tiered RAISE schools will be prioritized to attend the Florida Literacy Coach endorsement training in the 2022-2023 school year. That information will then be used to both build capacity of those who participate as well as developing non-participating members of the ELA team.

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

ELA K-12 Instructional Specialist

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

Coaching time and tasks are being reported and reviewed on a bi-weekly basis with impact data being reported and reviewed as available.

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

Steps include but are not limited to ongoing data collection and review, discussions regarding implementation of instructional and coaching best practices to maximize outcomes, observation and coaching for literacy coach at the school site, and follow-up based on level of need, etc

## 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?
FAST - STAR	K-2	Screener, Progress Monitoring, Summative	Oral Language, Phonological Awareness, Phonics, Fluency, Vocabulary, Comprehension	3 x A Year
i-Ready	K-2nd	Screener, Progress Monitoring, Diagnostic	Phonological Awareness, Comprehension	3 x A Year
i-Ready	K-8th - (6-8 only Intensive Reading students)	Screener, Progress Monitoring, Diagnostic	Phonics, Fluency, Vocabulary, Comprehension	3 x A Year
FAST - Cambium	3rd-10th	Screener, Progress Monitoring, Summative	Vocabulary, Comprehension	3 x A Year
DIBELS Next	K-8th based on MTSS need as appropriate	Progress Monitoring, Diagnostic	Phonological Awareness, Phonics, Fluency, Vocabulary, Comprehension	Weekly, Monthly
McGraw Hill StudySync Benchmark Assessment	6th-12th grade	Progress Monitoring, Formative Assessment, Diagnostic	Vocabulary, Comprehension	3 x A Year
McGraw Hill StudySync Grade # Readiness Screener	6-12th grade as applicable based on student need	Diagnostic	Phonics, Fluency, Vocabulary, Comprehension	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 district Directors of Secondary and Elementary Instruction and ELA Instructional Specialists will provide plan oversight, support and follow-up while also including supports from literacy coaches and ELA staff training specialists.

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

Bay District will continue implementation of adopted ELA curriculum materials in Kindergarten – 5th grade, HMH Into Reading and 6th-12th grades McGraw Hill StudySync. The adopted ELA curriculum materials are based on the scientific research and evidence of reading, the science of reading, and literacy instruction.

Teachers new to teaching ELA in Bay District will receive initial professional development on the adopted curriculum while returning teachers will have opportunities for more targeted and differentiated learning. Initial and ongoing professional development will be specific to systematic and explicit instruction of foundational skills, core, Tier 2, and Tier 3 instruction/support.

Pacing guides and resources have been developed and shared with stakeholders to provide guidance to ensure implementation and instructional integrity. The curriculum materials include multiple opportunities for formative and summative assessment embedded in weekly instruction and at the conclusion of a module or unit of instruction. Information is shared and capacity is build across the district, schools, and

PLCs through professional development, district resources and regular communication. District and school-level administrators will collaborate to ensure implementation and instructional integrity.

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

Using formative data to differentiate instruction is an expectation outlined in on our district's instructional framework and assessment expectations. PLCs are guided to use formative assessment data to plan for core, Tier 2, and Tier 3 instruction and support. Professional development opportunities include best practices and recommendations of formative assessments and how to use the information collected to differentiate reading instruction within the literacy framework.

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

The ELA team, with guidance from Directors of Elementary and Secondary instruction, works collaboratively with other district specialists to support content area literacy. ELA and content area pacing guides focus on deepening understanding through reading, listening, speaking and writing about a variety of texts, mediums and experiences in the content areas. Grant funds have been used to provide all district schools copies of texts from the Florida BEST Civics books lists. Professional development for best practices in content area reading are shared as needed and appropriate.

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

Concerns including implementation of the K-12 plan to meet the needs of students are communicated to school administrators by the district directors and instructional specialists. Quantitative and qualitative data is collected at the district, school, and PLC level as possible to determine areas or need and concern. Schools are encouraged to ask for support in areas of need based on data and observation.

**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 data and analysis from completing the 2021 CERP reflection tool the ELA team, through the K-12 Reading Plan, will have increased intentionality in the areas of Literacy Leadership and Professional Learning. This, 22-23, CERP includes professional development based on needs assessment and data. Administrator-specific professional development based on the science of reading and BEST ELA standards is being developed and implemented.



Our State Regional Literacy direction will be deliberately included in communication with RAISE intensive schools to provide as much wrap-around support as possible.

## 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?

Virtual and in person collaboration between school based leadership, including LLTs, and the ELA team, ensures an understanding of the components of the K-12 Reading Plan and support is incorporated as determined by need. PLC processes are implemented at all schools and overseen by principals. PLCs collect and utilize data to determine and plan for supporting the needs of students in core, intervention, and enrichment. School level administration conduct walkthroughs and include literacy coaches, instructional specialists, and district personnel as possible and appropriate.

Some needs for support are determined using district-level data, such as walkthrough data and progress monitoring data. Through regular email communication with teachers and administrators, scheduled calls with administrators, and building visits, schools are encouraged to request support in areas of need based on school level data. After a school requests or is identified as in need of support, the appropriate director of instruction and ELA Instructional Specialist collaborate to plan and schedule support with the teacher, team, or administrator at the school level. If the school has an assigned literacy coach, guidance is provided to adjust support. Schools without an assigned Literacy Coach plan with and receive support from an ELA Instructional Specialist in collaboration with the schools academic interventionist, new teacher mentor, or other personnel as appropriate.

#### Who at the district level supports effective implementation?

Support for effective implementation is provided by the district Directors of Elementary and Secondary Instruction, ELA Instructional Specialists and team through literacy coaches and staff training specialists, and the MTSS Instructional Specialist.

After a school requests or is identified as in need of support, the appropriate director of instruction and ELA Instructional Specialist collaborate to plan and schedule support with the teacher, team, or administrator at the school level. If the school has an assigned literacy coach, guidance is provided to adjust support. Schools without an assigned Literacy Coach plan with and receive support from an ELA Instructional Specialist in collaboration with the schools academic interventionist, new teacher mentor, or other personnel as appropriate.

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

Quantitative and qualitative data is reviewed at the school and district level as needed to identify levels of implementation and areas in need of improvement. Needs are discussed and levels of support are differentiated and provided by the district directions, ELA Instructional Specialists, and other district specialists. Data analysis, collaboration, and problem solving is also incorporated into virtual and face to face meetings including district personnel and school-level stakeholders.

### Weekly reading walkthroughs by administrators - Part B

#### What process is in place to ensure effective implementation?

Virtual and in person collaboration between school based leadership, including LLTs, and the ELA team, ensures an understanding of the components of the K-12 Reading Plan and support is incorporated as

determined by need. Walk through tools are provided to schools to support effective implementation. Schools are encouraged to request support in areas of need based on school level data.

**Who at the district level supports effective implementation?**

Support for effective implementation is provided by the district Directors of Elementary and Secondary Instruction, ELA Instructional Specialists and team through literacy coaches and staff training specialists

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

Quantitative and qualitative data is reviewed at the school and district level as needed to identify levels of implementation and areas in need of improvement. Needs are discussed and levels of support are differentiated and provided by the district directions, ELA Instructional Specialists, and other district specialists.

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

**What process is in place to ensure effective implementation?**

Data chats are conducted at each school in accordance with guidance provided by district directors and content area and MTSS instructional specialists. School leadership including LLTs and PLCs are provided support in best practices in data analysis, planning and implementation of interventions to support needs of students. Differentiated professional development and support is provided to schools based on need.

**Who at the district level supports effective implementation?**

Support for effective implementation is provided by the district Directors of Elementary and Secondary Instruction, ELA Instructional Specialists and team through literacy coaches and staff training specialists, and the MTSS Instructional Specialist.

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

Quantitative and qualitative data is reviewed at the school and district level as needed to identify levels of implementation and areas in need of improvement. Needs are discussed and levels of support are differentiated and provided by the district directions, ELA Instructional Specialists, and other district specialists. Data analysis, collaboration, and problem solving is also incorporated into virtual and face to face meetings including district personnel and school-level stakeholders.

## Summer Reading Camp

### Reading Camp - Part A

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

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

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

Yes

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

All level 1 (based on the Spring 2022 FSA ELA assessment) third grade students recommended for retention will be invited to participate in a Summer Reading Camp (SRC) offered by the district as required by state statutes.

Students who attend SRC receive intensive interventions in fluency, word-attack skills (IES/WWC strong evidence), vocabulary instruction, (IES/WWC strong evidence) and comprehension (IES/WWC moderate evidence) from highly effective teachers endorsed or certified in reading. This learning is connected to grade level

standards and learning that occurred during the regular school year with an intensified approach.

Curriculum Associates iReady individualized instruction will be utilized as appropriate. (moderate evidence). Because of the hours scheduled per day, students will also participate in content-area reading and experiences. When district funding permits, summer reading programs are extended to other grade levels to

help prevent summer learning loss. Source: IES Practice Guide re Foundational Skills K-3rd, IES Practice Guide re Reading Comprehension K-3rd.

**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.)**

313

**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.)**

69%

**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.**

Students identified with a substantial reading deficiency are provided with a digital version of FDOE provided read-at-home plan. <https://info.fldoe.org/docushare/dsweb/Get/Document-9371/dps-2021-169a.pdf> Paper copies will be provided at request. Family engagement and communication is part of the district literacy framework and suggestions for family engagement are included in the district adopted ELA curriculum.

With the introduction of the New Worlds Reading initiative, students were identified from the FDOE guidelines to participate in the New Worlds Reading program to receive books through home delivery with additional resources being developed for families from the program administrator. Information is shared with school administrators through emails and virtual meetings. Student lists, steps for registering students, and marketing materials were provided to each school to encourage and build participating in the program. The ELA content department participates in social media strategies to share no-cost literacy activities to be shared with families on a bi-weekly basis. Schools also partner with various entities to provide students with free books to promote at-home reading and foster the love of reading.

**Who at the district is responsible for monitoring this requirement?**

The district Director of Elementary Instruction, ELA Instructional specialist, and MTSS Instructional specialist work collaboratively to monitor 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 district will continue utilizing our adopted ELA core curriculum materials in Kindergarten – 5th grade, HMH Into Reading. The adopted ELA curriculum materials follow an evidence-based sequence of instruction in the components of reading. The ELA team provides pacing guides and resources to guide schools, teams, and PLCs in scheduling and utilizing 90 uninterrupted minutes of ELA instruction with all students in K-5. To monitor implementation, data and master schedules from schools are accessed and analyzed to discuss with school-based teams and provide feedback.

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

The district Directors of Elementary Secondary Instruction and ELA Instructional Specialists support and monitor the requirements regarding the 90 minutes of uninterrupted literacy instruction for all students in K-5.

**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 adopted reading curriculum incorporates books from the BEST books lists as well as a variety of texts in each grade level that address social studies, science and the arts. Grant funds were used to provide all schools with texts from the Florida Civic Literacy book list. To enhance the use of these texts to build background knowledge the district provides support to PLCs and schools through professional development, coaching, and meetings during school visits on research-based and evidence-based instructional practices.

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

The district Director of Elementary Instruction and ELA Instructional Specialists with the ELA literacy coaches and staff training specialists support and monitor the requirements.

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

#### How does the district support and monitor implementation?

Small group differentiated instruction is an expectation of the k-5 plan, literacy framework and also the MTSS framework for Bay District. The district communicates this and provides ongoing support through resources to guide schools, teams, and PLCs, professional development to support research and evidence-based practices, and meetings with school-based teams and support personnel such as coaches, staff training specialists, and school-based interventions. To monitor implementation, data from schools is accessed and analyzed to discuss with school-based teams and provide feedback to make adjustments to plans and instruction as needed and appropriate.

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

District Director of elementary instruction, ELA instructional specialists, and MTSS instructional specialist support and monitor 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 district guarantees that all classroom instruction is accessible to the full range of learners using Universal Design for Learning principles for effective instructional planning and teaching through the implementation of science of reading and evidenced-based K-12 English Language Arts curriculum materials. The district will continue utilizing our adopted ELA core curriculum materials in Kindergarten – 5th grade, HMH Into Reading and MH StudySync in Grades 6-12. Teachers plan and discuss appropriate implementation of the curriculum during Professional Learning Communities. Student performance data is monitored by school level leaders to ensure fidelity of the implementation of the curriculum and supplemental resources.

If students struggle with core instruction based on data analysis, a multi-tiered system of supports is employed. Both HMH Into Reading and MH StudySync core curriculum materials explicitly provide supplemental instruction and intervention for students who are not meeting Tier I expectations. In grades K-8, iReady tools (lessons and instruction) and personalized instruction is used for supplemental, Tier II, and intensive, Tier III, instruction as determined appropriate and necessary. Focused, small group strategies, such as explicit vocabulary instruction, direct and explicit comprehension strategy instruction, and extended discussion of text meaning and interpretation, each having strong or moderate evidence based on IES guides, are integrated with core curriculums and high-quality materials at all levels in grades K-12 for intensive, individualized, instruction and intervention.

At all levels, student progress is monitored and instructional adjustments made accordingly. With guidance, assistance, and monitoring from district-level personnel, school-based teams monitor student performance data and make instructional placement decisions to intensify instruction and provide either Tier I, Tier II, or Tier III levels of support for students. Students who are not successful in Tier I are identified for Tier II interventions. If students continue to struggle in Tier II, they receive intensive interventions in Tier III. Interventions are chosen based on the MTSS team's recommendations and the students' needs. Intensive interventions are provided by a teacher, who is certified or endorsed in reading, include a variety evidence-based materials and practices, and are delivered with smaller teacher:student ratios. If a student is not successful at any Tier, the MTSS team discusses alternatives and makes adjustments accordingly.

**How does the district support and monitor implementation?**

Student performance is monitored three times per year (beginning, middle, and end of year) and will be analyzed to ensure that student academic performance and proficiency rates continue to improve. This district progress monitoring is coupled with interim classroom and school level monitoring. Based on school data and aggregate data, support structures (in the form of instructional coaching, modeling, and job-embedded professional development) are provided to improve instructional practices and student achievement.

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

Support for effective implementation is provided by the district Directors of Elementary and Secondary Instruction, ELA Instructional Specialists and team through literacy coaches and staff training specialists, and the MTSS Instructional Specialist.

**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: Kindergarten - 2nd Grade**

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

*(Enter assessment criteria that will be used)*

If FAST - STAR assessment overall Level of performance is at the On Watch or At/Above Benchmark on the STAR Reading Proficiency Benchmark as demonstrated in the Progress Monitoring 1 in the first 30 days of the school year.

**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 core adopted instructional materials for K-2 English Language Arts. The series was reviewed and approved by the FLDOE at time of adoption and purchase. Into Reading is designed based on the science of reading and evidenced-based instructional practices.

Evidence for HMH Into Reading -On state adoption list

To improve instruction and learning, BDS teachers incorporate explicit, direct instruction (effect size of .60) and scaffolding (effect size of .82) based on John Hattie’s research (Visible Learning; John Hattie 2017).

**Progress Monitoring**

**Assessment & Frequency**

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

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

**How is the effectiveness of Tier 1 instruction being monitored?**

The school level PLCs, supported by the school-level interventionist and MTSS team, conduct monthly data chats to review data and ongoing progress monitoring such as common assessment data related to Tier I Instruction.

**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?**

PLCs are expected to meet regularly to discuss and monitor student and classroom data. PLCs also meet with the school-level interventionist and MTSS team to review data and recommend Tier 2 interventions if Tier 1 instruction is not sufficient. If necessary or requested based on school level data, the district directors, ELA Instructional Specialist, or literacy coaches support PLCs/teachers to improve effectiveness of Tier I instruction. The equivalent instruction is provided through CANVAS to students requiring distance learning.

**How is the effectiveness of Tier 1 curriculum being monitored?**

**Grade Levels: Kindergarten - 2nd Grade**

PLCs meet weekly to plan and prepare initial and ongoing instruction following guidance provided by the district ELA team based on the curriculum. PLC members reflect on implementation, instruction, and student outcomes including common assessments and make adjustments as needed.

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

The district ELA Instructional Specialists meet with LLT representatives from schools and literacy coaches as assigned to review student performance data and PLC notes from data discussion and suggest adjustments or supplementary materials to strengthen Tier 1 instruction. The LLT representatives share the information with their respective PLCs and full leadership team. Additionally, administrators and ELA teachers are provided information and professional development regarding any necessary changes by way of email, newsletters, face to face school visits, and virtual meetings.

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

Students will receive instruction and access to materials through Canvas and digital textbook and software platforms. Teachers will provide individual or small group support to students through electronic means or via telephone as appropriate and applicable. Every attempt by the district will be made to provide internet access and electronic devices to students. However, if necessary, students will be provided with paper-based materials as appropriate based on need.

**Grade Levels: 3rd - 5th**

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

*(Enter assessment criteria that will be used)*

If overall performance on the FAST - Cambium is equivalent to the FSA Level 3 and above or iReady is at or above 40th percentile

**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 core adopted instructional materials for K-2 English Language Arts. The series was reviewed and approved by the FLDOE at time of adoption and purchase. Into Reading is designed based on the science of reading and evidenced-based instructional practices.

Evidence for HMH Into Reading - On state adopted list

To improve instruction and learning, BDS teachers incorporate explicit, direct instruction (effect size of .60) and scaffolding (effect size of .82) based on John Hattie’s research (Visible Learning; John Hattie 2017).

**Progress Monitoring**

**Assessment & Frequency**

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

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

**How is the effectiveness of Tier 1 instruction being monitored?**

The school level PLCs, supported by the school-level interventionist and MTSS team, conduct monthly data chats to review data and ongoing progress monitoring related to Tier I Instruction.

**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?**

PLCs are expected to meet regularly to discuss and monitor student and classroom data. PLCs also meet with the school-level interventionist and MTSS team to review data and recommend Tier 2 interventions if Tier 1 instruction is not sufficient. If necessary or requested based on school level data, the district directors, ELA Instructional Specialist, or literacy coaches support PLCs/teachers to improve effectiveness of Tier I instruction. The equivalent instruction is provided through CANVAS to students requiring distance learning.

**How is the effectiveness of Tier 1 curriculum being monitored?**

PLCs meet weekly to plan and prepare initial and ongoing instruction following guidance provided by the district ELA team based on the curriculum. PLC members reflect on implementation, instruction, and student outcomes including common assessments and make adjustments as needed.

**Grade Levels: 3rd - 5th**

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

The district ELA Instructional Specialists meet with LLT representatives from schools and literacy coaches as assigned to review student performance data and PLC notes from data discussion and suggest adjustments or supplementary materials to strengthen Tier 1 instruction. The LLT representatives share the information with their respective PLCs and full leadership team. Additionally, administrators and ELA teachers are provided information and professional development regarding any necessary changes by way of email, newsletters, face to face school visits, and virtual meetings.

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

Students will receive instruction and access to materials through Canvas and digital textbook and software platforms. Teachers will provide individual or small group support to students through electronic means or via telephone as appropriate and applicable. Every attempt by the district will be made to provide internet access and electronic devices to students. However, if necessary, students will be provided with paper-based materials as appropriate based on need.



**Grade Levels: 6th-8th Grades**

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

*(Enter assessment criteria that will be used)*

If overall performance on the FAST - Cambium is equivalent to the FSA Level 3 and above or iReady is at or above 40th percentile

**THEN TIER 1 Only**

**Core Curriculum**

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

McGraw Hill Florida Studysync Core On state adopted instructional materials for 6th-8th English Language Arts.

This series was reviewed and approved by the FLDOE for inclusion on the State Adopted List at time of adoption and purchase. Studysync is designed based on the science of reading and evidenced-based instructional practices as supported in this IES Practice Guide.

To improve instruction and learning, BDS teachers incorporate explicit, direct instruction (effect size of .60) and scaffolding (effect size of .82) based on John Hattie’s research (Visible Learning; John Hattie 2017).

**Progress Monitoring**

**Assessment & Frequency**

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

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

**How is the effectiveness of Tier 1 instruction being monitored?**

The school level PLCs, supported by the school-level interventionist and MTSS team, conduct monthly data chats to review data and ongoing progress monitoring such as common assessment data related to Tier I Instruction.

**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?**

PLCs are expected to meet regularly to discuss and monitor student and classroom data. PLCs also meet with the school-level interventionist and MTSS team to review data and recommend Tier 2 interventions if Tier 1 instruction is not sufficient. If necessary or requested based on school level data, the district directors, ELA Instructional Specialist, or literacy coaches support PLCs/teachers to improve effectiveness of Tier I instruction. The equivalent instruction is provided through CANVAS to students requiring distance learning.

**How is the effectiveness of Tier 1 curriculum being monitored?**

### **Grade Levels: 6th-8th Grades**

PLCs meet weekly to plan and prepare initial and ongoing instruction following guidance provided by the district ELA team based on the curriculum. PLC members reflect on implementation, instruction, and student outcomes including common assessments and make adjustments as needed.

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

The district ELA Instructional Specialists meet with LLT representatives from schools and literacy coaches as assigned to review student performance data and PLC notes from data discussion and suggest adjustments or supplementary materials to strengthen Tier 1 instruction. The LLT representatives share the information with their respective PLCs and full leadership team. Additionally, administrators and ELA teachers are provided information and professional development regarding any necessary changes by way of email, newsletters, face to face school visits, and virtual meetings.

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

The district ELA Instructional Specialists meet with LLT representatives from schools and literacy coaches as assigned to review student performance data and PLC notes from data discussion and suggest adjustments or supplementary materials to strengthen Tier 1 instruction. The LLT representatives share the information with their respective PLCs and full leadership team. Additionally, administrators and ELA teachers are provided information and professional development regarding any necessary changes by way of email, newsletters, face to face school visits, and virtual meetings.

**Grade Levels: 9th-12th**

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

*(Enter assessment criteria that will be used)*

Prior state assessment (FSA) or FAST - Cambium equivalent performance level of 3 or higher.  
SAT percentile rank of 50% or higher

**THEN TIER 1 Only**

**Core Curriculum**

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

McGraw Hill Florida Studysync on State adopted instructional materials for 6th-8th English Language Arts.

This series was reviewed and approved by the FLDOE for inclusion on the State Adopted List at time of adoption and purchase. Studysync is designed based on the science of reading and evidenced-based instructional practices as supported in this IES Practice Guide.

To improve instruction and learning, BDS teachers incorporate explicit, direct instruction (effect size of .60) and scaffolding (effect size of .82) based on John Hattie’s research (Visible Learning; John Hattie 2017).

**Progress Monitoring**

**Assessment & Frequency**

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

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

**How is the effectiveness of Tier 1 instruction being monitored?**

The school level PLCs, supported by the school-level interventionist and MTSS team, conduct monthly data chats to review data and ongoing progress monitoring such as common assessment data related to Tier I Instruction.

**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?**

PLCs are expected to meet regularly to discuss and monitor student and classroom data. PLCs also meet with the school-level interventionist and MTSS team to review data and recommend Tier 2 interventions if Tier 1 instruction is not sufficient. If necessary or requested based on school level data, the district directors, ELA Instructional Specialist, or literacy coaches support PLCs/teachers to improve effectiveness of Tier I instruction. The equivalent instruction is provided through CANVAS to students requiring distance learning.

**How is the effectiveness of Tier 1 curriculum being monitored?**

**Grade Levels: 9th-12th**

PLCs meet weekly to plan and prepare initial and ongoing instruction following guidance provided by the district ELA team based on the curriculum. PLC members reflect on implementation, instruction, and student outcomes including common assessments and make adjustments as needed.

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

The district ELA Instructional Specialists meet with LLT representatives from schools and literacy coaches as assigned to review student performance data and PLC notes from data discussion and suggest adjustments or supplementary materials to strengthen Tier 1 instruction. The LLT representatives share the information with their respective PLCs and full leadership team. Additionally, administrators and ELA teachers are provided information and professional development regarding any necessary changes by way of email, newsletters, face to face school visits, and virtual meetings.

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

Students will receive instruction and access to materials through Canvas and digital textbook and software platforms. Teachers will provide individual or small group support to students through electronic means or via telephone as appropriate and applicable. Every attempt by the district will be made to provide internet access and electronic devices to students. However, if necessary, students will be provided with paper-based materials as appropriate based on need.

**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: Kindergarten - Grade 2**

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

*(Enter assessment criteria that will be used)*

FAST - STAR initial progress monitoring with an overall reading score at the Intervention level/category between the 10th and 24th percentile.

**THEN TIER 1 Instruction and TIER 2 Interventions**

**Progress Monitoring**

**Tier 2 Programs/Materials/Strategies & Duration**

**Assessment & Frequency**

**Performance Criteria to discontinue Tier 2 interventions**

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

**Performance Criteria that prompts the addition of Tier 3 interventions**

**Number of times per week intervention provided**

4-5 days per week determined by intervention

**Number of minutes per intervention session**

15-20 minutes per day determined by intervention

**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?**

Tier 2 interventions are determined based on diagnostic assessment to identify specific need for students. For any student who has not responded to a specific reading intervention delivered with fidelity and initial intensity provided the reading intervention instruction and/or materials may be changed based on student data.

PLCs, with the school-based interventionists and ELA team members will meet monthly to review student data, progress, and intervention materials. Decisions are made following the CERP and MTSS decision tree which indicates evidence-based materials available for targeted interventions (Tier 2). If students data does not show progress, problem solving occurs and adjustments are made. Parents are notified of initial interventions and changed interventions.

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

\*HMH Into Reading Tier II embedded supports - HMH is on the Florida State Adoption list

\*FCRR Reading Interventions - Used as a supplement to enhance and support our core curriculum, HMH Into Reading & that is on the Florida state adoption list

\*iReady Teacher Tool Box / Tools for Instruction and Personalized Instruction - JRF! responds that iReady meets the statute requirements

\*Imagine Learning - ELL Students Only - Moderate Evidence (<https://images.edu.imaginelearning.com/>)

**Grade Levels: Kindergarten - Grade 2**

Web/ImagineLearning2/%7Bb5b7c177-8947-40a8-8a56-1e510993a677%7D\_Imagine-Language-and-Literacy-Grades-4-2017-2018-Texas-Effectiveness-Study-Report.pdf)

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

Students will receive instruction and access to materials through Canvas and program online platforms. Teachers will provide individual or small group support to students through electronic means or telephone as appropriate and applicable. Every attempt by the district will be made to provide internet access and electronic devices to students. However, if necessary, students will be provided with paper-based materials as appropriate based on need.

**Grade Levels: Grade 3 - Grade 5**

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

*(Enter assessment criteria that will be used)*

FAST - Cambium initial progress monitoring with an overall reading FSA equivalent score below 3.  
 Previous FSA ELA overall level below 3

**THEN TIER 1 Instruction and TIER 2 Interventions**

**Progress Monitoring**

**Tier 2 Programs/Materials/Strategies & Duration**

**Assessment & Frequency**

**Performance Criteria to discontinue Tier 2 interventions**

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

**Performance Criteria that prompts the addition of Tier 3 interventions**

**Number of times per week intervention provided**

4-5 days per week determined by intervention

**Number of minutes per intervention session**

15-20 minutes per day as determined by intervention

**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?**

Tier 2 interventions are determined based on diagnostic assessment to identify specific need for students. For any student who has not responded to a specific reading intervention delivered with fidelity and initial intensity provided the reading intervention instruction and/or materials may be changed based on student data.

PLCs, with the school-based interventionists and ELA team members will meet monthly to review student data, progress, and intervention materials. Decisions are made following the CERP and MTSS decision tree which indicates evidence-based materials available for targeted interventions (Tier 2). If students data does not show progress, problem solving occurs and adjustments are made. Parents are notified of initial interventions and changed interventions.

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

- \* HMH Into Reading Tier II embedded supports - HMH is on the Florida State Adoption list
- \*FCRR Reading Interventions - Used as a supplement to enhance and support our core curriculum, HMH Into Reading & that is on the Florida state adoption list
- \*iReady Teacher Tool Box / Tools for Instruction and Personalized Instruction - JRF! responds that iReady meets the statute requirements
- \*Imagine Learning - ELL Students Only - Moderate Evidence (<https://images.edu.imaginelearning.com/>)

**Grade Levels: Grade 3 - Grade 5**

Web/ImagineLearning2/%7Bb5b7c177-8947-40a8-8a56-1e510993a677%7D\_Imagine-Language-and-Literacy-Grades-4-2017-2018-Texas-Effectiveness-Study-Report.pdf)

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

Students will receive instruction and access to materials through Canvas and program online platforms. Teachers will provide individual or small group support to students through electronic means or telephone as appropriate and applicable. Every attempt by the district will be made to provide internet access and electronic devices to students. However, if necessary, students will be provided with paper-based materials as appropriate based on need.



**Grade Levels: Grade 6 - Grade 8**

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

*(Enter assessment criteria that will be used)*

FAST - Cambium Progress Monitoring overall FSA Equivalent Level below 3

Previous year FSA Achievement level below 3

**THEN TIER 1 Instruction and TIER 2 Interventions**

**Progress Monitoring**

**Tier 2 Programs/Materials/Strategies & Duration**

**Assessment & Frequency**

**Performance Criteria to discontinue Tier 2 interventions**

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

**Performance Criteria that prompts the addition of Tier 3 interventions**

**Number of times per week intervention provided**

5 days per week

**Number of minutes per intervention session**

30 minutes per day

**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?**

Tier 2 interventions are determined based on diagnostic assessment to identify specific need for students. For any student who has not responded to a specific reading intervention delivered with fidelity and initial intensity provided the reading intervention instruction and/or materials may be changed based on student data.

PLCs, with the school-based interventionists and ELA team members will meet monthly to review student data, progress, and intervention materials. Decisions are made following the CERP and MTSS decision tree which indicates evidence-based materials available for targeted interventions (Tier 2). If students data does not show progress, problem solving occurs and adjustments are made. Parents are notified of initial interventions and changed interventions.

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

\*MHill Florida StudySync Tier II embedded supports - MHill StudySync is on the Florida State Adoption list

\*FCRR Reading Interventions - Used as a supplement to enhance and support our core curriculum, HMH Into Reading & that is on the Florida state adoption list

\*iReady Teacher Tool Box / Tools for Instruction and Personalized Instruction - JRF! responds that iReady meets the statute requirements

\*Imagine Learning - ELL Students Only - Moderate Evidence (<https://images.edu.imaginelearning.com/>)

**Grade Levels: Grade 6 - Grade 8**

Web/ImagineLearning2/%7Bb5b7c177-8947-40a8-8a56-1e510993a677%7D\_Imagine-Language-and-Literacy-Grades-4-2017-2018-Texas-Effectiveness-Study-Report.pdf)

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

Students will receive instruction and access to materials through Canvas and program online platforms. Teachers will provide individual or small group support to students through electronic means or telephone as appropriate and applicable. Every attempt by the district will be made to provide internet access and electronic devices to students. However, if necessary, students will be provided with paper-based materials as appropriate based on need.

**Grade Levels: Grade 9 - Grade 12**

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

*(Enter assessment criteria that will be used)*

9-10th FAST - Cambium initial progress monitoring with an overall reading FSA equivalent score below 3.

9-12th Previous FSA ELA overall level below 3

11-12th SAT EBRW below 480

**THEN TIER 1 Instruction and TIER 2 Interventions**

**Progress Monitoring**

**Tier 2 Programs/Materials/Strategies & Duration**

**Assessment & Frequency**

**Performance Criteria to discontinue Tier 2 interventions**

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

**Performance Criteria that prompts the addition of Tier 3 interventions**

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**Number of times per week intervention provided**

5x per week

**Number of minutes per intervention session**

30 minutes per day

**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?**

Tier 2 interventions are determined based on diagnostic assessment to identify specific need for students. For any student who has not responded to a specific reading intervention delivered with fidelity and initial intensity provided the reading intervention instruction and/or materials may be changed based on student data.

PLCs, with the school-based interventionists and ELA team members will meet monthly to review student data, progress, and intervention materials. Decisions are made following the CERP and MTSS decision tree which indicates evidence-based materials available for targeted interventions (Tier 2). If students data does not show progress, problem solving occurs and adjustments are made. Parents are notified of initial interventions and changed interventions.

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

\*MHill Florida StudySync Tier II embedded supports - MHill StudySync is on the Florida State Adoption list

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

### **Grade Levels: Grade 9 - Grade 12**

Students will receive instruction and access to materials through Canvas and program online platforms. Teachers will provide individual or small group support to students through electronic means or telephone as appropriate and applicable. Every attempt by the district will be made to provide internet access and electronic devices to students. However, if necessary, students will be provided with paper-based materials as appropriate based on need.

#### **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: Kindergarten - Grade 2**

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

*(Enter assessment criteria that will be used)*

FAST - STAR initial progress monitoring with an overall reading score at the Intervention level/category below the 10th percentile.

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

**Progress Monitoring**

**Tier 3 Programs/Materials/Strategies & Duration**

**Assessment & Frequency**

**Performance Criteria to discontinue Tier 3 interventions**

**Performance Criteria indicating continuation of Tier 3 interventions**

**Performance Criteria that prompts intensified Tier 3 interventions**

**Number of times per week intervention provided**

4-5 days per week determined by intervention

**Number of minutes per intervention session**

30 minutes per 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?**

Students who fall into this category are considered to have a substantial reading deficiency and must be monitored closely and regularly for academic progress through both core instruction and weekly progress monitoring.

Research and best practices incorporate multisensory instructional strategies which include auditory, visual-spatial, tactile, and kinesthetic strategies. As required in Section 1008.25, F.S., students identified with a substantial reading deficiency (Tier 3) receive intensive, explicit, systematic, and multisensory reading interventions that incorporate auditory, visual-spatial, tactile, and kinesthetic strategies. These requirements are included in the interventions from HMH Into Reading, FCRR student activities, and iReady ToolBox lessons.

For any student who has not responded to a specific reading intervention delivered with fidelity and with the initial intensity provided (time and group size), reading intervention instruction and/or materials may be changed based on student data. Diagnostic assessments will be required to identify specific needs (areas of strength and weakness). Further, schools with ELA team members and school-based interventionists meet monthly to review student data, progress, and intervention materials. Additionally, schools follow the CERP decision tree and MTSS which indicate research-based and evidence-based materials available for intensive interventions (Tier 3).

If student data does not show progress, at a Tier or with a specific intervention, then adjustments are made (teacher:student ratio; time in intervention; intervention materials; instruction) and parent is

**Grade Levels: Kindergarten - Grade 2**

notified through a FOCUS email communication and regular communication from the school level. Parental notification includes a description of the intensive, explicit, systematic, and multisensory reading interventions which will be provided to students identified with a substantial reading deficiency.

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

\*HMH Into Reading Tier II embedded supports - HMH is on the Florida State Adoption list

\*FCRR Reading Interventions - Used as a supplement to enhance and support our core curriculum, HMH Into Reading & that is on the Florida state adoption list

\*iReady Teacher Tool Box / Tools for Instruction and Personalized Instruction - JRF! responds that iReady meets the statute requirements

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

Students will receive instruction and access to materials through Canvas and program online platforms. Teachers will provide individual or small group support to students through electronic means or telephone as appropriate and applicable. Every attempt by the district will be made to provide internet access and electronic devices to students. However, if necessary, students will be provided with paper-based materials as appropriate based on need.

**Grade Levels: Grade 3 - Grade 5**

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

*(Enter assessment criteria that will be used)*

FAST - Cambium initial progress monitoring with an overall ELA FSA equivalent Level 1  
 Previous year FSA ELA Achievement Level 1

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

**Progress Monitoring**

**Tier 3 Programs/Materials/Strategies & Duration**

**Assessment & Frequency**

**Performance Criteria to discontinue Tier 3 interventions**

**Performance Criteria indicating continuation of Tier 3 interventions**

**Performance Criteria that prompts intensified Tier 3 interventions**

**Number of times per week intervention provided**

5 days per week

**Number of minutes per intervention session**

30 minutes per session

**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?**

Students who fall into this category are considered to have a substantial reading deficiency and must be monitored closely and regularly for academic progress through both core instruction and weekly progress monitoring.

Research and best practices incorporate multisensory instructional strategies which include auditory, visual-spatial, tactile, and kinesthetic strategies. As required in Section 1008.25, F.S., students identified with a substantial reading deficiency (Tier 3) receive intensive, explicit, systematic, and multisensory reading interventions that incorporate auditory, visual-spatial, tactile, and kinesthetic strategies. These requirements are included in the interventions from HMH Into Reading, FCRR student activities, and iReady ToolBox lessons.

For any student who has not responded to a specific reading intervention delivered with fidelity and with the initial intensity provided (time and group size), reading intervention instruction and/or materials may be changed based on student data. Diagnostic assessments will be required to identify specific needs (areas of strength and weakness). Further, schools with ELA team members and school-based interventionists meet monthly to review student data, progress, and intervention materials. Additionally, schools follow the CERP decision tree and MTSS which indicate research-based and evidence-based materials available for intensive interventions (Tier 3).

If student data does not show progress, at a Tier or with a specific intervention, then adjustments are made (teacher:student ratio; time in intervention; intervention materials; instruction) and parent is

**Grade Levels: Grade 3 - Grade 5**

notified through a FOCUS email communication and regular communication from the school level. Parental notification includes a description of the intensive, explicit, systematic, and multisensory reading interventions which will be provided to students identified with a substantial reading deficiency.

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

\*HMH Into Reading Tier III embedded supports - HMH is on the Florida State Adoption list

\*FCRR Reading Interventions - Used as a supplement to enhance and support our core curriculum, HMH Into Reading & that is on the Florida state adoption list

\*iReady Teacher Tool Box / Tools for Instruction and Personalized Instruction - JRF! responds that iReady meets the statute requirements

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

Students will receive instruction and access to materials through Canvas and program online platforms. Teachers will provide individual or small group support to students through electronic means or telephone as appropriate and applicable. Every attempt by the district will be made to provide internet access and electronic devices to students. However, if necessary, students will be provided with paper-based materials as appropriate based on need.



**Grade Levels: Grade 6 - Grade 8**

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

*(Enter assessment criteria that will be used)*

FAST - Cambium initial progress monitoring with an overall ELA FSA equivalent Level 1  
 Previous year FSA ELA Achievement Level 1

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

**Progress Monitoring**

**Tier 3 Programs/Materials/Strategies & Duration**

**Assessment & Frequency**

**Performance Criteria to discontinue Tier 3 interventions**

**Performance Criteria indicating continuation of Tier 3 interventions**

**Performance Criteria that prompts intensified Tier 3 interventions**

**Number of times per week intervention provided**

5 days per week

**Number of minutes per intervention session**

30 minutes per session

**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?**

Students who fall into this category are considered to have a substantial reading deficiency and must be monitored closely and regularly for academic progress through both core instruction and weekly progress monitoring.

Research and best practices incorporate multisensory instructional strategies which include auditory, visual-spatial, tactile, and kinesthetic strategies. As required in Section 1008.25, F.S., students identified with a substantial reading deficiency (Tier 3) receive intensive, explicit, systematic, and multisensory reading interventions that incorporate auditory, visual-spatial, tactile, and kinesthetic strategies. These requirements are included in the interventions from MHill StudySync, FCRR student activities, and iReady ToolBox lessons.

For any student who has not responded to a specific reading intervention delivered with fidelity and with the initial intensity provided (time and group size), reading intervention instruction and/or materials may be changed based on student data. Diagnostic assessments will be required to identify specific needs (areas of strength and weakness). Further, schools with ELA team members and school-based interventionists meet monthly to review student data, progress, and intervention materials. Additionally, schools follow the CERP decision tree and MTSS which indicate research-based and evidence-based materials available for intensive interventions (Tier 3).

If student data does not show progress, at a Tier or with a specific intervention, then adjustments are made (teacher:student ratio; time in intervention; intervention materials; instruction) and parent is

**Grade Levels: Grade 6 - Grade 8**

notified through a FOCUS email communication and regular communication from the school level. Parental notification includes a description of the intensive, explicit, systematic, and multisensory reading interventions which will be provided to students identified with a substantial reading deficiency.

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

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

\*McHill Study Sync Tier III embedded supports including Foundational Skills lessons - StudySync is on the Florida State Adoption list

\*FCRR Reading Interventions - Used as a supplement to enhance and support our core curriculum, HMH Into Reading & that is on the Florida state adoption list

\*iReady Teacher Tool Box / Tools for Instruction and Personalized Instruction - JRF! responds that iReady meets the statute requirements

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

Students will receive instruction and access to materials through Canvas and program online platforms. Teachers will provide individual or small group support to students through electronic means or telephone as appropriate and applicable. Every attempt by the district will be made to provide internet access and electronic devices to students. However, if necessary, students will be provided with paper-based materials as appropriate based on need.

**Grade Levels: Grade 9 -Grade 12**

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

*(Enter assessment criteria that will be used)*

9-10th FAST - Cambium initial progress monitoring with an overall reading FSA equivalent Achievement Level 1.

9-12th Previous FSA ELA overall Achievement Level 1

11-12th SAT EBRW below 25th percentile

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

**Progress Monitoring**

**Tier 3 Programs/Materials/Strategies & Duration**

**Assessment & Frequency**

**Performance Criteria to discontinue Tier 3 interventions**

**Performance Criteria indicating continuation of Tier 3 interventions**

**Performance Criteria that prompts intensified Tier 3 interventions**

**Number of times per week intervention provided**

5 days per week

**Number of minutes per intervention session**

30 minutes per session

**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?**

Students who fall into this category are considered to have a substantial reading deficiency and must be monitored closely and regularly for academic progress through both core instruction and weekly progress monitoring.

Research and best practices incorporate multisensory instructional strategies which include auditory, visual-spatial, tactile, and kinesthetic strategies. As required in Section 1008.25, F.S., students identified with a substantial reading deficiency (Tier 3) receive intensive, explicit, systematic, and multisensory reading interventions that incorporate auditory, visual-spatial, tactile, and kinesthetic strategies. These requirements are included in the interventions from McGrawHill StudySync and explicit vocabulary and comprehension strategy instruction in small group.

For any student who has not responded to a specific reading intervention delivered with fidelity and with the initial intensity provided (time and group size), reading intervention instruction and/or materials may be changed based on student data. Diagnostic assessments will be required to identify specific needs (areas of strength and weakness). Further, schools, with ELA team members and school-based interventionists, meet monthly to review student data, progress, and intervention materials. Additionally, schools follow the CERP decision tree and MTSS which indicate research-based and evidence-based materials available for intensive interventions (Tier 3).

**Grade Levels: Grade 9 -Grade 12**

If student data does not show progress, at a Tier or with a specific intervention, then adjustments are made (teacher:student ratio; time in intervention; intervention materials; instruction) and parent is notified through a FOCUS email communication and regular communication from the school level. Parental notification includes a description of the intensive, explicit, systematic, and multisensory reading interventions which will be provided to students identified with a substantial reading deficiency.

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

\*MHill StudySync Tier III embedded supports with Test Prep and Foundational Skills lessons - StudySync is on the Florida State Adoption list

Evidence for strategies as found in the IES Practice:

Explicit Vocabulary Instruction: (strong evidence)

Direct and explicit comprehension strategy instruction (strong evidence)

Intensive and individualized interventions for struggling readers by trained specialists (strong evidence)

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

Students will receive instruction and access to materials through Canvas and program online platforms. Teachers will provide individual or small group support to students through electronic means or telephone as appropriate and applicable. Every attempt by the district will be made to provide internet access and electronic devices to students. However, if necessary, students will be provided with paper-based materials as appropriate based on need.

## 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.**

In grades K-10 Student performance is monitored three times per year (beginning, middle, and end of year) using the FAST-STAR K-2 Progress Monitoring or the FAST-CAMBIUM 3-10 Progress Monitoring. In grades 11-12 students are progress monitored using previous FSA data and current assessment scores in state ELA retakes and SAT practice and standardized assessment. Data is compared and analyzed to ensure that student academic performance and proficiency rates continue to improve. This state progress monitoring is coupled with interim classroom and school level monitoring which includes iReady diagnostics for all in grades K-5 and students receiving Tier II interventions in grades 6-8 and adopted ELA curriculum publisher assessments in grades K-12. (K-5 HMH Into Reading and 6-12 Mhill StudySync.)

A triangulation of data is used with the assessment/curriculum decision trees and in collaboration with the district MTSS plan and processes to identify students with a substantial deficiency in reading in Grades K-12 based on the K-2, 3-5, 6-8 and 9-12 CERP decision trees coupled with MTSS problem solving processes. If students struggle with core instruction based on data analysis, a multi-tiered system of supports is employed.

At all levels, K-12, student progress is monitored in PLC meetings and MTSS data chats. In grades 9-12 this also includes Graduation Assistance Team members who provide support in areas of need and conference with students receiving the most support and intervention.

With guidance, assistance, and monitoring from district-level directors, ELA, and MTSS personnel, school-based teams monitor student performance data and make instructional placement decisions to intensify instruction and provide either Tier I, Tier II, or Tier III levels of support for students.