

The School Board of Highlands County



2022-23 Reading Plan

Table of Contents

Contact Information, Communication Plan, and Student Achievement Goals	3
Budget	6
School Literacy Leadership Teams	7
Professional Development	8
Charter Schools	9
Literacy Coaches	10
District-Level Monitoring of Plan Implementation	13
School-Level Monitoring of Plan Implementation	17
Summer Reading Camp	20
Parent Support through a Read-At-Home Plan	22
Assessment, Curriculum, and Instruction	23
Identification of Students with a Substantial Reading Deficiency	45

Contact Information, Communication Plan, and Student Achievement Goals

Contact Information - Part A

District Contact Information

Reading Contacts

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

Contact	Name, Title, Email, Phone
Main District Reading Contact	Starling, Tina K-5 Content Specialist, English Language Arts / Social Studies starlingt@highlands.k12.fl.us 863-471-5654
Elementary English Language Arts (ELA)	Starling, Tina K-5 Content Specialist, English Language Arts / Social Studies starlingt@highlands.k12.fl.us 863-471-5654
Secondary ELA	Erwin, Danielle Assistant Superintendent of Secondary Education erwind@highlands.k12.fl.us 863-471-5608
Reading Endorsement	Ball, Carla Human Resources Director ballc@highlands.k12.fl.us 863-471-5732
Reading Curriculum	Starling, Tina K-5 Content Specialist, English Language Arts & Social Studies starlingt@highlands.k12.fl.us 863-471-5654
Professional Development	Ball, Carla Human Resources Director ballc@highlands.k12.fl.us 863-471-5732
Assessment	Layfield, Lorie Assessment and Accountability layfiel@highlands.k12.fl.us 863-471-5571
Data Element	Erwin, Danielle Assistant Superintendent of Secondary Education erwind@highlands.k12.fl.us 863-471-5608
Summer Reading Camp	Conner, Carey Assistant Superintendent of Elementary Education connerc@highlands.k12.fl.us 863-471-5569
Third Grade Promotion	Conner, Carey Assistant Superintendent of Elementary Education connerc@highlands.k12.fl.us 863-471-5569
Multi-Tiered System of Supports (MTSS)	Blackman, Melissa Assistant Superintendent Student Support Services blackmam@highlands.k12.fl.us 863-471-5567

Communication of Plan Information

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

The contents of the reading plan will be communicated to district administrators (ELL, Migrant, Title I, ESE, Homeless, Elementary Programs, Secondary Programs), school administrators, literacy

coaches, and reading leadership team representatives during the superintendent's July-August administrative meeting.

A summary of the plan, along with a link to the plan, will be provided in the district's quarterly newsletter, following the administrative meeting, to communicate with all classroom instructors and support staff.

A link to the plan is provided to parent and community members through district newsletters and on the district website.

Student Achievement Goals - Part B

Measurable Student Achievement Goals

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

Previous School Year

Kindergarten - % of Students "Ready" on FLKRS 43%

Previous School Year

Kindergarten - % of Students "Ready" on FLKRS 51%

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

VPK classrooms are being added across the district for a total of fifteen. These classrooms are located at six of the nine elementary campuses. Additionally, a Pre-K center will house eight of the district's VPK classrooms. The district currently has 10 ESE Pre-K classrooms and 3 migrant Pre-K classrooms to support kindergarten readiness for all students. Professional learning is provided to Pre-K staff, and FAST will be utilized to monitor student progress.

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	28	28	28	13	3	19	22	31	21	7
4	29	24	25	17	5	19	22	31	21	7
5	28	27	24	15	6	19	22	31	21	7
6	35	28	18	14	5	24	23	26	18	9
7	36	25	19	13	7	24	23	26	18	9
8	42	21	20	10	6	24	23	26	18	9
9	35	22	19	16	8	24	23	26	18	9
10	32	28	19	16	6	24	22	26	18	9

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 grades K-2, increase the percentage of students currently scoring at or above the 50th%ile on DIBELS-8 by 3%, from 59% to 62% in Kindergarten, 52% to 55% in grade 1, and from 48% to 51% in grade 2.

District Budget for Evidence-Based Reading Instruction Allocation

Budget

1	Estimated proportional share distributed to district charter		\$0.00
2	Reading coaches assigned to elementary schools		\$752,629.00
		FTE	2022-23
		10.0	\$752,629.00
3	Reading coaches assigned to secondary schools		\$0.00
4	Intervention teachers assigned to elementary schools		\$0.00
5	Intervention teachers assigned to secondary schools		\$0.00
6	Supplemental materials or interventions for elementary schools		\$0.00
7	Supplemental materials or interventions for secondary schools		\$0.00
8	Intensive interventions for elementary students reading below grade level		\$0.00
9	Intensive interventions for secondary students reading below grade level		\$0.00
10	Professional development		\$0.00
11	Helping teachers earn the reading endorsement		\$0.00
12	Summer reading camps		\$0.00
13	Additional hour for 300 lowest-performing elementary schools		\$0.00
14	Early literacy instruction/intervention for VPK completers pursuant to s. 1008.25(8)(c), F.S.		\$0.00
		Total:	\$752,629.00

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

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

A reading coach will be assigned to each of the 9 elementary schools, with a portion of the coach’s salary funded by the Research-Based Reading Instruction Allocation. Each coach will prioritize the district’s K-3 plan for preventing, diagnosing and overcoming substantial deficiencies in reading. The funds will also be used to partially fund a district literacy coach/specialist. The specialist will be assigned to work with all elementary schools, with a minimum of 50% of the specialist’s time prioritized to ensure the district’s K-3 reading plan is being implemented with integrity, and to provide tiered support to RAISE school administrators, coaches, teachers, and students.

School Literacy Leadership Teams

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

The School Literacy Leadership Team requirement will be communicated to district administrators (ELL, Migrant, Title I, ESE, Homeless, Elementary Programs, Secondary Programs), school administrators, literacy coaches, and reading leadership team representatives during the superintendent's May-July administrative meeting.

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

School Literacy Leadership Team rosters are submitted to the Main District Reading Contact on or before September 30, 2022.

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

The Elementary ELA and Secondary ELA specialists are responsible for supporting and monitoring School Literacy Leadership Teams. The Assistant Superintendent of Elementary Education and Assistant Superintendent of Secondary Education are responsible for ensuring compliance.

Professional Development

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

- Provide professional development required by Section 1012.98(4)(b)11., F.S., which includes training to help teachers integrate phonemic awareness, phonics, word study and spelling, fluency, vocabulary, and text comprehension strategies into an explicit, systematic, and sequential approach to reading instruction, including multisensory intervention strategies;
- Differentiate and intensify professional development for teachers based on progress monitoring data;
- Identify mentor teachers and establish model classrooms within the school; and
- Ensure that time is provided for teachers to meet weekly for professional development.

Core reading instruction academy courses will be offered by the district aligned to the requirements of Section 1012.98(4)(b)11., F.S. The courses include a 30-hour face-to-face training facilitated by district ELA/Reading Specialists in the use of explicit, systematic, and sequential approaches to reading instruction, developing phonemic awareness, and implementing multisensory intervention strategies, and a 10-hour practicum, where participants apply their learning in the classroom through tasks and activities that connect instruction, curriculum, and assessment. Participants complete the practicum at their individual school sites, under the guidance of the school-based literacy coach.

Differentiated and intensified professional development by the ELA/Reading district specialists and school-based literacy coaches in the areas of curriculum implementation, effective standards-aligned literacy

instruction and/or using assessments to inform instruction is provided for teachers whose progress monitoring data is not showing adequate growth as indicated by disaggregated student data, performance appraisal data, or classroom walkthrough data.

Principals are responsible for the development of a school-wide PD program that addresses the needs of the instructional personnel at the school. District support and differentiated professional development are aligned to the specific strategies outlined in Goal 1-Academic Success of the district's strategic plan: Use standards-aligned curriculum in all core classrooms, support educators in core subject areas by providing models of effective instruction, and implement a collaborative planning framework. In ELA, this could include PD on curriculum implementation, The Science of Reading, structured literacy, development of formative assessments reaching the full depth of the standards/benchmarks, planning lessons using the district's model of effective instruction, using the district's instructional practice guide (IPG) in the context of professional learning communities (PLCs), or developing rubrics to accurately assess student work.

Mentor teachers/model classrooms: Expectations for mentor teachers and model classrooms are for instruction to align with the district's model of effective ELA instruction as outlined in the district's strategic plan. In Grades K-3, decoding and linguistic comprehension is prioritized; while in Grades 4-12, the priority shifts to reading, discussing, and writing in response to grade-level complex text. Professional development tied to the components of effective standards-aligned ELA instruction is provided to school administrators, literacy coaches, and teachers

by district ELA Specialists. Guidance documents are shared during the reading plan meeting to support reading leadership teams with the identification of site-based mentor teachers and model classrooms.

Professional development: The implementation of the PLC model is written into the district strategic plan. Additionally, teachers across the district participate in PLCs weekly for a minimum of 40 minutes, to collaborate on what students need to know and be able to do aligned to B.E.S.T. K-12 standards, how learning will be measured, and how to support students when they have/have not achieved mastery. Administrators develop a school-based plan for implementation of and monitoring of PLCs. Differentiated professional development in the PLC model is provided to each school. Universal PD in elements of the district's strategic plan will be provided three times per year.

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 are communicated to district administrators (ELL, Migrant, Title I, ESE, Homeless, Elementary Programs, Secondary Programs), school administrators, literacy coaches, and literacy leadership team representatives during the superintendent's monthly administrative meetings. A professional learning platform provides all school and district staff a calendar of professional development offerings. The district ELA/Reading specialists offer trainings based on need, which is communicated by principals at monthly administrative meetings, monthly literacy coach meetings, and school-based literacy leadership teams.

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

The Elementary ELA and Secondary ELA specialists along with the Department of Human Resources are responsible for supporting professional development requirements. The HR Manager, along with the Department of Human Resources team, is responsible for monitoring and ensuring compliance of the professional development requirements.

Charter Schools

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

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

NA

Literacy Coaches

Literacy Coaches - Part A

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

Coaches must possess the following:

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

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

Number of students performing at or below the 20th%ile on district progress monitoring assessments (i.e., i-Ready, DIBELS-8, CommonLit) and FSA scores are used to determine schools with greatest needs. All reading coaches are reading endorsed and/or reading certified.

Upload rubric, if applicable

The following documents were submitted as evidence for this section:

No files were uploaded

Literacy Coaches - Part B**Requirements of the Just Read, Florida! Coaching Model**

- Provide professional development on the following:
 - the major reading components, as needed, based on an analysis of student performance data;
 - administration and analysis of instructional assessments; and
 - providing differentiated instruction and intensive intervention.
- Model effective instructional strategies for teachers.
- Facilitate study groups.
- Train teachers to administer assessments, analyze data, and use data to differentiate instruction.
- Coach and mentor teachers daily.
- Provide daily support to classroom teachers.
- Work with teachers to ensure that evidence-based reading programs are implemented with fidelity.
- Help to increase instructional density to meet the needs of all students.
- Participate in reading leadership teams.
- Continue to increase their knowledge base in best practices in reading instruction, intervention, and instructional reading strategies.
- Prioritize time to those teachers, activities, and roles that will have the greatest impact on student achievement in reading, namely coaching and mentoring in classrooms.
- Work frequently with students in whole and small group instruction to model and coach in other teachers' classrooms.
- Work with school principals to plan and implement a consistent program of improving reading achievement using strategies that demonstrate a statistically significant effect on improving student outcomes.

Note: Coaches are prohibited from performing administrative functions that will detract from their role as a literacy coach, and must limit the time spent on administering or coordinating assessments.

Is the district using the Just Read, Florida! coaching model?

Yes

If no, please attach the evidence-based model the district is using.

The following documents were submitted as evidence for this section:

No files were uploaded

If yes, please complete the next section:

How are these requirements being communicated to principals?

Requirements are included in the literacy coach job description (which includes the requirement that a coach is reading endorsed or certified) and communicated during the CERP meeting for administrators.

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

Goal 1, Strategy B of the district's strategic plan reads, "Support educators in core subjects to provide effective instruction to all students". This strategy outlines that instructional coaches will spend 80% of their time on tasks aligned to the district's strategic plan and the JRF! Coaching Model, and is addressed during CERP meeting for administrator. Additionally, administrators and coaches are given the requirements outlined in the JRF! Coaching Model. Literacy coaches work with their administrators to develop and submit a schedule quarterly for approval, aligned to the district and school's strategic plan, and the JRF! coaching model.

The district is supporting coaching by using the reading allocation to fund elementary coach salaries.

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

ELA/Reading Specialists support and monitor coaching schedules.

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

Data is reported and reviewed quarterly by district ELA/Reading Specialists, Assistant Superintendent of Elementary Education, and Assistant Superintendent of Secondary Education.

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

As part of our multi-tiered system of supports (MTSS), the district uses a 4-step Problem Solving Process as a method for identifying, implementing, and evaluating educational solutions that are designed to improve student growth and performance. This process is in place for making decisions regarding coaching time and tasks based on data.

Step 1: Setting the Goal – Literacy coaches will spend a minimum of 80% of their time on tasks driven by student/teacher data and aligned to Goal 1 - Academic Success of district's strategic plan and the JRF! Coaching Model, as evidenced by quarterly coaching schedules. Monitor data quarterly with district and school teams to identify where support and professional learning should be provided to coaches.

Step 2: Problem Analysis - Identify variables that contribute to the lack of desired outcomes.

Step 3: Implement Plan - Example: Coach may engage in a coaching cycle with district specialist in order to improve practice.

Step 4: Response to Intervention - Data will be monitored during the 2022-23 school year to determine effectiveness of coaching services and supports.

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?
mCLASS	K-5 students	Screener, Progress Monitoring, Diagnostic	Phonological Awareness, Phonics, Fluency, Comprehension	3 x A Year
mCLASS	K-5 Tier 2/Tier 3 students	Progress Monitoring	Phonological Awareness, Phonics, Fluency, Comprehension	Weekly, 2 x A Month, Monthly
FAST - STAR	K-2	Screener, Progress Monitoring, Summative	Oral Language, Phonological Awareness, Phonics, Fluency, Vocabulary, Comprehension	3 x A Year
FAST - Cambium	3-10	Screener, Progress Monitoring, Summative	Vocabulary, Comprehension	3 x A Year
AimsWeb	K-5 Tier 3 students	Progress Monitoring	Phonological Awareness, Phonics, Fluency, Comprehension	Weekly
Achieve 3000	6-12 Intensive Reading	Screener, Progress Monitoring, Diagnostic	Vocabulary, Comprehension	3 x A Year
Formative Assessment	K-12 students	Formative Assessment	Oral Language, Phonological Awareness, Phonics, Fluency, Vocabulary, Comprehension	Weekly, 2 x A Month, Monthly, Quarterly, 3 x A Year, Annually
FSA ELA	3-10	Summative	Comprehension	Annually
HMH Growth Measure Benchmark Assessment	6-8	Screener	Comprehension	3 x A Year
StudySync Readiness Screener	9-12	Screener	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?

Assistant Superintendents of Elementary and Secondary Education;
District ELA/Reading 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?

District-adopted Tier 1 instructional materials meet the criteria for alignment to standards and research-based practices for foundational skills instruction on Gateway 1: Standards and Research-based Practices and Gateway 2: Implementation, Support Materials, and Assessment according to edreports.org. Materials provide systematic and

explicit instruction in concepts of print, letter identification, phonological awareness and phonics. Tier 1 instructional materials prioritize both decoding and linguistic comprehension.

Additionally, materials and district developed Structures of the Literacy Block guidance documents target word recognition and language comprehension in Grades K-2. In Grades 3-12, skilled reading through grade-appropriate complex texts is the priority of reading instruction, which is demonstrated through fluent execution of word recognition and text comprehension. The district developed Grade 3, Grades 4-5, Grades 6-8, and Grades 9-12 Structure of the Literacy Block documents guide teachers to work within the framework for providing evidence-based reading instruction.

Ongoing analysis of classroom walkthrough data at the district and school level ensure instruction in each classroom is systematic, explicit, and evidence-based.

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

Teachers participate in professional learning communities (PLCs) driven by DuFour's "four questions" for a minimum of 40 minutes weekly to effectively plan the implementation of curriculum, develop common formative assessments, review and respond instructionally to student data, and differentiate student learning needs. School administrators prioritize PLC time in the master schedule with common planning or paid out of contract time. During PLCs, bi-weekly school level, teacher created, formative assessments are developed aligned to the B.E.S.T. standards in Grades K-12. School administrators participate regularly in core PLCs to support continuous improvement guided by the "four questions." District ELA/Reading Specialists and Assistant Superintendents of Elementary and Secondary Education closely support school leadership and grade-level teams in this school improvement effort.

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

On-demand professional learning is facilitated by the district ELA/Reading Specialists, in collaboration with district content specialists, annually for content-area teachers.

In addition, content-area Instructional Practice Guides (IPG) with modifications to align to the B.E.S.T. Standards and 5 E's for authentic literacy have been developed to articulate the vision for skillful teaching and learning in science and social studies/literacy for teachers and those that support teachers. As a component of each guide, teachers are directed to prepare lessons and reflect on instructional practices tied to literacy in content:

1) Is the lesson focused on a high quality text (or multiple texts)?; 2) Does the lesson employ questions and tasks that are text dependent and text specific?; and 3) Are all students given the opportunity to engage in the work of the lesson?

District assistant superintendents, district content specialists, and instructional coaches walk classrooms using the IPG to provide essential feedback on classroom teaching and learning.

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

The district ELA/Reading Specialists meet regularly, literacy coaches and school administrators monthly, and district administrators weekly. Implementation concerns/expectations may be addressed during these meetings, as appropriate.

In addition, the Superintendent and Assistant Superintendents of Elementary and Secondary Education meet with school administrators a minimum of twice per year individually for data chats and analysis of trend data from the IPG. Implementation concerns may be addressed at this time, as appropriate.

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 the findings and group discussion, the K-12 CERP will be revised to include the following: 1) strengthen the read-at-home plan by improving dissemination, implementation, and monitoring at the district and school levels; 2) utilize the strengths of the school-based Literacy Leadership Team members to increase capacity of school-based personnel to serve as trainers in the use of evidence-based curriculum instruction and intervention aligned to the B.E.S.T. ELA Standards, 3) strengthen the district plan for providing ongoing professional development on the science of reading and B.E.S.T. ELA Standards to school-based administrators, to build their capacity to provide training to teachers on the integration of the components of reading.

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?

School administrators and literacy coaches monitor plan implementation during regular participation in ELA/reading PLCs which occur weekly. School administrators are encouraged to meet a minimum of bi-weekly with literacy coaches to engage in curriculum, instruction, and coaching conversations, which are addressed in the reading plan.

A district-level tiered system of support is in place to ensure effective plan implementation at each school. Three times per year, following each ELA progress monitoring assessment, schools discuss strengths and areas of growth toward the reading plan goals with the district ELA/Reading specialists and assistant superintendents. Targeted support is provided according to need, and additional data is collected to monitor progress, when applicable.

Who at the district level supports effective implementation?

District ELA/Reading Specialists
Assistant Superintendents of Elementary and Secondary Education

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

Areas in need of improvement are identified during data collection & review, classroom observations, and collaboration alongside school administrators, literacy coaches, school literacy leadership teams, and teachers. A plan to improve implementation is established.

A district-level tiered system of support is in place to ensure effective plan implementation at each school. Three times per year, following each ELA progress monitoring assessment, schools discuss strengths and areas of growth toward the reading plan goals with the district ELA/Reading specialists and assistant superintendents. Targeted support is provided according to need, and additional data is collected to monitor progress, when applicable. Additionally, classroom walkthrough data is collected at the district and school-level, reported electronically, and reviewed regularly on the following core actions: HIGH-QUALITY TEXTS, HIGH-QUALITY QUESTIONS AND TASKS, STUDENT OWNERSHIP, and READING FOUNDATIONS.

Weekly reading walkthroughs by administrators - Part B

What process is in place to ensure effective implementation?

The following standard of practice for weekly reading walkthroughs is established at each school and communicated to each administrator: 1) Monthly through classroom walkthroughs with the school administrator and assistant superintendent, 2) Monthly through classroom walk-throughs with the school administrator, district ELA/reading specialist, and literacy coach, and 3) Weekly through classroom walk-throughs with the school administrator and literacy coach.

Classroom walkthrough data is submitted electronically by district ELA specialists and school literacy coaches, and trend data is shared monthly by the district ELA/Reading Curriculum Specialists during literacy coaches' meetings and school administrators' meetings.

Who at the district level supports effective implementation?

District ELA/Reading Specialists
Assistant Superintendents of Elementary and Secondary Education

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

The Instructional Practice Guide (IPG), which articulates the vision for skillful literacy teaching and learning, is used to collect information on classroom observations.

The IPG for ELA/Literacy has been revised to include the B.E.S.T. ELA Expectations, and is grounded in the following core actions: 1) High-quality texts: Is the lesson focused on a grade level high-quality text (or multiple texts)? 2) High-quality questions & tasks: Does the lesson employ questions and tasks, both oral and written,

which integrate the BEST/LAFS standards and build students' comprehension of the text(s) and its meaning? 3) Student ownership: Are students responsible for doing the thinking in the lesson? 4)

Reading foundations: Does instruction explicitly and systematically provide all students with the opportunity to master foundational skills? The Reading Foundations section has been updated to include key language from the Literacy Practice Profile.

Classroom walkthrough data collected from the core actions is submitted electronically by district ELA specialists and school literacy coaches, and trend data is shared monthly by the district ELA/Reading Curriculum Specialists during literacy coaches' meetings and school administrators' meetings. Areas in need of improvement identified during classroom walkthroughs are discussed, and a plan to improve implementation is established.

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

What process is in place to ensure effective implementation?

District data chats are conducted 3 x year, following DIBEL-8 and FAST assessment windows. District and school Risk Level ELA worksheets are used following Assessment 1 to determine instructional and intervention need based on student performance data. Following Assessments 2 and 3, Risk Level ELA worksheets are used to

determine student response to instruction/intervention at the district and school level and adjust intervention and support needs of students.

Following the district data chats, principals conduct school-level data chats to determine intervention and support needs of students at the classroom level. Decision Trees and MTSS ELA Resource Maps support school leaders to select evidence-based interventions aligned to a student's targeted area of need, in response to student performance data.

Teachers share additional data with school administrators and literacy coaches during quarterly progress monitoring meetings according to the assessment and reading components assessed (i.e., oral language, phonological awareness, phonics, fluency, vocabulary, comprehension). When appropriate, administrators and literacy coaches share grade/school/district-level assessment data with teachers and support staff.

Who at the district level supports effective implementation?

District ELA/Reading Specialists
Assistant Superintendents of Elementary and Secondary Education

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

District ELA/Reading Specialists meet with Assistant Superintendents of Elementary and Secondary Education monthly to discuss curriculum, instruction / intervention, coaching, and PLCs. Areas in need of improvement are identified during data analysis are discussed as appropriate and a plan to improve implementation is established.

Summer Reading Camp

Reading Camp - Part A

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

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

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

Yes

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

The district plans to meet each requirement for Summer Reading Camps required by Section 1008.25(7), F.S.

Summer school will be provided for grade 3 students who score a Level 1 on FSA ELA. Amplify CKLA is used to support grade-level reading. Highly effective teachers endorsed or certified in reading will utilize whole group, small group, and independent reading across 3.5 hours of reading daily.

Districts have the option of providing summer reading camps to students in grades K-2 who demonstrate a reading deficiency as determined by district and state assessments, and students in grades 4-5 who score Level 1 on the statewide, standardized ELA assessment.

Will the district implement this option?

Yes

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

The district plans to meet each requirement for Summer Reading Camps required by Section 1008.25(7), F.S. in grades K-2 demonstrating a substantial deficiency in reading as determined by DIBELS-8 district assessment. Amplify CKLA is used to support grade-level reading. Teachers utilize whole group, small group, and independent reading across 3.5 hours of reading daily.

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.)

216

Students who demonstrate a reading deficiency in grades K-2

570

Students who score Level 1 in grades 4-5

0

Percentage of Students Attending Summer Reading Camp

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

84%

Students who demonstrate a reading deficiency in grades K-2

21%

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.

To support a Read-At-Home Plan for all students, the ELA/Reading Specialist will partner with School Literacy Leadership Teams. Parent Guides for ELA Standards will be provided to all K-8 families during back-to-school open house events. Spanish copies will be available for all grade levels as well. Additionally, copies will be provided to students who move into the district during the school year. A print copy of the Read-At-Home Plan Resources document will be provided to families who's child has been identified with a substantial deficiency in reading. This provides families with information on: supporting reading at home, an overview of assessment types, statewide ELA assessments, supports for parental involvement, evaluating a student for ESE, and characteristics of learning disabilities. The resources document will also be available digitally on the district's and each school's website. Following each progress monitoring window, parents of eligible students receive a flyer to enroll the student in the The New Worlds Reading Initiative. School Literacy Leadership Teams will receive training on the New Worlds Reading Initiative, and will establish a site-based plan for increasing enrollment and providing support to families of eligible students. District has purchased a selection of B.E.S.T. ELA/Civic Literacy texts for each ELA teacher K-12, to be added to the classroom library. Opportunities for students to check-out books and read at home will be available as determined by school sites.

Who at the district is responsible for monitoring this requirement?

ELA/Reading Specialist
Assistant Superintendent of Elementary Education

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?

Amplify CKLA Florida is the evidence-based reading program utilized for whole group instruction, K-5. The district identification and intervention decision trees, along with a district model of effective ELA instruction have been developed and are communicated to principals via the district strategic plan implementation, Reading Plan Webinar, and monthly admin meetings. This includes a minimum of 90-minutes uninterrupted reading instruction daily for all students. This includes explicit, systematic teaching focused on the six components of reading: oral language, phonological awareness, phonics, fluency, vocabulary and comprehension. Classroom walkthroughs are conducted district and school administrators and coaches to support and monitor implementation. Additionally, the district has purchased a selection of B.E.S.T. ELA/Civic Literacy texts for each ELA teacher K-5, to be added to the classroom library. Opportunities for students to check-out books and read at home will be available as determined by school sites.

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

K-5 ELA/Reading Specialist
Assistant Superintendent of Elementary Education

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?

District adopted instructional materials include knowledge domains in K-5 that use series of texts to systematically build knowledge in the areas of social studies, science, literature, and the arts within and across grade levels. In grades K-2, read-alouds are used to build background knowledge and vocabulary aligned to domains of study, while in Grades 3-5, materials include domain specific student readers. Social studies topics include Colonial Towns and Townspeople (Kindergarten), Frontier Explorers (Grade 1), Westward Expansion (Grade 2), Early Explorations of North America (Grade 3), The American Revolution (Grade 4), and Native Americans (Grade 5). Science topics include Plants (Kindergarten), Animals and Habitats (Grade 1), Cycles in Nature (Grade 2), Astronomy (Grade 3), Geology (Grade 4), and Chemical Matter (Grade 5). The arts are integrated throughout social studies, science, and literary units, in addition to a unit of study on the Renaissance in Grade 5.

District developed instructional pacing guides (in collaboration with teachers and literacy coaches) support teachers in the implementation of materials. Classroom walkthroughs are conducted district and school administrators and coaches to support and monitor implementation.

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

ELA/Reading Specialist
Assistant Superintendent of Elementary Education

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

How does the district support and monitor implementation?

Amplify CKLA Florida is the evidence-based reading program utilized for small group instruction, K-5. FCRR student-centered strategies and activities are integrated to differentiate instruction, based on progress monitoring data. The district identification and intervention decision trees, along with a district model of effective ELA instruction have been developed and are communicated to principals via the district strategic plan implementation, Reading Plan Webinar, and monthly admin meetings. Professional development is provided to instructional staff in grades K-3 on the use of multisensory intervention. Classroom walkthroughs are conducted by district and school administrators and coaches to support and monitor implementation.

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

ELA/Reading Specialist
Assistant Superintendent of Elementary Education

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.

District-adopted core instructional materials, Amplify CKLA in grades K-5, HMH Into Literature in grades 6-8, and Study Sync in grades 9-12, combined with supplemental materials when necessary, provide explicit instruction in each of the six components of reading in Grades K-12, as appropriate to each grade level. Materials are provided for each classroom teachers, and the district ELA/Reading Specialist collaborates with school-based literacy coaches and teachers to develop curriculum pacing guides to support teachers in the implementation of materials.

Models of effective ELA/Reading instruction that include the structure of a reading block are provided for all teachers, along with differentiated professional development in their implementation. Accommodations for students with a disability, students with an Individual Educational Plan (IEP), and students who are English language learners are provided;

Common screening, progress monitoring, diagnostic, and summative assessments are utilized across the district, to monitor students' literacy growth and achievement. Data analysis is conducted following common assessments at the district and school level, and instruction is adjusted based on performance/growth results. Formative assessments and rubrics are developed by teachers during weekly PLCs, to accurately assess student work toward mastery of the ELA benchmarks and standards, and adjust classroom instruction

accordingly.

District and school administrators, coaches, and MTSS teams are trained on ELA instruction and intervention in a multi-tiered system of support (MTSS). ELA/Reading Specialists work with school teams to support implementation of Core instruction, Tier 2 intervention, and/or Tier 3 interventions aligned to Florida's Revised Formula for Success and the district model. District MTSS ELA Resource Maps, Risk Level worksheets, and Decision Trees serve to support schools in the successful implementation of the MTSS process. In accordance with Section 1011.62(8)(d), F.S., intensive reading interventions are delivered by instructional personnel who are certified or endorsed in reading.

How does the district support and monitor implementation?

The district supports implementation of Florida's Revised Formula For Success through ongoing, differentiated professional development for district administrators, school administrators, literacy coaches, teachers, and support personnel. This support occurs formally through professional development offerings, monthly administrator meetings, and monthly literacy coaches, as well as informally through targeted feedback and support following classroom observations using the Instructional Practice Guide (IPG) for literacy and/or foundational skills instruction.

Additionally, the district supports schools through the development of guidance documents to be used as a resource for administrators, coaches, teachers, and support personnel. These include, but are not limited to curriculum pacing/instructional guides, MTSS ELA Resource Maps, decision trees, risk level data analysis documents, models of effective instruction, and content-specific IPGs. Decision Trees and MTSS ELA Resource Maps support school leaders to select evidence-based interventions aligned to a student's targeted area of need, in response to student performance data.

The district monitors implementation by walking classrooms weekly, analyzing IPG data that is submitted by school-based literacy coaches monthly, participating in grade-level/content-area professional learning communities (PLCs), and conducting data chats.

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

ELA/Reading Specialists
Assistant Superintendents of Elementary and Secondary Education

Assessment/Curriculum Decision Trees - Part C

Requirements

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

The Decision Trees must contain the following information:

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

Tier 1

Core Instruction:

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

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

(Enter assessment criteria that will be used)

Student meets the following criteria at beginning of school year:

Grades K-3: DIBELS-8 Composite Score: Above Benchmark, At Benchmark

Grades 4-5: FSA ELA 2022 Level 3-5 and/or FAST equivalent

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.

At Tier 1, all students receive scientific, evidence-based core instruction during a 90-120 minute block implemented with integrity and emphasizing grade-level standards and school-wide behavioral expectations.

- Standards-Based Curriculum: Amplify CKLA, Florida

Instruction at Tier 1 should be explicit, differentiated, and include flexible grouping and active student engagement. To ensure 80% of students' needs are met at Tier 1, high-quality instruction is essential. Features of high quality, research-based instruction include (Chard et al., 2008):

- Systematic Explicit Instruction: Skills taught increase in complexity over time using direct, clear, and concise instructional language.
- Differentiated Instruction: Students have different levels of background knowledge and school readiness. Therefore, differentiated instruction engages each student in active learning according to his/her instructional level. The content, delivery and complexity, instruction is scaffolded within classrooms, allowing all students the opportunity to progress towards standards mastery.
- Flexible Grouping: A combination of the whole group, small group, and individual instruction allows teachers to create fluid groups that meet the needs of all students.
- Active Student Engagement: Ensuring all students are actively involved during instruction by employing high rates of opportunities to respond, ample time to practice skills, and prompt corrective feedback.
- Classroom Behavior Strategies: Proactively and explicitly teaching the expected behaviors and routines, frequent use of reinforcement and praise (4:1 positive to negative feedback loop), quick and efficient transition times, and consistent instructional response to misbehavior.

Progress Monitoring**Assessment & Frequency**

- DIBELS-8 – 3 x year
- FAST – 3 x year

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

Student performance falls within Above Benchmark or At Benchmark range on DIBELS-8 and/or FAST Levels 3-5 (FSA equivalent)

Grade Levels: K-5**Progress Monitoring****Performance Criteria that prompts the addition of Tier 2 interventions for students not meeting the expectation/benchmark**

Student performance falls within Below Benchmark or Well Below Benchmark range on DIBELS-8.

How is the effectiveness of Tier 1 instruction being monitored?

Given the design, format, and content of screening, diagnostic, and progress monitoring assessments, DIBELS-8 and FAST serve as a means for us to benchmark performance at the student, classroom, school, and district levels and provide instructional information as to student performance to the state standards. They allow us to set goals, communicate expectations (with students, staff, and families), and carefully monitor progress across key milestones throughout the school year, rather than only wait for results at the end of the year. Following each assessment window, the health of the core is analyzed to see whether Tier 1 instruction is sufficient for 80% or more of students at each grade level. If not, additional supports are put in place to improve effectiveness of Tier 1 instruction.

Classroom walkthrough data is collected from the core actions outlined in the IPG is submitted electronically by district ELA specialists and school literacy coaches, and trend data is shared monthly by the district ELA/Reading Curriculum Specialists during literacy coaches' meetings and school administrators' meetings. Areas in need of improvement identified during classroom walkthroughs are discussed, and a plan to improve implementation is established. The IPG for ELA/Literacy has been revised to include the B.E.S.T. ELA Expectations, and is grounded in the following core actions: 1) High-quality texts: Is the lesson focused on a grade level high-quality text (or multiple texts)? 2) High-quality questions & tasks: Does the lesson employ questions and tasks, both oral and written, which integrate the BEST/LAFS standards and build students' comprehension of the text(s) and its meaning? 3) Student ownership: Are students responsible for doing the thinking in the lesson? 4) Reading foundations: Does instruction explicitly and systematically provide all students with the opportunity to master foundational skills? The Reading Foundations section has been updated to include key language from the Literacy Practice Profile.

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?

All schools participate in an MTSS Tier 1 Baseline Meeting 3 times per year to improve effectiveness of Tier 1 instruction provided to in-person and distance learning students. Guiding questions include: Are we sufficiently delivering Tier 1 instruction? With universal screening in K-5 reading, are at least 80% of students reaching grade-level proficiency?

Core instructional practices should meet the needs of at least 80% of the students. If fewer than 80% of students are demonstrating proficiency per universal screening standards, teams review the MTSS Problem Solving Steps at Tier 1 to determine how to improve the core instruction so it benefits more students.

Guiding Questions include: Is the Tier 1 instruction supporting our students equitably? Does the percent of students reaching grade-level proficiency significantly vary across demographic subgroups?

The core instruction should equitably support the diversity of our district. Suppose a particular demographic of students is not sufficiently served by the core instruction, such that approximately 80% of students within that subgroup are not meeting expectations. In that case, we must evaluate the core related to that demographic of students and problem-solve why it does not sufficiently meet their needs

Grade Levels: K-5

before placing them in Tier 2 or 3.

Distance learning occurs solely through Highlands Virtual School(HVS).

How is the effectiveness of Tier 1 curriculum being monitored?

Following progress monitoring assessment windows, data is analyzed at the district level to determine effectiveness of Tier 1 curriculum.

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

Effectiveness of Tier 1 curriculum is monitored at the district level following progress monitoring assessment window. For grade levels where fewer than 80% of students are successfully demonstrating proficiency with the curriculum, the following methods of support are employed as needed: staff professional development, SRLD partnership/collaboration, model classroom/mentor teacher visits, increased student intervention and support. Distance learning occurs solely through Highlands Virtual School(HVS).

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

Elementary students receive instruction through Highlands Virtual School (HVS), a full time Highlands County public school. Students are enrolled in this virtual learning model utilizing the Florida Virtual curriculum. Highly qualified Highlands County educators teach all HVS classes. Though designed as an online environment for students, teachers are housed at our HVS campus. They are available to meet face-to-face with students and families to provide additional support. Students have the flexibility to work at their own pace and on a schedule best fitting their family's needs; however, the teachers are just a call, text, or email away. The School Board of Highlands County provides Chromebooks to all students choosing this model as well as ongoing technical support.

Grade Levels: 6-12**IF Student meets the following criteria at the beginning of the school year:**

(Enter assessment criteria that will be used)

Grades 6-12: FSA ELA 2022 Level 3-5 and/or FAST equivalent

Grades 6-8: on-level or above level for HMH Growth Measure progress monitoring for middle grades

Grades 9-12: StudySync's Readiness Screener, Reading Diagnostic Assessment, and Maze Fluency Assessment demonstrating on-level performance

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.

Core curriculum for Grades 6-8

All students grades 6-8 receive instruction in M/J ELA 1, 2, or 3 using a standards aligned curriculum: Houghton Mifflin Harcourt Into Literature, comprehensive ELA instructional materials that include Growth Measure as a progress monitoring tool; standards-aligned tasks to accompany high-interest, relevant materials to motivate students and build agency; scaffolding tools for differentiated support; standards-aligned selection tests and cold-read unit exams created to provide practice on items aligned to the FSA ELA assessments; and Writable which includes scaffolded support and peer review platforms for writing tasks included in the student edition, purposefully crafted skill building assignments, and high stakes assessment simulations.

Core curriculum for Grades 9-12

McGraw-Hill StudySync 9-12 is the newly adopted high-quality curriculum for Highlands' students who are in high school. Teachers use a selection of texts in thematic units and BEST ELA texts in both digital and print formats as well as StudySync's Write Precise platform that works in conjunction with the full suite of tools on Turn-it-in. With StudySync, teachers are able to scaffold assignments based on students' interests and reading abilities; assign texts based on Lexile®-levels; access an extensive library of digital and print texts; and target specific learning objectives for whole-class, small group, or individual needs with individually applied extensions and scaffolds including sentence stems, audio, closed-captioning, and vocabulary support.

Progress Monitoring**Assessment & Frequency**

Grades 6-8:

3 x year HMH Growth Measure and

4 x year (minimum) HMH Unit Assessments

Grades 9-12:

3 x year StudySync Benchmarks;

1 x month (minimum) StudySync standards-aligned selection texts; and

4 x year (minimum) skill/standards-based end of unit assessments

Grades 6-12:

3 x year FAST

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

Student performance is "on level" for progress monitoring data.

Student performance is level 3 or above on FAST.

Grade Levels: 6-12**Progress Monitoring****Performance Criteria that prompts the addition of Tier 2 interventions for students not meeting the expectation/benchmark**

Student performance falls “below level” on Growth Measure and unit assessments.

How is the effectiveness of Tier 1 instruction being monitored?

Classroom walk-throughs are performed by literacy coaches, specialists, literacy leadership team members, and school/district leadership frequently with coaches walking core ELA classrooms with Highlands’ Instructional Practice Guide (IPG) with the ELA Expectations embedded 5 times a week. The secondary specialist and coaches from other middle schools walk 8 classrooms a month with the host middle school coach using the IPG with a focus on one of the core actions; the coaching team walks almost all ELA classrooms each quarter using this arrangement. PLCs meet once a week for approximately an hour to plan lessons and review common assessment data with a team lead or literacy coach. Leadership has access to the data platform for Growth Measure and standards progress reporting in teachers’ digital classrooms.

Teachers are also provided with a collaboratively-created, district-approved detailed curriculum pacing map and high quality support materials from HMH and McGraw Hill which guides progress regarding standards-aligned instruction throughout the school year. The design, format, and content of our high quality diagnostic and progress monitoring assessments will allow teachers, MTSS teams, literacy coaches, specialists, and leaders to benchmark performance at the student, classroom, school, and district levels based on performance on tasks aligned to the BEST ELA benchmarks. The data will allow for teachers and literacy leadership teams at school and district levels to set goals; communicate expectations with students, staff, and families; and carefully monitor progress and trends throughout the year.

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?

All schools participate in MTSS Tier 1 baseline meetings at least 3 times a year to improve effectiveness of T1 instruction for students served both in-person and virtually.

Guiding questions include:

Are we sufficiently delivering T1 instruction?

Are at least 80% of students reaching grade-level proficiency?

If fewer than the desired 80% are reaching proficiency given the data from state, district, and curriculum monitoring tools, teams review the MTSS problem solving steps at T1 to determine how to improve core instruction so it benefits more students.

Guiding questions include:

Is instruction being delivered reasonably well by classroom teachers?

Is T1 instruction supporting our students equitably?

Does the percent of students reaching grade-level proficiency significantly vary across demographic subgroups?

If any of these guiding questions leads a team to determine 80% of students in a subgroup are not meeting proficiency, the team must evaluate the core related to that subpopulation and problem solve why it does not meet needs before automatically placing students in T2.

Distance learning occurs solely through Highlands Virtual School(HVS).

Grade Levels: 6-12**How is the effectiveness of Tier 1 curriculum being monitored?**

Following progress monitoring assessment windows, data is analyzed at the district level to determine effectiveness of Tier 1 curriculum.

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

Effectiveness of Tier 1 curriculum is monitored at the district level following progress monitoring assessment window. For grade levels where fewer than 80% of students are successfully demonstrating proficiency with the curriculum, the following methods of support are employed as needed: staff professional development, SRLD partnership/collaboration, model classroom/mentor teacher visits, increased student intervention and support.

Distance learning occurs solely through Highlands Virtual School(HVS).

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

Secondary students receive instruction through Highlands Virtual School (HVS), a full time Highlands County public school. Students are enrolled in this virtual learning model utilizing the Florida Virtual curriculum. Highly qualified Highlands County educators teach all HVS classes. Though designed as an online environment for students, teachers are housed at our HVS campus. They are available to meet face-to-face with students and families to provide additional support. Students have the flexibility to work at their own pace and on a schedule best fitting their family's needs; however, the teachers are just a call, text, or email away. The School Board of Highlands County provides Chromebooks to all students choosing this model as well as ongoing technical support.

Tier 2*Supplemental Instruction/Intervention:*

- *is standards-aligned;*
- *address gaps and reduce barriers to students' ability to meet Tier 1 expectations;*
- *provide systematic, explicit, and interactive small group instruction targeting foundational/barrier skills;*
- *are matched to the needs of the students;*
- *provide multiple opportunities to practice the targeted skill(s) and receive corrective feedback;*
- *occurs during time allotted in addition to core instruction; and*
- *includes accommodations (IEP, ESOL, or 504).*

Grade Levels: K-5

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

(Enter assessment criteria that will be used)

Kindergarten – Grade 3: DIBELS-8 Composite Score BOY: Below Benchmark or Well Below Benchmark

Grades 4-5

o FSA ELA 2022 Level 1 AND DIBELS-8 Composite Score: Below Benchmark

o FSA ELA 2022 Level 2 AND DIBELS-8 Composite Score: Below Benchmark or Well Below Benchmark

THEN TIER 1 Instruction and TIER 2 Interventions

Progress Monitoring

Tier 2 Programs/Materials/Strategies & Duration

Blueprint for Intervention

Assessment & Frequency

Formative checks for foundational skills accuracy and automaticity, and/or language comprehension biweekly

DIBELS-8 progress monitoring probes biweekly-monthly

Performance Criteria to discontinue Tier 2 interventions

Sufficient Growth:

3 consecutive formative checks at or above benchmark;

3 consecutive DIBELS-8 PM data points at or above 25th percentile goal line

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

Uncertain Growth:

Fewer than 3 consecutive formative checks at or above benchmark;

DIBELS-8 PM data consistently between 10-25th percentile

Performance Criteria that prompts the addition of Tier 3 interventions

Uncertain Growth:

Fewer than 3 consecutive formative checks at or above benchmark

DIBELS-8 PM data consistently between 10-25th percentile

Insufficient Growth:

4 consecutive DIBELS-8 PM data points between 0-9th percentile

Number of times per week intervention provided

3-5

Number of minutes per intervention session

20-30

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

Grade Levels: K-5

Grade teams take responsibility for evaluating the progress of in-person and distance learning students requiring support at Tier 2, in collaboration with the school-based MTSS team. However, if a student is stagnant at Tier 2, or grade teams have additional concerns, they should schedule an individual problem-solving meeting with the MTSS team.

Guiding questions include: Was the intervention delivered with fidelity? Is the student making sufficient progress?

Monitoring occurs through the use of Tier 2 protocol worksheets and fidelity logs to ensure the instruction is delivered with integrity and fidelity:

- Explicit and systematic instruction
- Differentiation and active engagement
- Scaffold support toward independence
- Corrective feedback
- Alignment with Tier 1 instruction to support students with mastery of grade-level reading benchmarks

Minimum requirements before changing tiers:

- Daily Tier 1 (core) instruction
- 8-10 weeks of research-based intervention
- Intervention logs completed
- Consistent progress monitoring
- Fidelity checks completed with 80% integrity
- Monthly MTSS data team meetings with ROI calculated
- Documentation of parent communication of student progress
- One intervention change (if showing uncertain progress)

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

Blueprint for Intervention:® is a series of teacher guides that provides explicit, systematic, sequential intervention instruction in the components of reading

Blueprint for Intervention:® does not meet strong, moderate or promising levels of evidence; however, the following IES Practice Guide recommendations support the program:

Foundational Skills to Support Reading for Understanding in Kindergarten Through Third Grade
 2. Develop awareness of the segments of sounds in speech and how they link to letters. – Phonological Awareness Lessons are sequenced in order from simplest syllable skills with compound words to the most complex phoneme substitution tasks. The comprehensive lessons provide instruction and practice to make instruction explicit and systematic for struggling readers. Abstract syllables, rimes, and phonemes become concrete through the use of manipulatives to enhance awareness manipulation of sounds.

3. Teach students to decode words, analyze word parts, and write and recognize words. – Phonics Chip Kit helps teachers explain phonics patterns with colored manipulatives and sound boxes. Each multisensory lesson utilizes Elkonin boxes to explicitly and systematically teach letter-sound correspondence. Each Phonics Lesson Library lesson is structured with routines that address phonemic awareness, word reading accuracy and fluency, sound-spelling mapping, short phrase reading fluency, sentence dictation, and transfer to text. Vocabulary Surge provides teachers and students with a process for figuring out the meaning of unknown words through word parts. Each

Grade Levels: K-5

lesson is structured with student activity routines such as: work to uncover the meaning of morphemes, apply the target morpheme by building words, determine the part of speech of words, and apply the meanings as used in the context of the sentence.

Providing Reading Interventions for Students in Grades 4-9

1. Build students' decoding skills so they can read complex multisyllabic words. Identify the level of students' word-reading skills and teach vowel and consonant letter-sounds and combinations, as necessary. – Phonics Chip Kit helps teachers explain phonics patterns with colored manipulatives and sound boxes. Phonics Lesson Library contains structured routines that address phonemic awareness, word reading accuracy, word reading fluency, sound-spelling mapping, short phrase reading fluency, sentence dictation, and transfer to text.

3. Routinely use a set of comprehension-building practices to help students make sense of the text. Teach students to monitor their comprehension as they read. – Comprehension blueprint is a set of materials for teaching seven comprehension processes designed to maximize efficiency of instruction for teachers and students in grades 3-6. The lesson plans, texts, mats, and tokens provided allow teachers to explicitly model how good readers comprehend while reading text aloud. After modeling with “think-alouds,” teachers then guide students to use these processes first with provided text and then during independent reading.

The district provides funding to purchase supplemental intervention materials such as Blueprint for Intervention products aligned to the IES Practice Guide recommendations. Professional development is provided to support implementation of the evidence-based reading instruction utilizing the identified IES recommendations listed above. Site based reading intervention walkthroughs are conducted to monitor the fidelity and integrity of reading instruction and intervention.

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

Distance learning occurs solely through Highlands Virtual School(HVS).

Grade Levels: 6-12**IF Student meets the following criteria at the beginning of the school year:**

(Enter assessment criteria that will be used)

Grades 6-12: FSA ELA 2022 Level 1 and/or FAST equivalent

Grades 6-8: below level for HMH Growth Measure Benchmark Assessment

Grades 9-12: below level StudySync's Readiness Screener

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

Achieve 3000

Assessment & Frequency

Formative Assessments minimum bi-monthly

Achieve3000 Level Set 3 x a year and adjusting minimum monthly

Performance Criteria to discontinue Tier 2 interventions

Sufficient Growth:

3 consecutive formative checks at or above benchmark

3 consecutive PM data points at or above 25th percentile goal line

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

Uncertain Growth:

Fewer than 3 consecutive formative checks at or above benchmark

PM data consistently between 10-25th percentile

Performance Criteria that prompts the addition of Tier 3 interventions

Uncertain Growth:

Fewer than 3 consecutive formative checks at or above benchmark

PM data consistently between 10-25th percentile

Insufficient Growth:

4 consecutive PM data points between 0-9th percentile

Number of times per week intervention provided

Enrollment in intensive reading, meets 3-5 times per week, 45-90 minutes per class period, depending on if the school uses block scheduling or not.

Number of minutes per intervention session

Enrollment in intensive reading, meets 3-5 times per week, 45-90 minutes per class period, depending on if the school uses block scheduling or not.

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

Grade teams take responsibility for evaluating the progress of in-person and distance learning students requiring support at Tier 2, in collaboration with the school-based MTSS team. However, if a student is stagnant at Tier 2, or grade teams have additional concerns, they should schedule an individual

Grade Levels: 6-12

problem-solving meeting with the MTSS team.

Guiding questions include: Was the intervention delivered with fidelity? Is the student making sufficient progress?

Monitoring occurs through the use of Tier 2 protocol worksheets and fidelity logs to ensure the instruction is delivered with integrity and fidelity:

- Explicit and systematic instruction
- Differentiation and active engagement
- Scaffold support toward independence
- Corrective feedback
- Alignment with Tier 1 instruction to support students with mastery of grade-level reading benchmarks

Minimum requirements before changing tiers:

- Daily Tier 1 (core) instruction
- 8-10 weeks of research-based intervention
- Intervention logs completed
- Consistent progress monitoring
- Fidelity checks completed with 80% integrity
- Monthly MTSS data team meetings with ROI calculated
- Documentation of parent communication of student progress
- One intervention change (if showing uncertain progress)

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

Achieve3000 Literacy offers digital, supplemental literacy programs for grades 2-12 and includes differentiated content to build student fluency, vocabulary, comprehension, and writing across content areas. The student instructional routine is designed to build key literacy capacities and college and career level critical thinking skills.

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

Distance learning occurs solely through Highlands Virtual School(HVS).

Tier 3

Intensive, Individualized Instruction/Intervention:

- *is targeted instruction based on student need;*
- *provides small group or one-on-one instruction;*
- *includes accommodations (IEP, ESOL, or 504);*
- *includes more frequent progress monitoring than Tier 1 instruction and Tier 2 interventions; and*
- *ensures additional **time allotted is in addition** to core instruction and Tier 2 interventions.*

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

Grade Levels: K-5**IF Student meets the following criteria at the beginning of the school year:***(Enter assessment criteria that will be used)*

Kindergarten – Grade 3: DIBELS-8 Composite Score below the 10th percentile

Grades 4-5: FSA ELA 2022 Level 1 AND DIBELS-8 Composite Score Well Below Benchmark

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

Blueprint for Intervention

Assessment & Frequency

DIBELS-8 progress monitoring probes biweekly

aimswebPlus progress monitoring probes weekly

Performance Criteria to discontinue Tier 3 interventions

Sufficient Growth:

3 consecutive DIBELS-8 PM data points at or above 10th percentile goal line

3 consecutive aimswebPlus PM data points at or above 10th percentile goal line

Performance Criteria indicating continuation of Tier 3 interventions

Uncertain or Insufficient Growth:

Fewer than 3 consecutive DIBELS-8 or aimswebPlus PM data at or above the 10th percentile goal line.

Performance Criteria that prompts intensified Tier 3 interventions

Insufficient Growth:

DIBELS-8 and aimswebPlus PM data consistently below the 10th percentile goal line.

Number of times per week intervention provided

5

Number of minutes per intervention session

30-45

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

Tier 3 interventions are distinguished from Tier 2 instruction because they are individualized based on data collected in individual problem solving, occur with smaller student-teacher ratios and possibly occur for a longer duration of time (e.g., more daily minutes or more weeks spent in intervention). They are also required to be delivered by personnel that is reading endorsed, reading certified, or those with a reading micro-credential (beginning January 2023).

MTSS teams meet weekly or biweekly to work collaboratively with teachers and parents to evaluate in-person and distance learning students requiring more intensive support at Tier 3.

Guiding questions include: Was the intervention delivered with fidelity? Is the student making sufficient

Grade Levels: K-5

progress? What is the student's growth relative to the goal line?

Monitoring occurs through the use of Tier 3 protocol worksheets and fidelity logs to ensure the instruction is delivered with integrity and fidelity:

- Explicit and systematic instruction
- Differentiation and active engagement
- Scaffold support toward independence
- Corrective feedback
- Alignment with Tier 1 instruction to support students with mastery of grade-level reading benchmarks

Minimum requirements before changing tiers:

- Daily Tier 1 (core) instruction
- 8-10 weeks of research-based intervention
- Intervention logs completed
- Consistent progress monitoring
- Fidelity checks completed with 80% integrity
- Monthly MTSS data team meetings with ROI calculated
- Documentation of parent communication of student progress
- One intervention change (if showing uncertain progress)

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

Blueprint for Intervention:® is a series of teacher guides that provides explicit, systematic, sequential intervention instruction in the components of reading

Blueprint for Intervention:® does not meet strong, moderate or promising levels of evidence; however, the following IES Practice Guide recommendations support the program:

Foundational Skills to Support Reading for Understanding in Kindergarten Through Third Grade

2. Develop awareness of the segments of sounds in speech and how they link to letters. – Phonological Awareness Lessons are sequenced in order from simplest syllable skills with compound words to the most complex phoneme substitution tasks. The comprehensive lessons provide instruction and practice to make instruction explicit and systematic for struggling readers. Abstract syllables, rimes, and phonemes become concrete through the use of manipulatives to enhance awareness manipulation of sounds.

3. Teach students to decode words, analyze word parts, and write and recognize words. – Phonics Chip Kit helps teachers explain phonics patterns with colored manipulatives and sound boxes. Each multisensory lesson utilizes Elkonin boxes to explicitly and systematically teach letter-sound correspondence. Each Phonics Lesson Library lesson is structured with routines that address phonemic awareness, word reading accuracy and fluency, sound-spelling mapping, short phrase reading fluency, sentence dictation, and transfer to text. Vocabulary Surge provides teachers and students with a process for figuring out the meaning of unknown words through word parts. Each lesson is structured with student activity routines such as: work to uncover the meaning of morphemes, apply the target morpheme by building words, determine the part of speech of words, and apply the meanings as used in the context of the sentence.

Providing Reading Interventions for Students in Grades 4-9

1. Build students' decoding skills so they can read complex multisyllabic words. Identify the level of

Grade Levels: K-5

students' word-reading skills and teach vowel and consonant letter-sounds and combinations, as necessary. – Phonics Chip Kit helps teachers explain phonics patterns with colored manipulatives and sound boxes. Phonics Lesson Library contains structured routines that address phonemic awareness, word reading accuracy, word reading fluency, sound-spelling mapping, short phrase reading fluency, sentence dictation, and transfer to text.

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

Distance learning occurs solely through Highlands Virtual School(HVS).

Grade Levels: 6-12**IF Student meets the following criteria at the beginning of the school year:***(Enter assessment criteria that will be used)*

Grades 6-12: FSA ELA 2022 Level 1 and/or FAST equivalent

Grades 6-8: below level for HMH Growth Measure Benchmark Assessment

Grades 9-12: below level StudySync's Readiness Screener

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

Achieve 3000

Assessment & Frequency

Level Set 3 x a year and adjusting minimum monthly on Achieve 3000 based on a positive or negative trend in student performance

Performance Criteria to discontinue Tier 3 interventions

Sufficient Growth:

3 consecutive formative checks at or above benchmark

3 consecutive PM data points at or above 10th percentile goal line

Performance Criteria indicating continuation of Tier 3 interventions

Uncertain Growth:

Fewer than 3 consecutive formative checks at or above benchmark

PM data consistently between 10-25th percentile

Performance Criteria that prompts intensified Tier 3 interventions

Uncertain Growth:

Fewer than 3 consecutive formative checks at or above benchmark

PM data consistently between 10-25th percentile

Insufficient Growth:

4 consecutive PM data points between 0-9th percentile

Number of times per week intervention provided

5 times per week

Number of minutes per intervention session

45 minutes per class

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?

Tier 3 interventions are distinguished from Tier 2 instruction because they are individualized based on data collected in individual problem solving, occur with smaller student-teacher ratios and possibly occur for a longer duration of time (e.g., more daily minutes or more weeks spent in intervention). They are also required to be delivered by personnel that is reading endorsed, reading certified, or those with a reading micro-credential (beginning January 2023).

Grade Levels: 6-12

MTSS teams meet weekly or biweekly to work collaboratively with teachers and parents to evaluate in-person and distance learning students requiring more intensive support at Tier 3.

Guiding questions include: Was the intervention delivered with fidelity? Is the student making sufficient progress? What is the student's growth relative to the goal line?

Monitoring occurs through the use of Tier 3 protocol worksheets and fidelity logs to ensure the instruction is delivered with integrity and fidelity:

- Explicit and systematic instruction
- Differentiation and active engagement
- Scaffold support toward independence
- Corrective feedback
- Alignment with Tier 1 instruction to support students with mastery of grade-level reading benchmarks

Minimum requirements before changing tiers:

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- Documentation of parent communication of student progress
- One intervention change (if showing uncertain progress)

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

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

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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.

Following the Fall administration of district screening/diagnostic assessments, student data is disaggregated into risk levels. Students at highest risk represent those scoring at or below the 20th %ile nationally, and are identified as having a substantial deficiency in reading.

Following the Winter and Spring administration of progress monitoring assessments, student data is disaggregated into risk levels. Students at highest risk represent those scoring at or below the 20th %ile nationally, and are identified as having a substantial deficiency in reading.

During quarterly progress monitoring meetings, formative assessment data is reviewed at the school level in the areas of phonological awareness, phonics, vocabulary, reading fluency, and reading comprehension. Students performing at or below the 20th %ile in one or more areas school-wide are identified as having a substantial deficiency in reading.

In Grades 4-12, the following criteria will be used to identify students with a substantial deficiency in reading: Students who score a Level 1 and/or score below the 20th %ile on DIBELS-8/Achieve3000 and/or has demonstrated minimum skill through consecutive formative assessments and/or teacher observation data.