

Charlotte County Public Schools



2022-23 Reading Plan

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Contact Information, Communication Plan, and Student Achievement Goals

Contact Information - Part A

District Contact Information

Reading Contacts

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

Contact	Name, Title, Email, Phone
Main District Reading Contact	LaPorta Edwards, Cheryl Assistant Superintendent cheryl.edwards@yourcharlotteschools.net 941-255-0808 ext. 2125
Elementary English Language Arts (ELA)	Westby, Phebe PK-5 ELA CURRICULUM SPECIALIST phebe.westby@yourcharlotteschools.net 941-255-0808
Secondary ELA	Garcia, Heather 6-12 ELA CURRICULUM SPECIALIST heather.garcia@yourcharlotteschools.net 941-255-0808
Reading Endorsement	Blunier, Laura DIRECTOR OF PROFESSIONAL DEVELOPMENT laura.blunier@yourcharlotteschools.net 941-255-7675
Reading Curriculum	Westby, Phebe PK-5 ELA CURRICULUM SPECIALIST phebe.westby@yourcharlotteschools.net 941-255-0808
Reading Curriculum	Garcia, Heather 6-12 CURRICULUM SPECIALIST heather.garcia@yourcharlotteschools.net 941-255-0808
Professional Development	Blunier, Laura DIRECTOR OF PROFESSIONAL DEVELOPMENT laura.blunier@yourcharlotteschools.net 941-255-7675
Assessment	Dunakey, Doug PSYCHOMETRICIAN doug.dunakey@yourcharlotteschools.net 941-255-0808
Data Element	Milstead, Darrell DIRECTOR OF INFORMATION AND COMMUNICATIONS SYSTEM darrell.milstead@yourcharlotteschools.net 941-255-0808
Summer Reading Camp	Kisiday, Carmel DIRECTOR OF ELEMENTARY LEARNING carmel.kisiday@yourcharlotteschools.net 941-255-0808
Third Grade Promotion	Kisiday, Carmel DIRECTOR OF ELEMENTARY LEARNING carmel.kisiday@yourcharlotteschools.net 941-255-0808
300 Lowest-Performing Elementary Schools	Kisiday, Carmel DIRECTOR OF ELEMENTARY LEARNING carmel.kisiday@yourcharlotteschools.net 941-255-0808
Multi-Tiered System of Supports (MTSS)	Marazon, Rebecca COORDINATOR OF PSYCHOLOGICAL SERVICES rebecca.marazon@yourcharlotteschools.net 941-255-0808

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.

Charlotte County shares the contents of the K-12 C.E.R.P. with stakeholders through face-to-face meetings throughout the school year and it is available year-round on school and district websites for parents to access. Schools notify parents and families when the K-12 C.E.R.P. is published in a variety of ways (newsletters, REMIND, website announcements etc.). Principals also share the contents of the plan with SAC Advisory Committee members, which include parent and community stakeholders. It is a standing agenda item on the Division of Learning Team meetings, principal, assistant principal, District MTSS Committee, and the it is focus of the District Leadership Literacy Team. It serves as the backbone for our decision-making process when making decisions surrounding sound reading instruction for students.

Student Achievement Goals - Part B

Measurable Student Achievement Goals

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

Previous School Year

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

Previous School Year

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

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

Working in partnership with the Campaign for Grade Level Reading and the Early Learning Coalition, the district has prepared kindergarten readiness bags for all students and families served by our private and district VPK providers. The district is also partnering with the Early Learning Coalition to host a "Getting Ready for Kindergarten" conversation between our private VPK providers and the kindergarten teachers at their feeder schools. This work is a result of our Transition to Kindergarten District Committee. This committee's purpose is to strengthen the vertical articulation among families, teachers, community members, VPK providers (private and public) and the district's schools.

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	20	24	32	18	6	17	22	35	20	6
4	20	24	26	22	8	18	21	28	24	9
5	16	23	30	21	10	15	21	32	21	11
6	21	24	23	24	7	19	21	25	25	10
7	31	24	22	15	8	30	22	25	15	8
8	30	24	24	15	7	30	23	25	15	7
9	32	23	20	16	9	29	20	23	18	10
10	34	24	18	16	8	32	21	21	17	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%).

We will increase the percentage of K-2 students meeting the end-of-year expectations on the DRA by 5% from 53% to 58%. For all other grade levels, increase the percentage of students currently scoring at or above grade level as follows:

grade 3: 57% to 61%

grade 4: 56% to 61%

grade 5: 61% to 64%

grade 6: 54% to 60%

grade 7: 45% to 48%

grade 8: 46% to 47%

grade 9: 45% to 51%

grade 10: 42% to 47%

District Budget for Evidence-Based Reading Instruction Allocation

Budget

1	Estimated proportional share distributed to district charter	\$51,683.00
	FTE	2022-23
		\$51,683.00
2	Reading coaches assigned to elementary schools	\$0.00
3	Reading coaches assigned to secondary schools	\$0.00
4	Intervention teachers assigned to elementary schools	\$700,000.00
	FTE	2022-23
	10.0	\$700,000.00
5	Intervention teachers assigned to secondary schools	\$262,263.00
	FTE	2022-23
	3.73	\$262,263.00
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:		\$1,013,946.00

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.

Charlotte County Public Schools will fund 10 ESE and reading certified push-in teachers to support K-3 students identified with a substantial deficiency in reading.

School Literacy Leadership Teams

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

The K-12 C.E.R.P. is a standing item on the monthly principal and assistant principal meetings held by district leadership. The School Literacy Leadership Team requirement is communicated to principals and APs at these monthly meetings which includes monitoring and reflection of the purpose, value, and goal-setting of the School Literacy Leadership Teams.

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

Rosters of the School Literacy Leadership Teams are submitted to the Director of Elementary Learning (elementary schools) and the Assistant Superintendent of Learning (secondary schools).

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

Support and monitoring of the School Literacy Leadership Teams is a team effort of the Division of Learning including the Assistant Superintendent of Learning, Director of Elementary Learning, and the Curriculum & Instruction Specialists of PK-5 and 6-12. When necessary, the Director of Professional Development and the Psychometrician will also provide support as dictated by the School Literacy Leadership Team meeting agendas that are submitted monthly to district leadership.

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.

Professional development required by Section 1012.98(4)(b)11., F.S., will be provided through ongoing training and follow up support with our recently adopted textbook series (Benchmark and Savvas). Training will also be provided with our intervention programs (SIPPS, LLI, Read 180). Additional opportunities for teachers are also available through the Flamingo Literacy Matrix and FCRR Early Literacy Cadre with Reading Endorsement courses, through Beacon Educator with Reading Challenges 1 & 2 and our own KEY Literacy program.

Professional development for teachers will be differentiated and intensified based on progress monitoring data on school-based Data Days. These Data Days will be scheduled following each progress monitoring window. Teachers will meet formally in grade level teams in the mornings to analyze and review data. In the afternoons, differentiated professional learning based on student performance and teacher need will be provided by one or more of the following: Curriculum and Instruction Specialists, Lead Teachers, Reading Coaches.

Mentor teachers have been identified in each school through our New Teacher Education (NET) Program. The District Literacy Leadership Team will develop a rubric for use in identification of model classrooms.

To the fullest extent possible, principals provide time for teachers to meet weekly for professional development through intentional master scheduling by providing common planning time for teacher teams at each building level.

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 initially communicated to principals at the annual welcome back meeting in July. Updates and reminders are communicated digitally and with hard copies throughout the year at regularly scheduled principal meetings.

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

Laura Blunier, Director of Professional Development

Charter Schools

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

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

Yes

Literacy Coaches

Literacy Coaches - Part A

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

Coaches must possess the following:

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

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

K-12 C.E.R.P. funds are not utilized by the district to purchase literacy coaches. Literacy coaches are funded by the district/schools through alternative means. The district will identify schools with the greatest need based on various data points including student performance data, and will assign allocations of literacy coaches at a school site for a 2-3 year period. The district will monitor the school's use of the literacy coach allocation to ensure fidelity with the allocation's purpose and effectiveness with the school's implementation process and procedures. The district will conduct instructional reviews at schools identified for a district-funded literacy coach to ensure compliance. Additionally, schools that have Reading Recovery teachers may elect to utilize these teachers as coaches in K-2 classrooms based upon need.

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?

District leadership shares the requirements embedded within the JRF coaching model with school principals and assistant principals through various principal/AP meetings, school site visits, school improvement team conversations, and professional development days.

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?

Through the Charlotte County Public Schools Coaching Academy, school based coaches receive professional development based upon the JRF Coach Modules and the Jim Knight Instructional Coaching Model. We are training administrators, coaches, and instructional leaders on Better Conversations. Building upon prior training from and the book study of Jim Knight's The Impact Cycle and with the feedback from administrators and coaches we will continue to build and support our coaching framework. Additionally, district support is provided for all coaches via regularly scheduled meetings, participation in Literacy Learning Walks, and encourage participation in Literacy Endorsement program. Working in partnership with the district, schools will outline their plan for utilization of their coaches.

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

The Division of Learning supports and monitors coach time and tasks via the administrative, instructional, and support staff of the Professional Development Center (PDC). The PDC works in partnership with school based administration to support and monitor literacy coaches.

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

After each progress monitoring window, school based data is reviewed with the administration and coaches. The district supports the coaches through data extraction and analysis and the identification of possible instructional implications for teachers.

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

District and school administrators work together to make decisions about coaching time and tasks. District-led Instructional Reviews are conducted at least twice in the school year to observe coaches in action in the classroom as well as with teachers in coaching models. Problem solving steps include, but are not limited to, school-wide action planning, school-wide improvement plan amendments, evaluation of funding uses, and targeted professional development support.

District-Level Monitoring of Plan Implementation

District-Level Monitoring - Part A

Districts must monitor the implementation of the District K-12 Comprehensive Evidence-Based Reading Plan at the school and classroom level. The district must:

- Provide an explanation of the data that will be collected, how it will be collected, and the frequency of review must be provided. Districts must also explain how concerns are communicated if it is determined that the District K-12 Comprehensive Evidence-Based Reading Plan is not being implemented in a systematic and explicit manner, based on data to meet the needs of students;
- Ensure all instruction in reading is systematic and explicit, based on data, and uses an evidence-based sequence of reading instruction and strategies to meet the needs of students at the school level and determining appropriate instructional adjustments;
- Ensure that data from formative assessments are used to guide differentiation of reading instruction;
- Ensure incorporation of reading and literacy instruction by all content area teachers into subject areas to extend and build discussions of text in order to deepen understanding; and
- Evaluate District K-12 Comprehensive Evidence-Based Reading Plan implementation and impact on student achievement.

Assessments

Indicate the assessment(s) used to screen and progress monitor K-12 students. For each assessment, indicate the following:

- the full name of the assessment;
- the grade level(s) the assessment is administered, and, where applicable, criteria for identifying students who will be assessed; and
- the components of reading (oral language, phonological awareness, phonics, fluency, vocabulary, comprehension) or the standards strand (reading, communication) that will be assessed, the type of assessment, and how often the data will be collected and analyzed to support instruction.

Name of the Assessment	To whom is the assessment administered?	Assessment type	What component of the reading/ strand of standard is being assessed?	How often is the data being collected?
FAST - STAR	K-2	Screener, Progress Monitoring	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
DRA	K-2	Progress Monitoring	Phonics, Fluency, Vocabulary, Comprehension	3 x A Year
Savvas Florida Customizable Assessments	6-12	Formative Assessment	Vocabulary, Comprehension	Monthly
Benchmark Unit Assessments	6-12	Formative Assessment	Vocabulary, Comprehension	Monthly

District-Level Monitoring - Part B

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

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

The Division of Learning Team: Assistant Superintendent, Director of Elementary Learning, Director of Professional Development, Director of ESE, Assistant Director of ESE, Curriculum & Instruction Specialists, Psychometrician

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

By purchasing programs that are only systematic, explicit, and evidence-based, the district is ensuring that the highest quality programs are provided to our teachers and schools. District leadership communicates expectations of instructional strategies to principals and provides professional development opportunities to school leaders, literacy coaches, and teachers in support of those expectations. Through sharing of classroom walk-through data, principals communicate instructional practices to the district.

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

The Psychometrician provides schools with breakdowns of district-required assessments used to identify students with reading deficiencies. Using the RTI model, schools identify students who would benefit from tiered support via differentiated reading instruction with appropriate interventions. Student progress is monitored using formative assessment data and that data is shared teacher to principal and principal to district.

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

At the elementary levels, social studies and science have been integrated within our reading curriculum. The DBQ project which incorporates reading and writing with social studies and science has been implemented in grades 2-12. K-12 Media Specialists are provided B.E.S.T. civic book lists to ensure

availability of titles. District curriculum specialists incorporate professional development to show teachers how to help students to read like a scientist, a historian, and a mathematician.

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

The Division of Learning leadership team communicates implementation concerns via district required monthly meetings with school leadership teams as well as instructional leaders. These monthly meetings are supplemented with more frequent site visits. When necessary, stakeholders have an opportunity to share feedback on the implementation of the K-12 C.E.R.P. and are required to participate in action planning for change.

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.

After reflecting on our implementation of the 2021-2022 K-12 CERP, considering the School Literacy Leadership Teams' feedback on the K-12 CERP, and the feedback given by our District MTSS committee, most changes to our 2022-2023 K-12 CERP were made in the decision trees. We streamlined our progress monitoring assessments to support the state's Comprehensive Screener and Progress Monitoring program. We have also identified formative assessments that teachers can utilize to drive and differentiate instruction.

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?

Working with their School Literacy Leadership teams, principals will monitor the implementation of the K-12 CERP. Students that need intervention supports are placed in the appropriate course with the correct coding in our student information system. Using progress monitoring interim assessments coupled with our district formative assessments, the district will share a breakdown of data and implications for instruction with our schools. Additionally, principals share with their Literacy Leadership Teams the intervention data for students that are receiving Tier 2 and 3 supports. This data is also shared with K-12 ELA and Reading teachers to inform and adjust instruction if necessary. Principals will share feedback from weekly reading walkthroughs with the LLT and with teachers.

Who at the district level supports effective implementation?

Assistant Superintendent for Learning, Director of Elementary Learning, Director of ESE, Assistant Director of ESE, Director of Professional Development.

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

Looking at data after district-wide progress monitoring allows for School Literacy Leadership teams to reflect on the effectiveness of the implementation of CERP.

To ensure that students are showing growth, principals will monitor the Tier 1 data, along with the effectiveness of the tiered supports. The MTSS Committee will convene and discuss individual student data to make sure the interventions are appropriate and effective.

Weekly reading walkthroughs by administrators - Part B

What process is in place to ensure effective implementation?

Using progress monitoring data, school administration will work with the LLT and teachers to identify areas of focus for reading instruction.

School administration will then conduct weekly walkthroughs focused on the identified areas.

School administration will share walkthrough data with teachers, LLT and with district administration during goal setting meetings and SIP Planning.

Who at the district level supports effective implementation?

Assistant Superintendent for Learning, Director of Elementary Learning, Director of ESE, Assistant Director of ESE, Director of Professional Development

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

Collaborative planning, instructional reviews in a model classroom and professional development opportunities may be offered based upon instructional walk through data.

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

What process is in place to ensure effective implementation?

Using the progress monitoring interim data, district formative data, and intervention data, school administration will work with teachers to identify students who need interventions and supports. Students that require tiered support are put in the appropriate course and coded in our student information system.

Who at the district level supports effective implementation?

Assistant Superintendent for Learning, Director of Elementary Learning, Director of ESE, Assistant Director of ESE, Director of Professional Development, Psychometrician, Curriculum and Instruction Specialists, PD Specialists

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

To ensure that students are showing growth, principals will monitor the Tier 1 data, along with the effectiveness of the tiered supports. The MTSS Committee will convene and discuss individual student data to make sure the interventions are appropriate and effective. If the interventions are not appropriate school administration will work with teachers to intensify or change the intervention.

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.

Third Grade Summer Reading Camp is devised to ensure that students receive foundational skill instruction in small groups - a strategy that ESSA has determined to be "STRONG." We will be using Systematic Instruction of Phonemic Awareness, Phonics, & Sight Words (SIPPS MODERATE) and Leveled Literacy Intervention (LLI STRONG) to ensure students have opportunity to build up their foundational knowledge. Students will also have the opportunity to tackle with grade level content through the teaching of the final unit in Benchmark Advance.

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

Will the district implement this option?

No

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

N/A

Attendance - Part B

Complete below depicting the number and percentage of students attending summer reading camps.

Number of Students Attending Summer Reading Camp

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

91

Students who demonstrate a reading deficiency in grades K-2

0

Students who score Level 1 in grades 4-5

0

Percentage of Students Attending Summer Reading Camp

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

100%

Students who demonstrate a reading deficiency in grades K-2

0%

Students who score Level 1 in grades 4-5

0%

Family Engagement through a Read-At-Home Plan

In accordance with Section 1008.25(5)(c), F.S., parents of students identified with a substantial deficiency in reading must be provided a read-at-home plan that the parent can use to help with reading at home.

Describe the district's plan for providing a read-at-home plan to parents of students identified with a substantial deficiency in reading. Include literacy partnerships or programs the district has to increase support for families to engage in literacy activities and reading at home.

In addition to the individualized plan that each school creates for each student identified as having a substantial reading deficiency, Charlotte County Public Schools directs families to Charlotte County Family Reads at Home on our district website. Families can access these resources at their schools' Family Reading and Resource Center. Each elementary school has a Family Reading and Resource Center. JRF Parent Guides are made available to all families on the schools' and district websites and are printed upon request. Secondary families receive information about supporting students with reading deficiencies at Open House/Grade Level Family Nights, orientation days, committee (IEP, ELL, MTSS) meetings, and through individual parent/teacher meetings. Resources will be available on the district and school websites and will be printed upon request. Any parents of students that qualify for Tier 3 reading intervention will be sent information regarding the New World's Reading Initiative. Additionally information about the New World's Reading Initiative is housed on our district and school websites, in our Student Progression Plan, and in our Family Reading Centers.

Who at the district is responsible for monitoring this requirement?

Assistant Superintendent for Learning, Director of Elementary Learning, School-Based Administration

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?

Professional Development is available to all teachers utilizing systematic, explicit, multi-sensory approaches to reading instruction. Our newly adopted ELA core curriculum – Benchmark Advance - aligns with the expectations of the state and ongoing professional development is provided to our teachers and administrators to ensure that resources are implemented with fidelity. Our district curriculum guides support teachers with ensuring that all 6 areas of reading are addressed in the 90-minute reading block. Included within our curriculum guides are guidelines for the makeup of the reading block. Benchmark Advance provides teachers with a sequence of reading instruction that aligns with Florida B.E.S.T. and our curriculum guides. District monitors the implementation via our district formative assessments.

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

Director of Elementary Learning

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?

With the adoption of our new core curriculum, Benchmark Advanced, coupled with the implementation of the Florida BEST standards, teachers have opportunity to support literacy in a variety of cross curricular subjects. The BEST Civics books have been purchased for each teacher within our district. Each elementary school has a Scholastic Guided Reading Room for teachers to select books to build background knowledge. Additionally, each elementary school has a Family Reading and Resource Room where families can check out books on a variety of subjects and build their at home libraries. All K-5 students have at least a 90 minute block of uninterrupted reading instruction and this is verified via master schedules.

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

Director of Elementary Learning

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

How does the district support and monitor implementation?

Professional learning opportunities provide teachers with training on how to differentiate instruction using the resources within our newly adopted curriculum, Benchmark Advance. Part of CCPS Comprehensive Literacy Framework includes training teachers on how to differentiate instruction in small groups with students and how to make sure that the remainder of the class is engaged in meaningful literacy activities.

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

Director of Elementary Learning

Florida's Revised Formula For Success - Part B

K-12 reading instruction will align with Florida's Revised Formula for Success, 6 + 4 + T1 +T2 + T3, which includes the following:

- **Six components of reading:** oral language, phonological awareness, phonics, fluency, vocabulary, and comprehension;
- **Four types of classroom assessments:** screening, progress monitoring, diagnostic, and summative assessment;
- **Core Instruction (Tier 1):** is standards-aligned; includes accommodations for students with a disability, students with an Individual Educational Plan (IEP), and students who are English language learners; provides print-rich explicit and systematic, scaffolded, differentiated instruction, and corrective feedback; builds background and content knowledge; incorporates writing in response to reading; and incorporates the principles of Universal Design for Learning as defined in 34 C.F.R. 200.2(b)(2)(ii);
- **Supplemental Instruction/Intervention (Tier 2):** is standards-aligned; includes accommodations for students with a disability, students with an IEP, and students who are English language learners; provides explicit, systematic, small group teacher-led instruction matched to student need, targeting gaps in learning to reduce barriers to students' ability to meet Tier 1 expectations; provides multiple opportunities to practice the targeted skill(s) and receive corrective feedback; and occurs in addition to core instruction; and
- **Intensive, Individualized Instruction/Intervention (Tier 3):** is standards-aligned; includes accommodations for students with a disability, students with an IEP, and students who are English language learners; provides explicit, systematic, individualized instruction based on student need, one-on-one or very small group instruction with more guided practice, immediate corrective feedback, and frequent progress monitoring; and occurs in addition to core instruction and Tier 2 interventions. In accordance with Section 1011.62(8)(d), F.S., intensive reading interventions must be delivered by instructional personnel who are certified or endorsed in reading.

Describe how the district will align K-12 reading instruction with Florida's Revised Formula for Success.

The newly adopted K-12 core ELA curriculums (Elementary, Benchmark Advance and Secondary, Savvas My Perspective) all address the six areas of reading. A progress monitoring guidance document has been created as a resource for each grade band so that school-based administration and teachers have clarity on what assessments are given for tier 1 students. This progress monitoring guidance document further clarifies what district evidence-based resources and assessments are available for tier 2 and tier 3 students based upon the intervention a student may need in a particular area of reading. Guidance from the district has also been shared with school administration on the new course codes available for tiered instruction. Principals have been encouraged to share master schedules with each other as they plan for the new school year. Working with the District MTSS Committee, guidance has been given to ensure that all interventions are evidence-based. New curriculum guides based upon Florida BEST Benchmarks have been created to include proficiency scales that show teachers how to stack standards.

How does the district support and monitor implementation?

School Literacy Leadership Teams report out to the district on how the implementation of the CERP is occurring at their schools. School administrators also share the results of their weekly walk-throughs with district administration during goal-setting and one-on-one meetings. Analyzing progress monitoring data

enables the district to identify areas of need at each school and provide the necessary support through professional learning and the observation of model classrooms.

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

Assistant Superintendent for Learning, Director of Elementary Learning, District Literacy Leadership Team

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)*

Grade level: K-2

Assessment: FAST Star Early Literacy and Star Reading

Criteria: When student scores are ranked from highest to lowest within their grade level, at their school, students that score at or above 31% of the other students only require Tier 1 instruction.

Grade level: 3

Assessment: Benchmark Advance Interim 4 Data from 2022, FAST CAI Progress Monitoring

Criteria: When student scores are ranked from highest to lowest within their grade level, at their school, students that score at or above 31% of the other students only require Tier 1 instruction.

Grade level: 4-5

Assessment: FSA

Criteria: \geq level 3**THEN TIER 1 Only****Core Curriculum**

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

Benchmark Advance is the core curriculum for K-5 and each component of reading ranges from promising to moderate evidence.

Progress Monitoring**Assessment & Frequency**

- Standards based district formative unit assessments (every 3-4 weeks)
- Informal daily and weekly formative assessments

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

- Standards based district formative unit assessment score greater than/equal to 45%
- Demonstrates mastery on informal daily/weekly formative assessments

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

- Standards based district formative unit assessment score less than/equal to 44%
- Lack of proficiency on informal daily/weekly formative assessments

Progress Monitoring**Assessment & Frequency**

DRA

K, 2x a year

1-2, 3x a year

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

K: PM1 (N/A); PM2 (2) PM3 (4)

1st: PM 1 (4); PM2 (10); PM3 (16)

2nd: PM1 (16); PM2 (20); PM3 (28)

Grade Levels: K-5

Progress Monitoring

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

K: PM1 (N/A); PM2 (A-1) PM3 (3)

1st: PM 1 (3); PM2 (4-8); PM3 (greater than/equal 10)

2nd: PM1 (greater than/equal 14); PM2 (greater than/ equal 18); PM3 (greater than/equal 20)

How is the effectiveness of Tier 1 instruction being monitored?

- School administration/LLT walk-throughs
- Grade level PLCs at the school & district levels
- Instructional walk-throughs with the district team

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?

- Grade level PLCs & LLT at the school & district levels looking at district formative assessment data
- Teacher observation and feedback
- Weekly administrative reading walkthrough data

How is the effectiveness of Tier 1 curriculum being monitored?

- Grade level PLCs & LLTS at the school & district levels
- B.E.S.T. proficiency scales used with Benchmark Advance core curriculum

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

- Grade level PLCs & LLTS at the school & district levels looking at district formative assessment data
- Weekly administrative reading walkthrough data

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

With Canvas serving as our learning management system, student courses have Benchmark Advance resources fully integrated so that teachers and students can access everything digitally. Teachers also meet virtually with students individually, in small groups, and in whole groups as needed.

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

- FSA level 3 or above from the 2021-2022 administration of the exam

*If student does not have a FSA score, then the following criteria will be used:

- F.A.S.T. Coordinated Screening & Progress Monitoring Scores from Interim 1 (BOY)

o 6th: F.A.S.T.- FSA Equivalent score greater than/equal to level 3

o 7th: F.A.S.T.- FSA Equivalent score greater than/equal to level 3

o 8th: F.A.S.T.- FSA Equivalent score greater than/equal to level 3

o 9th: F.A.S.T.- FSA Equivalent score greater than/equal to level 3

o 10th: F.A.S.T.- FSA Equivalent score greater than/equal to level 3

o 11th: F.A.S.T.- FSA Equivalent score greater than/equal to level 3

o 12th: F.A.S.T.- FSA Equivalent score greater than/equal to level 3

THEN TIER 1 Only**Core Curriculum**

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

- All students enrolled in an ELA course in CCPS is taught from the Savvas, MyPerspectives textbook which was placed on the 2020-2021 K-12 English Language Arts Adoption List released from the FLDOE and has a Promising ESSA rating (<https://www.savvas.com/index.cfm?locator=PS3zYd>). The program operates under a gradual release model for each unit where teachers guide students through the B.E.S.T. Standards being taught in the Whole Group section of the text, then students break into Peer Learning groups to practice those same skills, and then students work independently to practice those same skills individually.

- In an effort to support teachers as they teach the new B.E.S.T. Standards and to assist students as they take ownership of their own learning, CCPS has developed the Critical Concepts Learning/ Proficiency Scales. Charlotte County Public Schools firmly believes that teachers need to deeply understand the grade-level standards put forth by the state to inform how we develop and deliver lessons, to ensure accurate learning progressions, to provide consistency across classroom, schools, and the district, and to scaffold and support student in their learning.

When teachers have clarity about the standards they are teaching and they communicate success criteria to their students, it increases student buy-in and produces learning gains.

We want students to be able to answer the following three questions:

1. What am I learning today?
2. Why am I learning this?
3. How will I know when I've learned it?

Utilization of the learning/proficiency scales in this curriculum guide will provide teacher clarity but will also push students to deeper levels of learning. According to Douglass Fisher, "knowing the standards well allows teachers to identify the necessary prior knowledge and to determine the expectations for students' success. In nearly all cases, the standards themselves articulate outcomes of learning and often call upon students to apply what they have learned to an ever-widening set of situations and texts." Proficiency scales are meant to be used by teachers for lesson planning and by students for

Grade Levels: 6-12

individualized progress monitoring as they learn new material. The Proficiency scales are designed around Florida's B.E.S.T. Standards.

- PSAT every 9th grade student with scores linked to KHAN Academy
- Charlotte Virtual School utilizes the core reading program supplied by FLVS

Progress Monitoring**Assessment & Frequency**

F.A.S.T. 3x per year

Florida Customizable Assessment (Standards - Based Comprehension Assessments) through Savvas administered monthly

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

- 6-12: F.A.S.T.- FSA Equivalent score greater than/equal to level 3
- Standards-based comprehension assessments from the Savvas MyPerspectives program which are a series of on-grade level, B.E.S.T. Standards-Based assessments. Each assessment is 10 questions long and is administered monthly for students earning a level 3 or higher on the F.A.S.T./ FSA score (70% average or higher). The assessments are administered in the student's English Language Arts credit bearing course.

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

- 6-12: F.A.S.T.- FSA equivalent score greater than/equal to level 2
- Standards-based comprehension assessments from the Savvas MyPerspectives program which are a series of on-grade level, B.E.S.T. Standards-Based assessments. Each assessment is 10 questions long and is administered bi-weekly for students earning a level 2 or lower on the F.A.S.T./ FSA score (69% average or lower). The assessments are administered in the student's English Language Arts credit bearing course.

How is the effectiveness of Tier 1 instruction being monitored?

- PLC analysis of common formative assessments
- School-based administration walk-throughs
- Literacy Leadership Team Data Analysis
- Progress Monitoring data from state administered interims

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?

CCPS utilizes the MTSS Problem Solving process

- Identify the problem and establish a goal
- Analyze the problem - why is it occurring?
- Intervention Design (evidence-based) - develop a plan
- Monitor student response to intervention

How is the effectiveness of Tier 1 curriculum being monitored?

- Curriculum must be BEST aligned and evidence-based
- Progress monitoring data

Grade Levels: 6-12

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

CCPS utilizes the MTSS Problem Solving process

- Identify the problem and establish a goal
- Analyze the problem - why is it occurring?
- Intervention Design (evidence-based) - develop a plan
- Monitor student response to intervention

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

Canvas is our district Learning Management System, and all of our core curricular materials are housed inside the platform so students can seamlessly transition from in person learning to digital learning with no loss of instructional time. In the event of distance learning, teachers will regularly meet with students in whole group, small group, and one-to-one sessions using a digital platform such as Google Meets or Microsoft Teams

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)*

Grade Level: K-2

Assessment: FAST STAR Early Literacy or STAR Reading

Criteria: When student scores are ranked from highest to lowest within their grade level, at their school, students that score at or below 30% of the other students require Tier 1 and Tier 2 instruction.

Grade Level: 3

Assessment: Benchmark Advance Interim 4 Data from 2022 and FAST CAI Progress Monitoring

Criteria: When student scores are ranked from highest to lowest within their grade level, at their school, students that score at or below 30% of the other students require Tier 1 and Tier 2 instruction or students score less than or equal to FAST FSA equivalent Level 2.

Grade Level: 4-5

Assessment: FSA or FAST.

Criteria: FSA or FAST FSA equivalent Level 2

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

- Targeted, flexible, small group foundational skills (based upon data)
- Leveled Literacy Intervention (LLI)
- Systematic Instruction of Phonemic Awareness, Phonics & Sight Words (SIPPS)
- Benchmark Advance Phonics Skills Bags

Assessment & Frequency

DIBELS progress monitoring every 2-3 weeks.

FAST progress monitoring administered three times a year.

Performance Criteria to discontinue Tier 2 interventions

Student consistently scores at the 'Core' (Blue or Green) levels of support as measured by the DIBELS 8th Edition Benchmark Goals based on the progress monitoring measure, time of year, and grade level showing there is a positive response to the intervention.

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

Student consistently scores at the 'Strategic' (Yellow) level of support as measured by the DIBELS 8th Edition Benchmark Goals based on the progress monitoring measure, time of year, and grade level showing there is an insufficient response to the intervention.

Performance Criteria that prompts the addition of Tier 3 interventions

Student consistently scores at the 'Intensive' (Red) level of support as measured by the DIBELS 8th Edition Benchmark Goals based on the progress monitoring measure, time of year, and grade level showing there is a poor response to the intervention.

Number of times per week intervention provided

2-3

Number of minutes per intervention session

Grade Levels: K-5

15-20

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

CCPS utilizes the MTSS problem solving process:

- Identify the problem and establish a goal
- Analyze the problem – why is it occurring?
- Intervention Design (evidence-based) – develop a plan
- Monitor student response to intervention

School administration ensures alignment with core curriculum and instruction through lesson plans and weekly reading walk-throughs. Fidelity checks are done to monitor how intervention is being provided and how student is responding to the intervention.

Multi-disciplinary team meetings to discuss individual students are held at the schools. These team members include grade-level teachers who know the pacing of the core curriculum and instruction and can work to maintain alignment between Tier 1 and Tier 2 instruction.

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

Strategy

- Targeted, flexible small group instruction of foundational skills - STRONG

Programs

- Level Literacy Intervention LLI - STRONG
- Systematic Instruction of Phonemic Awareness, Phonics, & Sight Words SIPPS - MODERATE

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

Our district has implemented CANVAS and it houses courses for students and teachers can access virtually if necessary. Teachers will regularly meet with students in small group and one-on-one to provide interventions. All core and intervention curriculum are accessible digitally for students and teachers via CANVAS.

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

- FSA Level 2 from the 2021-2022 administration of the exam or students score less than or equal to FAST FSA equivalent Level 2.

*If FSA score does not exist for student, then the following criteria will be used:

- F.A.S.T. Coordinated Screening and Progress Monitoring Scored from Interim 1 (BOY)
 - o 6th: F.A.S.T.- FSA equivalent score less than/equal to level 2
 - o 7th: F.A.S.T.- FSA equivalent score less than/equal to level 2
 - o 8th: F.A.S.T.- FSA equivalent score less than/equal to level 2
 - o 9th: F.A.S.T.- FSA equivalent score less than/equal to level 2
 - o 10th: F.A.S.T.- FSA equivalent score less than/equal to level 2
 - o 11th: F.A.S.T.- FSA equivalent score less than/equal to level 2
 - o 12th: F.A.S.T.- FSA equivalent score less than/equal to level 2
- 11th/12th grade students: Concordance Scores (ACT/SAT)
- High School: ESE Waiver

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

Targeted and flexible small group instruction (based on data from the Florida Customizable Assessments administered through Savvas)

Assessment & Frequency

Florida Customizable Assessment (Standards-Based Comprehension Assessments) through Savvas administered bi-weekly
FAST progress monitoring administered three times a year.

Performance Criteria to discontinue Tier 2 interventions

If students meet the criteria for Tier 1 instruction on the state Interim assessments (see chart above) coupled with classroom performance, teacher observation, and average scores of 70% or higher on the Florida Customizable Assessments administered through Savvas, students may discontinue Tier 2 supports

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

If students meet the criteria for Tier 2 Instruction on the state interim assessments (see chart above) coupled with classroom performance, teacher observation, and average scores of 69% or lower on the Florida Customizable Assessments administered through Savvas, students will continue with Tier 2 supports

Performance Criteria that prompts the addition of Tier 3 interventions

If students meet the criteria for Tier 3 instruction on the state interim assessments (see chart below) coupled with classroom performance and teacher observation, students' instruction will move to include Tier 3 supports

Number of times per week intervention provided

Grade Levels: 6-12

2-3

Number of minutes per intervention session

15-20 minutes

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

CCPS utilizes the MTSS problem solving process.

- Identify the problem and establish a goal
- Analyze the problem- why is it occurring?
- Intervention Design (evidence-based)- develop a plan
- Monitor student response to intervention

School administration ensures alignment with core curriculum and instruction through lesson plans and classroom walk-through data.

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

- All level 2 students enrolled in an ELA course in CCPS is taught from the Savvas, MyPerspectives textbook which was placed on the 2020-2021 K-12 English Language Arts Adoption List released from the FLDOE and has a Promising ESSA rating. The program operates under a gradual release model for each unit where teachers guide students through the B.E.S.T. Standards being taught in the Whole Group section of the text, then students break into Peer Learning groups to practice those same skills, and then students work independently to practice those same skills individually.
- In addition to the Savvas MyPerspectives program, teachers will implement instructional strategies from the IES Practice Guide, "Improving Adolescent Literacy: Effective Classroom and Intervention Practices". Namely, CCPS will be focusing this year on Recommendations 1 and 2: "Providing Explicit Vocabulary Instruction" (strong) and "Providing Direct and Explicit Comprehension Strategy Instruction" (strong). These Recommendations are already embedded within the Savvas program, but through professional development and PLC opportunities, teachers will be focusing specifically on these strategies to reinforce the lessons in the adopted curriculum for our Tier 2 students.

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

Canvas is our district Learning Management System, and all of our core curricular materials are house inside the platform so students can seamlessly transition from in-person learning to digital-learning with no loss of instructional time. In the event of distance learning, teachers will regularly meet with students in whole group, small group, and one to one sessions using a digital platform such as Google Meets or Microsoft Teams.

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)*

Grade level: K-2

Assessment: FAST Star Early Literacy and Star Reading

Criteria: When student scores are ranked from highest to lowest within their grade level, at their school, students that score at or below 10% of the other students require Tier 1, Tier 2, and Tier 3 instruction.

Grade level: 3

Assessment: Benchmark Advance Interim 4 Data from 2022 and FAST.

Criteria: When student scores are ranked from highest to lowest within their grade level, at their school, students that score at or below 10% of the other students require Tier 1, Tier 2, and Tier 3 instruction. Students score equal to FAST FSA equivalent Level 1.

Grade level: 4-5

Assessment: FSA or FAST.

Criteria: FSA or FAST FSA equivalent: Level 1

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

Reading Recovery: Reading Recovery is a highly effective short-term intervention (up to 20-weeks) of one-to-one tutoring for the lowest-achieving first grade students. Students are seen daily for 30 minutes. It is not a packaged program or kit but rather a professional development model. RR teachers complete a year of training while working with students to design individual lessons for each student. The lesson framework is the same for each lesson but what happens during each component is different for each child. Materials used during the lesson include: leveled books, magnetic letters, writing books, sentence strips and white boards.

Assessment & Frequency

Daily: All students are given the Observation Survey of Early Literacy Achievement at entry, exit and year-end. The assessment includes six literacy tasks, all of which are necessary for describing a young child's emerging reading and writing behaviors. Raw scores and stanines are used to determine which students are selected for the program. The success of the program is demonstrated by meeting the criteria listed in the next column at exit. In addition, Running Records are taken daily. They are graphed weekly along with Writing Vocabulary to show progress and change over time during a child's individualized lesson series.

Performance Criteria to discontinue Tier 3 interventions

End of 20-week lesson series or prior if criteria below is met before 20 weeks.

MOY: Text Level 12,

Writing Vocabulary 40

EOY: Text Level 18-20

Writing Vocabulary 55

Performance Criteria indicating continuation of Tier 3 interventions

Students are entitled to 20 weeks of lessons. At the conclusion of the intervention, a TST meeting is held to share the outcome and determine if a student should be recommended for an alternative T3 intervention or for further evaluation.

Grade Levels: K-5**Progress Monitoring****Performance Criteria that prompts intensified Tier 3 interventions**

Throughout the lesson series, that Reading Recovery teacher will adjust the individualized lesson series as needed for the student. At the conclusion of the intervention, a TST meeting is held to share the outcome and determine if a student should be recommended for an alternative T3 intervention or for further evaluation.

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

- Leveled Literacy Instruction (LLI)
- Systematic Instruction of Phonological Awareness, Phonics, & Sight Words (SIPPS)

Assessment & Frequency

DIBELS progress monitoring every week.
FAST progress monitoring three times a year.

Performance Criteria to discontinue Tier 3 interventions

Student consistently scores at the 'Core' (Blue or Green) levels of support as measured by the DIBELS 8th Edition Benchmark Goals based on the progress monitoring measure, time of year, and grade level showing there is a positive response to the intervention.
(meets/exceeds expectations)

Performance Criteria indicating continuation of Tier 3 interventions

Student consistently scores at the 'Strategic' (Yellow) or inconsistently scoring at 'Core' (Blue or Green) levels of support as measured by the DIBELS 8th Edition Benchmark Goals based on the progress monitoring measure, time of year, and grade level showing there is a positive response to the intervention.
(Positive response/data suggests that student will meet grade level expectations – continue intervention)

Performance Criteria that prompts intensified Tier 3 interventions

Student consistently scores at the 'Intensive' (Red) level of support as measured by the DIBELS 8th Edition Benchmark Goals based on the progress monitoring measure, time of year, and grade level showing there is an insufficient or poor response to the intervention.
(Negative response or data suggests student is not expected to hit grade level expectations in an appropriate amount of time)

Number of times per week intervention provided

4-5

Number of minutes per intervention session

30

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?

CCPS utilizes the MTSS problem solving process:

- Identify problems & establish a goal

Grade Levels: K-5

- Analyze the problem – why is it occurring?
- Intervention design (evidence-based) develop a plan
- Monitor student response to intervention

School administration ensures alignment with core curriculum and instruction through lesson plans and weekly reading walk-throughs.

Multi-disciplinary team meetings to discuss individual students are held at the schools. These team members include grade-level teachers who know the pacing of the core curriculum and instruction and can work to maintain alignment between Tier 1 and Tier 2 instruction.

When distance learning is in place, the MTSS teams (school and district) meet virtually and apply the same MTSS problem solving process.

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

- Level Literacy Intervention LLI - STRONG
- Systematic Instruction of Phonemic Awareness, Phonics, & Sight Words SIPPS - MODERATE
- Reading Recovery - STRONG

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

Our district has implemented CANVAS and it houses courses for students and teachers can access virtually if necessary. Teachers will regularly meet with students in small group and one-on-one to provide interventions. All core and intervention curriculum are accessible digitally for students and teachers via CANVAS.

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

- FSA Level 1 from the 2021-2022 administration of the exam or FAST FSA equivalent Level 1.

*If student does not have a FSA score, the following criteria will be used:

- F.A.S.T. Coordinated Screening and Progress Monitoring Scored from Interim 1 (BOY)
 - o 6th: F.A.S.T.- FSA equivalent score equal to level 1
 - o 7th: F.A.S.T.- FSA equivalent score equal to level 1
 - o 8th: F.A.S.T.- FSA equivalent score equal to level 1
 - o 9th: F.A.S.T.- FSA equivalent score equal to level 1
 - o 10th: F.A.S.T.- FSA equivalent score equal to level 1
 - o 11th: F.A.S.T.- FSA equivalent score equal to level 1
 - o 12th: F.A.S.T.- FSA equivalent score equal to level 1
- Students with an IEP with Reading Goals
- Students enrolled in an ACCESS ELA Course

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

Schools will enroll these students in an additional class with a reading certified or endorsed teacher.

These courses/programs may include:

- M/J Intensive Reading 1 #1000010
- M/J Intensive Reading 2 #1000012
- M/J Intensive Reading 3 #1000014
- Intensive Reading 1 #1000412
- Intensive Reading 2 #1000414
- Intensive Reading 3 #1000416
- Intensive Reading 4 #1000418
- Learning Strategies #7863090
- Personal, Career and School Development 1 #500500
- Personal, Career and School Development 2 #500510
- Personal, Career and School Development 3 #500520
- Personal, Career and School Development 4 #500530

Program Utilized in these courses may include:

- Read180/System44 (Strong)
- iLit (Strong) - on the FL state adopted list
- Passport Reading Journeys (Strong)
- XtremeReading (Strong)
- Achieve 3000 (Strong)

Assessment & Frequency

In addition to the assessments provided in the intervention programs utilized at each school, Standards-Based District Created Formative Assessments will be administered weekly to all students receiving Tier 3 interventions as well as FAST progress monitoring three times a year.

Performance Criteria to discontinue Tier 3 interventions

If students meet the criteria for Tier 2 instruction on the state Interim assessments (see chart above) coupled with classroom performance, teacher observation, students will continue with Tier 2 supports and remove Tier 3 support.

Grade Levels: 6-12**Progress Monitoring****Performance Criteria indicating continuation of Tier 3 interventions**

Student performance on weekly intervention assessments that show minimal progress will result in changes being made to the Tier 3 interventions

Performance Criteria that prompts intensified Tier 3 interventions

Student performance on weekly assessments that show no progress will result in intensified interventions being provided to the student within their Tier 3 interventions.

Number of times per week intervention provided

5

Number of minutes per intervention session

47 minutes

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

CCPS utilizes the MTSS problem solving process.

- Identify the problem and establish a goal
- Analyze the problem- why is it occurring?
- Intervention Design (evidence-based)- develop a plan
- Monitor student response to intervention

Weekly administrative reading walk-through data

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

Strategies used during Tier 3 instruction meet ESSA Evidence Based Interventions Criteria and come directly from the IES Practice Guide Titled, "Improving Adolescent Literacy: Effective Classroom and Intervention Practices". (Moderate to Strong Evidence)

Programs and strategies utilized for Tier 3 interventions must meet the ESSA Evidence Based Interventions criteria. The district and individual schools work in partnership to ensure that programs meet the criteria.

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

Canvas is our district Learning Management System, and all of our core curricular materials are housed inside the platform so students can seamlessly transition from in-person learning to digital-learning with no loss of instructional time. In the event of distance learning, teachers will regularly meet with students in whole group, small group, and one to one sessions using a digital platform such as Google Meets or Microsoft Teams.

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.

For grades K-3, using the May, 2022 scores as a guide coupled with the new scores from the FAST assessments in the fall, students that score within the bottom 10% of their grade level will be identified as having a reading deficiency. These students will then be provided with a screener in phonological awareness, phonics, and/or fluency to pinpoint the intervention needed. A plan will then be developed to provide interventions and it will include a plan for families to support reading at home.

For grades 4-12, a student who earns a 2021-2022 FSA score of Level 1, or (in the absence of a 2021-2022 FSA score) a 2022-2023 F.A.S.T. CSPM Score from Interim 1 (BOY) that is equivalent to FSA Level 1, will be considered to have a substantial deficiency in reading and will be enrolled in an additional course with specific reading interventions outlined in Section 11C, Tier 3.