Hillsborough 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	Bergman, Tracie Executive Director, Literacy K-12 tracie.bergman@hcps.net 8132724000
Secondary ELA	Navarre, Mary Supervisor, Literacy 6-8 mary.navarre@hcps.net 813-272-4000
Secondary ELA	Reddel, Lory Supervisor, Literacy 9-12 lory.reddel@hcps.net 8132724000
Reading Endorsement	Jackson, Jamalya Executive Driector, Professional Development jamalya.jackson@sdhc.k12.fl.us 8132724000
Summer Reading Camp	Bergman, Tracie Executive Director, ELA tracie.bergman@hcps.net 8132724000
Reading Curriculum	Bergman, Tracie Executive Director, Literacy K-12 tracie.bergman@hcps.net 8132724000
Professional Development	Jackson, Jamalya Executive Director, Professional Development jamalya.jackson@sdhc.k12.fl.us 8132724000
Assessment	Binder, Nicole Executive Director, Assessment nicole.binder@hcps.net 8132724000
Data Element	Binder, Nicole Executive Director, Assessment nicole.binder@hcps.net 8132724000
Third Grade Promotion	Zilbar, Amy Executive Director, School Leadership amy.zilbar@sdhc.k12.fl.us 8132724000
Elementary English Language Arts (ELA)	Bergman, Tracie Executive Director, Literacy tracie.bergman@hcps.net 727-272-4000
Multi-Tiered System of Supports (MTSS)	Bergman, Tracie Executive Director, Literacy tracie.bergman@hcps.net 8132724000

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 district communicates the contents of the K-12 CERP in several ways. It is shared with administrators via their weekly email newsletter and with literacy coaches via their online communication tool. Both administrators and literacy coaches also have the opportunity for discussion and training around the plan at their summer institutes. The document is then used and referenced throughout the year in leadership professional development sessions and drives the work of each grade level band. School staff receive information regarding the K-12 Plan in their opening professional development day in August as well in monthly written updates from the grade level supervisors. In addition, each school's literacy contact receives monthly training around initiatives and practices outlined in the plan throughout the year. These contacts then share the information with teachers in training and professional learning communities at their school sites. The K-12 CERP plan is also posted on the district website for all families and stakeholders to access. This plan is viewed as a working document and is constantly being reviewed and revised by the district literacy team based upon feedback from district staff, administrators, coaches, teachers and stakeholders to best meet the needs of the students of Hillsborough County Public Schools.

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 52%

Previous School Year
Kindergarten - % of Students "Ready" on FLKRS 65%

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

The district has created a team dedicated to "Early Learning", that will emphasize improving the teaching and learning practices in Prek during this school year, with a focus shift to kindergarten next year and first grade the following year. This team will be focused on the alignment of the literacy practices and expectations in Prek to that of our early grades in regular elementary school. The team's role is to create resources for teachers such as planning protocols, instructional frameworks and an instructional sequence that integrates literacy throughout all subject areas with an emphasis on explicit, systematic instruction, scaffolding and collaboration amongst students. The team will also focus on professional development and embedded coaching around these practices, especially in the delivery of phonological and phonemic awareness instruction. They will conduct site visits and walk through rooms with administrators, meet with teachers in PLCs and planning sessions and determine coaching cycles based on these visits and sessions, as well as ongoing data from the FAST-STAR assessment. Data will be monitored at every cycle and schools tiered for support based upon this data. In addition, the team will begin to coordinate with our K-5 team on our kindergarten ELA instructional guides and seek for ways to align instruction aligned to the foundational skills pacing, opportunities for independence and classroom collaboration and overall core instruction.

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	29	23	26	17	6	19	16	32	23	10
4	24	20	24	21	10	19	18	29	23	11
5	25	23	23	19	10	18	18	29	22	13
6	25	22	29	12	10	18	21	18	28	15
7	29	22	21	17	10	17	19	30	21	13
8	32	20	22	16	10	19	14	32	23	12
9	27	23	20	20	10	19	17	29	23	12
10	27	24	20	20	9	20	13	32	23	12

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%).

K-2: The current amount of students performing on or above grade level based on iReady is 48%. The goal is to increase the number of students at or above grade level from 48% to 55% using the approved state progress monitoring assessment, FAST-Star as a measure.

District Budget for Evidence-Based Reading Instruction Allocation

Budget			
1	**Estimated proportional share distributed to district charter**		**$1,263,966.00**
		FTE	2022-23
			$1,263,966.00
2	**Reading coaches assigned to elementary schools**		**$1,704,545.00**
		FTE	2022-23
		18.0	$1,704,545.00
3	**Reading coaches assigned to secondary schools**		**$545,455.00**
		FTE	2022-23
		6.0	$545,455.00
4	**Intervention teachers assigned to elementary schools**		**$1,100,000.00**
		FTE	2022-23
		12.0	$1,100,000.00
5	**Intervention teachers assigned to secondary schools**		**$0.00**
6	**Supplemental materials or interventions for elementary schools**		**$1,400,000.00**
		FTE	2022-23
			$1,400,000.00

7	Supplemental materials or interventions for secondary schools		$2,700,000.00
		FTE	2022-23
			$2,700,000.00
8	Intensive interventions for elementary students reading below grade level		$820,000.00
		FTE	2022-23
			$820,000.00
9	Intensive interventions for secondary students reading below grade level		$1,100,000.00
		FTE	2022-23
			$1,100,000.00
10	Professional development		$505,689.00
		FTE	2022-23
			$505,689.00
11	Helping teachers earn the reading endorsement		$0.00
12	Summer reading camps		$1,500,000.00
		FTE	2022-23
			$1,500,000.00
13	Additional hour for 300 lowest-performing elementary schools		$0.00
14	Early literacy instruction/intervention for VPK completers pursuant to s. 1008.25(8)(c), F.S.		$0.00
		Total:	$12,639,655.00

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.

Elementary schools have been prioritized based on need. The schools with the most need are RAISE schools and will receive a reading coach funded from this plan to support teachers in the implementation of the BEST Standards, in particular systematic, explicit instruction around the foundational skills. Of the 22 coaches funded from CERP, 16 are to support these elementary schools. Funds were allocated to support supplemental materials in K-3. These materials include additional resources to support aligned small group instruction, high interest texts to support vocabulary and background building during core, interventionists to support Reading Recovery (Grade 1) in multiple elementary schools (12 interventionists), and the SIPPS program, used as a Tier 3 intervention. In addition, money is also allocated for the MYON program which provides students accessible texts across content areas to support independent reading. There are also funds allocated for the third grade reading camp, which supports the lowest achieving third grade students in receiving intensive remediation in all areas of literacy. Finally, there is money allocated towards the professional development and purchase of resources for coaches in strategies to support struggling readers in the primary grades. Overall, 55% of the total allocation is used 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 School Literacy Leadership Team requirement is communicated to principals at the spring Professional Learning Meeting prior to close of school. It is then reiterated during the Principal Leadership Academy in July. The district provides principals with guidance on how to create school-based teams, assists in the creation of a meeting schedule, and how to focus the teams around key topics and data monitoring. The School Literacy Leadership Team requirement is further communicated by district supervisors via the Academic Services Notebook once the school year has begun.

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

The roster for the School Literacy Leadership Teams is communicated a completed form that is assigned to Tracie Bergman, Executive Director, Literacy. The data is then pulled and saved by school and shared with regional superintendents.

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

The district's literacy team is responsible for supporting and monitoring all School Literacy Leadership Teams and ensuring compliance. Supervisors are organized by grade level bands and support the school teams through PLC guidance and planning, professional development, providing school-wide progress monitoring data to schools, and supporting schools in the analysis of data. The Literacy Leadership Team Rosters are shared with Regional Superintendents allowing them the opportunity to provide additional supports during routine school visits and school leadership data chats. Each month at the Literacy coach meetings, as well as Lead, Subject Area Leadership (SAL), and Department Head (DH) meetings, topics of study around content knowledge and pedagogy are shared. Literacy leaders work together to take this information to develop short, mini-workshops to share with their site based Literacy Leadership Teams to help drive the work and bring consistency across schools. RAISE school principals and site-based coaches receive specific professional development around the creation and role of the literacy leadership team from the state SRLDs and the SRLDs work closely with our intensive schools monthly to ensure they are in compliance and supporting literacy initiatives at the school site. The supervisors provide monthly professional development to literacy contacts, who then share this information at their school sites. These mini-pd sessions can then be turned into PD sessions by the Literacy leadership Teams to deliver at their sites and then monitor for implementation. Data and discussion is then held at the following contact PD session.

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 will be provided to teachers at the district and/or school-based level in the following areas:
*B.E.S.T. Standards Grades 3-5-Overview, in-depth look at each cluster of Standards and then implications for the implementation of these standards within the instructional guides and core curriculum materials.
*B.E.S.T. Standards Grades 6-12 Overview, Reading and Writing, including a look at both rhetoric and literary time periods.
*Mini-Institute K-2-Various sessions around foundational skills, fluency, writing, small group instruction, multi-sensory and UDL strategies, data analysis and differentiation, and vocabulary
*Foundational Skills 6-12-Best Practices for teaching foundational skills to struggling adolescent learners using a multi-sensory approach, and following a specific scope and sequence based upon the students' current levels of performance
*Instructional Leadership Academy and Monthly Meetings K-12-Beginning this summer, literacy coaches, ELL teachers, ESE teachers, and Literacy Leaders at the school level will receive training around coaching, with an emphasis on growing teachers pedagogical and literacy content knowledge and improving their practices in the classroom. Focus will be on coaching cycles, addressing bias, actionable feedback, and best practices.
*Administrative Literacy Leadership Cohort Grades K-5-Principals will have an opportunity to engage in professional learning communities, studying best practices in literacy and then observe these practices in action during summer reading camp. Practice with actionable feedback and developing next steps for school-based PD will be included.
*Weekly mini PD sessions held by supervisors and District Resource Teachers to build content and support best practices in comprehension, vocabulary, fluency, writing and foundational skills, as well as answer questions around standards, assessment and instructional guides.
*Literacy Ambassadors K-5-One teacher from each school in each grade will participate in monthly PD aligned to data analysis, BEST implementation, and instructional practices contained within our guide with the expectation that they bring it back to their school sites during PD/PLCs.
*Onsite support from District Resource Teachers K-12-Schools are tiered based upon their progress monitoring data and receive support from the DRT's based upon data. DRT's work with school-based coaches and support with planning sessions, PLC sessions, data analysis, providing feedback and clear next steps and planning and developing professional development.
*SRLD Support-RAISE schools are tiered based upon end of year data and the SRLD's are assigned to provide differentiated PD, coaching support, and work with literacy leadership teams on the development of professional development, data analysis and PLC topics.
*District PLC and Planning Support-Support PLCs to analyze data as well to dig into content and assist with planning. Data tools are shared, modeled, and used with teachers to help drive small group instruction. Master schedules are reviewed during the spring to ensure all schools have common planning built into

their schedule. Schools, based on data, may receive district support for planning and to support teachers' and students' needs.

*Creation of Demonstration Classrooms and mentor teachers in conjunction with the Professional Development Department to support newer teachers and provide opportunities for teachers to see best practices in action. Demonstration Classroom videos are also created and shared with all teachers.

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 shared with principals first through written communication containing all PD offerings at the district level. It is then further communicated to principals, APs, coaches, leads, SALs, and DHs at monthly meetings, and shared with teachers in the Academic Services Notebook. Professional Development offerings are also listed in our online system.

Attendance sheets are made available to principals and regional superintendents as needed.

The district literacy team plans professional development based upon the requirements and expectations contained within the K-12 plan, as well as in conjunction with any state expectations and offers this professional development in multiple modes and formats including asynchronous and synchronous, through a train the trainer model, by utilizing coaches and literacy leaders and by working closely with the SRLD team. Trainings that are pertinent to teacher practice are paid trainings with a stipend, and others are encouraged to be delivered during the early release Monday afternoon sessions or within PLC and planning sessions.

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

Regional Superintendents, in conjunction with the Academic Services team, are responsible for monitoring and supporting the professional development requirements and ensuring teachers attend.

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.

All schools are tiered within the district and based on this review Reading Coaches are allocated to schools with the highest needs. In order to hold the position of Literacy Coach, a person must be either reading endorsed or reading certified as per their Florida certificate. RAISE schools were first given priority for coaching support. A review of their Comprehensive Needs Assessment and staff roster was used to prioritize RAISE schools without a literacy coach and allocate one to support the required School Improvement initiatives. Next, a review of schools on the Persistently Low Performing List, was held by the Executive Director of Literacy, Chief of Federal Programs and Regional Superintendents, and schools were identified with the greatest need and allocated a site-based literacy coach. Finally, middle school and high school data was reviewed with Literacy Supervisors and regional superintendents and schools without a literacy coach that have consistently scored below 50% proficiency were allocated a site-based literacy coach.

The work of the site-based coach includes coaching cycles, planning, side-by-side teaching, modeling of whole group instruction, modeling of small group differentiated instruction, analyzing data, and selecting appropriate materials for remediation. The district team monitors the impact of coaches and the growth of students using progress monitoring assessments that are taken in the Fall, Winter and Spring of the year. The team also carefully monitors the progress of Tier 2 and 3 students at each school to ensure the lowest performing students are making accelerated progress. As new data is made available, schools are identified, and district support is adjusted and reassigned to those schools and coaches with the greatest need. The intent is for coaches to be responsive to current/fresh data and support key practices in literacy instruction. The work of site-based coaches is determined by the Academic Services

Department, in particular the Literacy Supervisors, in collaboration with school-based leadership and regional superintendents.

Upload rubric, if applicable

The following documents were submitted as evidence for this section:

No files were uploaded

Literacy Coaches - Part B

Requirements of the Just Read, Florida! Coaching Model

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

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

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

Yes

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

The following documents were submitted as evidence for this section:

No files were uploaded

If yes, please complete the next section:

How are these requirements being communicated to principals?

The requirements of literacy coaches are shared with principals as a part of the unit allocation process. Before allocating the unit, the job description of a literacy coach is shared with principals to ensure they understand the role of the coach and can utilize the coach as such within their staffing model. Regional Supervisors also revisit the role of the coach during their visits with schools and share any concerns with the district Literacy Team. In order to be considered for a literacy coach position, a candidate must first be reading endorsed or certified and rated highly effective on their administrator evaluation. Candidates not meeting these requirements will not be considered for a position. The district literacy team screens all candidates prior to them being able to be hired as a site-based coach and reviews expectations with them as well. RAISE schools receive additional information and specific support in assisting site based coaches in fulfilling their roles. The district resource teachers also support site based coaches on the development of coaching cycles, professional development and planning sessions. The results of this work, along with key next steps is shared with the principal and regional superintendent to ensure follow through and a maintained focus on building teacher capacity and improving student data.

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?

Literacy coaches are provided initial training during the Instructional Leadership Academy held in the summer. During this time, coaches are trained in strategies around developing relationships with teachers and having critical conversations, determining areas for coaching focus, using data, both quantitative and qualitative, to make decisions, and on the coaching cycle model. The focus of the coaching cycle is on planning, modeling, providing feedback, planning for next steps and on reviewing data. The work of Jim Knight Elena Aguilar, Diane Sweeney and Steve Barkley are studied by our coaches. During the school year, this work is followed up with monthly coach meetings that continue to guide coaches in the use of coaching language, making data driven decisions in terms of coaching cycles and building their pedagogical knowledge to best support teachers. In addition, coaches can attend Coach 2 Coach sessions where they role play as teachers, coaches and coaches of coaches and then engage in a PLC. This work is done at a school site, so the coaching and situations are real. Follow up is then provided to coaches from District Resource Teachers at their own school sites. Many RAISE school intensive coaches are also participating in the state's Literacy Coach Bootcamp and receive ongoing professional development in prioritizing their work as well as on site support from the SRLDs.

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

The District Literacy Team, in conjunction with the Title One Office and Professional Development Office, supports and monitors coaches' time and tasks. This work begins during the Coach Academy held over the summer where coaches receive training around the role of the coach within an 80/20 model (80% of time being spent in direct support of teachers, with 20% of time spent on other responsibilities). Coaches learn different ways to support teachers through planning, modeling, co-teaching, and data conversations, and collaborate on the different ways these structures could fit into the regular school day. Coaches also learn about the Title One and K-12 CERP reporting requirements, review their job description, and understand the importance of logging their time and tasks weekly. Monthly support is provided with follow up PD at coach meetings. Additional collaborative sessions are offered weekly with

coaches and Leads, SALs, and DHs to support their work in supporting teachers. Feedback is provided to coaches by the supervisors, principals, and regional superintendents during regular visits.

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

Each week site based coaches can submit their coaching logs through a shared Power BI District supervisors, administrators, and regional superintendents have an opportunity to review logs and provide feedback. The reported data is filtered by school, task, grade level, and subject, providing a comprehensive look at the work a coach does across the week. Activities such as planning, data analysis, modeling, coaching conversations, assessment, and office tasks are all able to be logged. Impact data is shown by connecting the coach with the school-wide progress monitoring data. Data chats are held with coaches by district supervisors and regional superintendents to support their work and ensure they are having the best success possible with teachers and students.

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

When it becomes apparent that a site based coach is struggling with the 80/20 time frame and aligning tasks to the Just Reads Florida Model, the first step is to notify the coach and principal that there is problem. The district supervisor will have a conversation with the coach and hear from him/her what the situation is at the school. The district supervisor will also then contact the regional superintendent. Then, in collaboration, the supervisor and regional superintendent discuss the issue with the principal and meet with both parties together to discuss and document an action plan. The first step is to discuss and remove barriers; duty rosters, substitutes, absences, etc. can hinder a coach from being in classrooms and working with teachers. A problem-solving conversation must happen collaboratively to ensure that barriers are removed before moving forward. Next is a discussion of needs. Whether it be PD and content building, training in adult learning strategies, or the need to see a more experienced coach in action or have another coach support, these options can be provided in the plan. The final piece of the plan includes both short term and long-term outcome measures, and evidence to support short term goals. Oftentimes within schools, site-based coaches are required to support small groups of students outside of a coaching realm or to work with the most struggling teachers onsite. It is important that coaches are able to streamline their work to be able to build capacity in a school by using data to determine where they can get the most powerful, lasting results; whether that be through providing school-wide PD, working with an instructional leadership team on a specific practice to expand its use school wide, working with teachers in planning and then setting up demonstration and fishbowl lessons at the school site to promote collaboration, or providing data tools to teachers and supporting their use with teachers so they can confidently utilize data to drive small group instruction. Part of the role of district supervisors is to assist coaches with understanding data, both quantitative and qualitative, and using it to implement the problem-solving process.

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?
easy CBM	Tier 3 students in grades K-5	Screener	Phonics, Fluency, Vocabulary, Comprehension	2 x A Month
Wonders Fluency Probes	K-3 students	Screener, Progress Monitoring	Phonics, Fluency, Vocabulary, Comprehension	2 x A Month
District Developed Assessment	6-12 English/LA	Summative	Vocabulary, Comprehension	Quarterly
Wonders Unit Assessment	K-5 students	Formative Assessment	Phonics, Fluency, Vocabulary, Comprehension	Quarterly
Language Live Placement Assessment	6-10 Reading Students	Screener, Progress Monitoring	Phonological Awareness, Phonics, Fluency, Vocabulary, Comprehension	Monthly
Wonders Placement and Diagnostic Assessment	K-2 Students	Screener, Progress Monitoring	Phonological Awareness, Phonics, Fluency	Quarterly
District Developed Assessment	6-12 students in English/LA	Progress Monitoring	Vocabulary, Comprehension	3 x A Year
District Developed Assessment	6-10 Reading students	Screener, Diagnostic	Fluency, Comprehension	Annually
Wonders Progress Monitoring Assessment- Spotlight Checkpoint	students in 3-5	Screener, Progress Monitoring, Summative	Oral Language, Phonological Awareness, Phonics, Fluency, Vocabulary, Comprehension	3 x A Year
FAST - STAR	k-2	Screener, Progress Monitoring, Summative	Vocabulary, Comprehension	3 x A Year
FAST - Cambium	3-10	Screener, Diagnostic	Phonological Awareness, Phonics, Fluency	Annually
SIPPS placement assessment	Tier 3 students in grades K-2	Progress Monitoring, Formative Assessment	Phonological Awareness, Phonics, Fluency	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 district literacy team is ultimately responsible for providing plan implementation oversight, support and follow up. The team works closely with the leadership in Academic Services as well as with the Transformation Network and the regional superintendents to ensure there is a clear vision towards implementation. Data is reviewed regularly at data meetings at both the district level and school level each cycle and the literacy team works with regional superintendents, school leaders and coaches to tighten processes, support areas of need, and plan next steps based on data. District walk throughs occur regularly, where members of the district literacy team, regional superintendents and site based leaders and coaches walk and discuss the implementation of literacy practices, core curriculum and

small group instruction. Based upon both the walk through observations and classroom data, action plans are developed with the district literacy team supporting their implementation and regional superintendents following up with the site based leaders to monitor instruction and data.

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

The district's foundational skills' scope and sequence is aligned to that of Wonders, which is the core instructional materials for K-5. Wonders is highly rated on ED Reports and has been recognized in WWC/ESSA evidence studies with an effect size over .20. The program itself has structured routines that allow for explicit instruction followed by guided and independent practice complete with opportunities for teacher and peer-to-peer feedback. The phonics continuum presented in Wonders aligns to the B.E.S.T. standards and all components of the foundational skills are addressed with opportunities for maintenance, remediation, and enrichment within a small group setting. The research behind the instructional model presented in Wonders clearly aligns to that of the science of reading, as there is a connection between the words students learn to decode and encode and the content with which they are reading. In addition, the district provides instructional guides that further break down the foundational skills instruction into weekly and daily lessons. This instruction includes practices that align to that in the WWC practice guides in terms of developing awareness of the segments of sounds in speech and how they link to letters, teaching students to decode words, analyze word parts, and write and recognize words, and ensuring that each student reads connected, decodable text every day to support reading accuracy, fluency, and comprehension. A K-2 mini institute is being offered in the summer to support teachers in building their content knowledge around foundational skills instruction, in particular around orthographic mapping, alphabetic principal, the use of decodable text and interactive writing, all of which are strategies found within the instructional guides.The district ensures reading instruction is evidence-based first by having high quality instructional materials in front of students.

In addition to Wonders in grades K-5, StudySync, also by McGraw Hill, was recently adopted for 6-12 and is also highly rated on Ed Reports. Instruction in K-12 includes evidence-based practices such as close reading opportunities with teacher scaffolding, emphasis on building background knowledge and connecting information across multiple texts, reading culturally relevant, reflective texts around multiple and diverse populations, connections between reading and writing, and various modes of presentation including read aloud, shared reading, independent reading and close reading. Texts presented to students are at the appropriate level of complexity and students are provided opportunities to read, think, talk, and write about these texts. The district has also has purchased (pending board approval in July) the program Language! Live to support Tier 2 and 3 students in 6-12 with foundational skills. Because this state approved program is adaptive, students can get the foundational skills instruction and practice they need based on their placement test.

For both grade level bands, opportunities for district-wide planning sessions, support of school based coaches in planning protocols, and PLC time to review students work and data, are all provided to support schools in implementing research-based instruction. Finally, literacy coaches ensure all instruction is evidence-based through job embedded PD, facilitation of planning and PLC sessions, and coaching cycles.

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

The district's instructional frameworks were created to provide teachers with a structure to provide small group instruction. The frameworks list the time, curricular material, and assessment to support teachers in knowing how to use formative assessments within their block. In addition, the district provides guidance through an instructional resource map- and decision-making trees to help guide teachers in using relevant data appropriately to differentiate. Assessment opportunities such as unit assessments, mastery assessments, checks for understanding, and progress monitoring tools are built into the

instructional guides to support teachers in collecting relevant, on the spot data to use to plan for appropriate differentiated instruction. Student work protocols were designed by the literacy supervisors and shared with administrators and literacy leaders to support the use of formative data to differentiate instruction, and suggestions for small group lessons based on this data are linked within the instructional guides. Assessment calendars are created at the district level to help guide teachers in selecting optional assessments to help them best plan for purposeful instruction.

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

ELA instruction in grades K-12 is based upon a topic of study that aligns to content taught in social studies, science or the arts. Text sets are created to help students build background knowledge and understanding around the topic of study. Novel studies are included within these units as well, to help students gain perspective around the time-period and help them to make connections between their own lives and the content as well as between the texts they are reading. The ELA Expectations are embedded within all content courses, and collaboration with district staff ensures there is alignment in the development of the curriculum materials. Because multiple texts are used around a single topic of study, students can engage in critical thinking skills such as summarizing, inferencing, synthesizing and evaluating the content presented, the alignment to the literary period and the perspective presented. This is done through various collaborative structures including those aligned to Kagan and Avid. Students are asked to integrate texts in social studies and then take them to writing. In addition, teachers have been trained on Academic Talk Moves, which gives teachers specific strategies they can use across content to help students delve into text. All units include opportunities for students to engage in tasks that involve reading, writing speaking and listening so they can deepen their knowledge and understanding around the texts and topic.

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

The district has several ways to address concerns. First, the literacy team meets regularly with regional superintendents to discuss school trends and create solutions to common challenges. Second, district supervisors and resource teachers visit schools on a daily basis and work with the site-based coaches and school administrators at the sites on building teacher capacity and implementing best practices. During these work sessions, concerns are addressed, and action plans are created to have better outcomes for students. Finally, the literacy team works closely with site -based coaches and seeks their input and ideas to ensure the plan is best meeting the needs of the students. District supervisors also host weekly drop-in sessions for teachers to address their concerns with the district team.

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.

The K-12 CERP will be revised to include more specified information around the role of the LLT. it will incorporate the connection to our district's already structured Instructional Leadership Teams, more suggestions on topics of discussion and step by step months at a glance to help guide the steps LLT's should be taking to make positive school change. Rather than include just school administrators as those that monitor school based plans, the LLT's will be listed so that schools have complete support. In addition, continued professional development and support will be provided by our SRLD team. The K-12 CERP will also include an emphasis on PreK-3, as our push on early literacy moves forward with an alignment of curriculum and instructional supports. The read at home plan and its availability and usage will also be highlighted. The plan will also need to include specific guidance on the use of school based literacy coaches and resource teachers, and provide opportunity for professional development side by side with administrators in order to ensure the coaching model is implemented with fidelity. A specific. monitoring system (ie coach logs) will also need to be considered as more than suggested to ensure implementation. Clarification of the role of the district DRT team will also be included to highlight more of a layered model of support. RAISE schools will also need to be highlighted and their levels of support out lined to show that we have a laser like focus on our most struggling schools. Finally state initiatives such as the K-3 tutoring program and HB 7011 parent communication requirements as required for MTSS will be incorporated. Our Regional SRLDs can assist by supporting our district team in the creation and delivery of professional development around the BEST standards, LLT's and new state initiatives. They can also assist us with supporting many of our intensive RAISE schools.

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?

The key components from the K-12 plan is shared with administrators during their spring PD session and during the Principal Leadership Academy in July. These components reflect the goals and focus for the Literacy Department for the year in terms of data, content and pedagogy. This year, the emphasis will be on supporting the LLTs and professional development will be provided monthly to the literacy leaders from each school on this team. These leaders can then take this information back to their sites and work with admin leaders and team members in PLCs and PD sessions on implementation. The Literacy Department provides schools with grade level band appropriate protocols for PLC facilitation, data analysis and lesson planning development to support schools with implementation. Training is held at the Fall Literacy Leadership Meeting to support schools in starting this work at the school site. The district resource teachers, supervisors and regional superintendents conduct walk throughs at schools to see where schools are within their implementation and action plans are developed accordingly to include direct school support. Monthly mini-PD sessions are conducted based on walk through trend data, and monthly professional development is provided to school leaders at their Leadership Meetings.

Who at the district level supports effective implementation?

The district literacy team and regional superintendents work together to support successful, effective implementation of the K-12 Reading Plan across all our schools.

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

Areas for improvement are identified collaboratively by the district literacy team and regional superintendents. This is done first through collaboration with school leaders, site based coaches, and district resource teachers and supervisors as they work together at the school site around the key practices and initiatives. Schools identified as needing a high need of support in literacy based on data and historical trends receive an Impact Review and walk throughs are conducted with the result being an action plan aligned to literacy needs with specific steps and timelines in place. This action plan is owned by the school and the district staff and is monitored by the regional superintendents.

Weekly reading walkthroughs by administrators - Part B

What process is in place to ensure effective implementation?

The literacy department established K-12 ELA frameworks for each grade level band. Each set of frameworks outlines the key components of the literacy block-foundational skills, vocabulary, whole group instruction, small group instruction, independent practice, and writing-as well as the time frame for each component during a typical literacy block. The Frameworks also contain the materials supported by the district for each component and data sources that can be used to monitor student progress. The district provided scheduling guidelines to support schools with their master scheduling so that the literacy components could be taught and monitored effectively. Common planning is an expectation of teachers and protocols and tools were provided to support teachers and site based coaches. Literacy curriculum guides include a Year at a Glance, a Unit plan and weekly instructional guides that administrators can access on Canvas to determine the learning targets and texts that are being used in the classroom.

Professional development was provided to school leaders on the use of the Four Principles of Excellent Instruction and how that tool can be used to capture trend data across the school. An ILT process was reviewed with principals and following a series of walk throughs, the ILT and LLT can meet and determine next steps for professional development, coaching support, and/or additional data analysis. Walk throughs are conducted with regional superintendents and district supervisors to assist with the collection of trend data.

Who at the district level supports effective implementation?

District resource teachers, literacy supervisors, and regional superintendents all work together to support effective implementation.

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

Areas for improvement are identified collaboratively by the district literacy team and regional superintendents. This is done first through collaboration with school leaders, site based coaches, and district resource teachers and supervisors as they work together at the school site around the key practices and initiatives. Schools identified as needing a high need of support in literacy based on data and historical trends receive an Impact Review and walk throughs are conducted with the result being an action plan aligned to literacy needs with specific steps and timelines in place. This action plan is owned by the school and the district staff and is monitored by the regional superintendents. Schools that continue to struggle with implementation of the action plan or the monitoring of the strategies through walk throughs are scheduled for biweekly or monthly walk throughs with district literacy supervisors and regional superintendents. Feedback to the school leaders is then provided.

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

What process is in place to ensure effective implementation?

The creation of the instructional frameworks allows for the time and structure to provide small group instruction to students based upon data. The data tools used to measure the various components of core are clearly listed on the frameworks and training is provided to all district leadership and teachers at the start of the school year, with additional opportunities provided throughout the year. Principals are provided training in elementary on the MTSS process, while secondary administrators are trained around the scheduling guidelines to ensure students are placed in the correct level reading courses. In addition, there is an online, asynchronous training provided to all members of school-based Problem Solving Leadership Teams. An intervention Resource Map aligned to area of deficiency with appropriate progress monitoring tools is provided to schools along with the decision trees from the K12 plan. In addition, training is provided to teachers and administrators around using data and using the programs listed to support evidence-based small group instruction. Resources are made readily available in the online Academic Services Notebook to all schools, and support is made available by both the district literacy team and the district MTSS team. The district also provides school leaders the students identified in the bottom quartile to assist administrators in holding data chats with teachers, making adjustments within intervention plans and monitoring students. Implementation is monitored by school-based leaders and coaches in data chats, as well as through the district literacy team and regional superintendents through walkthroughs.

Who at the district level supports effective implementation?

Literacy supervisors, district resource teachers and regional superintendents all work together to support effective implementation.

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

Areas for improvement are identified collaboratively by the district literacy team and regional superintendents. One of the major goals of district resource teachers is to support the school-based coach in, data analysis, and identification of school trends. Progress monitoring data is analyzed at the district level by grade level band and findings are shared with regional superintendents. Schools are tiered for support based upon this progress monitoring data and the literacy department's district resource teachers work with the site-based coaches and school leadership teams to plan for small group instruction and monitor student progress. Schools are asked to complete a midyear step back plan based upon various data sources. A protocol was created, and a common form utilized by schools. These plans were then shared with regional superintendents. Regional superintendents scheduled visits based on the effectiveness of these plans. Schoolwide data meetings were held with school administrators by regional superintendents and members of the district literacy team. During these meetings, next steps were determined and future visits for monitoring planned.

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 Third Grade Reading Camp provides targeted reading instruction and interventions aligned to the Florida State Standards for students who have not yet met the third-grade promotion requirements. Diagnostic assessments (iReady, Fluency check, spelling inventory, etc.) at the start of the program will be used to identify areas of strength and opportunities for intervention. Formative assessments will be administered on a weekly basis. Students will participate in whole group instruction focused on phonics, fluency, vocabulary and comprehension, then be placed in small groups for individualized interventions with a focus on phonics, fluency, vocabulary and comprehension. Students will engage in collaborative and independent practice using high interest, quality text providing opportunities to transfer and apply reading behaviors and increase success in reading grade level, complex text. Curriculum resources include: Authentic texts, Comprehension Toolkit, SIPPs, Ready LAFS, MyOn, Fluency Passages, Intensive Small Group Instructional Routines, etc.)
Teachers eligible for appointment to the Summer Learning Academy/ Third Grade Reading Camp must:
• Have a full-time permanent contract;
• Have a valid Florida Teaching Certificate for the coming school year (or have applied and are eligible for one through the Human Resources Office); and must be available for the entire program; and
• ALL Grade 3 Teachers (for both Summer Learning Academy and Third Grade Reading Camp) must be Reading Endorsed per state guidelines to provide intensive reading interventions. (This specifically applies to grade 3 ESY reading teachers - Sections 1008.25(7)(b)3., 1011.62(9)(c)5., 1011.62(9)(d)1., F.S.)

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.)
1,150

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.)
38%

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.

All requirements of HB 7011, including that of the Read at Home Plan, were provided to principals in a one-page document. This document included a link to the district's Read at Home Plan and directions to include this plan on school websites. The plan is also posted on the district website for parents to review. The district also has created an updated Parent Alert Form to notify K-3 parents of their child's status of being identified with a substantial reading deficiency and this form includes information regarding interventions and progress monitoring data. The link to this plan is included in the informational letter that accompanies this alert form. The literacy department conducts a free annual parent training open to all families within the district in collaboration with the FACE team. This training is recorded and placed on the district website for easy access. The literacy team, in collaboration with a school board member and community members, participates in quarterly early literacy fairs hosted at various schools across the district. At these fairs, community resources such as vision screenings, tutoring options, and free books are provided to students to support the at home connection. The literacy department has recently purchased take home decodable books in both English and Spanish to support students' early reading at home. Included with these take home books parent guides and supports on how to use them with their students. The department also created a library of videos to support PreK and K students on their letter/sound recognition. These videos can be accessed by both teachers and students and lesson plan supports are provided. The Program Paper is also available to support students needing additional support in core coursework, including writing, at the middle and high school level. Tutoring provided by trained educators is available and the program is free to all students. The district website also includes various resources and links to core curriculum materials so that students and families can access the curriculum from home. The district also supports myOn Reading, that allows students to access many different titles of books across various genres and levels. These texts include book projects, places for students to take notes and opportunity for parents and teacher feedback to the work. Each month, myOn supports a specific goal/contest and that information is shared with our teachers and families via our websites, social media, and teacher newsletters. In addition, myOn sponsors many contests and activities to provide students opportunities to engage in reading during the summer, longer breaks and in honor of various holidays. The Street Team also provides an at home connection to literacy each summer, providing students with books to take home. The district will be working with the students in CTE enrolled in the early childhood education program on training and supporting them in tutoring our K-3 students that have a substantial deficiency. The district is also supporting the New Worlds Book Initiative, encouraging all eligible students to register for their free books delivered home each month.

Who at the district is responsible for monitoring this requirement?

The literacy leadership team at the district is responsible for supporting and monitoring implementation.

Assessment, Curriculum, and Instruction

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

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

How does the district support and monitor implementation?

The district has created instructional frameworks for both K-2 and 3-5. These frameworks outline the components of and time allotments for the reading block to ensure that all classrooms have a 90-minute uninterrupted reading block, with a total of 120 minutes dedicated to literacy instruction daily. The district core curriculum, Wonders by McGraw Hill, is identified as are additional supporting resources, guidance for instructional routines and structure, and the progress monitoring tools that could be used to track student progress. The district then creates instructional guides that break down the literacy block further, giving specific guidance around daily instruction. Spotlight and accompanying benchmarks, primary and supporting texts, sample anchor charts and student and teacher samples ensure teachers have the resources they need to implement evidence-based instruction. The 6 components of literacy are clearly outlined within each grade level's guide as appropriate and structures, routines and resources are provided to support teachers. The guides include evidenced based practices from the IES practice guides. Teacher representatives from each grade level at each school site are identified as literacy ambassadors and attend monthly training provided by the district to support implementation of the evidence-based practices and whole group reading block.

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

District resource teachers, literacy supervisors, and regional superintendents all work together to support effective implementation

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?

ELA instruction in grades K-12 is based upon a topic of study that aligns to content taught in social studies, science or the arts. Text sets are created to help students build background knowledge and understanding around the topic of study. Novel studies are included within these units as well, to help students gain perspective around the time-period and help them to make connections between their own lives and the content as well as between the texts they are reading. The ELA Expectations are embedded within all content courses, and collaboration with district staff ensures there is alignment in the development of the curriculum materials. Because multiple texts are used around a single topic of study, students can engage in critical thinking skills such as summarizing, inferencing, synthesizing and evaluating the content presented, the alignment to the literary period and the perspective presented. This is done through various collaborative structures including those aligned to Kagan and Avid. Students are asked to integrate texts in social studies and then take them to writing. In addition, teachers have been trained on Academic Talk Moves, which gives teachers specific strategies they can use across content to help students delve into text. All units include opportunities for students to engage in tasks that involve reading, writing speaking and listening so they can deepen their knowledge and understanding around the texts and topic.

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

District resource teachers, literacy supervisors, and regional superintendents all work together to support effective implementation.

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

How does the district support and monitor implementation?

The frameworks outline the schedule and structure for daily small group instruction. They list suggested materials aligned to our core materials that would support differentiation. Various assessments and checks for understanding are provided within the instructional guides aligned to the core curriculum and standards to assist teachers in collecting real time data to best plan to meet the needs of students. Administrators and teachers are also provided guidance to interpret the data in accordance to our tiered chart to know the level of intensity at which to provide this instruction. Small group lesson plan templates and protocols were created by the district literacy team and shared with administrators and literacy leaders. Assessment tools are also provided by the district, including standards and item analysis documents and sample question stems that could support student learning. A reading behavior profile document was created by the elementary literacy team to help teachers best learn their students as readers in all areas-foundational skills, oral language, writing, vocabulary, comprehension and fluency. These profiles can be used to help determine what needs each reader has to help appropriately group students. A suggested resource map is also provided listing common resources that can be used by teachers to instruct students with specific deficiencies. In addition, information regarding text complexity and characteristics of texts at different levels was shared with teachers and literacy leaders to help teachers pinpoint specific instruction that may be needed around certain genres and lexile levels of text as well as anticipate student misconception and stumbling blocks within a text. Student work is analyzed at teachers' grade level PLC's and using that work, additional small group instruction aligned to core can also be provided in a timely manner. District literacy supervisors provide weekly collaborative PLC sessions to support teachers and coaches in lesson planning and digging into data.

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

District resource teachers, literacy supervisors, and regional superintendents all work together to support effective implementation.

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.

First the district ensures all students have high quality instructional materials aligned to standards as per EdReports and other sources. The new core curriculums, Wonders in K-5 and Study Sync in 6-12, have instruction within that address all six components of reading. Next the district team created the instructional frameworks and aligned them to the Revised Formula for Success. Instruction begins with all students engaging in the Tier 1/ Core curriculum that is aligned to the standards. In elementary, it consists of instruction within the foundational skills, vocabulary, comprehension and writing, while in secondary the English classes focus their work on vocabulary, comprehension and writing, and the Reading classes provide intensive support on skills connected primarily to vocabulary and comprehension, as well as foundational skills through Language Live. Foundational skills instruction is explicit and systematic, aligned to both the phonological awareness and phonics continuums, while providing opportunities for students to read connected text, work with high frequency words and practice both collaboratively and independently. Core reading and writing is provided through various instructional delivery models included interactive read aloud, shared reading, the gradual release model, close reading and independent reading. Students are scaffolded through questioning and chunking of text and provided opportunity to read, think, talk and write about text daily. Vocabulary is focused around Tier 2 words that will impact student understanding of text and transfer across other texts. The instruction ranges from front loading to reading within text depending on the structure and purpose. Assessment is built into the core instruction to measure its effectiveness and impact on student learning through the use

of unit assessments and formative assessments built within the lesson. The core is all built around text sets that connect reading and writing with an end task. A writing rubric is also used to assess student progress, and models are provided to teachers within the instructional guides. Students are assessed through the state progress monitoring system and the FAST assessment. In addition, multiple opportunities for assessment are provided both through Wonders and StudySync as well as through formative assessments and checks for understanding built into the instructional guides. The Wonders Placement and Diagnostic Assessment, the Wonders Fluency Probes and placement assessment in Language Live serve as a diagnostic tool for teachers, as do the unit and progress monitoring assessments aligned to the core instruction and informal assessments aligned to specific reading skills provided to teachers as options to learn more about their students.

The instructional frameworks then provide opportunity for teachers to pull students into small groups. The district provides resources aligned to the core instruction to support student learning on specific skills and standards to that may be hindering progress. This includes using connected grade level text in small group to provide students with specific comprehension strategy and support as well as opportunity to build additional background knowledge, providing additional direct instructional support in the foundational skills, using decodable texts to build both foundational skills and fluency as well as differentiated lessons from Wonders and other texts, supporting students through Language Live in middle and high school, and giving students opportunities to practice in appropriate leveled text on their own or through Achieve3000 and i-Ready. This data is monitored through the reports from the computer programs, data chats with students and review of student work.The instructional frameworks also provide opportunity for more immediate, intensive intervention through additional small group instruction. ESE specialists, ELL supports and other interventionists as well as the classroom teacher utilize this time to assist students with specific instruction aligned to their needs. The resources used align to the strategies outlned in the ies practice guides at https://ies.ed.gov/ncee/wwc/PracticeGuide/29 https://ies.ed.gov/ncee/wwc/PracticeGuide/21. Students are assessed more frequently with easyCBM measures or measures from their accompanying McGraw Hill program.

How does the district support and monitor implementation?

The district trains teachers, coaches and administrators on the implementation of the frameworks throughout the summer and the start of the school year to ensure there is understanding around the materials, assessments, and instructional delivery models. Additional opportunities through drop in sessions and collaborative planning sessions with teachers and coaches assist teachers in developing understanding. In addition, the district has provided a resource map and guidance documents to support teachers and school leaders in identifying both the data points and the students needing additional intervention. District coaches and the literacy team go out to schools to support PLCs and discussion around student data and best practices. This team also walks campuses in conjunction with regional superintendents to monitor instruction, provide feedback on trend data and create action/support plans to develop next steps. To monitor students receiving Tier 2 and Tier 3 supports, the teacher, along with the PSLT, tracks intervention, teacher and progress monitoring information into a data base to support the MTSS/Problem solving process. This assists schools in ensuring that all Tier 3 students are correctly coded for the state monitoring and that all teachers working with these students are reading/endorsed

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

District resource teachers, literacy supervisors, and regional superintendents all work together to support effective implementation.

Assessment/Curriculum Decision Trees - Part C

Requirements

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

The Decision Trees must contain the following information:

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

- Target audience (grade level);

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

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

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

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

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

Tier 1
Core Instruction:

- *is standards-aligned;*

- *builds background and content knowledge;*

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

- *incorporates writing in response to reading;*

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

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

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

Grade Levels: K-2

IF Student meets the following criteria at the beginning of the school year:
(Enter assessment criteria that will be used)

Students will need to meet or exceed the grade level expectations on the FAST-STAR assessment, on the Renaissance Early Literacy or Reading Assessment at the beginning of the year.

THEN TIER 1 Only

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

The core curriculum used in grades K-2 for literacy is Wonders by McGraw Hill. Wonders 2020 received all green ratings in edReports in the areas of text quality, building knowledge, usability and alignment. It is also on the approved state adopted materials list put out in 2021 by the Florida DOE. This program is a comprehensive core, and is used by the district with fidelity in accordance with 6A-6.053(1), F.A.C, The Wonders program for k-2 aligns to the strategies presented in the ies practice guide for K-3 foundational skills. This includes teaching students about text structure to guide students to understanding, including opportunities for students to receive instruction around reading strategies and standards, opportunities and prompts for discussion, connected text to build students comprehension and excitement around reading and a range of texts that were selected to build upon each other within the course of a unit. As presented at the summer Literacy Institute by Just Read! Florida, key practices of literacy instruction include explicit and systematic instruction, scaffolding, differentiated instruction and opportunities for corrective feedback to students. Wonders by McGraw Hill has all of these components built into the TE, with clear think alouds, questioning paths for scaffolding, text that systematically builds on content and in complexity and opportunities for differentiation with ELL and ESE prompts and suggested accommodations. Sample responses are also given so that teachers can provide immediate, actionable, corrective feedback to students. In addition, Wonders has aligned their foundational skills instruction to the science of reading, with a focused and systematic scope and sequence that is grounded in text. As outlined in the ies practice guide for K-3 foundational skills, there are opportunities for students to make the connection between speech and letters through phonological awareness, decode words, and practice words, linking encoding and encoding through daily phonics instruction, the inclusion of decodable text to help students practice these skills, and weekly vocabulary instruction that includes both text based and academic language. The core program includes principles of UDL within the TE, such as engagement strategies at the beginning of every unit to build content knowledge and vocabulary through text reading and short videos, Units are arranged by topics of study, connected by an essential question, so that students can begin to build content knowledge. They are able to represent their thinking in various ways including writing in response to reading after each anchor text read, through graphic organizers and by responding to short prompts as they read the shared and anchor text. Learning goals and objectives are clearly laid out and students have a flexibility in showing what they know during the final week of the unit with a mini-project. ESE students can have their SDI met through the various instructional pathways recommended during small group instruction using the Wonders Differentiated materials. Writing instruction is provided and includes both prompt based and text based writing opportunities.

Progress Monitoring

Assessment & Frequency
Wonders unit assessments are given to students every 6 weeks, for a total of 6 times per year. These assignments match the instruction taught in core. These unit assessments include both reading

Grade Levels: K-2

Progress Monitoring

based questions and writing in response to reading. Students also take the FAST-STAR assessment twice per year as progress monitoring prior to the final administration in spring.

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

Students should receive a score of a 70% or higher on the unit assessments for tier 1 instruction to be considered sufficient and/or receive FAST STAR assessment scores that are meeting or exceeding expectations.

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

Students scoring overall below 70% on their Wonders unit assessments AND scoring below expectations on the FAST-Star assessment during PM 1 and PM 2 would require the addition of Tier 2 interventions.

How is the effectiveness of Tier 1 instruction being monitored?

The effectiveness of Tier 1 instruction is monitored first by reviewing the FAST assessment data during PM 1 and 2 to ensure that students are moving closer to the benchmarks necessary to meet grade level expectations throughout the school year. Tier 1 instruction is also monitored through the use of the K-2 instructional guides. The instructional guides contain daily demonstrations of learning that can be used for teachers to determine how students are doing in relation to the benchmarks being taught in Tier 1 instruction. Teachers review student work during PLC/planning meetings to see how students are doing in relation to the benchmarks overall, and can adjust their instruction through the stacking of benchmarks and additional small group instruction. Small group instruction is built into the daily instructional frameworks, and teachers can use the Wonders differentiated materials to help reteach certain Tier 1 skills within grade level text. The unit assessment is given every 6 weeks and covers all benchmarks covered, so that teachers can continuously monitor their instruction in relation to student performance. Walk throughs are conducted at the school level to determine trends in instruction. Instructional priorities are established by each school as part of the school improvement process, and the walk throughs can identify the trend data to determine if these practices are being implemented and when used in conjunction with the tier 1 data, can determine the impact implementation has on student performance.

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?

Every school has a PSLT that is tasked with monitoring instruction at the various tiered levels. This problem solving team looks across a grade level or classroom at the tier 1 level, and based on data, asks teachers to hypothesize why students may be struggling with certain skills. The literacy leadership team, as part of the Instructional leadership team, reviews unit assessment data every 6 weeks and triangulates that data with the FAST data and other informal assessments to determine how students are performing. Walk throughs are conducted by administrators and this team, and based on these trends of instruction that could be impacting student performance in Tier 1 are identified. PLC's study the student work and look across classes to see if there is an issue overall as a grade level or within a specific classroom to provide support. Based on these procedures, professional development, support in planning by a district coach, school based coach or administrator. From here, the district team can create resources and/or provide professional development, embedded coaching or planning supports for schools.Other tools such as the district's Principles of Excellent Instruction and the instructional frameworks can be used as a guide to help determine where supports may be needed. For distance learning, it is necessary for schools to look at these resources and determine how they can be

Grade Levels: K-2

translated to a Canvas platform or a Teams session. In addition, schools must monitor the attendance data of students, and ensure there are multiple opportunities for students to show their learning through collaboration, online tools and electronic submission.

How is the effectiveness of Tier 1 curriculum being monitored?

The effectiveness of Tier 1 curriculum is monitored first by reviewing the FAST assessment data during PM 1 and 2 to ensure that students are moving closer to the benchmarks necessary to meet grade level expectations throughout the school year. Tier 1 instruction is also monitored through the use of the K-2 instructional guides. The instructional guides contain daily demonstrations of learning that can be used for teachers to determine how students are doing in relation to the benchmarks being taught in Tier 1 instruction. Teachers review student work during PLC/planning meetings to see how students are doing in relation to the benchmarks overall, and can adjust their instruction through the stacking of benchmarks and additional small group instruction. Small group instruction is built into the daily instructional frameworks, and teachers can use the Wonders differentiated materials to help reteach certain Tier 1 skills within grade level text. The unit assessment is given every 6 weeks and covers all benchmarks covered, so that teachers can continuously monitor their instruction in relation to student performance. The district literacy team participates in Impact reviews with administrators, coaches and regional superintendents at the schools. During this time, classrooms are visited and the level of implementation of the Tier 1 curriculum is determined. The district is able to address this at the school level, then compare it across the district level to determine its effectiveness based on both quantitative and qualitative data. In addition, survey are conducted with teachers in the grade level band to determine their insight into the effectiveness of Tier 1 Curriculum. Ongoing conversations with teachers, coaches, school administrators and regional superintendents through focus groups and school visits also provides insight into this area.

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

Every school has a PSLT that is tasked with monitoring instruction at the various tiered levels. This problem solving team looks across a grade level or classroom at the tier 1 level, and based on data, asks teachers to hypothesize why students may be struggling with certain skills. The literacy leadership team, as part of the Instructional leadership team, reviews unit assessment data every 6 weeks and triangulates that data with the FAST data and other informal assessments to determine how students are performing. Walk throughs are conducted by administrators and this team, and based on these trends of instruction that could be impacting student performance in Tier 1 are identified. PLC's study the student work and look across classes to see if there is an issue overall as a grade level or within a specific classroom to provide support. Based on these procedures, professional development, support in planning by a district coach, school based coach or administrator. Other tools such as the district's Principles of Excellent Instruction and the instructional frameworks can be used as a guide to help determine where supports may be needed. From here, the district team can create resources and/or provide professional development, embedded coaching or planning supports for schools. Sometimes it is also necessary to include additional resources in the instructional guides, such as specific structures for collaboration, or a specific scaffold for helping students meet a benchmark. For distance learning, it is necessary for schools to look at these resources and determine how they can be translated to a Canvas platform or a Teams session. In addition, schools must monitor the attendance data of students, and ensure there are multiple opportunities for students to show their learning through collaboration, online tools and electronic submission.

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

Grade Levels: K-2

The core curriculum is available through Canvas through both an LTM cartridge and through a direct SSO link. Teachers are trained to create courses in Canvas and provide access to these materials as well as post assignments that include writing/typing submissions, photographing work samples, participating in discussion questions and taking quizzes. In addition, students can complete their unit assessments and daily assignments in the McGraw Hiill platform. The district provides support to these students through paid tutors that meet with students online via Teams to assist with their work.

Grade Levels: 3-5

IF Student meets the following criteria at the beginning of the school year:
(Enter assessment criteria that will be used)

Students will need to meet or exceed the grade level expectations on the FAST-Cambium Assessment given at the beginning of the year, and /or have scored a level 3 or higher on the 2022 FSA administration.

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THEN TIER 1 Only

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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.

The core curriculum used in grades K-2 for literacy is Wonders by McGraw Hill. Wonders 2020 received all green ratings in edReports in the areas of text quality, building knowledge, usability and alignment. It is also on the approved state adopted materials list put out in 2021 by the Florida DOE. This program is a comprehensive core, and is used by the district with fidelity in accordance with 6A-6.053(1), F.A.C, The Wonders program for 3-5 aligns to the strategies presented in the ies practice guide. This includes teaching students about text structure to guide students to understanding, including opportunities for students to receive instruction around reading strategies and standards, opportunities and prompts for discussion, connected text to build students comprehension and excitement around reading and a range of texts that were selected to build upon each other within the course of a unit. Students are taught a wide range of comprehension skills, with a focus on summarizing and monitoring strategies. As presented at the summer Literacy Institute by Just Read! Florida, key practices of literacy instruction include explicit and systematic instruction, scaffolding, differentiated instruction and opportunities for corrective feedback to students. Wonders by McGraw Hill has all of these components built into the TE, with clear think alouds, questioning paths for scaffolding, text that systematically builds on content and in complexity and opportunities for differentiation with ELL and ESE prompts and suggested accommodations. Sample responses are also given so that teachers can provide immediate, actionable, corrective feedback to students. In addition, Wonders has aligned their foundational skills instruction to the science of reading, with a focused and systematic scope and sequence that is grounded in text. As outlined in the ies practice guide for 4th-9th grade intervention, there are opportunities for students to build decoding skills through the decoding of multisyllabic words, opportunities for repeated reading to support fluency, and weekly vocabulary instruction that includes both text based and academic language. The core program includes principles of UDL within the TE, such as engagement strategies at the beginning of every unit to build content knowledge and vocabulary through text reading and short videos, Units are arranged by topics of study, connected by an essential question, so that students can begin to build content knowledge. They are able to represent their thinking in various ways including writing in response to reading after each anchor text read, through graphic organizers and by responding to short prompts as they read the shared and anchor text. Learning goals and objectives are clearly laid out and students have a flexibility in showing what they know during the final week of the unit with a mini-project. ESE students can have their SDI met through the various instructional pathways recommended during small group instruction using the Wonders Differentiated materials. Writing instruction is provided and includes both prompt based and text based writing opportunities.

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Progress Monitoring

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Assessment & Frequency
Wonders unit assessments are given to students every 6 weeks, for a total of 6 times per year. These assignments match the instruction taught in core. In addition, students are also given the Wonders

Grade Levels: 3-5

Progress Monitoring
Progress Monitoring Assessments every two weeks, called Spotlight Checkpoints to monitor their performance in relation to the benchmarks taught.

Performance Criteria that indicates Tier 1 is sufficient for at least 80% of students
Students should receive a score of a 70% or higher on the unit assessments and/or Spotlight Checkpoints for tier 1 instruction to be considered sufficient.

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

Students should scoring below a 70% on the unit assessments and/or Spotlight Checkpoints are in need of additional Tier 2 interventions.

How is the effectiveness of Tier 1 instruction being monitored?

The effectiveness of Tier 1 instruction is monitored first by reviewing the FAST assessment data during PM 1 and 2 to ensure that students are moving closer to the benchmarks necessary to meet grade level expectations throughout the school year. Tier 1 instruction is also monitored through the use of the 3-5 instructional guides. The instructional guides contain daily demonstrations of learning that can be used for teachers to determine how students are doing in relation to the benchmarks being taught in Tier 1 instruction. Teachers review student work during PLC/planning meetings to see how students are doing in relation to the benchmarks overall, and can adjust their instruction through the stacking of benchmarks and additional small group instruction. Small group instruction is built into the daily instructional frameworks, and teachers can use the Wonders differentiated materials to help reteach certain Tier 1 skills within grade level text. The unit assessment is given every 6 weeks and covers all benchmarks covered, so that teachers can continuously monitor their instruction in relation to student performance. Walk throughs are conducted at the school level to determine trends in instruction. Instructional priorities are established by each school as part of the school improvement process, and the walk throughs can identify the trend data to determine if these practices are being implemented and when used in conjunction with the tier 1 data, can determine the impact implementation has on student performance.

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?

Every school has a PSLT that is tasked with monitoring instruction at the various tiered levels. This problem solving team looks across a grade level or classroom at the tier 1 level, and based on data, asks teachers to hypothesize why students may be struggling with certain skills. The literacy leadership team, as part of the Instructional leadership team, reviews unit assessment data every 6 weeks and triangulates that data with the FAST data and other informal assessments to determine how students are performing. Walk throughs are conducted by administrators and this team, and based on these trends of instruction that could be impacting student performance in Tier 1 are identified. PLC's study the student work and look across classes to see if there is an issue overall as a grade level or within a specific classroom to provide support. Based on these procedures, professional development, support in planning by a district coach, school based coach or administrator. From here, the district team can create resources and/or provide professional development, embedded coaching or planning supports for schools.Other tools such as the district's Principles of Excellent Instruction and the instructional frameworks can be used as a guide to help determine where supports may be needed. For distance learning, it is necessary for schools to look at these resources and determine how they can be translated to a Canvas platform or a Teams session. In addition, schools must monitor the attendance

Grade Levels: 3-5

data of students, and ensure there are multiple opportunities for students to show their learning through collaboration, online tools and electronic submission.

How is the effectiveness of Tier 1 curriculum being monitored?

The effectiveness of Tier 1 curriculum is monitored first by reviewing the FAST assessment data during PM 1 and 2 to ensure that students are moving closer to the benchmarks necessary to meet grade level expectations throughout the school year. Tier 1 instruction is also monitored through the use of the K-2 instructional guides. The instructional guides contain daily demonstrations of learning that can be used for teachers to determine how students are doing in relation to the benchmarks being taught in Tier 1 instruction. Teachers review student work during PLC/planning meetings to see how students are doing in relation to the benchmarks overall, and can adjust their instruction through the stacking of benchmarks and additional small group instruction. Small group instruction is built into the daily instructional frameworks, and teachers can use the Wonders differentiated materials to help reteach certain Tier 1 skills within grade level text. The unit assessment is given every 6 weeks and covers all benchmarks covered, so that teachers can continuously monitor their instruction in relation to student performance. The district literacy team participates in Impact reviews with administrators, coaches and regional superintendents at the schools. During this time, classrooms are visited and the level of implementation of the Tier 1 curriculum is determined. The district is able to address this at the school level, then compare it across the district level to determine its effectiveness based on both quantitative and qualitative data. In addition, survey are conducted with teachers in the grade level band to determine their insight into the effectiveness of Tier 1 Curriculum. Ongoing conversations with teachers, coaches, school administrators and regional superintendents through focus groups and school visits also provides insight into this area.

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

Every school has a PSLT that is tasked with monitoring instruction at the various tiered levels. This problem solving team looks across a grade level or classroom at the tier 1 level, and based on data, asks teachers to hypothesize why students may be struggling with certain skills. The literacy leadership team, as part of the Instructional leadership team, reviews unit assessment data every 6 weeks and triangulates that data with the FAST data and other informal assessments to determine how students are performing. Walk throughs are conducted by administrators and this team, and based on these trends of instruction that could be impacting student performance in Tier 1 are identified. PLC's study the student work and look across classes to see if there is an issue overall as a grade level or within a specific classroom to provide support. Based on these procedures, professional development, support in planning by a district coach, school based coach or administrator. Other tools such as the district's Principles of Excellent Instruction and the instructional frameworks can be used as a guide to help determine where supports may be needed. From here, the district team can create resources and/or provide professional development, embedded coaching or planning supports for schools. Sometimes it is also necessary to include additional resources in the instructional guides, such as specific structures for collaboration, or a specific scaffold for helping students meet a benchmark. For distance learning, it is necessary for schools to look at these resources and determine how they can be translated to a Canvas platform or a Teams session. In addition, schools must monitor the attendance data of students, and ensure there are multiple opportunities for students to show their learning through collaboration, online tools and electronic submission.

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

Grade Levels: 3-5

The core curriculum is available through Canvas through both an LTM cartridge and through a direct SSO link. Teachers are trained to create courses in Canvas and provide access to these materials as well as post assignments that include writing/typing submissions, photographing work samples, participating in discussion questions and taking quizzes. In addition, students can complete their unit assessments and daily assignments in the McGraw Hiill platform. The district provides support to these students through paid tutors that meet with students online via Teams to assist with their work.

Grade Levels: 6-12

IF Student meets the following criteria at the beginning of the school year:
(Enter assessment criteria that will be used)

Score at level 3 – 5 on the 2022 FSA ELA.

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 of our students in grades 6-12 will be enrolled in a core Language Arts course to receive initial instruction as indicated in Tier 1. In addition, all 6th grade students will be enrolled in a Tier 1 supplemental elective course focused on reading, titled Critical Thinking, Problem Solving, and Learning Strategies. All ELA courses will use Florida StudySync McGraw Hill as their Tier 1 core curriculum. The Integrated Reading and Writing section of StudySync is a blend of contemporary and classic literature from a variety of genres and time periods to ensure students build background and content knowledge as they engage in a series of close reading and thematic units with systematic, scaffolded, and differentiated instruction. Each lesson in StudySync's Core ELA units includes scaffolded support for four levels of English Language Learners (four proficiency levels—Beginning, Intermediate, Advanced, and Advanced High). These targeted scaffolds automatically appear with every digital assignment and feature supports that are specifically tailored to each activity or desired outcome in the lesson. Additionally, approaching and beyond grade-level learners also have access to scaffolds designed specifically for them.
In each unit, students will complete an Extended Writing Project (EWP) related to the genre focus for the unit. Students will write narrative, informative, and argumentative texts as well as a research project and text for an oral presentation. Students generate their writing in response to the reading they will complete during the unit, drawing on texts for inspiration or direct research. StudySync offers a variety of accessibility options, presentation customization options, content accommodation and modification, and instructional strategies to address the needs of students with disabilities. There is strong evidence that StudySync will meet the needs of all of our students. The Ed Report rating can be accessed using the link below.

McGraw Hill Florida StudySync – State Approved
Ed Reports Rating
Strong Evidence: In addition to our core instructional program, students in grades 6-8 ELA will receive instruction that implements High Yield Instructional Strategies per Hattie including: Comprehensive Instructional Program (.72), Transfer strategies (.86), Explicit Teaching (.57), Scaffolding (.82) and key strategies for adolescent learners including: Explicit Vocab Instruction, Direct and Explicit Strategy Instruction, Opportunities for discussion of text, Motivational and Engagement Strategies, and small group instruction targeted to student needs. These strategies have been embedded in the district's instructional guides for teachers to utilize when implementing Tier 1 instruction.

Progress Monitoring

Assessment & Frequency
F.A.S.T. Progress Monitoring PM1 and PM 2. (Florida State Assessment)

Performance Criteria that indicates Tier 1 is sufficient for at least 80% of students
At or above the proficiency level set forth by the district at the 40th percentile range.

Grade Levels: 6-12

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Progress Monitoring

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

Students scoring below 40th percentile ranking are in need of
additional Tier 2 interventions. Teachers will use these assessments as well as district progress monitoring tools to determine necessary small group and benchmark-based instruction for students.

How is the effectiveness of Tier 1 instruction being monitored?

District leadership along with content supervisors, District Resource Teachers, Coaches, School Administrators, and Literacy Leadership Teams will conduct classroom walkthroughs to evaluate whether Tier 1 instruction is being implemented with fidelity and is aligned to grade-level B.E.S.T. ELA Standards and Benchmarks. In addition to walkthrough and observational data, effectiveness will be analyzed by triangulating multiple sources of data to include state, district, and school-based assessments and progress monitoring tools. Site-based PLCs will look at data and student work samples to determine student, grade-level, and school-wide needs.

District literacy leaders will also engage in scoring and calibration of student samples from our curriculum's Extended Writing Projects as well as district writing assessments (baseline and midyear

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?

As evidence is collected, Supervisors and District Resource Teachers will be deployed to support leaders and teachers through side-by-side coaching, professional learning community support, professional development for schools and content teams, and progress monitoring through our state and district progress monitoring tools.

Student meets the following criteria at beginning of school year:

Initial Placement into Tier 2 Reading courses based upon the FSA ELA scale scores criteria listed below:
6th grade: 273-320
7th grade: 276-325
8th grade: 284-332

How is the effectiveness of Tier 1 curriculum being monitored?

The district team reviewed the core curriculum and have created benchmark aligned text studies using the BEST text list as well as created benchmark aligned questions for these texts. Additional novel studies were created that aligned to the topics of study within StudySync and give students a wide variety of authors and characters from which to read and learn. The effectiveness of the curriculum will be monitored through district and site based walk throughs as well as through the analysis of student performance and growth on end of unit assessments and benchmark forms. Progress monitoring data should indicate whether students are demonstrating growth on all three reporting categories: Reading prose and poetry, Reading informational text, Reading across genres and vocabulary.

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

Grade Levels: 6-12

The site based ELA departments will engage in district provided PLC protocols to determine if students are making appropriate gains/growth using the core curriculum. The literacy leadership team, as part of the Instructional leadership team, reviews unit assessment data every 6 weeks and triangulates that data with the FAST data and other informal assessments to determine how students are performing. Walk throughs are conducted by administrators and this team, and based on these trends of instruction that could be impacting student performance in Tier 1 are identified. PLC's study the student work and look across classes to see if there is an issue overall as a grade level or within a specific classroom to provide support. Based on these procedures, professional development, support in planning by a district coach, school based coach or administrator. Other tools such as the district's Principles of Excellent Instruction and the instructional frameworks can be used as a guide to help determine where supports may be needed. From here, the district team can create resources and/or provide professional development, embedded coaching or planning supports for schools. Sometimes it is also necessary to include additional resources in the instructional guides, such as specific structures for collaboration, or a specific scaffold for helping students meet a benchmark. For distance learning, it is necessary for schools to look at these resources and determine how they can be translated to a Canvas platform or a Teams session. In addition, schools must monitor the attendance data of students, and ensure there are multiple opportunities for students to show their learning through collaboration, online tools and electronic submission.

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

The core curriculum is available through Canvas through both an LTI and through a direct SSO link. Teachers are trained to import content into their courses in Canvas and provide access to these materials as well as post assignments that include writing/typing submissions, photographing work samples, participating in discussion questions and taking quizzes. In addition, students can complete their unit assessments and daily assignments in the McGraw Hill platform. The district provides support to these students through Paper tutoring interacting digitally with students to assist with their work.

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-2

IF Student meets the following criteria at the beginning of the school year:
(Enter assessment criteria that will be used)

Students scoring in the approaching expectations range on the initial administration of the FAST-STAR early literacy and/or reading assessment

THEN TIER 1 Instruction and TIER 2 Interventions

Progress Monitoring

Tier 2 Programs/Materials/Strategies & Duration

Tier 2 instruction is based upon strategies in ies practice guide. Instruction should be explicit, systematic, and scaffolding, providing opportunity for corrective feedback to students and differentiation, when needed. An example of Tier 3 instructionWonders Tier 2 Resource materials for phonological awareness, phonics, word study, fluency, and/or comprehension lessons. provided to students an additional 15 minutes per day at least 3 days per week in addition to instruction using Wonders Differentiated instruction resources for 15 minutes per day at least 2-3 days per week. These materials contain ESE/ESOL scaffolds and accommodations.

Assessment & Frequency

The assessments are given at the end of every 10 lessons, which averages to every 2-3 weeks of instruction.

Performance Criteria to discontinue Tier 2 interventions

Students need to score above 70% on the assessments that are part of the Wonders Tier 2 resource materials, as well as show improvements leading to a score of a 70% or higher on the Wonders unit assessments in order to discontinue tier 2 interventions.

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

Students need to score above 70% on the assessments that are part of the Wonders Tier 2 resource materials, but may not score at the 70% or higher on the Wonders unit assessments, thus still needing a continuation of Tier 2 interventions, in addition to Tier 1 instruction.

Performance Criteria that prompts the addition of Tier 3 interventions

Students scoring consistently below 70% on the assessments that are a part of the Wonders tier 2 resource AND below 70% on the Wonders unit assessments will need additional Tier 3 interventions.

Number of times per week intervention provided

The Wonders Tier 2 resources are provided 2-3 times per week.

Number of minutes per intervention session

15 minutes per session.

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?

The Tier 2 interventions for students are determined based upon students response to core instruction, using both the Wonders unit assessments and the FAST-STAR assessment as measures. The Star assessment breaks the data down by area of need-phonological awareness, phonics, vocab and

Grade Levels: k-2

comprehension, while the unit assessment includes progress monitoring around the same areas, but aligns them to specifically what was taught. In addition, the instructional guides provided by the district include additional assessment measures that are informal in nature that can be given to determine student need. This ensures that is aligned to the core instruction as well as curriculum. To identify and problem solve around the effectiveness of Tier 2 intervention, the PSLT team is engaged. it begins with a look of the initial data of the students and determination of what that data shows is a need. From there, the appropriate intervention is determined and scheduled as a part of the teachers' block of small group instruction. Data is collected every 3 weeks to measure student progress specifically in the area that students are receiving the intervention, and the PSLT team reviews the progress monitoring data to see if there is growth. Fidelity checks on the intervention are also conducted to ensure that it is being provided at the appropriate intensity, frequency and duration. During this fidelity check, it is looked at to see if the students are first being provided an intervention in the area of reading where they show need, and then to see if the instruction is explicit, including teacher model, following a specific and clear structure and routine, systematic in that it builds upon a true scope and sequence in the area of foundational skills and allows for the students to practice independently and receive corrective feedback. The time of the intervention is also monitored, verifying that it is outside of the time allotted to core, Tier 1 instruction. Through the use of PLC and planning sessions, identified issues and ongoing data collection are monitored and discussed and decisions to continue/discontinue tier 2 are made. The same process is completed for distance learning students, and the intervention must be provided in a smaller group in an online setting. Progress monitoring data is collected orally rather than written, but the fidelity checks occur in this online setting.

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

The Tier 2 resources from Wonders are a part of the core program, which received all green ratings on edreports and are part of the approved state adoption list. In addition, they are aligned to the aspects of the science of reading, and include practices that have strong and moderate evidence as outlined in the ies practice guide for foundational skills. The practices include developing the connection between speech and letters/words through phonological awareness instruction, instruction around decoding of words, including the connection between reading and writing of the words, instruction around the analysis of word parts and teaching the skills/strategies in connected text, including decodable readers. These resources connect to the instructional routines found in Wonders, and also align to the Just Read! Florida recommendations of explicit instruction, with scaffolding and opportunities for practice with corrective feedback through the use of gradual release model.

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

For distance learning, it is necessary for schools to look at these resources and determine how they can be translated to a Canvas platform or a Teams session. In addition, schools must monitor the attendance data of students, and ensure there are multiple opportunities for students to show their learning through collaboration, online tools and electronic submission, as well as in a small setting for oral response when appropriate. the materials themselves can be integrated into Canvas for students to be able to read and manipulate. Manipulatives such as letters, dry erase boards, elkonin boxes, etc may have to be provided to students electronically, and students may need to use the McGraw Hill site to take assessments and complete assignments.

Grade Levels: 3-5

IF Student meets the following criteria at the beginning of the school year:
(Enter assessment criteria that will be used)

If a student falls below the meeting expectations criteria on the FAST-Cambium assessment PM 1 Assessment or was in the bucket 1.2-2.2 range on the 2022 FSA assessment

THEN TIER 1 Instruction and TIER 2 Interventions

Progress Monitoring

Tier 2 Programs/Materials/Strategies & Duration

Tier 2 instruction is based upon strategies in ies practice guide for foundational skills. Instruction should be explicit, systematic, and scaffolding, providing opportunity for corrective feedback to students and differentiation when needed. An example of Tier 2 instruction are the Wonders Tier 2 Resource materials for phonological awareness, phonics, word study, fluency, and/or comprehension lessons. provided to students an additional 15 minutes per day at least 3 days per week. these lessons work in conjunction with Wonders Differentiated small group instruction lessons provided to students at varying levels of text complexity and skill levels. These materials contain ESE/ESOL scaffolds and accommodations.

Assessment & Frequency

The assessments are given at the end of every 10 lessons, which averages to every 2-3 weeks of instruction

Performance Criteria to discontinue Tier 2 interventions

Students need to score above 70% on the assessments that are part of the Wonders Tier 2 resource materials, as well as show improvements leading to a score of a 70% or higher on the Wonders unit assessments and/or Spotlight checkpoints in order to discontinue tier 2 interventions.

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

Students need to score above 70% on the assessments that are part of the Wonders Tier 2 resource materials, but may not score at the 70% or higher on the Wonders unit assessments and/or Spotlight Checkpoints, thus still needing a continuation of Tier 2 interventions, in addition to Tier 1 instruction.

Performance Criteria that prompts the addition of Tier 3 interventions

Students scoring consistently below 70% on the assessments that are a part of the Wonders tier 2 resource AND below 70% on the Wonders unit assessments and/or Spotlight Checkpoints will need additional Tier 3 interventions.

Number of times per week intervention provided

This intervention is provided 2-3 times per week.

Number of minutes per intervention session

15 minutes per session.

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: 3-5

The Tier 2 interventions for students are determined based upon students response to core instruction, using both the Wonders unit assessments and the FAST-STAR assessment as measures. The Star assessment breaks the data down by area of need-phonological awareness, phonics, vocab and comprehension, while the unit assessment includes progress monitoring around the same areas, but aligns them to specifically what was taught. In addition, the instructional guides provided by the district include additional assessment measures that are informal in nature that can be given to determine student need. This ensures that is aligned to the core instruction as well as curriculum. To identify and problem solve around the effectiveness of Tier 2 intervention, the PSLT team is engaged. it begins with a look of the initial data of the students and determination of what area that data shows is a need. From there, the appropriate intervention is determined and scheduled as a part of the teachers' block of small group instruction. Data is collected every 3 weeks to measure student progress specifically in the area that students are receiving the intervention, and the PSLT team reviews the progress monitoring data to see if there is growth. Fidelity checks on the intervention are also conducted to ensure that it is being provided at the appropriate intensity, frequency and duration. During this fidelity check, it is looked at to see if the students are first being provided an intervention in the area of reading where they show need, and then to see if the instruction is explicit, including teacher model, following a specific and clear structure and routine, systematic in that it builds upon a true scope and sequence in the area of foundational skills and allows for the students to practice independently and receive corrective feedback. The time of the intervention is also monitored, verifying that it is outside of the time allotted to core, Tier 1 instruction. Through the use of PLC and planning sessions, identified issues and ongoing data collection are monitored and discussed and decisions to continue/discontinue tier 2 are made. The same process is completed for distance learning students, and the intervention must be provided in a smaller group in an online setting. Progress monitoring data is collected orally rather than written, but the fidelity checks occur in this online setting.

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

The Tier 2 resources from Wonders are a part of the core program, which received all green ratings on edreports and are part of the approved state adoption list. In addition, they are aligned to the aspects of the science of reading, and include practices that have strong and moderate evidence as outlined in the ies practice guides. The practices include developing the connection between speech and letters/words through phonological awareness instruction, instruction around decoding of words, including the connection between reading and writing of the words, instruction around the analysis of word parts and teaching the skills/strategies in connected text, including decodable readers. For students in 4th and 5th grade, emphasis shifts to multisyllabic words and the reading and summarizing of grade level, complex text. These resources connect to the instructional routines found in Wonders, and also align to the Just Read! Florida recommendations of explicit instruction, with scaffolding and opportunities for practice with corrective feedback through the use of gradual release model.

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

For distance learning, it is necessary for schools to look at these resources and determine how they can be translated to a Canvas platform or a Teams session. In addition, schools must monitor the attendance data of students, and ensure there are multiple opportunities for students to show their learning through collaboration, online tools and electronic submission, as well as in a small setting for oral response when appropriate. the materials themselves can be integrated into Canvas for students to be able to read and manipulate. Manipulatives such as letters, dry erase boards, elkonin boxes, etc

Grade Levels: 3-5

may have to be provided to students electronically, and students may need to use the McGraw Hill site to take assessments and complete assignments.

Grade Levels: 6 12

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

(Enter assessment criteria that will be used)

6th grade: 273-320
7th grade: 276-325
8th grade: 284-332
9th Grade: 290-336
10th Grade: 294-342
11th Grade:301-349
12th Grade: 301-349

THEN TIER 1 Instruction and TIER 2 Interventions

Progress Monitoring

Tier 2 Programs/Materials/Strategies & Duration

McGraw Hill Florida StudySync
Each lesson in StudySync's Core ELA units includes scaffolded support and strategies for four levels of English Language Learners (four proficiency levels—Beginning, Intermediate, Advanced, and Advanced High). These targeted scaffolds and strategies are matched to student need automatically appear with every digital assignment. They feature supports that are specifically tailored to each activity or desired outcome in the lesson. StudySync also offers a variety of accessibility options, presentation customization options, content accommodation and modification, and instructional strategies to address the needs of students with disabilities.
Additional strategies and lesson address our B.E.S.T. Foundational Skills benchmarks can be found inf McGraw Hill's Phonics and Word Study Teacher's Edition - this component provides explicit teaching and practice of discrete skills. The lessons are
organized into the following sections:
• Routines
• Complex Vowels
• Suffixes
• Readiness Skills
• Blends
• Syllabication
• Short Vowels
• Prefixes
• Word Parts and Origins

Assessment & Frequency
Program Embedded Assessments: McGraw Hill Readiness Screener and Diagnostic will be administered at the beginning of the school year in all reading classes, including Intensive Reading.

Performance Criteria to discontinue Tier 2 interventions

Students performing on-track for grade-level mastery (65% or higher) or beyond will continue Tier 1 instruction as designed.

Performance Criteria indicating continuation of Tier 2 interventions in addition to Tier 1 instruction
Students scoring as approaching grade-level mastery (50% - 65%) will receive additional scaffolded instruction and utilize the Foundational Skills lessons provided by McGraw Hill.

Performance Criteria that prompts the addition of Tier 3 interventions

Students scoring as for below grade-level mastery (50% and below) will receive Intensified instruction

Grade Levels: 6 12

by increasing frequency and reducing group size through frequent teacher-led small groups using core instruction and foundational skills lessons.

Progress Monitoring

Tier 2 Programs/Materials/Strategies & Duration

Language! Live by Voyager Sopris – State Approved
LANGUAGE! Live® is a comprehensive literacy intervention for struggling students in grades 6–12. With a blended approach, LANGUAGE! Live's' instruction reinforces the literacy foundations students need while strategically using authentic text to engage and accelerate them to grade-level proficiency. Duration will be based on program progress as well as additional progress monitoring data.

Assessment & Frequency

Language! Live Program Assessments:
Benchmark Test- administered three times a year, Baseline/Summative Assessments as the initial/final assessments for each level, and other progress monitoring assessment.

Performance Criteria to discontinue Tier 2 interventions

As students progress to performing on grade level expectations, small group instruction will shift from remediation using Language! Live to acceleration with McGraw Hill Florida StudySync.

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

Small but consistent growth in Language Live! and other common curriculum assessment measures, including teacher-led small group instruction.

Performance Criteria that prompts the addition of Tier 3 interventions

Lack of adequate or consistent growth on Language Live! and other common curriculum assessment measures despite teacher-led small group instruction.

Number of times per week intervention provided

1-2

Number of minutes per intervention session

45 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?

District leadership along with content supervisors, District Resource Teachers, School Administrators, and site-based coaches will conduct classroom walkthroughs to evaluate whether instruction is aligned to grade-level standards. Data analysis will include the triangulation of multiple sources. As evidence is collected, supervisors, District Resource Teachers, and Coaches will be deployed to support leaders and teachers through side-by-side coaching, professional learning community support, and professional development for schools and content teams. In addition, more diagnostic assessments such as the DAR-2 and UPAR can also be administered to determine specific targeted needs and help the problem-solving team plan for appropriate accommodation and interventions.

Grade Levels: 6 12

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

Voyager Sopris Language Live – ESSR evidence present on WWC.

Grades 6-8 Reading: Implementation of High Yield Instructional Strategies per Hattie including: Comprehensive Instructional Program (.72), Transfer strategies (.86), Explicit Teaching (.57), Scaffolding (.82) and key strategies for adolescent learners including: Explicit Vocab Instruction, Direct and Explicit Strategy Instruction, Opportunities for discussion of text, Motivational and Engagement Strategies, and small group instruction targeted to student needs.

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

The curriculum is available through Canvas through both an LTI and through a direct SSO link. Teachers are trained to import content into their courses in Canvas and provide access to these materials as well as post assignments that include writing/typing submissions, photographing work samples, participating in discussion questions and taking quizzes. In addition, students can complete their unit assessments and daily assignments in the McGraw Hill platform. The district provides support to these students through Paper tutoring interacting digitally with students to assist with their work.

[enter grade levels]

[enter grade levels]

[enter grade levels]

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-2

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

(Enter assessment criteria that will be used)

if a student scores in the lowest range on the FAST-STAR early literacy or Reading assessment or was retained for the 2022-23 school year

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

Progress Monitoring

Tier 3 Programs/Materials/Strategies & Duration

SIPPS instruction using the appropriate level kit based upon the placement assessment given to students. This program provides explicit, systematic instruction in phonological awareness and phonics and can be used in conjunction with the Wonders materials. The instruction is provided for 15-20 minutes 3-4 times per week. These resources include options for accommodations and scaffolding for ELL and ESE students.

Assessment & Frequency

The progress monitoring assessment is provided at the end of every 5 or ten lessons depending on the level of the child. this averages to every 2-3 times per week.

Performance Criteria to discontinue Tier 3 interventions

Students must consistently score at or above an 80% on their progress monitoring assessments in order for Tier 3 interventions to be discontinued.

Performance Criteria indicating continuation of Tier 3 interventions

When students score below an 80% consistently on the SIPPS progress monitoring assessments, continuation of Tier 3 must occur.

Performance Criteria that prompts intensified Tier 3 interventions

Students scoring below a 60% on the progress monitoring assessments from SIPPS call for an intensified Tier 3 intervention or a change in intervention.

Progress Monitoring

Tier 3 Programs/Materials/Strategies & Duration

Wonders Tier 3 Foundational Skills Practice can be given to students not meeting expectations in their Tier 2 instruction. The Wonders Placement and diagnostic assessment can be given to students to determine their need and additional instruction using the Tier 3 materials, along with the Wonders resources within the differentiated materials provided to students for 20 minutes daily 3-4 times per week. These resources include options for accommodations and scaffolding for ELL and ESE students.

Assessment & Frequency

The progress monitoring is provided to students every 2 weeks using either the Wonders Placement and Diagnostic Assessment , the Wonders Fluency Probes or the easy CBM assessment components.

Performance Criteria to discontinue Tier 3 interventions

Students must be at the 70% range on the Wonders Placement and Diagnostic Assessment, or above the 50th percentile on the Wonders Fluency probe or the corresponding easy CBM assessment

Performance Criteria indicating continuation of Tier 3 interventions

Students must preform below the 70% range on the Wonders Placement and Diagnostic

Grade Levels: K-2

Progress Monitoring
Assessment, or below the 50th percentile on the Wonders Fluency Probe or the corresponding easy CBM assessment.

Performance Criteria that prompts intensified Tier 3 interventions

Students scoring below a 40% on the Wonders Placement or Diagnostic or below the 25th percentile on the Wonders Fluency Probes or the corresponding easy CBM assessment need intensified or modified Tier interventions.

Number of times per week intervention provided

This intervention is provided 3-4 times weekly.

Number of minutes per intervention session

Each intervention session is 15-20 minutes long.

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

The Tier 3 interventions for students are determined based upon students response to core instruction, using both the Wonders unit assessments and the FAST-STAR assessment as measures. The Star assessment breaks the data down by area of need-phonological awareness, phonics, vocab and comprehension, while the unit assessment includes progress monitoring around the same areas, but aligns them to specifically what was taught. Students should also be participating in Tier 2 instruction and taking the assessments given every ten lessons, showing minimal progress in their work and responses. In addition, the instructional guides provided by the district include additional assessment measures that are informal in nature that can be given to determine student need. This ensures that is aligned to the core instruction as well as curriculum. To identify and problem solve around the effectiveness of Tier 3 intervention, the PSLT team is engaged. it begins with a look of the initial data of the students and determination of what that data shows is a need. Data points from both Tier 2 and Tier 1 are triangulated. From there, the appropriate intervention is determined and scheduled as a part of the teachers' block of small group instruction. It is verified that the teacher providing the intervention is endorsed or certifiedData is collected every 2 weeks to measure student progress specifically in the area that students are receiving the intervention, and the PSLT team reviews the progress monitoring data to see if there is growth. Fidelity checks on the intervention are also conducted to ensure that it is being provided at the appropriate intensity, frequency and duration. During this fidelity check, it is looked at to see if the students are first being provided an intervention in the area of reading where they show need, and then to see if the instruction is explicit, including teacher model, following a specific and clear structure and routine, systematic in that it builds upon a true scope and sequence in the area of foundational skills and allows for the students to practice independently and receive corrective feedback. The time of the intervention is also monitored, verifying that it is outside of the time allotted to core, Tier 1 instruction. Through the use of PLC and planning sessions, identified issues and ongoing data collection are monitored and discussed and decisions to continue/discontinue tier 3 are made. The same process is completed for distance learning students, and the intervention must be provided in a smaller group in an online setting. Progress monitoring data is collected orally rather than written, but the fidelity checks occur in this online setting.

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

Grade Levels: K-2

The programs are aligned to the aspects of the science of reading, and includes practices that have strong and moderate evidence as outlined in the ies practice guide for k-3 foundational skills. The practices include developing the connection between speech and letters/words through phonological awareness instruction, instruction around decoding of words, including the connection between reading and writing of the words, instruction around the analysis of word parts and teaching the skills/strategies in connected text, including decodable readers. This resource utilizes a consistent routine daily with which to instruct students, and provides visual and auditory supports for both ELL And ESE learners. Both Wonders Tier 3 resources and SiPPS align to the Just Read! Florida recommendations of explicit instruction, with scaffolding and opportunities for practice with corrective feedback through the use of gradual release model. In addition, the foundational skills taught are then connected back to text through decodable text and writing activities.

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

For distance learning, it is necessary for schools to look at these resources and determine how they can be translated to a Canvas platform or a Teams session. In addition, schools must monitor the attendance data of students, and ensure there are multiple opportunities for students to show their learning through collaboration, online tools and electronic submission, as well as in a small setting for oral response when appropriate. the materials themselves can be integrated into Canvas for students to be able to read and manipulate. Manipulatives such as letters, dry erase boards, elkonin boxes, etc may have to be provided to students electronically, as would access to decodable texts.

Grade Levels: 3-5

IF Student meets the following criteria at the beginning of the school year:
(Enter assessment criteria that will be used)

Students scoring at the lowest range on the FAST-Cambium assessment PM 1 or was a level 1.1 on the 2022 FSA or was retained for the 2022-23 school year

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

Tier 3 Programs/Materials/Strategies & Duration

Tier 3 instruction is based upon strategies in ies practice guide for grade 4-9 and K-3 foundational skills.
Instruction should be explicit, systematic, and scaffolding, providing opportunity for corrective feedback to students and differentiation, when needed. An example of Tier 3 instruction are Wonders Tier 3 Foundational Skills Practice can be given to students not meeting expectations in their Tier 2 instruction. The Wonders Placement and diagnostic assessment can be given to students to determine their need and additional instruction using the Tier 3 materials, along with the Wonders resources within the differentiated materials provided to students for 20 minutes daily 3-4 times per week. These resources include options for accommodations and scaffolding for ELL and ESE students.

Assessment & Frequency

The progress monitoring is provided to students every 2 weeks using either the Wonders Fluency Probe or the corresponding easy CBM assessment components.

Performance Criteria to discontinue Tier 3 interventions

Students must be above the 50th percentile range on the Wonders Fluency Probe and/or the corresponding easy CBM assessment.

Performance Criteria indicating continuation of Tier 3 interventions

Students must perform below the 50th percentile range on the Wonders Fluency Probe and/or the corresponding easy CBM assessment.

Performance Criteria that prompts intensified Tier 3 interventions

Students scoring below the 25th percentile on the Wonders Fluency Probe and/or the corresponding easy CBM assessment need intensified or modified Tier interventions.

Number of times per week intervention provided

3-4 times per week.

Number of minutes per intervention session

15-20 minutes per session.

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

The Tier 3 interventions for students are determined based upon students response to core instruction, using both the Wonders unit assessments and the FAST-STAR assessment as measures. The Star assessment breaks the data down by area of need-phonological awareness, phonics, vocab and

Grade Levels: 3-5

comprehension, while the unit assessment includes progress monitoring around the same areas, but aligns them to specifically what was taught. Students should also be participating in Tier 2 instruction and taking the assessments given every ten lessons, showing minimal progress in their work and responses. In addition, the instructional guides provided by the district include additional assessment measures that are informal in nature that can be given to determine student need. This ensures that is aligned to the core instruction as well as curriculum. To identify and problem solve around the effectiveness of Tier 3 intervention, the PSLT team is engaged. it begins with a look of the initial data of the students and determination of what that data shows is a need. Data points from both Tier 2 and Tier 1 are triangulated. From there, the appropriate intervention is determined and scheduled as a part of the teachers' block of small group instruction. It is verified that the teacher providing the intervention is endorsed or certified. Data is collected every 2 weeks to measure student progress specifically in the area that students are receiving the intervention, and the PSLT team reviews the progress monitoring data to see if there is growth. Fidelity checks on the intervention are also conducted to ensure that it is being provided at the appropriate intensity, frequency and duration. During this fidelity check, it is looked at to see if the students are first being provided an intervention in the area of reading where they show need, and then to see if the instruction is explicit, including teacher model, following a specific and clear structure and routine, systematic in that it builds upon a true scope and sequence in the area of foundational skills and allows for the students to practice independently and receive corrective feedback. The time of the intervention is also monitored, verifying that it is outside of the time allotted to core, Tier 1 instruction. Through the use of PLC and planning sessions, identified issues and ongoing data collection are monitored and discussed and decisions to continue/discontinue tier 3 are made. The same process is completed for distance learning students, and the intervention must be provided in a smaller group in an online setting. Progress monitoring data is collected orally rather than written, but the fidelity checks occur in this online setting.

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

The programs are aligned to the aspects of the science of reading, and includes practices that have strong and moderate evidence as outlined in the ies practice guide. The practices include developing the connection between speech and letters/words through phonological awareness instruction, instruction around decoding of words, including the connection between reading and writing of the words, instruction around the analysis of word parts and teaching the skills/strategies in connected text, including decodable readers. This resource utilizes a consistent routine daily with which to instruct students, and provides visual and auditory supports for both ELL And ESE learners. Both Wonders Tier 3 resources and SiPPS align to the Just Read! Florida recommendations of explicit instruction, with scaffolding and opportunities for practice with corrective feedback through the use of gradual release model. In addition, the foundational skills taught are then connected back to text through decodable text and writing activities.

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

For distance learning, it is necessary for schools to look at these resources and determine how they can be translated to a Canvas platform or a Teams session. In addition, schools must monitor the attendance data of students, and ensure there are multiple opportunities for students to show their learning through collaboration, online tools and electronic submission, as well as in a small setting for oral response when appropriate. the materials themselves can be integrated into Canvas for students to be able to read and manipulate. Manipulatives such as letters, dry erase boards, elkonin boxes, etc may have to be provided to students electronically, as would access to decodable texts.

Grade Levels: 6-12

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

(Enter assessment criteria that will be used)

Developmental Scale Scores on the 2022 FSA:
6th grade: 257-272
7th grade: 259-275
8th grade: 267-283
9th grade: 274-289
0th grade: 276-293
11th grade: 284-300
12th grade: 284-300

OR
In the lowest performance level, in a 1.1 range, on the FAST-Cambium Assessment PM !.

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

Progress Monitoring

Tier 3 Programs/Materials/Strategies & Duration
LANGUAGE! Live® is a comprehensive literacy intervention for struggling students in grades 6–12. With a blended approach, LANGUAGE! Live's' instruction reinforces the literacy foundations students need while strategically using authentic text to engage and accelerate them to grade-level proficiency. Duration will be based on program progress as well as additional progress monitoring data.

Assessment & Frequency
Language! Live Program Assessments:
Benchmark Test- administered three times a year, Baseline/Summative Assessments as the initial/ final assessments for each level, and other progress monitoring assessment.

Performance Criteria to discontinue Tier 3 interventions
As students progress to performing on grade level expectations, small group instruction will shift from remediation using Language! Live to acceleration with McGraw Hill Florida StudySync.

Performance Criteria indicating continuation of Tier 3 interventions
Small but consistent growth in Language! Live!and other common curriculum assessment measures, including teacher-led small group instruction.

Performance Criteria that prompts intensified Tier 3 interventions
Students not making growth using Language! Live will need additional interventions.

Progress Monitoring

Tier 3 Programs/Materials/Strategies & Duration
Intensive Reading Core Curriculum:
McGraw Hill Florida StudySync
Each lesson in StudySync's Core ELA units includes scaffolded support and strategies for four levels of English Language Learners (four proficiency levels—Beginning, Intermediate, Advanced, and Advanced High). These targeted scaffolds and strategies are matched to student need automatically appear with every digital assignment. They feature supports that are specifically tailored to each activity or desired outcome in the lesson. StudySync also offers a variety of accessibility options, presentation customization options, content accommodation and modification, and instructional strategies to address the needs of students with disabilities.
Additional strategies and lesson address our B.E.S.T. Foundational Skills benchmarks can be found

Grade Levels: 6-12

Progress Monitoring

inf McGraw Hill's Phonics and Word Study Teacher's Edition - this component provides explicit teaching and practice of discrete skills. The lessons are
organized into the following sections:
• Routines
• Complex Vowels
• Suffixes
• Readiness Skills
• Blends
• Syllabication
• Short Vowels
• Prefixes
• Word Parts and Origins

Assessment & Frequency

Program Embedded Assessments: McGraw Hill Readiness Screener and Diagnostic will be administered at the beginning of the school year in all reading classes, including Intensive Reading.

Performance Criteria to discontinue Tier 3 interventions

Students performing on-track for grade-level mastery (65% or higher) or beyond will continue Tier 1 instruction as designed.

Performance Criteria indicating continuation of Tier 3 interventions

Students scoring as approaching grade-level mastery (50% - 65%) will receive additional scaffolded instruction and utilize the Foundational Skills lessons provided by McGraw Hill.

Performance Criteria that prompts intensified Tier 3 interventions

Students not approaching grade level mastery will need intensified Tier 3 interventions.

Progress Monitoring

Tier 3 Programs/Materials/Strategies & Duration

Grades 6-8 Reading: Implementation of High Yield Instructional Strategies per Hattie including: Comprehensive Instructional Program (.72), Transfer strategies (.86), Explicit Teaching (.57), Scaffolding (.82) and key strategies for adolescent learners including: Explicit Vocab Instruction, Direct and Explicit Strategy Instruction, Opportunities for discussion of text, Motivational and Engagement Strategies, and small group instruction targeted to student needs using McGraw Hill Florida StudySync, Language! Live, Rewards and Six Minute Solutions.

Assessment & Frequency

Curriculum based diagnostic and screener for McGraw Hill and/or Language Live!

Performance Criteria to discontinue Tier 3 interventions

As students progress to performing on grade level expectations, small group instruction will shift from remediation to acceleration.

Performance Criteria indicating continuation of Tier 3 interventions

Small but consistent growth in Language Live! and other common curriculum assessment measures, including teacher-led small group instruction

Performance Criteria that prompts intensified Tier 3 interventions

Lack of growth in other curriculum programs and assessment measures including teacher-led small group instruction will prompt intensified Tier 3 interventions.

Grade Levels: 6-12

Number of times per week intervention provided

1-2 times per week.

Number of minutes per intervention session

45 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?

District leadership along with content supervisors, District Resource Teachers, School Administrators, and site-based coaches will conduct classroom walkthroughs to evaluate whether instruction is aligned to grade-level standards. Data analysis will include the triangulation of multiple sources. As evidence is collected, supervisors, District Resource Teachers, and Coaches will be deployed to support leaders and teachers through side-by-side coaching, professional learning community support, and professional development for schools and content teams. In addition, more diagnostic assessments such as the DAR-2 and UPAR can also be administered to determine specific targeted needs and help the problem-solving team plan for appropriate accommodation and interventions.

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

Voyager Sopris Language Live – ESSR evidence present on WWC.

Grades 6-8 Reading: Implementation of High Yield Instructional Strategies per Hattie including: Comprehensive Instructional Program (.72), Transfer strategies (.86), Explicit Teaching (.57), Scaffolding (.82) and key strategies for adolescent learners including: Explicit Vocab Instruction, Direct and Explicit Strategy Instruction, Opportunities for discussion of text, Motivational and Engagement Strategies, and small group instruction targeted to student needs.

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

The core curriculum is available through Canvas through both an LTI and through a direct SSO link. Teachers are trained to import content into their courses in Canvas and provide access to these materials as well as post assignments that include writing/typing submissions, photographing work samples, participating in discussion questions and taking quizzes. In addition, students can complete their unit assessments and daily assignments in the McGraw Hill platform. The district provides support to these students through Paper tutoring interacting digitally with students to assist with their work.

[enter grade levels]

[enter grade levels]

[enter grade levels]

[enter grade levels]

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.

The district works as a team with the MTSS department and assessment department to determine the assessments that will be either "required" of all students or used as progress monitoring tools for teachers to monitor learning in relation to the whole group and small group instruction provided to students. From there, using the guidelines supported by the publishers, cut scores are developed and the MTSS triangulation tree is created. This tree is then shared with teachers and administrators across the district and provides clear guidance and data points for schools to use to determine which students have a substantial deficiency. First, data from the end of year assessments and retention data is used, as students who are currently retained or scored at the lowest benchmark are identified as having a substantial deficiency. In August/September, the first assessment used is the state FAST assessment-Cambium or STAR, depending on the grade level. Students are also given their first unit assessment aligned to the Core curriculum, either Wonders (K-5) or StudySync (6-12). This data point, along with the state assessment is used to determine if a student is meeting grade level expectations (proficient) or needing additional instruction (deficient or substantially deficient). Students then receive additional instruction aligned to practices outlined in the ies practice guides and to core instruction These students are then progressed monitored regularly using the benchmark assessments from the core program, and students not performing at the targeted level identified by the program are then identified as being substantial deficient. These students receive additional instruction outside of the core block targeted to their needs using evidenced based practices in the ies practice guides and aligned to core instruction. Regular progress monitoring occurs every other week, using specific assessments from the core or from aligned easy CBM. Because students take unit assessments and benchmark assessments more frequently than the FAST assessment, they are able to shift between levels of support more frequently than three times per year. In addition, teachers may use informal checkpoints and student work to determine other students that may be substantially deficient.