



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
Third Grade Promotion	McGriff, Tammy Assistant Superintendent mcgriff@gcpsmail.com 850-627-9651
Reading Curriculum	Baggett, Miranda District Reading Specialist baggettm@gcpsmail.com 8506279651
Main District Reading Contact	McGriff, Tammy Assistant Superintendent mcgriff@gcpsmail.com 850-627-9651
Elementary English Language Arts (ELA)	Baggett, Miranda Reading and Language Arts baggettm@gcpsmail.com 817-609-5270
Summer Reading Camp	Baggett, Miranda Reading and Language Arts baggettm@gcpsmail.com 817-609-5270
Secondary ELA	McGriff, Tammy Assistant Superintendent mcgriff@gcpsmail.com 817-6095270
Reading Endorsement	Baggett, Miranda District Reading and Language Arts baggettm@gcpsmail.com 817-609-5270
Reading Curriculum	Baggett, Miranda District Reading and Language Arts baggettm@gcpsmail.com 817-609-5270
Assessment	McGriff, Tammy Assistant Superintendent mcgriff@gcpsmail.com 817-609-5270
Data Element	McGriff, Tammy Assistant Superintendent mcgriff@gcpsmail.com 850-627-9651
Third Grade Promotion	McGriff, Tammy Assistant Superintendent mcgriff@gcpsmail.com 817-609-5270
Multi-Tiered System of Supports (MTSS)	McGriff, Tammy Assistant Superintendent mcgriff@gcpsmail.com 817-609-5270

Communication of Plan Information

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

The contents of this plan are being communicated by (1) posting the plan on the District’s website for ease of access (2) holding electronic and/or face-to-face meetings with parent groups such as School Advisory Councils and PTAs, (3) holding school site staff meetings with School Literacy Teams, coaches, classroom instructors and support staff (4) communicating via electronic mail and (5) making printed copies available for pick-up at the District Office and schools.

The CERP will be shared with district and school leadership during the summer professional development academies held in July. Additionally, the content will be shared during the professional learning sessions hosted for classroom teachers in July. Monthly Principal Leadership Team meetings will include data-driven discussions aligned with the contents of the CERP.

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 50%

Previous School Year

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

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

1) The PreK teachers are attending the vocabulary training through Florida Center for Reading Research (FCRR). 2) A reading coach has been hired at all Elementary Schools to demonstrate best practices. 3) PreK teachers will attend a monthly Professional Learning Community (PLC) to address needs of students.

Statewide English Language Arts Standardized Assessment:

Grade	Previous School Year % of Students Scoring					Goal for Plan Year % of Students Scoring				
	Lvl 1	Lvl 2	Lvl 3	Lvl 4	Lvl 5	Lvl 1	Lvl 2	Lvl 3	Lvl 4	Lvl 5
3	46	28	16	8	2	44	27	17	9	3
4	51	23	17	7	2	49	22	18	8	3
5	46	28	19	6	2	44	26	20	7	3
6	44	25	18	10	2	40	26	20	11	3
7	43	27	17	10	2	42	26	18	11	3
8	42	25	22	9	2	40	24	23	10	3
9	43	27	17	11	2	41	26	18	12	3
10	40	29	17	12	2	38	28	18	13	3

Include additional literacy goals based on screening, progress monitoring, and/or district summative assessments. At a minimum, include specific goals for K-2 students.

Example: For each grade, K-2, increase the percentage of students currently scoring at or above grade level on (the approved district progress monitoring assessment) by 5% this year, from (60%) to (65%).

For each grade, K-2, increase the students scoring at or above grade level and FAST and iReady by 2% this year, from 49% to 51%.

District Budget for Evidence-Based Reading Instruction Allocation

Budget

1	Estimated proportional share distributed to district charter		\$31,525.20
		FTE	2022-23
			\$31,525.20
2	Reading coaches assigned to elementary schools		\$62,153.40
		FTE	2022-23
		1.0	\$62,153.40
3	Reading coaches assigned to secondary schools		\$62,153.40
		FTE	2022-23
		1.0	\$62,153.40
4	Intervention teachers assigned to elementary schools		\$50,000.00
		FTE	2022-23
		0.0	\$50,000.00
5	Intervention teachers assigned to secondary schools		\$10,000.00
		FTE	2022-23
		0.0	\$10,000.00
6	Supplemental materials or interventions for elementary schools		\$15,000.00
		FTE	2022-23
			\$15,000.00
7	Supplemental materials or interventions for secondary schools		\$7,500.00
		FTE	2022-23
			\$7,500.00
8	Intensive interventions for elementary students reading below grade level		\$5,000.00
		FTE	2022-23
			\$5,000.00
9	Intensive interventions for secondary students reading below grade level		\$5,000.00
		FTE	2022-23
			\$5,000.00
10	Professional development		\$10,000.00

		FTE	2022-23
			\$10,000.00
11	Helping teachers earn the reading endorsement		\$2,500.00
		FTE	2022-23
			\$2,500.00
12	Summer reading camps		\$70,000.00
		FTE	2022-23
			\$70,000.00
13	Additional hour for 300 lowest-performing elementary schools		\$14,448.00
		FTE	2022-23
			\$14,448.00
14	Early literacy instruction/intervention for VPK completers pursuant to s. 1008.25(8)(c), F.S.		\$5,000.00
		FTE	2022-23
			\$5,000.00
Total:			\$350,280.00

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

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

The District's use of reading allocation funds prioritizes K-3 students who are identified with substantial deficiencies in reading by providing professional development through instructional specialists who are reading endorsed or reading certified, assigned to elementary schools, with a focus on those elementary schools identified as R.A.I.S.E. schools. The instructional specialists provide professional development, modeling and support for teachers and students. The district promotes standards- aligned instruction that builds upon foundational skills of phonemic awareness, phonics, sound-print knowledge. Students experience hands-on-learning and will be able to share and collaborate and cooperate with other school age students, content knowledge by providing teachers with professional development opportunities that grow their capacity to provide students multisensory, print rich, systematic scaffolded and differentiated instruction to improve student learning the English Language Arts. The district utilizes student screening, diagnostic, progress monitoring and achievement data from resources funded through the reading allocation, to prioritize K-3 students with substantial reading deficiencies to provide them with standards-aligned interventions while addressing gaps and reducing any barriers impeding their ability to perform at or above grade level. The allocation is also used to purchase interventions used during tiered support.

School Literacy Leadership Teams

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

- The requirement for School Literacy Leadership Team is communicated to principals during monthly principal leadership team meetings with the Superintendent, Assistant Superintendent of Academic Services and the Directors of Education (Elementary and Secondary).
- Weekly updates from Academic Services
- Informal communication from the Academic Services and Professional Learning Departments

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

Assistant Superintendent of Academic Services
Directors of Education (Elementary & Secondary)
Director of Professional Learning
Reading and Language Arts Specialist

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

Assistant Superintendent of Academic Services
Directors of Education (Elementary & Secondary)
Director of Professional Learning
Reading and Language Arts Specialist

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 needs will be identified and scheduled accordingly through collaboration with the Professional Learning, Academic Services, and Human Resources Departments.

-B.E.S.T. Standards Trainings by District Instructional Specialists

-Curriculum Training by textbook publishers

-Individual, teacher-specific training based on student progress monitoring data

-Development of model classrooms and mentor teachers based on learning walks/walkthroughs

-Master schedules to reflect common planning time between grade levels, departments, etc. to facilitate on-site, ongoing PLCs

-Differentiate and intensify professional development for teachers based on progress monitoring data, based on the science of reading Florida Formula, professional development data will be analyzed to provide professional development during PLC and using the coaching model. Based on the FCRR walk-through document the district will ensure evidence based 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.

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.

-Communication between the office of Professional Learning and Academic Services occurs monthly to discuss and plan Professional Development opportunities

-Communication occurs during formal monthly principal leadership team meetings with the Superintendent, Assistant Superintendent of Academic Services and Directors of Instruction (Elementary and Secondary)

-Weekly updates through Academic Services

-Informal communication between the Academic Services

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

-Director of Professional Learning

-Assistant Superintendent of Academic Services

-Director of Human Resources

-Directors of Instruction (Elementary and Secondary)

Charter Schools

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

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

Yes

Literacy Coaches

Literacy Coaches - Part A

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

Coaches must possess the following:

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

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

The schools that were identified as Reading, Achievement, Initiative, and Scholastic Excellence (RAISE) schools (all elementary schools) and Bureau of School Improvement (BSI) schools were provided a reading coach that is considered highly qualified by on the FLDOE criteria. All reading coaches are Reading Endorsed or Reading Certified.

Upload rubric, if applicable

The following documents were submitted as evidence for this section:

No files were uploaded

Literacy Coaches - Part B

Requirements of the Just Read, Florida! Coaching Model

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

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

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

Yes

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

The following documents were submitted as evidence for this section:

No files were uploaded

If yes, please complete the next section:

How are these requirements being communicated to principals?

School administrators meet monthly with the Superintendent, Assistant Superintendent of Academic Services and Directors of Education (Elementary and Secondary). The Principal/Leadership Team Meetings include updates, professional learning and information specific to strategic planning and execution. Discussions are data-informed, and data is analyzed to ensure that the coaching model is implemented with fidelity.

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

The district will utilize the district reading specialists to develop and implement professional development based on the science of reading during the monthly coaches' cadre meeting. Coaches will assist teachers during lesson studies to create an action plan based on progress monitoring data. Based on data coaching will be provided through workshops, modeling, coaching and analytical feedback based on student achievement and teaching best practices. All reading coaches are reading endorsed or certified.

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

Coaches time and tasks are supported and monitored by the Director of Elementary and Secondary Education collaboratively with the District reading specialist.

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

Coaching time, tasks, and impact data are reported and reviewed monthly by the district.

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

- 1-Data from the schools are analyzed.
- 2-Discussions with school principals are held to determine adjustment in instructional practices.
- 3-Discussions with District Leadership and the District reading specialist are held to inform coaching assignments.
- 4-Coaching schedules will be based the ongoing progress monitoring data. Time will be adjusted based on student achievement data.
- 4-Discussions between school principal and Directors of Elementary or Secondary Education to adjust instructional focus based on data.

District-Level Monitoring of Plan Implementation

District-Level Monitoring - Part A

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

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

Assessments

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

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

Name of the Assessment	To whom is the assessment administered?	Assessment type	What component of the reading/strand of standard is being assessed?	How often is the data being collected?
FAST - STAR	Kindergarten - 2	Screener, Progress Monitoring, Summative	Oral Language, Phonological Awareness, Phonics, Fluency, Vocabulary, Comprehension	3 x A Year
FAST - Cambium	Grades 3 - 10	Screener, Progress Monitoring, Summative	Phonological Awareness, Phonics, Fluency, Vocabulary, Comprehension	3 x A Year
Oral Reading Fluency (ORF)	K-12 Depending on Teacher Observation	Screener, Progress Monitoring, Formative Assessment	Fluency	Monthly
District/School/Teacher Formative Assessment	K-12	Progress Monitoring, Formative Assessment	Oral Language, Phonological Awareness, Phonics, Fluency, Vocabulary, Comprehension	Weekly, 2 x A Month, Monthly, Quarterly, 3 x A Year, Annually
SAT10/Reading	Third Grade Reading Camp	Summative	Comprehension	Annually
i-Ready	K-8	Screener, Progress Monitoring, Diagnostic	Oral Language, Phonological Awareness, Phonics, Vocabulary, Comprehension	Weekly, Monthly
Corrective Reading	Tier 3 K-5 and/or needed	Screener, Progress Monitoring, Formative Assessment	Phonological Awareness, Phonics, Fluency, Vocabulary, Comprehension	Weekly, 2 x A Month, Monthly, Quarterly, 3 x A Year, Annually
PALS	Tier 3 K-5 and/or needed	Screener, Progress Monitoring, Formative Assessment	Oral Language, Phonological Awareness, Phonics, Fluency	Weekly, 2 x A Month, Monthly, Quarterly, 3 x A Year, Annually
Achieve 3000	Tier 3 Grades 6-12 as needed	Screener, Progress Monitoring, Formative Assessment, Diagnostic	Vocabulary, Comprehension	Weekly, 2 x A Month, Monthly, Quarterly, 3 x A Year, Annually
Houghton Mifflin Harcourt	All K-5 Students	Progress Monitoring, Formative Assessment	Oral Language, Phonological Awareness, Phonics, Fluency, Vocabulary, Comprehension	Weekly, 2 x A Month, Monthly, Quarterly, 3 x A Year, Annually
Amplify	6-8	Progress Monitoring, Formative Assessment	Phonics, Fluency, Vocabulary, Comprehension	Weekly, 2 x A Month, Monthly, Quarterly, 3 x A Year, Annually
Savvas	9-12	Progress Monitoring, Formative Assessment	Fluency, Vocabulary, Comprehension	Weekly, 2 x A Month, Monthly, Quarterly, 3 x A Year, Annually
Reading Mastery	K-5	Progress Monitoring, Formative Assessment	Oral Language, Phonological Awareness, Phonics, Fluency, Vocabulary, Comprehension	Weekly, 2 x A Month, Monthly, Quarterly, 3 x A Year, Annually

District-Level Monitoring - Part B

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

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

The Directors of Elementary and Secondary Education oversee the implementation of the CERP. Support for implementation is provided by the Director of Professional Learning and the Department of Academic Services.

The Assistant Superintendent of Academic Services will also oversee implementation of the plan, direct support from the District Reading Specialists for Elementary and Secondary Education and will follow-up with site administrators to make sure that any recommendations are followed.

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

Process to ensure that foundational reading skills are provided through instruction that is systematic and explicit include:

- Providing professional development to all teachers in systematic and explicit instruction of foundational reading skills
- Purchasing instructional materials that incorporate foundational reading skills
- Providing professional development in the implementation of instructional materials
- Providing professional development in the implementation of the B.E.S.T. standards for reading to all teachers
- Monitoring lesson plans to ensure that instruction includes foundational reading skills, specifically for those students who have a demonstrated deficiency
- FCRR Literacy Walk-Through to monitor the plans in action

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

District process for ensuring the use of formative assessment data includes:

- Formative assessment data is shared with each school by the District Assessment Coordinator immediately upon release of data
- School leaders disaggregate data and plan instruction using data
- Summary of school plans are shared during Principal/Leadership Team Meetings monthly
- Discussion of successful strategies are shared in order to replicate success
- Discussion of strategies to address areas of deficiencies are held
- PLC summaries are shared with District Reading Specialists so that support can be provided to schools
- Formative assessments and Literacy Walk-Throughs will be used to monitor small group instruction based on the specific need of every student.

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

Steps to incorporate literacy instruction in content areas include:

- Providing professional development to content area teachers in literacy instruction
- Purchasing instructional materials that incorporate literacy instruction
- Providing professional development in the implementation of instructional materials
- Providing professional development in the implementation of the B.E.S.T. standards for reading to all teachers
- Monitoring lesson plans to ensure that instruction includes literacy instruction
- Reading Coach will work with content area teachers to incorporate reading strategies to deepen background information to deepen understanding and application.

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

Concerns will be communicated formerly during monthly departmental meetings hosted by Academic Services Department which includes the Assistant Superintendent of Academic Services, Directors of

Elementary and Secondary Instruction, and the District Reading and Mathematics specialists. Informal communication between the District reading specialists assigned to each area will occur weekly and will document concerns. Identified concerns will be communicated to site administrators immediately and may serve as training topics during Principal Leadership Team Meetings held monthly. Concerns that require immediate attention are communicated to the Assistant Superintendent of Academic Services and conversations to address the issues are held. Follow-up documentation in the form of emails ensure that plans for correction are carried out.

District-Level Monitoring - Part C

Districts must annually evaluate the implementation of their K-12 Reading plan on the form entitled District K-12 CERP Reflection Tool, after conducting a root-cause analysis of student performance data to evaluate the effectiveness of interventions. The evaluation must:

- Analyze elements of the district's plan, including literacy leadership, literacy coaching, standards, curriculum, instruction, intervention, assessment, professional learning and family engagement;
- Include input from teachers, literacy coaches and administrators at the school level;
- Identify elements in need of improvement and evidence-based strategies to increase literacy outcomes for students; and
- Analyze the effectiveness of interventions implemented in the prior year.

Describe how the district's K-12 Reading Plan has been revised to improve literacy outcomes for students based upon the analysis conducted as part of the District K-12 CERP Reflection Tool.

Based on the findings, the district will revise the K-12 CERP to increase emphasis on parent engagement to improve literacy activities in the home. Further, the district will support school-based reading coaches to ensure targeted professional development occurs based on student performance. The State Regional Literacy Director will continue to provide support to our R.A.I.S.E. schools and deliver professional development to address student and teacher needs based on student performance.

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 district will create a Reading Plan action plan with expected dates, action steps, and the person responsible. -Principals will complete the action steps and dates that they are required to fulfill and discuss as part of the monthly data PLC.

-The reading plan uses evidence based researched practices for instruction using the district wide core reading program. Principals will use the FCRR Literacy Walkthrough tool to monitor researched effective teaching practices. Weekly Literacy Walkthroughs will be conducted by district and/or school administrators'. District and school based reading coaches will use the coaches checklist provided from the Reading Coach Endorsement materials to conduct walkthroughs based on lesson study and data determined instructional needs. Monthly data PLC's will be conducted to monitor progress and to determine differentiated student needs.

-Principals will monitor progress monitoring data using FAST, iReady, and ORF. Monthly grade group PLC's will be held to discuss data and plan what level of intervention the student will need. Students in red on FAST and iReady will be provided Tier 3 instruction. Students in yellow will receive Tier 2 instruction. Students in green will receive differentiated small group instruction.

-Based on the data district and school based reading coaches will conduct lesson studies to develop the appropriate lessons and intensity instruction to meet each student's needs. Lesson study plans will be turned into the principal for compliance and "look fors" during the weekly walkthrough.

Who at the district level supports effective implementation?

Director Elementary and Secondary Education, who will report data to Assistant Superintendent of Schools.

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

Weekly literacy walkthroughs using FCRR Walkthrough tool.

Coaching Support based on data and walkthroughs

PLC's

Lesson Study

Weekly reading walkthroughs by administrators - Part B

What process is in place to ensure effective implementation?

School Based administrators will use the FCRR Literacy Walkthrough tool to conduct weekly reading walkthroughs. The Directors of Elementary and Secondary Education will attend a monthly data PLC to monitor walkthrough data.

Who at the district level supports effective implementation?

Director Elementary and Secondary Education, who then report walk-through data to the Assistant Superintendent during monthly district level data reviews.

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

Monthly district level data reviews will include reading walkthrough data and will be facilitated by the Assistant Superintendent. Weekly reading walkthroughs will be on the monthly agenda with percentage of completion rate and implementation plan for each school.

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

What process is in place to ensure effective implementation?

FAST, ORF and iReady data will be used to determine band of instructional need. Green, Yellow, Red.
District wide assessment windows
School Based Data PLC's
District Level Data PLC's- an additional fidelity check is being added to ensure effective implementation, revision added after conducting the Self-Reflection Tool - Risk Analysis.

Who at the district level supports effective implementation?

Director Elementary and Secondary Schools who reports at district wide PLC which is facilitated by the Assistant Superintendent of Schools.

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

Monthly district level data reviews will include reading walkthrough data and will be facilitated by the Assistant Superintendent. Weekly reading walkthroughs will be on the monthly agenda with percentage of completion rate and implementation plan for each school.

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.

No

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

All district Summer Reading Camp teachers are reading endorsed/certified. Due to the number of students that were eligible for the Third Grade Reading Camp, a required a high volume of teachers were needed. Based on the teacher shortage, the district complied by ensuring all teachers were endorsed in reading. The evidence based instructional materials that include explicit, systematic, and multisensory reading instruction in phonemic awareness, phonics, fluency, vocabulary, and comprehension are State adopted CORE curriculum Houghton Mifflin Harcourt, iReady for differentiation, ORF passages.

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.)

150

Students who demonstrate a reading deficiency in grades K-2

504

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.)

46%

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.

Parents of students identified with a substantial deficiency in reading will be provided a read-at-home plan that the parent can use to help with reading at home.

Eligible Parents will be provided a New World Reading Initiative Flyer with instructions on how to enroll their Tier 1 and Tier 2 children that are in grades K-5.

B.E.S.T. parent guides in English/Spanish – K-8th grade Parent Guides for English Language Arts (fldoe.org) Just Read Families- Just Read, Families! (fldoe.org)

Just Take 20 – See it Read it activities JT20: IF You See It, Read It (fldoe.org)-B.E.S.T. ELA/Civics booklists.

District purchased 50 % of the B.E.S.T. ELA Booklist to be housed in the school's media center/and or online library. Teacher and students can check out the books and teachers send reading activities home for families to engage in literacy activities like Literacy Nights.

Use Open House to provide "read with your child" engagement activities

Request SRLD to provide training to Literacy Leadership Teams on ways to engage parents in literacy at the school level

Who at the district is responsible for monitoring this requirement?

District Reading Specialist

Assessment, Curriculum, and Instruction

Requirements - Part A

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

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

How does the district support and monitor implementation?

(1)The district uses Houghton Mifflin Harcourt as the core curriculum (State Adopted) that is aligned to the B.E.S.T. standards. Houghton Mifflin is taught with fidelity using instruction routines in the program. (2)There is a 90 minute uninterrupted reading block that is scheduled and part of the master schedule for grades (K-5). (3)The reading block consists of whole group instruction and small group instruction using the core reading program. (4)Based on progress monitoring; differentiated instruction is provided to meet the individual student's needs by intensifying instruction (more explicit, more repetition, corrective feedback, smaller numbers). (5)The FCRR student center activities are used during differentiated instruction to target need and meet the B.E.S.T. standards. (6)The 90 minute daily reading block is supported by time allocation, professional development, and lesson study. (7)The district uses the FCRR Walk-Through tool to monitor instruction.

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

Assistant Superintendent, Director of Elementary Education, District Reading Specialist

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?

(1)The district purchased a set of the B.E.S.T. booklist books to be kept in the library of each school. Teachers and students can check out the books to read as a read-aloud and students can read to enhance background knowledge. In addition, the core reading program has content area selections for social studies, science, and the arts. (2)The district also partners with the Gadsden County Art Museum so students can experience the arts through hands on experiences. The art activities are tied to the essential question for the unit from the core reading program.

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

Director of Elementary Education and District Reading Specialist

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

How does the district support and monitor implementation?

The district provides each teacher a model reading block schedule which includes instructional time for whole group and small group instruction. The core reading program has suggestions for small group differentiated instruction. The district uses Houghton Mifflin Harcourt as the core curriculum (State Adopted) that is aligned to the B.E.S.T. standards. Houghton Mifflin is taught with fidelity using instruction routines in the program. In addition FCRR center activities are used. During weekly reading walkthroughs the administrators look for small group differentiated instruction based on student needs. Small group instruction is part of the weekly lesson plans that are turned in to the

administrator. During the monthly data PLC student gains are analyzed and professional development is provided through the coaching model provided during the Reading Coach Endorsement Bootcamp.

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

Director Elementary Education

Florida's Revised Formula For Success - Part B

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

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

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

Six Components of Reading

-The district will implement Houghton Mifflin Harcourt with fidelity (State Approved Core Reading Program) which provides instruction in the six components of reading.

Four Types of Assessments

-FAST, Screening, Progress Monitoring, Summative, 3x per year, All Students

-iReady, Screening, Progress Monitoring, 3x per year, All Students (Grade Appropriate)

-iReady, Diagnostic, Based on Student Need, Third Grade Reading Camp

-ORF, Screening, Progress Monitoring, Monthly

-SAT10, Summative, Yearly, Third Grade Reading Camp

Tier 1 Instruction

-The core reading program provides print-rich explicit and systematic, scaffolded, differentiated instruction with built in cues for corrective feedback.

-Each unit has a read aloud and essential question to build background knowledge and incorporates writing by using the text that students read as a mentor text.

-The program provides materials for whole group and small group instruction that are aligned to B.E.S.T. standards and uses Universal Design for Learning.

-A 90 minute reading block is used and built into the master schedule using Houghton Mifflin Harcourt.

Tier 2 Instruction

-The district using the differentiated instruction section of the core to provide small group instruction that matched students needs. The differentiated instruction provides lessons for teacher led groups, writing centers, technology centers, and research activities.

-In addition the district used FCRR Center Activities that are aligned to B.E.S.T. standards.

-The district also uses iReady Tool Kit for small group instruction.

-Students will receive core reading instruction and will meet in small groups of no more than 5 students, 3-5 times a week.

Tier 3 Instruction

-Tier 3 instruction is delivered by instructional personnel who are certified or endorsed in reading.

All Reading Coaches that will be providing support are certified or endorsed in reading.

-In addition to Tier 1 and Tier 2 instruction, students in Tier 3 will be pulled for an addition 30 minutes a day and instructed on specific instructional needs based on FAST and iReady.

-Students will walk to read and be instructed using Peer-Assisted Learning Strategies (PALS), Reading Mastery and Corrective Reading.

6-12

Amplify 6-8

Savvas 9-12

Achieve 3000 as needed

How does the district support and monitor implementation?

-The district provides yearly, and on demand virtual training on the core program. The District Reading Specialist has been trained as a trainer for the core reading program.

-As a model for Tiered Instruction the Reading Coaches at each school utilizes videos from the FCRR website to demonstrate how to intensify instruction for students that need accommodations.

-Tier 3 instruction is delivered by instructional personnel who are certified or endorsed in reading.

All Reading Coaches that will be providing support are certified or endorsed in reading.

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

Director of Elementary Education, District Reading Specialist

Assessment/Curriculum Decision Trees - Part C

Requirements

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

The Decision Trees must contain the following information:

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

Tier 1

Core Instruction:

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

Grade Levels: K-5

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

(Enter assessment criteria that will be used)

K-2 FAST STAR-At or above benchmark, 40 PR

3-5 FSA Equivalence and/or FAST- Levels 3-5

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.

Six Components of Reading

-The district will implement Houghton Mifflin Harcourt with fidelity (State Approved Core Reading Program) which provides instruction in the six components of reading.

Tier 1 Instruction

-The core reading program provides print-rich explicit and systematic, scaffolded, differentiated instruction with built in cues for corrective feedback.

-Each unit has a read aloud and essential question to build background knowledge and incorporates writing by using the text that students read as a mentor text.

-The program provides materials for whole group and small group instruction that are aligned to B.E.S.T. standards and uses Universal Design for Learning.

-A 90 minute reading block is used and built into the master schedule using Houghton Mifflin Harcourt.

Progress Monitoring

Assessment & Frequency

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

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

How is the effectiveness of Tier 1 instruction being monitored?

- Principals will use the FCRR Literacy Walkthrough tool to monitor researched effected teaching practices. Weekly Literacy Walkthroughs will be conducted by district and/or school administrators'. District and school based reading coaches will use the coaches checklist provided from the Reading Coach Endorsement materials to conduct walkthrough based on lesson study and data determined instructional needs. Monthly data PLC's will be conducted to monitor progress and to determine differentiated student needs.

-Principals will monitor progress monitoring data using FAST, iReady, and ORF.

-Based on the data district and school based reading coaches will conduct lesson studies to develop the appropriate lessons and intensity to meet each student. Lesson study plans will be turned into the principal for compliance and "look fors" during the weekly walkthrough.

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?

In Person

- Providing professional development to all teachers in systematic and explicit instruction in the six

Grade Levels: K-5

components of reading.

- Providing professional development in the implementation of Houghton Mifflin Harcourt (Core Reading Program).
- Providing professional development in the implementation of the B.E.S.T. standards in reading to all teachers.
- Monitoring lesson plans to ensure that Tier 1 instruction is being delivered using the core reading program.
- FCRR Literacy Walk-Throughs to monitor the plans in action.
- District and School Based Reading Coaches will provide coaching using the steps from the FCRR Reading Coach Endorsement.

Distance Learning

- Gadsden County does not provide distance learning. If parents/students request to be provided instruction through distance learning, they are provided information for Florida Virtual School.

How is the effectiveness of Tier 1 curriculum being monitored?

- Principals will use the FCRR Literacy Walkthrough tool to monitor researched effected teaching practices. Weekly Literacy Walkthroughs will be conducted by district and/or school administrators'. District and school based reading coaches will use the coaches checklist provided from the Reading Coach Endorsement materials to conduct walkthroughs based on lesson study and data determined instructional needs. Monthly data PLC's will be conducted to monitor progress and to determine differentiated student needs.
- Principals will monitor progress monitoring data using FAST, iReady, and ORF.
- Based on the data district and school based reading coaches will conduct lesson studies to develop the appropriate lessons and intensify instruction to meet each student's needs. Lesson study plans will be turned into the principal for compliance and "look fors" during the weekly walkthrough.

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

In Person

- Providing professional development to all teachers in systematic and explicit instruction in the six components of reading.
 - Providing professional development in the implementation of Houghton Mifflin Harcourt (Core Reading Program).
 - Providing professional development in the implementation of the B.E.S.T. standards in reading to all teachers.
 - Monitoring lesson plans to ensure that Tier 1 instruction is being delivered using the core reading program.
 - FCRR Literacy Walk-Throughs to monitor the plans in action.
- District and School Based Reading Coaches will provide coaching using the steps from the FCRR Reading Coach Endorsement.

Distance Learning

- Gadsden County does not provide distance learning. If parents/students request to be provided instruction through distance learning, they are provided information for Florida Virtual School.

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

Grade Levels: K-5

Distance Learning

-Gadsden County does not provide distance learning. If parents/students request to be provided instruction through distance learning, they are provided information for Florida Virtual School.

Grade Levels: 6-12

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

(Enter assessment criteria that will be used)

6-10 FSA Equivalence and/or FAST- Levels 3-5

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 district will implement with fidelity (State Approved Core Language Arts Program) which provides instruction in the B.E.S.T. ELA Standard

Tier 1 Instruction

- The core reading program provides print-rich explicit and systematic, scaffolded, differentiated instruction with build in cues for corrective feedback.
- Each unit has a read aloud and essential question to build background knowledge and incorporates writing by using the text that students read as a mentor text.
- The program provides materials for whole group and small group instruction that are aligned to B.E.S.T. standards and uses Universal Design for Learning.
- A 52 minute Language Arts instructional period is provided for 6-12 students.

Progress Monitoring

Assessment & Frequency

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

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

How is the effectiveness of Tier 1 instruction being monitored?

- Principals will use the FCRR Literacy Walkthrough tool to monitor researched effected teaching practices. Weekly Literacy Walkthroughs will be conducted by district and/or school administrators'. District and school based reading coaches will use the coaches checklist provided from the Reading Coach Endorsement materials to conduct walkthroughs based on lesson study and data determined instructional needs. Monthly data PLC's will be conducted to monitor progress and to determine differentiated student needs.
- Principals will monitor progress monitoring data using FAST, iReady, District/School/Teacher Formative Assessments and ORF.
- Based on the data district and school based reading coaches will conduct lesson studies to develop the appropriate lessons and intensify instruction to meet each student's needs. Lesson study plans will be turned into the principal for compliance and "look fors" during the weekly walkthrough.

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?

In Person

- Providing professional development to all teachers in systematic and explicit instruction in reading.
- Providing professional development in the implementation of (Core Reading Program).

Grade Levels: 6-12

- Providing professional development in the implementation of the B.E.S.T. standards in reading to all teachers.
- Monitoring lesson plans to ensure that Tier 1 instruction is being delivered using the core reading program.
- FCRR Literacy Walk-Through the monitor the plans in action.
- District and School Based Reading Coaches will provide coaching using the steps from the FCRR Reading Coach Endorsement.

Distance Learning

- Gadsden County does not provide distance learning. If parents/students request to be provided instruction through distance learning, they are provided information for Florida Virtual School.

How is the effectiveness of Tier 1 curriculum being monitored?

- Principals will use the FCRR Literacy Walkthrough tool to monitor researched effected teaching practices. Weekly Literacy Walkthroughs will be conducted by district and/or school administrators'. District and school based reading coaches will use the coaches checklist provided from the Reading Coach Endorsement materials to conduct walkthrough based on lesson study and data determined instructional needs. Monthly data PLC's will be conducted to monitor progress and to determine differentiated student needs.
- Principals will monitor progress monitoring data using FAST, iReady, District/School/Teacher Formative Assessments and ORF.
- Based on the data district and school based reading coaches will conduct lesson studies to develop the appropriate lessons and intensity to meet each student. Lesson study plans will be turned into the principal for compliance and "look fors" during the weekly walkthrough.

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

In Person

- Providing professional development to all teachers in systematic and explicit using the B.E.S.T. ELA standards.
- Providing professional development in the implementation of (Core Reading Program).
- Providing professional development in the implementation of the B.E.S.T. standards in reading to all teachers.
- Monitoring lesson plans to ensure that Tier 1 instruction is being delivered using the core reading program.
- FCRR Literacy Walk-Throughs to monitor the plans in action.
- District and School Based Reading Coaches will provide coaching using the steps from the FCRR Reading Coach Endorsement.

Distance Learning

- Gadsden County does not provide distance learning. If parents/students request to be provided instruction through distance learning, they are provided information for Florida Virtual School.

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

Distance Learning

- Gadsden County does not provide distance learning. If parents/students request to be provided instruction through distance learning, they are provided information for Florida Virtual School.

Tier 2

Supplemental Instruction/Intervention:

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

Grade Levels: K-5

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

(Enter assessment criteria that will be used)

Student performance falls within Grades K-2 FAST STAR PR 25-39 and Grades 3-5 FSA Equivalence and or FAST - Level 2.

District/School/Teacher Formative Assessments - As needed.

THEN TIER 1 Instruction and TIER 2 Interventions

Progress Monitoring

Tier 2 Programs/Materials/Strategies & Duration

Assessment & Frequency

Performance Criteria to discontinue Tier 2 interventions

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

Performance Criteria that prompts the addition of Tier 3 interventions

Number of times per week intervention provided

3-5 per week

Number of minutes per intervention session

30 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?

- Principals will use the FCRR Literacy Walkthrough tool to monitor researched effected teaching practices. Weekly Literacy Walkthroughs will be conducted by district and/or school administrators'. District and school based reading coaches will use the coaches checklist provided from the Reading Coach Endorsement materials to conduct walkthroughs based on lesson study and data determined instructional needs. Monthly data PLC's will be conducted to monitor progress and to determine differentiated student needs.

-Principals will monitor progress monitoring data using FAST, iReady, and ORF.

-Based on the data district and school based reading coaches will conduct lesson studies to develop the appropriate lessons and intensify instruction to meet each student's needs. Lesson study plans will be turned into the principal for compliance and "look fors" during the weekly walkthrough.

Distance Learning

-Gadsden County does not provide distance learning. If parents/students request to be provided instruction through distance learning, they are provided information for Florida Virtual School.

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

-The district will implement Houghton Mifflin Harcourt with fidelity (State Approved Core Reading

Grade Levels: K-5

Program) which provides instruction in the six components of reading.

-The core reading program provides print-rich explicit and systematic, scaffolded, differentiated instruction with built in cues for corrective feedback.

-Each unit has a read aloud and essential question to build background knowledge and incorporates writing by using the text that students read as a mentor text.

-The program provides materials for whole group and small group instruction that are aligned to B.E.S.T. standards and uses Universal Design for Learning.

-The district using the differentiated instruction section of the core to provide small group instruction that matches students needs. The differentiated instruction provides lessons for teacher led groups, writing centers, technology centers, and research activities.

-In addition the district used FCRR Center Activities that are aligned to B.E.S.T. standards.

-The district also uses iReady Tool Kit for small group instruction.

-Students will receive core reading instruction and will meet in small groups of no more than 5 students, 3-5 times a week.

iReady meets Florida's requirements for evidence based instruction.

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

Distance Learning

-Gadsden County does not provide distance learning. If parents/students request to be provided instruction through distance learning, they are provided information for Florida Virtual School.

Grade Levels: 6-12

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

(Enter assessment criteria that will be used)

Grades 3-5 FSA Equivalence and or FAST - Level 2.
 District/School/Teacher Formative Assessments - As needed.

THEN TIER 1 Instruction and TIER 2 Interventions

Progress Monitoring

Tier 2 Programs/Materials/Strategies & Duration

Assessment & Frequency

Performance Criteria to discontinue Tier 2 interventions

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

Performance Criteria that prompts the addition of Tier 3 interventions

Number of times per week intervention provided

3

Number of minutes per intervention session

15

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?

- Principals will use the FCRR Literacy Walkthrough tool to monitor researched effective teaching practices. Weekly Literacy Walkthroughs will be conducted by district and/or school administrators'. District and school based reading coaches will use the coaches checklist provided from the Reading Coach Endorsement materials to conduct walkthroughs based on lesson study and data determined instructional needs. Monthly data PLC's will be conducted to monitor progress and to determine differentiated student needs.
- Principals will monitor progress monitoring data using FAST, iReady, District/School/Teacher Formative, Amplify, Savvas Assessments and ORF.
- Based on the data district and school based reading coaches will conduct lesson studies to develop the appropriate lessons and intensify instruction to meet student's needs. Lesson study plans will be turned into the principal for compliance and "look fors" during the weekly walkthrough.
- Distance Learning.
- Gadsden County does not provide distance learning. If parents/students request to be provided instruction through distance learning, they are provided information for Florida Virtual School.

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

- (Core Reading Program) (Amplify 6-8) (Savvas 9-12).
- iReady (6-8) meets Florida's criteria for evidence based programs.

Grade Levels: 6-12

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

Distance Learning

-Gadsden County does not provide distance learning. If parents/students request to be provided instruction through distance learning, they are provided information for Florida Virtual School.

Tier 3

Intensive, Individualized Instruction/Intervention:

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

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

Grade Levels: K-5

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

(Enter assessment criteria that will be used)

Student performance falls below 24 PR - Intervention - K-2 FAST STAR and 1 FSA Equivalence and/or FAST 1.

District/School/Teacher Formative Assessment as needed.

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

Progress Monitoring

Tier 3 Programs/Materials/Strategies & Duration

Assessment & Frequency

Performance Criteria to discontinue Tier 3 interventions

Performance Criteria indicating continuation of Tier 3 interventions

Performance Criteria that prompts intensified Tier 3 interventions

Number of times per week intervention provided

5x a week

Number of minutes per intervention session

30-45

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

- Principals will use the FCRR Literacy Walkthrough tool to monitor researched effective teaching practices. Weekly Literacy Walkthroughs will be conducted by district and/or school administrators'. District and school based reading coaches will use the coaches checklist provided from the Reading Coach Endorsement materials to conduct walkthroughs based on lesson study and data determined instructional needs. Monthly data PLC's will be conducted to monitor progress and to determine differentiated student needs.

-Principals will monitor progress monitoring data using FAST, Reading Mastery, and Corrective Reading.

-Based on the data district and school based reading coaches will conduct lesson studies to develop the appropriate lessons and intensify instruction to meet each student's needs. Lesson study plans will be turned into the principal for compliance and "look fors" during the weekly walkthrough.

Distance Learning

-Gadsden County does not provide distance learning. If parents/students request to be provided instruction through distance learning, they are provided information for Florida Virtual School.

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

Grade Levels: K-5

Students will walk to read and be instructed using Peer-Assisted Learning Strategies (PALS), Reading Mastery and Corrective Reading.
Programs meet Florida's Evidence Based Programs

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

Distance Learning

-Gadsden County does not provide distance learning. If parents/students request to be provided instruction through distance learning, they are provided information for Florida Virtual School.

Grade Levels: 6-12

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

(Enter assessment criteria that will be used)

Grades 3-5 FSA Equivalence and or FAST - Level 1.
District/School/Teacher Formative Assessments - As needed.

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

Progress Monitoring

Tier 3 Programs/Materials/Strategies & Duration

Assessment & Frequency

Performance Criteria to discontinue Tier 3 interventions

Performance Criteria indicating continuation of Tier 3 interventions

Performance Criteria that prompts intensified Tier 3 interventions

Number of times per week intervention provided

5

Number of minutes per intervention session

52

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?

- Principals will use the FCRR Literacy Walkthrough tool to monitor researched effective teaching practices. Weekly Literacy Walkthroughs will be conducted by district and/or school administrators'. District and school based reading coaches will use the coaches checklist provided from the Reading Coach Endorsement materials to conduct walkthroughs based on lesson study and data determined instructional needs. Monthly data PLC's will be conducted to monitor progress and to determine differentiated student needs.

-Principals will monitor progress monitoring data using FAST, iReady, District/School/Teacher Formative, Amplify, Savvas Assessments, Achieve 3000 and ORF.

-Based on the data district and school based reading coaches will conduct lesson studies to develop the appropriate lessons and intensify instruction to meet each student's needs. Lesson study plans will be turned into the principal for compliance and "look fors" during the weekly walkthrough.

Distance Learning.

-Gadsden County does not provide distance learning. If parents/students request to be provided instruction through distance learning, they are provided information for Florida Virtual School

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

Achieve 3000, and iReady meets Florida's criteria for evidence based programs.
Amplify 6-8 and Savvas 9-12 are state approved adopted core programs.

Grade Levels: 6-12

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

Distance Learning

-Gadsden County does not provide distance learning. If parents/students request to be provided instruction through distance learning, they are provided information for Florida Virtual School.

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 will use the cut score of below 10 PR (Urgent Intervention) on the FAST progress monitoring for grades K-2.3-The equivalent of FSA Level 1 on FAST Cambium.

4-12- The equivalent of FSA Level 1 FAST Cambium and/or 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.