

Alachua 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
Elementary English Language Arts (ELA)	Shockley, Amy Elementary Curriculum Specialist shocklab@gm.sbac.edu 352-955-6850
Reading Curriculum	Berry, Kevin Curriculum Director berrykj@gm.sbac.edu 352-955-7622
Secondary ELA	Fitzpatrick, Donaldson Secondary ELA Curriculum Specialist fitzpatrickdk@gm.sbac.edu 352-955-6850
Main District Reading Contact	Berry, Kevin Curriculum Director berrykj@gm.sbac.edu 352-955-7622
Reading Endorsement	Rolle, Jacquatte Professional Development Director rolljl@gm.sbac.edu 352-955-7622
Data Element	Neal, Kim Director of FTE and State Reporting nealkm@gm.sbac.edu 352-955-7712
Professional Development	Rolle, Jacquatte Professional Development Director rolljl@gm.sbac.edu 352-955-7650
Summer Reading Camp	Berry, Kevin Curriculum Director berrykj@gm.sbac.edu 352-955-7622
Third Grade Promotion	Berry, Kevin Curriculum Director berrykj@gm.sbac.edu 352-955-7622
Multi-Tiered System of Supports (MTSS)	Berry, Kevin Curriculum Director berrykj@gm.sbac.edu 352-955-7622
Assessment	Gilfillan, Taylor Director of Data Analytics, Accountability, and Evaluation gilfillantw@gm.sbac.edu 352-955-7623

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 main district reading contact will share our CERP with all district and school-based administrators, in addition to all coaches and curriculum specialists. The plan will be shared digitally

and also presented at in person administrator and coach meetings. Administrators will share with all teachers, and each school's literacy leadership team will be the school-based contacts for communicating the plan to all stakeholders. Our reading plan will be part of ongoing problem solving discussions and professional learning sessions throughout the year. Through these discussions, we will review data and make revisions to the plan based on data and feedback. The plan will be posted on the curriculum page of our district website along with a video walking parents and community members through the highlights of the plan. Schools will share the video with families at reading events and related meetings, and our county council of the Parent/Teacher Association will share information at their events.

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 55%

Previous School Year

Kindergarten - % of Students "Ready" on FLKRS 64%

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

Alachua County Public Schools continues to partner with community organizations through the Alachua County Campaign for Grade Level Reading. The GLRC was recently awarded a grant to engage in professional learning related to refining a system of community partnerships based on Literacy research and Implementation Science. District staff will continue to meet with the Campaign to refine our community-based approach for supporting literacy from birth through age 5 through this Lectio process. In addition, we are working closely with our VPK programs and providers to offer additional literacy-based professional learning opportunities. Our Parent Academy will be offering a Family Empowerment Summit in August and again later this year, which offers families with ideas for supporting their learners and connects families to additional resources available to students outside of our K-12 system.

Statewide English Language Arts Standardized Assessment:

Grade	Previous School Year % of Students Scoring					Goal for Plan Year % of Students Scoring				
	Lvl 1	Lvl 2	Lvl 3	Lvl 4	Lvl 5	Lvl 1	Lvl 2	Lvl 3	Lvl 4	Lvl 5
3	28	22	25	18	7	20	20	25	20	15
4	25	20	22	21	12	20	15	25	25	15
5	29	20	21	18	12	20	15	25	25	15
6	30	20	18	22	11	20	15	25	25	15
7	31	19	18	17	15	20	15	25	20	20
8	32	17	21	16	14	20	15	25	20	20
9	26	17	19	22	17	20	15	25	20	20
10	28	19	17	20	15	20	15	25	20	20

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

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

We look forward to making revisions to this goal once we have our baseline F.A.S.T. ELA data from the K-2 F.A.S.T. Assessment.

We also utilized DIBELS 8 to measure student's foundational literacy skills in grades K-5. Our goal is to increase the number of students scoring core or above (grade level or above) by 5% in each grade level.

District Budget for Evidence-Based Reading Instruction Allocation

Budget		
1	Estimated proportional share distributed to district charter	\$96,648.00
	FTE	2022-23
		\$96,648.00
2	Reading coaches assigned to elementary schools	\$600,000.00
	FTE	2022-23
	9.0	\$600,000.00
3	Reading coaches assigned to secondary schools	\$280,000.00
	FTE	2022-23
	4.0	\$280,000.00
4	Intervention teachers assigned to elementary schools	\$0.00
5	Intervention teachers assigned to secondary schools	\$0.00
6	Supplemental materials or interventions for elementary schools	\$220,000.00
	FTE	2022-23
		\$220,000.00
7	Supplemental materials or interventions for secondary schools	\$60,000.00
	FTE	2022-23
		\$60,000.00
8	Intensive interventions for elementary students reading below grade level	\$255,000.00
	FTE	2022-23
		\$255,000.00
9	Intensive interventions for secondary students reading below grade level	\$107,000.00
	FTE	2022-23
		\$107,000.00
10	Professional development	\$74,522.00
	FTE	2022-23

		\$74,522.00
11	Helping teachers earn the reading endorsement	\$0.00
12	Summer reading camps	\$0.00
13	Additional hour for 300 lowest-performing elementary schools	\$0.00
14	Early literacy instruction/intervention for VPK completers pursuant to s. 1008.25(8)(c), F.S.	\$0.00
Total:		\$1,693,170.00

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 majority of our funds are to provide teachers access to literacy coaches and to purchase supplemental resources which provide tiered support to students in grades K-3 with reading deficiencies. Literacy coaches provide ongoing support to teachers to implement B.E.S.T. standards while meeting the needs of all learners, and the majority of our coaches support teachers in grades PK-3.

School Literacy Leadership Teams

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

The requirement was shared at administrator meetings and electronically. All schools LLTs were represented at online professional learning sessions with our SRLD in 2021-22, and we plan to continue the same process including additional professional learning opportunities for 2022-23.

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

School administrators share their rosters with our primary reading contact and Director of Curriculum. Rosters are also shared with our Chief of Teaching and Learning, literacy coaches, district PD staff, and our SRLDs.

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

Our Chief of Teaching and Learning, Executive Directors of Elementary and Secondary Curriculum, and our Director of Curriculum support, monitor, and ensure compliance of LLTs.

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.

The majority of the professional learning activities described above will be supported by our partnership with the University of Florida Literacy Institute through the James Patterson Literacy Challenge. The UFLI team provides multiple learning opportunities including yearlong professional learning session for administrators, coaches, teachers, staff, and families. The sessions are also available through Canvas for anyone who misses a session. In addition, our district and school Literacy Leadership Teams will engage in professional learning sessions supported by our SRLDs. RAISE schools and CS&I schools have additional support from our district Literacy Specialists.

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.

All professional learning requirements are communicated during administrator meetings and are outlined in the administrator Canvas course. Each school has a school-based PD contact who meets regularly with our Professional Development Team to ensure they have the necessary support to meet the needs of their teachers and comply with requirements. Our PD office, under the leadership of the PD Director, will monitor professional development requirements and ensure compliance with the support of the Executive Directors of Elementary and Secondary Curriculum.

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

Chief of Teaching and Learning, Executive Director of Elementary Curriculum, Executive Director of Secondary Curriculum, Professional Development Director, Curriculum Director

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.

Schools are grouped into Tiers of Support based on student performance data. Tier 1 schools receive global support. Tier 2 schools are schools who have been part of the school improvement process in the recent past, schools with a grade of C, or RAISE targeted schools. Tier 3 schools include schools who are currently in the school improvement process or the intensive support RAISE schools. Tier 2 and Tier 3 schools have increased support and are the primary points of contact of our curriculum and professional development specialists, including literacy coaches and literacy specialists. Literacy coaches and literacy specialists must have reading endorsement or certification.

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?

Principals are informed of these requirements through monthly administrator meetings and professional learning sessions which complement those offered at coaching trainings. Schools consult with district leadership to ensure consistency of support and that all professional learning needs are addressed.

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?

Coaches meet monthly for targeted professional learning sessions through an ongoing professional learning community. School and district data is regularly reviewed, and needs assessment surveys are studied to ensure professional learning sessions are timely, relevant, and data-driven.

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

Curriculum Director, Professional Development Supervisor, Title I Director, Title I Supervisor

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

Monthly

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

Coaches are provided with time structures which prioritize various responsibilities which are communicated to school leadership. State and district assessment data determine coaching focus within schools. Coaches engage in documentation of duties that help them reflect and refine their supports.

District-Level Monitoring of Plan Implementation

District-Level Monitoring - Part A

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

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

Assessments

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

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

Name of the Assessment	To whom is the assessment administered?	Assessment type	What component of the reading/strand of standard is being assessed?	How often is the data being collected?
DIBELS	Students in Grades K-5	Screener, Progress Monitoring, Diagnostic	Phonological Awareness, Phonics, Fluency	3 x A Year
Istation (ISIP)	Targeted students in Grades K-5	Screener, Progress Monitoring, Summative	Oral Language, Phonological Awareness, Phonics, Vocabulary, Comprehension	Monthly
i-Ready	Students in Grades 6-8 who are not meeting grade level expectations as measured by state/district progress monitoring	Progress Monitoring, Diagnostic	Oral Language, Phonological Awareness, Phonics, Vocabulary, Comprehension	3 x A Year
District Developed Assessment	K-12	Formative Assessment	Phonics, Vocabulary, Comprehension	2 x A Month
FAST - STAR	K-2	Screener, Progress Monitoring, Summative	Oral Language, Phonological Awareness, Phonics, Fluency, Vocabulary, Comprehension	3 x A Year
FAST - Cambium	3-10	Screener, Progress Monitoring, Summative	Vocabulary, Comprehension	3 x A Year

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?

Curriculum Director, Elementary ELA Curriculum Specialist, Secondary ELA Curriculum Specialist

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

In grades K-2, all schools utilize UFLI Foundations, a systematic and explicit, evidence-based program developed by the University of Florida Literacy Institute. Administrators will continue to receive ongoing professional development to maintain a common definition of systematic, explicit, evidence-based instruction, and will receive tools to use when observing instruction.

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

Using formative data to differentiate instruction is an expectation outlined in our district's instructional framework. Schools provide ongoing professional learning opportunities for teachers to enhance their practices to align with the framework.

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

Content area teachers are represented on every school's Literacy Leadership team. The regularly scheduled professional learning sessions cover a variety of topics related to literacy instruction, and all team members are expected to implement strategies and structures learned during these sessions. Each member is accountable for sharing artifacts from implementation at future PLC sessions. Literacy Implementation Specialists work with the LLTs at their assigned schools.

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

The Executive Directors of Elementary and Secondary Curriculum meet regularly with administrators to provide feedback, and will share, document, and action plan any concerns with plan implementation.

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.

Most of the feedback from our reflection landed on the need for additional support for teachers and administrators. As a result, we will be hiring new literacy specialists for each level of school (2 Elementary, 1 middle, and 1 high) as well as a dedicated Elementary ELA Curriculum Specialist (originally, our Elementary Curriculum Specialist supported ELA and Math). We also plan to leverage the Literacy Coach Boot Camp offerings as well as the Summer Literacy Institute to support us with our next steps in professional learning.

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?

Skyward, our student information system, maintains information regarding interventions. Principals regularly conduct data chats with their leadership team and teachers to review data and ensure appropriate supports are in place to enhance student learning. Our Literacy Leadership Team members are trained in the components, expectations, and requirements of the reading plan, and they support the school-level implementation of the plan.

Who at the district level supports effective implementation?

The Executive Director of Elementary Curriculum, Executive Director of Secondary Curriculum, Director of Curriculum, Secondary ELA Curriculum Specialist, Elementary ELA Curriculum Specialist, and Literacy Specialists support effective implementation of the plan.

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

The Executive Directors meet regularly with principals. They will contact Curriculum staff if any additional support is needed in order to provide more effective implementation.

Weekly reading walkthroughs by administrators - Part B

What process is in place to ensure effective implementation?

Administrators keep records on file documenting their weekly reading walkthroughs. Data from those observations are shared at Literacy Leadership Team meetings and are used to provide additional supports to teachers.

Who at the district level supports effective implementation?

The Executive Directors of Curriculum, Director of Curriculum, Elementary ELA Curriculum Specialist, Secondary ELA Curriculum Specialist, and Literacy Specialists

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

The Executive Directors meet regularly with principals. They will contact appropriate Curriculum staff if any additional support is needed to provide more effective implementation.

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

What process is in place to ensure effective implementation?

Principals engage in data chats with their supervisors. School teams use the decision trees to make instructional decisions, including providing intervention and professional learning supports for teachers. Interventions and supports are documented in Skyward.

Who at the district level supports effective implementation?

The Executive Directors of Curriculum, Director of Curriculum, ELA Curriculum Specialists, and Literacy Specialists

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

Upon completion of principal data chats, the Executive Directors will contact the appropriate Curriculum staff for any necessary support.

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.

Our district utilized Scholastic LitCamp and SIPPs as well as resources from our core curriculum Benchmark Advance. Benchmark Advance has Moderate Evidence for ESSA. Scholastic LitCamp and SIPPS are implemented following the IES Practice Guide, "Foundational Skills to Support Reading for Understanding in Kindergarten through Third Grade."

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.)

329

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.)

52%

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.

The ACPS Read-at-Home plan is available on our district website (bit.ly/3xVAzVI). The Read-At-Home Plan offers suggestions, by grade-level, for families to consider when working with their students at home. In addition, our district is part of the Florida Grade Level Reading Campaign. This group organizes a network of community partners which provide a continuum of services for families with the long-term goal of increasing the number of students reading proficiently by the end of third grade. These partners include the Lastinger Center for Learning who manages the New Worlds Reading Initiative. Our office of Communications and Parent Academy uses multiple methods to inform families of eligible students about the NWRI. Next year, we are planning targeted family engagement activities for those who are currently participating in the New World's Reading Initiative, as well as to increase participation. Our district also collaborates with the University of Florida Literacy Institute, and have parent resources shared on our website, primarily focused on supporting students in grade K-2.

Who at the district is responsible for monitoring this requirement?

The Director of Curriculum

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?

Our core ELA curriculum in grades K-2 is UFLI Foundations and Benchmark Advance. Our core ELA curriculum in grades 3-5 is Benchmark Advance. In grades 6-12, our core curriculum is SAVVAS MyPerspectives. Our core curriculum uses an evidence-based sequence of reading instruction. Teacher lesson plans will document the use of this sequence. Teacher lesson plans are always available for review by administrators, and our district literacy block design is structured to support small group differentiated instruction. Additionally, administrators regularly visit classrooms to observe literacy instruction. Administrators provide teachers with specific feedback after visiting classrooms and connect teachers with literacy specialists and instructional coaches to provide additional support through coaching cycles. Teachers also receive targeted support from members of their Literacy Leadership Teams, and have the opportunity to participate in Professional Learning Communities.

University of Florida Literacy Institute (UFLI) Foundations does not meet strong, moderate or promising levels of evidence for grades K-3; however, the following IES Practice Guide Recommendation(s) support the program: Foundational Skills to Support Reading for Understanding in Kindergarten Through 3rd Grade, Recommendation 1: Teach students academic language skills, including the use of inferential and narrative language, and vocabulary knowledge, Minimal Evidence; Recommendation 2: Develop awareness of the segments of sounds in speech and how they link to letters, Strong Evidence; Recommendation 3: Teach students to decode words, analyze word parts, and write and recognize words, Strong Evidence; Recommendation 4: Ensure that each student reads connected text every day to support reading accuracy, fluency, and comprehension, Moderate Evidence. These recommendation(s) were built into the program which follows eight specific, systematic steps which include: phonemic awareness, visual drill (text-to-speech), auditory drill (speech-to-text), blending drill, new concept (phonics skill), word work, irregular words, and connected text. The district will support and monitor implementation of this program by engaging administrators, literacy specialists, and coaches in ongoing professional development with what to look for during implementation and how to offer feedback. We provide ongoing training for teachers, including initial training, access to online asynchronous resources in Canvas, and monthly webinars. These professional learning sessions follow a specific sequence, but also utilize feedback from participants as well as classroom observations to guide the content. Our UFLI Foundations Implementation Specialist along with Literacy Specialists will offer regular school visits to observe teachers and provide targeted, tiered support.

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

The Executive Director of Elementary Curriculum and the Director of Curriculum

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?

Texts are linked through our curriculum maps and are included in our core curriculum resources. Benchmark Advance uses literacy to teach social studies, science, and arts-related content. Teacher lesson plans document the use of these resources. Teacher lesson plans are always available for administrators to review. In addition, administrators regularly visit classrooms to observe literacy instruction and provide feedback. Literacy specialists provide teachers with ongoing support using coaching cycles, and our ELA Curriculum Specialist provides district-wide professional development activities based on student data and needs assessments. School based coaches engage in monthly professional learning sessions with the support of the University of Florida Institute. Our work has focused on the Florida Reading Initiative Framework, including practices for supporting the development of students' background knowledge.

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

Executive Director of Elementary Curriculum, Director of Curriculum, Literacy Specialists

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

How does the district support and monitor implementation?

Small group differentiated instruction is an expectation outlined in our instructional framework. Our literacy block design is structured to provide ample time for this important practice. Administrators regularly observe classrooms to ensure this occurs. In addition, administrators provide teachers with feedback, and literacy specialists provide teachers with targeted support. School-based coaches engage in monthly professional learning sessions which provide strategies for supporting their teachers with the use of data to inform their small group instruction. For example, a recent session had coaches using DIBELS data to make specific plans for students using a pivot table. The coaches then returned to their schools to implement this with their teachers, and reported back their results when meeting at the next session.

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

Executive Director of Elementary Curriculum, Director of Curriculum, Literacy Specialists

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.

We will provide all administrators and coaches with a refresher session which outlines Florida's Revised Formula for Success. We implement FRFS through structures including our reading decision trees, our MTSS plans, and our 90+30 ELA blocks in the elementary grades, and our ELA plus additional reading courses (50+50) in grades 6-12. Our core curriculum materials (UFLI Foundations and Benchmark in the Elementary Grades/SAVVAS MyPerspectives in the secondary grades) are aligned with FRFS, and include the six instructional components as well as the four assessment components.

How does the district support and monitor implementation?

The district will monitor implementation through several layers. 1. Assessment--the district assessment system monitors student progress in the components. We utilize district-created formative assessments, DIBELS 8, Istation, IReady (at select schools), and other measures. 2. Observations - Our administrators, coaches, and literacy specialists will visit classrooms and provide teachers with regular feedback on their literacy instruction to ensure it is aligned with the FRFS model. 3. Skyward, our student information system, and Illuminate, our data management system, track Tier 2 and Tier 3 interventions as well as their impact on student performance.

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

Chief of Teaching and Learning, the Executive Directors of Elementary and Secondary Curriculum, and the Director of Curriculum

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: 9-12**IF Student meets the following criteria at the beginning of the school year:***(Enter assessment criteria that will be used)*

Statewide assessment score of Level 3 or higher (2021-22 FSA ELA for the 2022-23 school year)

THEN TIER 1 Only**Core Curriculum**

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

myPerspectives meets ESSA's "Promising" evidence criteria.

Progress Monitoring**Assessment & Frequency**

F.A.S.T. assessments three times per year
District ELA Common Assessments bi-weekly

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

If review of data indicates that 80% of students are scoring 70% or above on district common ELA assessments as well as meeting grade level expectations on F.A.S.T.

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

Any student who is scoring below grade level expectations on F.A.S.T. or consistently below 60% on district common ELA assessments will be considered for receiving Tier 2 instruction.

How is the effectiveness of Tier 1 instruction being monitored?

School administrators will be conducting regular observations of classroom instruction, with the support of Literacy Specialists. These observations will be associated with student progress data to determine the impact of instructional practice on student learning.

Curriculum Team members will be reviewing common assessment data as well as F.A.S.T. data to determine any support teachers may need implementing high quality Tier 1 instruction.

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

Literacy specialists regularly meet with school leaders to review observation data and make plans to support teachers.

The only distance learning offered through our district at these grade levels is through Alachua eSchool, an FLVS franchise.

How is the effectiveness of Tier 1 curriculum being monitored?

School leadership teams, including literacy specialists, review informal teacher observation data which measures the fidelity of implementation along with student assessment data. If the data of teachers who implement the curriculum with fidelity indicates that 80% or more of students are currently meeting or on the trajectory to meet grade level expectations, then the Tier 1 curriculum is effective. Literacy Specialists share this information with the ELA Curriculum Specialists and Curriculum Director. The

Grade Levels: 9-12

only students in these grade levels who participate in district learning are enrolled in Alachua eSchool, which is a franchise of FLVS,

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

When the data is reviewed by school leadership teams, plans are developed to support teachers who are not implementing the curriculum with fidelity. We are partnering with the PS/Rti Project to incorporate the ICEL/RIOT problem solving framework. This framework will help us to determine the root cause for lack of progress in student learning, including any potential gaps or limitations in curriculum materials. Schools will implement this process through their regularly scheduled data chats, and Literacy Specialists will share any findings about the curriculum with ELA Curriculum Specialists and Curriculum Director.

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

The only students in these grade levels who participate in district learning are enrolled in Alachua eSchool, which is a franchise of FLVS,

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

Statewide assessment score of Level 3 or higher

DIBELS score of Core or Above

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 for K-5 is Benchmark Advance, which has a moderate level of ESSA Evidence. We also use UFLI Foundations as a core foundations literacy curriculum in grades K-2. University of Florida Literacy Institute (UFLI) Foundations does not meet strong, moderate or promising levels of evidence for grades K-3; however, the following IES Practice Guide Recommendation(s) support the program: Foundational Skills to Support Reading for Understanding in Kindergarten Through 3rd Grade, Recommendation 1: Teach students academic language skills, including the use of inferential and narrative language, and vocabulary knowledge, Minimal Evidence; Recommendation 2: Develop awareness of the segments of sounds in speech and how they link to letters, Strong Evidence; Recommendation 3: Teach students to decode words, analyze word parts, and write and recognize words, Strong Evidence; Recommendation 4: Ensure that each student reads connected text every day to support reading accuracy, fluency, and comprehension, Moderate Evidence. These recommendation(s) were built into the program which follows eight specific, systematic steps which include: phonemic awareness, visual drill (text-to-speech), auditory drill (speech-to-text), blending drill, new concept (phonics skill), word work, irregular words, and connected text. The district will support and monitor implementation of this program by engaging administrators, literacy specialists, and coaches in ongoing professional development with what to look for during implementation and how to offer feedback. We provide ongoing training for teachers, including initial training, access to online asynchronous resources in Canvas, and monthly webinars. These professional learning sessions follow a specific sequence, but also utilize feedback from participants as well as classroom observations to guide the content. Our UFLI Foundations Implementation Specialist along with Literacy Specialists will offer regular school visits to observe teachers and provide targeted, tiered support.

Progress Monitoring**Assessment & Frequency**

F.A.S.T. three times per year

DIBELS 8 three times per year

District Common ELA Assessments every three weeks

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

80% of students are scoring Level 3 or above on F.A.S.T. (or At/Above Benchmark on K-2 F.A.S.T.)

80% of students are scoring CORE or above on DIBELS 8

80% of students are scoring 70% or above on District Common ELA Assessments

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

Students scoring Level 2 on F.A.S.T. (or Intervention/On Watch on K-2 F.A.S.T.)

Students scoring at risk on DIBELS 8

Students consistently scoring below 60% on District Common ELA Assessments

Grade Levels: K-5

How is the effectiveness of Tier 1 instruction being monitored?

School administrators will be conducting regular observations of classroom instruction, with the support of Literacy Specialists. These observations will be associated with student progress data to determine the impact of instructional practice on student learning.

Curriculum Team members will be reviewing common assessment data as well as F.A.S.T. data to determine any support teachers may need implementing high quality Tier 1 instruction.

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

Literacy specialists regularly meet with school leaders to review observation data and make plans to support teachers.

The only distance learning offered through our district at these grade levels is through Alachua eSchool, which will follow the same practice.

How is the effectiveness of Tier 1 curriculum being monitored?

School leadership teams, including literacy specialists, review informal teacher observation data which measures the fidelity of implementation along with student assessment data. If the data of teachers who implement the curriculum with fidelity indicates that 80% or more of students are currently meeting or on the trajectory to meet grade level expectations, then the Tier 1 curriculum is effective. Literacy Specialists share this information with the ELA Curriculum Specialists and Curriculum Director.

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

When the data is reviewed by school leadership teams, plans are developed to support teachers who are not implementing the curriculum with fidelity. We are partnering with the PS/Rti Project to incorporate the ICEL/RIOT problem solving framework. This framework will help us to determine the root cause for lack of progress in student learning, including any potential gaps or limitations in curriculum materials. Schools will implement this process through their regularly scheduled data chats, and Literacy Specialists will share any findings about the curriculum with ELA Curriculum Specialists and Curriculum Director. Alachua eSchool will follow the same process.

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

The only elementary students engaged in distance learning are enrolled in Alachua eSchool. These teachers implement the same curriculum as the traditional schools.

Grade Levels: 6-8**IF Student meets the following criteria at the beginning of the school year:**

(Enter assessment criteria that will be used)

Student meets the following criteria at beginning of school year:

Statewide assessment score of Level 3 or higher (2021-22 FSA ELA for the 2022-23 school year)

THEN TIER 1 Only**Core Curriculum**

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

myPerspectives meets ESSA's "Promising" evidence criteria.

We also implement the following practices and supplemental resources:

Teach students to identify and use the text's organizational structure to comprehend, learn, and remember content. (IES Practice Guide)

CPalms standards based lessons, tutorials and instructional resources

Khan Academy SAT Prep course with an individualized instructional plan based on data from the College Board PSAT reports (for Grade 8 students with a PSAT score).

Select texts purposefully to support comprehension development. (IES Practice Guide)

CommonLit: Direct, explicit, systematic instruction in vocabulary and comprehension.

Provide explicit vocabulary instruction. (IES Practice Guide)

Vocabulary instruction using print and digital resources from Vocabulary.com.

Progress Monitoring**Assessment & Frequency**

F.A.S.T. assessments three times per year

District ELA Common Assessments bi-weekly

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

If review of data indicates that 80% of students are scoring 70% or above on district common ELA assessments as well as meeting grade level expectations on F.A.S.T.

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

Any student who is scoring below grade level expectations on F.A.S.T. or consistently below 60% on district common ELA assessments will be considered for receiving Tier 2 instruction.

How is the effectiveness of Tier 1 instruction being monitored?

School administrators will be conducting regular observations of classroom instruction, with the support of Literacy Specialists. These observations will be associated with student progress data to determine the impact of instructional practice on student learning.

Curriculum Team members will be reviewing common assessment data as well as F.A.S.T. data to determine any support teachers may need implementing high quality Tier 1 instruction.

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

Grade Levels: 6-8

Literacy specialists regularly meet with school leaders to review observation data and make plans to support teachers.

The only distance learning offered through our district at these grade levels is through Alachua eSchool, an FLVS franchise.

How is the effectiveness of Tier 1 curriculum being monitored?

School leadership teams, including literacy specialists, review informal teacher observation data which measures the fidelity of implementation along with student assessment data. If the data of teachers who implement the curriculum with fidelity indicates that 80% or more of students are currently meeting or on the trajectory to meet grade level expectations, then the Tier 1 curriculum is effective. Literacy Specialists share this information with the ELA Curriculum Specialists and Curriculum Director.

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

When the data is reviewed by school leadership teams, plans are developed to support teachers who are not implementing the curriculum with fidelity. We are partnering with the PS/Rti Project to incorporate the ICEL/RIOT problem solving framework. This framework will help us to determine the root cause for lack of progress in student learning, including any potential gaps or limitations in curriculum materials. Schools will implement this process through their regularly scheduled data chats, and Literacy Specialists will share any findings about the curriculum with ELA Curriculum Specialists and Curriculum Director. The only students in these grade levels who participate in district learning are enrolled in Alachua eSchool, which is a franchise of FLVS,

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

The only students in these grade levels who participate in district learning are enrolled in Alachua eSchool, which is a franchise of FLVS,

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)

Scores Level 2, "on watch" or "intervention" on statewide assessment or

Scores "at risk" on DIBELS 8

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

For foundational literacy needs - we will incorporate systematic phonic/phonological awareness instruction with UFLI (University of Florida Literacy Institute) practices or SIPPS (Systematic Instruction in Phonological Awareness and Sight Words)

University of Florida Literacy Institute (UFLI) Foundations does not meet strong, moderate or promising levels of evidence for grades K-5; however, the following IES Practice Guide Recommendation(s) support the program: Foundational Skills to Support Reading for Understanding in Kindergarten Through 3rd Grade, Recommendation 1: Teach students academic language skills, including the use of inferential and narrative language, and vocabulary knowledge, Minimal Evidence; Recommendation 2: Develop awareness of the segments of sounds in speech and how they link to letters, Strong Evidence; Recommendation 3: Teach students to decode words, analyze word parts, and write and recognize words, Strong Evidence; Recommendation 4: Ensure that each student reads connected text every day to support reading accuracy, fluency, and comprehension, Moderate Evidence. In addition, UFLI Foundations as an intervention for grades 3-5, meets IES Practice Guide Recommendations for Providing Reading Interventions to students in Grades 4-9, including Recommendation 1: Build students' decoding skills so they can read multisyllabic words, Recommendation 2: Provide purposeful fluency-building activities, Recommendation 3: Routinely use a set of comprehension building practices, and Recommendation 4: Provide students with opportunities to make sense of stretch text. These recommendation(s) were built into the program which follows eight specific, systematic steps which include: phonemic awareness, visual drill (text-to-speech), auditory drill (speech-to-text), blending drill, new concept (phonics skill), word work, irregular words, and connected text. The district will support and monitor implementation of this program by engaging administrators, literacy specialists, and coaches in ongoing professional development with what to look for during implementation and how to offer feedback. We provide ongoing training for teachers, including initial training, access to online asynchronous resources in Canvas, and monthly webinars. These professional learning sessions follow a specific sequence, but also utilize feedback from participants as well as classroom observations to guide the content. Our UFLI Foundations Implementation Specialist along with Literacy Specialists will offer regular school visits to observe teachers and provide targeted, tiered support.

For vocabulary or comprehension needs, we will utilize intervention materials from Benchmark Advance, our core curriculum, iReady, Istation, or Reading A-Z.

Assessment & Frequency

UFLI weekly encoding assessments, SIPPS mastery tests (biweekly), fluency measures (biweekly), or Ready Florida assessments, in addition to the district ELA common assessments which are administered every three weeks.

Performance Criteria to discontinue Tier 2 interventions

Students score core or above on DIBELS 8, or Level 3 or "at above benchmark" on F.A.S.T. assessments, or consistently score above 70% on district common ELA assessments.

Grade Levels: K-5**Progress Monitoring****Performance Criteria indicating continuation of Tier 2 interventions in addition to Tier 1 instruction**

Students continuing to score "at risk" or "intervention" or Level 2 on F.A.S.T., "Some risk" on DIBELS 8, and scoring between 50 and 70% on district common assessments.

Performance Criteria that prompts the addition of Tier 3 interventions

Student scores "urgent intervention" or level 1 on F.A.S.T. , intensive on DIBELS 8, or consistently below 50% on district common assessments

Number of times per week intervention provided

4 times per week

Number of minutes per intervention session

20-30 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?

School teams collect data on the impact of these resources as well as conduct fidelity checks on the implementation of these resources. Administrators and coaches have received training on how to observe implementation with fidelity and will collect fidelity ratings for classroom visits. Fidelity ratings as well as student attendance/participation records will be compared with district progress monitoring data to measure impact.

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

Systematic Phonics/Phonological Awareness Instruction (teaching students to decode words, analyze word parts, and write and recognize words and develop an awareness of the segments in speech and how they link to letters) is supported by the IES Practice Guide with strong ESSA Evidence. SIPPS is the tool used for that practice.

Benchmark Advance intervention has moderate ESSA evidence.

Istation has promising ESSA Evidence.

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

At this time, the only distance learning option we offer is our Alachua eSchool. We have a plan in place if we need to change from brick and mortar to distance learning. Students will receive instruction using the same materials and following the same sequence using our learning management system, Canvas. Teacher/student interaction will be via Google Meet or Zoom. Some of these resources are more readily adaptable to distance learning than others. For example, students can still engage in SIPPS lessons via small group meetings using Google Meet and Zoom. Teachers have received training with how to implement SIPPS via distance learning, and successfully implemented the lessons via distance learning in 2020-21.

Grade Levels: 6-8**IF Student meets the following criteria at the beginning of the school year:***(Enter assessment criteria that will be used)*

Achievement Level of 2 on statewide ELA assessment

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

myPerspectives by Savvas is the core curriculum for the following courses:

1001010 M/J LANG ARTS 1

1001020 M/J LANG ARTS 1 ADV

1001040 M/J LANG ARTS 2

1001050 M/J LANG ARTS 2 ADV

1001070 M/J LANG ARTS 3

1001080 M/J LANG ARTS 3 ADV

1002000 M/J LANG ARTS 1 ESOL

1002010 M/J LANG ARTS 2 ESOL

1002020 M/J LANG ARTS 3 ESOL

The instructional materials are embedded with strategies to engage with complex text; building knowledge through reading content-related texts motivates readers by providing a built-in purpose for reading. Differentiated instruction is provided for use with students who are below level. Text complexity rubrics for each selection provide information that helps teachers identify and plan modifications for making texts accessible for all students working at different levels.

Intensive Reading class with iReady (Promising Evidence) online instruction 30-49 minutes per week or a Reading elective class.

1000010 M/J INTENS READ 1

1000012 M/J INTENS READ 2

1000014 M/J INTENS READ 3

OR

1010000 M/J LITERACY FILM/LI

1010010 M/J LITERACY WORL DLIT

Supplemental Instructional Practices and Materials:

Teach students to identify and use the text's organizational structure to comprehend, learn, and remember content. (IES Practice Guide)

CPalms standards based lessons, tutorials and instructional resources

Khan Academy SAT Prep course with an individualized instructional plan based on data from the College Board PSAT reports (for Grade 8 students with a PSAT score).

Select texts purposefully to support comprehension development. (IES Practice Guide)

CommonLit: Direct, explicit, systematic instruction in vocabulary and comprehension.

Provide explicit vocabulary instruction. (IES Practice Guide)

Vocabulary instruction using print and digital resources from Vocabulary.com.

Assessment & Frequency

F.A.S.T. ELA, three times per year, iReady diagnostic three times per year. Weekly monitoring of student scores on online, adaptive lessons.

Performance Criteria to discontinue Tier 2 interventions

Achievement Level of 3+ on F.A.S.T. Progress Monitoring AND signs of stretch growth in iReady diagnostics.

Grade Levels: 6-8

Progress Monitoring

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

Achievement Level of 2 on F.A.S.T. Progress Monitoring and moderate growth in i-Ready diagnostics

Performance Criteria that prompts the addition of Tier 3 interventions

Achievement Level of 1 on F.A.S.T. Progress Monitoring and no growth or regression on i-Ready diagnostics

Number of times per week intervention provided

5 times per week

Number of minutes per intervention session

15-50 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?

Regular, consistent district, school, and teacher-level review of iReady usage and lesson pass rate. Review of diagnostic data at the mid-year to ensure that students are on track for growth goals. Students take the F.A.S.T. ELA assessment to ensure that they are on track with standards-based instruction as well as the adaptive online reading instruction. Ongoing teacher and school administrator professional development in analyzing reading report data to inform reading instruction. MTSS Core Team Meetings and MTSS student-specific meetings.

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

The core curriculum and intervention curriculum have promising ESSA evidence.

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

The only students we have engaging in distance learning at these grade levels are enrolled in Alachua eSchool, a franchise of FLVS. Students will receive Tier 2 interventions as planned by FLVS.

Grade Levels: 9-12**IF Student meets the following criteria at the beginning of the school year:***(Enter assessment criteria that will be used)*

Students scoring achievement level of 2 on the statewide ELA assessment

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

English class with Reading Endorsed teacher OR a co teach/ support facilitation instructional model for English.

Intensive Reading class with Reading Plus Reading Plus has strong ESSA Evidence.

Building background knowledge with intentional nonfiction selections.

Explicit Foundational and Application Vocabulary Practices (IES Practice Guide: Improving Adolescent Literacy)

Students strategies for Staying connected to the text during reading

Explicitly teach appropriate writing strategies using a Model-Practice-Reflect instructional cycle. (IES: Teaching Secondary Students to Write Effectively)

Built-in progress monitoring in order to form small groups intervention lessons.

Assessment & Frequency

F.A.S.T. ELA, three times per year, Reading Plus diagnostic three times per year. Weekly monitoring of student scores on online, adaptive lessons.

Performance Criteria to discontinue Tier 2 interventions

Achievement Level of 3+ on F.A.S.T. Progress Monitoring AND signs of growth in Reading Plus diagnostics.

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

Achievement Level of 2 on F.A.S.T. Progress Monitoring with moderate signs of growth in F.A.S.T. ELA or the Reading Plus diagnostic assessments.

Performance Criteria that prompts the addition of Tier 3 interventions

Achievement Level of 1 on F.A.S.T. Progress Monitoring with no signs of growth in F.A.S.T. ELA or the iReady diagnostics.

Number of times per week intervention provided

5

Number of minutes per intervention session

15-50

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?

Regular, consistent district, school, and teacher level review of Reading Plus usage and lesson pass rate. Review of diagnostic data at the mid-year to ensure that students are on track for growth goals. Students take the F.A.S.T. ELA assessment to ensure that they are on track with standards-based

Grade Levels: 9-12

instruction as well as the adaptive online reading instruction.

Ongoing teacher and school administrator professional development in analyzing reading report data to inform reading instruction.

MTSS Core Team Meetings and MTSS student-specific meetings.

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

Reading Plus was evaluated in a randomized study that involved six elementary schools in an urban district in the northeastern United States. The study found that students who engaged in Reading Plus showed significantly greater improvements in reading proficiency than did control students who received other types of targeted reading instruction. Specifically, Reading Plus students made significantly larger improvements in reading achievement (effect size = +0.11), as measured by the Group Reading Assessment Diagnostic Evaluation (GRADE). These results qualify Reading Plus for the ESSA “Strong” category.

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

The only students in these grade levels who participate in district learning are enrolled in Alachua eSchool, which is a franchise of FLVS,

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)

Statewide assessment data of Level 1, or urgent intervention

DIBELS 8 data of intensive support

Common assessment data consistently below 50%

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

Progress Monitoring

Tier 3 Programs/Materials/Strategies & Duration

For foundational needs, students will engage in SIPPS or UFLI Foundations instruction.

For vocabulary or comprehension needs, students will participate in teacher lead small groups of 1-3 students utilizing targeted resources from Istation, Ready Florida, Benchmark Intervention, or Imagine Learning.

University of Florida Literacy Institute (UFLI) Foundations does not meet strong, moderate or promising levels of evidence for grades K-5; however, the following IES Practice Guide Recommendation(s) support the program: Foundational Skills to Support Reading for Understanding in Kindergarten Through 3rd Grade, Recommendation 1: Teach students academic language skills, including the use of inferential and narrative language, and vocabulary knowledge, Minimal Evidence; Recommendation 2: Develop awareness of the segments of sounds in speech and how they link to letters, Strong Evidence; Recommendation 3: Teach students to decode words, analyze word parts, and write and recognize words, Strong Evidence; Recommendation 4: Ensure that each student reads connected text every day to support reading accuracy, fluency, and comprehension, Moderate Evidence. In addition, UFLI Foundations as an intervention for grades 3-5, meets IES Practice Guide Recommendations for Providing Reading Interventions to students in Grades 4-9, including Recommendation 1: Build students' decoding skills so they can read multisyllabic words, Recommendation 2: Provide purposeful fluency-building activities, Recommendation 3: Routinely use a set of comprehension building practices, and Recommendation 4: Provide students with opportunities to make sense of stretch text. These recommendation(s) were built into the program which follows eight specific, systematic steps which include: phonemic awareness, visual drill (text-to-speech), auditory drill (speech-to-text), blending drill, new concept (phonics skill), word work, irregular words, and connected text. The district will support and monitor implementation of this program by engaging administrators, literacy specialists, and coaches in ongoing professional development with what to look for during implementation and how to offer feedback. We provide ongoing training for teachers, including initial training, access to online asynchronous resources in Canvas, and monthly webinars. These professional learning sessions follow a specific sequence, but also utilize feedback from participants as well as classroom observations to guide the content. Our UFLI Foundations Implementation Specialist along with Literacy Specialists will offer regular school visits to observe teachers and provide targeted, tiered support.

Assessment & Frequency

Weekly fluency timings, curriculum based mastery assessments, and district common assessments every three weeks.

Performance Criteria to discontinue Tier 3 interventions

Students begin to score in "some risk" in DIBELS 8, a level 2 on F.A.S.T., or consistently score above 50% on district common assessments.

Performance Criteria indicating continuation of Tier 3 interventions

Students continue to score below 50% on common assessments, a level 1 on F.A.S.T., and "intensive support" on DIBELS 8.

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

If any scores regress remain stagnant

Number of times per week intervention provided

5

Number of minutes per intervention session

30-45

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

Regular, consistent district, school, and teacher level review of Reading Plus usage and lesson pass rate. Review of diagnostic data at the mid-year to ensure that students are on track for growth goals. Students take the F.A.S.T. ELA assessment to ensure that they are on track with standards-based instruction as well as the adaptive online reading instruction. Ongoing teacher and school administrator professional development in analyzing reading report data to inform reading instruction. MTSS Core Team Meetings and MTSS student-specific meetings.

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

Systematic Phonics/Phonological Awareness Instruction (teaching students to decode words, analyze word parts, and write and recognize words and develop an awareness of the segments in speech and how they link to letters) is supported by the IES Practice Guide with strong ESSA Evidence. SIPPS is the tool used for that practice. Benchmark Advance intervention has moderate ESSA evidence. Istation has promising ESSA Evidence.

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

At this time, the only distance learning option we offer is our Alachua eSchool. We have a plan in place if we need to change from brick and mortar to distance learning. Students will receive instruction using the same materials and following the same sequence using our learning management system, Canvas. Teacher/student interaction will be via Google Meet or Zoom. Some of these resources are more readily adaptable to distance learning than others. For example, students can still engage in SIPPS lessons via small group meetings using Google Meet and Zoom. Teachers have received training with how to implement SIPPS via distance learning, and successfully implemented the lessons via distance learning in 2020-21.

Grade Levels: 6-8**IF Student meets the following criteria at the beginning of the school year:**

(Enter assessment criteria that will be used)

Students who score a level 1 on the statewide ELA assessment.

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

Progress Monitoring

Tier 3 Programs/Materials/Strategies & Duration

Students will also receive teacher- facilitated differentiated small group instruction using lessons and resources contained in the i-Ready Teacher Toolbox and additional supplemental programs including phonics, high-frequency words, vocabulary, and comprehension). Lessons target student needs based on data from the students' diagnostic plans.

Assessment & Frequency

Weekly monitoring of iReady instructional data.

Performance Criteria to discontinue Tier 3 interventions

Achievement Level of 3+ on F.A.S.T. Progress Monitoring AND signs of significant growth in iReady diagnostics.

Performance Criteria indicating continuation of Tier 3 interventions

Achievement Level of 1-2 on F.A.S.T. Progress Monitoring with moderate signs of growth in F.A.S.T. ELA or the iReady diagnostics.

Performance Criteria that prompts intensified Tier 3 interventions

Achievement Level of 1 on F.A.S.T. Progress Monitoring with no signs of growth in F.A.S.T. ELA or the iReady diagnostics.

Number of times per week intervention provided

5

Number of minutes per intervention session

40-50

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?

Regular, consistent district, school, and teacher level review of iReady usage and lesson pass rate. Review of diagnostic data at the mid-year to ensure that students are on track for growth goals.

Students take the F.A.S.T. ELA assessment to ensure that they are on track with standards-based instruction as well as the adaptive online reading instruction.

Ongoing teacher and school administrator professional development in analyzing reading report data to inform reading instruction.

MTSS Core Team Meetings and MTSS student-specific meetings.

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

Grade Levels: 6-8

The analysis on a final sample of more than 440,000 ELA students grades K-8 showed that students receiving iReady Instruction demonstrated greater learning gains for the 2017–2018 academic year compared to students who did not receive iReady Instruction, when controlling for selection bias. The results of this study were statistically significant at the $p < .05$ level for all grades and subjects. The results of this analysis provide evidence of a relationship between use of iReady Instruction and greater student learning gains. The significance of the findings and the inclusion of statistical controls in this study meet the criteria for ESSA Level 3: Strong Evidence.

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

The only students who are enrolled in distance learning are enrolled in Alachua eSchool, an FLVS franchise.

Grade Levels: 9-12**IF Student meets the following criteria at the beginning of the school year:**

(Enter assessment criteria that will be used)

Students who score a level 1 on the statewide ELA assessment.

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

Progress Monitoring

Tier 3 Programs/Materials/Strategies & Duration

Intensive Reading class with Reading Plus

Building background knowledge with intentional nonfiction selections.

Explicit Foundational and Application Vocabulary Practices (IES Practice Guide: Improving Adolescent Literacy)

Students strategies for Staying connected to the text during reading

Explicitly teach appropriate writing strategies using a Model-Practice-Reflect instructional cycle. (IES: Teaching Secondary Students to Write Effectively)

Built-in progress monitoring in order to form small groups intervention lessons.

Assessment & Frequency

Weekly monitoring.

Performance Criteria to discontinue Tier 3 interventions

Achievement Level of 3+ on F.A.S.T. Progress Monitoring AND signs of significant growth in Reading Plus diagnostics.

Performance Criteria indicating continuation of Tier 3 interventions

Achievement Level of 1 on F.A.S.T. Progress Monitoring with moderate signs of growth in F.A.S.T. ELA or the Reading Plus diagnostics.

Performance Criteria that prompts intensified Tier 3 interventions

Achievement Level of 1 on F.A.S.T. Progress Monitoring with no signs of growth in F.A.S.T. ELA or the Reading Plus diagnostics.

Number of times per week intervention provided

5

Number of minutes per intervention session

40-50

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?

Regular, consistent district, school, and teacher level review of Reading Plus usage and lesson pass rate. Review of diagnostic data at the mid-year to ensure that students are on track for growth goals. Students take the F.A.S.T. ELA assessment to ensure that they are on track with standards-based instruction as well as the adaptive online reading instruction.

Ongoing teacher and school administrator professional development in analyzing reading report data to inform reading instruction.

MTSS Core Team Meetings and MTSS student-specific meetings.

Grade Levels: 9-12

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

Reading Plus was evaluated in a randomized study that involved six elementary schools in an urban district in the northeastern United States. The study found that students who engaged in Reading Plus showed significantly greater improvements in reading proficiency than did control students who received other types of targeted reading instruction. Specifically, Reading Plus students made significantly larger improvements in reading achievement (effect size = +0.11), as measured by the Group Reading Assessment Diagnostic Evaluation (GRADE). These results qualify Reading Plus for the ESSA “Strong” category.

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

The only students enrolled in distance learning are enrolled in Alachua eSchool, and FLVS franchise.

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.

Students who are not meeting grade level expectations in reading are eligible for additional supports as part of our MTSS process. Any K-12 student who is scoring in the lowest achievement level in our assessment system (F.A.S.T. Level 1, ISIP Level 1, FSA Level 1, DIBELS Intensive Support) is determined to have a substantial reading deficiency. Additional assessments are administered to determine the students area of need, and these students will begin receiving Tier 3 supports. All K-5 students who require Tier 3 supports receive parental notification of a substantial reading deficiency immediately upon eligibility. Parents are notified by letter. In addition, teachers conduct ongoing parent conferences during which they discuss and document strategies to support the student, either in the Progress Monitoring Plan (K-5) and/or their IEP or 504 Plan. All tiered interventions are documented in Skyward, our student information system. The effectiveness of these interventions are discussed at regularly scheduled teacher data chats as well as through individual student progress monitoring plans/MTSS documentation.