Orange County Public Schools

2022-23 Reading Plan

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Contact Information, Communication Plan, and Student Achievement Goals

Contact Information - Part A

District Contact Information

Reading Contacts

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

Contact	Name, Title, Email, Phone
Main District Reading Contact	Gorham, David Director david.gorham@ocps.net 407-317-3200
Elementary English Language Arts (ELA)	Platzer, Michelle Senior Administrator, Elementary ELA michelle.platzer@ocps.net 407-317-3200 ext. 2002532
Secondary ELA	Butterfield, Mandy Senior Administrator, Secondary ELA mandy.butterfield@ocps.net 407-317-3200 ext.2004142
Multi-Tiered System of Supports (MTSS)	Mills, Elease Senior Administrator, K-12 MTSS and Interventions elease.mills@ocps.net 407-317-3200 ext.2002594
Reading Endorsement	Gorham, David Director david.gorham@ocps.net 407-317-3200 ext.2004089
Reading Curriculum	Platzer, Michelle Senior Administrator, Elementary ELA michelle.platzer@ocps.net 407-317-3200 ext. 2002532
Reading Curriculum	Mills, Elease Senior Administrator, K-12 MTSS and Interventions elease.mills@ocps.net 407-317-3200 ext.2002594
Professional Development	Bradshaw, Leigh Ann Associate Superintendent leigh.bradshaw@ocps.net 407-317-3200 ext. 2002560
Assessment	Sasser, Jennifer Associate Superintendent jennifer.sasser@ocps.net 407-317-3200 ext. 2003214
Data Element	Leonard, Alysia Senior Instructional Process Specialist alysia.leonard@ocps.net 407-317-3200 ext. 2002280
Summer Reading Camp	Lindlau, Charles Executive Area Director charles.lindlau@ocps.net 407-317-3200 ext. 2002846
Third Grade Promotion	Owens, Karla Director karla.owens@ocps.net 407-317-3200 ext. 2002386
300 Lowest-Performing Elementary Schools	Berson, Rosemary Senior Administrator, Corrective Programs rosemary.berson@ocps.net 407-317-3200 ext. 200622

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.

An overview video tutorial will be posted and shared with various stakeholders through the OCPS website. The overview will also be linked within additional resources for K-12 ELA and Reading curriculum pages. The plan will be posted within the FLDOE Just Read, Florida! website in addition to the OCPS website, also.

The CERP will also be communicated with literacy coaches and school-based administrators during our regularly scheduled Literacy coach and leader meetings. These meetings occur between 3 and 4 times per year. These stakeholders will be expected to bring the information back to their school sites to be shared with teachers, support staff and parents.

The plan will also be accessible within our instructional materials website for K-12 ELA and Reading. Specific information will also be included in our district's Deputy Superintendent Newsletter that is distributed to administrators and instructional staff.

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 51%

Previous School Year
Kindergarten - % of Students "Ready" on FLKRS 62%

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

Make all stakeholders aware of the purpose of the and the Star Early Literacy assessment in VPK implications it has on VPK providers
Increase Jumpstart to Kindergarten enrollment at eligible schools to reduce summer learning loss in preschoolers entering kindergarten in the fall
Provide trainings for teachers and/or testing administrators prior to administration
Ensure teachers and testing administrators closely follow the pre-test instructions
Become familiar with STAR Early Literacy testing accommodations
Ensure teachers and testing administrators closely follow the pre-test instructions
Become familiar with STAR Early Literacy testing accommodations
Consider administering in small group setting in classroom rather than whole class lab setting to closely monitor
Ensure headphones are working and students are accustomed to using them
Allow more time for children lacking technology skills to take the assessment within the testing window
Help students acclimate to use of computer prior to Star Early Literacy assessment in VPK
Familiarize students with navigation using laptops and a mouse
Allow children to take practice test to become more familiar with the testing format
Implement the Star Early Literacy assessment in VPK three times a year for progress monitoring as required by the state

Monitor the District's overall progress and administration of FAST STAR to ensure all schools are participating before the assessment window closes (including Charter Schools)

Statewide English Language Arts Standardized Assessment:

Grade	Previous School Year % of Students Scoring					Goal for Plan Year % of Students Scoring				
	Lvl 1	Lvl 2	Lvl 3	Lvl 4	Lvl 5	Lvl 1	Lvl 2	Lvl 3	Lvl 4	Lvl 5
3	27	19	26	20	8	22	19	28	22	9
4	27	17	23	22	11	20	20	28	23	9
5	26	21	24	19	10	21	22	27	20	10
6	26	21	20	22	10	23	20	23	24	10
7	34	20	20	17	10	28	21	22	18	11
8	32	20	22	15	10	24	20	26	19	11
9	30	21	20	20	10	25	20	22	20	13
10	31	23	18	18	10	24	23	24	18	11

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 percentage of students currently scoring at or above grade level on (the approved district progress monitoring assessment) by 11% this year, from (51%) to (62%).

District Budget for Evidence-Based Reading Instruction Allocation

Budget		
1	Estimated proportional share distributed to district charter	$0.00
2	Reading coaches assigned to elementary schools	$0.00
3	Reading coaches assigned to secondary schools	$0.00
4	Intervention teachers assigned to elementary schools	$0.00
5	Intervention teachers assigned to secondary schools	$0.00
6	Supplemental materials or interventions for elementary schools	$0.00
7	Supplemental materials or interventions for secondary schools	$0.00
8	Intensive interventions for elementary students reading below grade level	$0.00
9	Intensive interventions for secondary students reading below grade level	$0.00
10	Professional development	$0.00
11	Helping teachers earn the reading endorsement	$0.00
12	Summer reading camps	$0.00

13	Additional hour for 300 lowest-performing elementary schools	$0.00
14	Early literacy instruction/intervention for VPK completers pursuant to s. 1008.25(8)(c), F.S.	$0.00
	Total:	$0.00

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 is providing additional professional development opportunities for teachers and coaches in partnership with the University of Central Florida. SIPPS instructional resources and professional development has been purchased for all elementary schools.

Endorsement opportunities are prioritized for teachers of intensive reading interventions and grade 3. Additionally select teachers, coaches, and administrators will be afforded the opportunity to complete online coursework through the Aims Institute focused on the science of reading and foundational skills in grades K-3. In support of daily instruction assessment guides, foundational tasks, and a district-wide reading framework have been created to increase the consistency and fidelity of reading interventions

School Literacy Leadership Teams

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

The requirement is communicated through both coach meetings and leadership meetings between school leadership and district-level leadership.

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

A survey will be submitted by each school identifying members of their School Literacy Leadership Team. Survey submissions will be collected by Curriculum & Digital Learning.

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

Each learning community establishes their data collection methods and timeline. Curriculum and Instruction may be called upon to support when needed.

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.

Online coursework focused on the science of reading and foundational skills will continue through AIM Pathway for selected instructional and administrative leaders. A hands on multisensory PD series will also be
offered to primary teachers.

Per statute requirements, an online course will be available for all teachers focused on 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. Specific training opportunities will be provided focused on the integration of the B.E.S.T. foundational reading standards for elementary and secondary. SIPPS training will also be provided for reading intervention teachers and coaches.

Reading and Writing PD opportunities aligned to the new B.E.S.T. standards are made available through the IMPACT Professional Development series for Reading and ELA teachers in grades K-10. The Curriculum and Digital Learning Team will also embed content associated with literacy within the regularly scheduled assistant principal and principal meetings across the district.

Schools develop their professional learning plans based on the needs of their schools. These plans include specific supports for teachers based on progress monitoring data. Additional supports through side-by-side coaching for teachers are provided to teachers based on school requests and Program Specialist availability by content and grade-level. Administrators and coaches are supported in their school-based professional development plans through their participation in district-wide Principal and AP meetings, and Leads/coach meetings.

The Professional Learning Department provides Clinical Educator training to equip mentor teachers with the four essential skills necessary to provide strategic support to new teachers. Additionally, year-long support and professional development is offered to Lead Mentors at each school to enhance mentor development at the school level across the district. Schools select mentor teachers based on the expertise and needs of their teachers and staff and the Professional Learning Department verifies appropriate mentor placement. These mentor teachers may also serve as model classrooms on their campuses or will assist in the identification of teachers that will serve as such.

Professional Learning may occur weekly within PLCs or after school on Wednesdays, based on school discretion and schedule.

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.

Our primary means of communication will be through our Deputy Superintendent Newsletters, Learning Community Principal meetings, Assistant Principal of Instruction meetings, coach/leads meetings, and via email distribution lists for administrators and literacy coaches.

The Professional Learning Department also announces specific learning opportunities via the district's Deputy Superintendent Newsletters.

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

Learning Community Leadership Teams are primarily responsible for supporting specific schools within their learning communities with additional supports, when necessary, from content area specialists in the Curriculum and Digital Learning department, upon request.
Specific schools within Corrective Programs receive regular supports with professional development from assigned content area specialists.

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 following indicators are used to determine schools with the greatest need: student achievement, leadership, supportive environment and professional capacity. There are additional factors within each of these indicators that are scaled from high risk to low risk. Once the Risk Factor Analysis is completed, schools are identified for additional support from the School Transformation Office, Corrective Programs or increased district-level support. An overview sheet is attached. Literacy/Reading coaches are required to be certified or endorsed in Reading.

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?

These requirements are communicated through Deputy Superintendent Newsletters and Learning Community Principal Meetings.

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?

All instructional coaches for the district are required to complete the Facilitative Coaching Series through the Professional Learning Department. Within this series, coaches and aspiring coaches learn how to lead teacher teams. Our district also offers an extended coaching opportunity upon application called the Advanced Coaching Academy. This series further defines the role of the coach, and the coaching cycle. Content-specific coach and instructional leader meetings are held multiple times per year for ELA and Reading for elementary and secondary. During these meetings, we focus on the role of the literacy coach. A Deputy Superintendent Memo will also be released with the statute language associated with the role of literacy coaches, including the minimum requirements.

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

Monitoring is conducted by school-level and learning community leadership teams. At the district level, the Executive Area Director of each learning community will monitor coaching time and tasks.

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

Quarterly, at minimum. Each learning community establishes their data collection methods and timeline. At the district level, the Executive Area Director of each learning community will review the data within each of their meetings with the school sites.

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

The determination of coaching time and tasks are primarily made on the needs of students within schools. With the support of the various coaching series that are provided through the Professional Learning Department, specific problem-solving steps are addressed through direct communication with principals of coaching candidates within the Facilitative Coaching Series and Advanced Coaching Academy that is grounded in the research and work from the UF Lastinger Center. If the data suggests that inadequate time is being spent on coaching tasks, coaches are guided to speak first to their principal before escalating the concern to the learning community or Executive Area Director. Concerns can also be addressed during specific portions of Literacy Leads and Coach meetings designed to collaboratively problem-solve within the coaching role.

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?
SIPPS Placement Assessment	Elementary students that score one or more grade levels below on diagnostic and/or teacher observation/recommendation. Middle school students who score two or more grade levels below on initial diagnostic assessment	Screener	Phonological Awareness, Phonics	Annually
SIPPS Mastery Tests	Select elementary and middle school students based on placement test	Formative Assessment	Phonological Awareness, Phonics	Monthly
Reading Plus InSight Benchmark Assessment	Elementary Extra Hour schools, 8th grade Intensive Reading, and High School Intensive Reading students	Diagnostic	Vocabulary, Comprehension	3 x A Year
Reading Plus Adaptive Lessons	Elementary Extra Hour schools, 8th grade Intensive Reading, and High School Intensive Reading students	Progress Monitoring	Vocabulary, Comprehension	Weekly
District Developed Assessment	All students grades K-10, as needed	Progress Monitoring	Vocabulary, Comprehension	Monthly
Heggerty	All students, K-2	Progress Monitoring	Phonological Awareness, Phonics	3 x A Year
Imagine Learning	LYs 2 years or less	Diagnostic	Oral Language, Phonological Awareness, Phonics, Fluency	3 x A Year
Language Tree	LYs 1 year or less	Diagnostic	Oral Language, Phonological Awareness, Phonics, Fluency	3 x A Year
Impact	LYs 2 years or less	Formative Assessment	Vocabulary, Comprehension	Monthly
SIPPS	LYs 2 years or less	Progress Monitoring	Phonological Awareness, Phonics, Fluency	Monthly
Literably	Select High Needs Schools grades 1 and 2	Progress Monitoring	Oral Language, Phonological Awareness, Phonics, Fluency	3 x A Year
FAST - STAR	K-2	Screener, Progress Monitoring	Oral Language, Phonological Awareness, Phonics, Fluency, Vocabulary, Comprehension	3 x A Year
FAST - Cambium	3-10	Screener, Progress Monitoring, Summative	Vocabulary, Comprehension	3 x A Year

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?
SAT	11th graders	Summative	Vocabulary, Comprehension	Annually
i-Ready	K-8 as needed	Screener, Progress Monitoring, Formative Assessment, Diagnostic	Phonics, 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 & Digital Learning, Learning Community Leadership Teams, Corrective Programs, School Transformation Office, Multilingual Department

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

Specific resources such as Wonders, district created materials, and SIPPS have been procured to deliver
explicit and systematic instruction in foundational reading skills and professional development will continue to be provided to support implementation. A self-paced course is also being developed to support teachers in implementing instruction for foundational reading skills and the science of reading.

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

Professional development is continuously offered to help teachers build data literacy. After each diagnostic assessment teachers are provided opportunities with the vendors to dive deeply into the data and plan for differentiated instruction in response to the data. Administrators and literacy coaches are also provided professional learning opportunities to help guide teacher-teams in data-driven decision making.

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

A specific session within our principal preparation program addresses literacy within the content areas. Cross-collaboration amongst content areas at the district level is taking place to align literacy practices across science and social studies.

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

Various stakeholders are encouraged to contact the school, learning community and main reading contact should they have any concerns regarding the implementation of the plan.

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.

Through the analysis of our 2021-2022 Reading Plan, we determined a need for greater support in section A, Literacy Leadership. We have established learning opportunities for literacy coaches, early literacy teachers and leaders across our district, where we will embed specific information regarding the CERP, B.E.S.T. standards and the Science of Reading. In collaboration with UCF professors, we will also design a specific series for K-3 teachers with the same focus and facilitators to create an alignment between coaches and teachers within early literacy. We will also track data and monitor our progress.

In an effort to create a common understanding and extend beyond coaches and teachers, we also afforded various administrators across our county the opportunity to participate within a professional learning series titled Pathway to Literacy Leadership focused on the Science of Reading and literacy leadership in partnership with the AIM Institute for Learning & Research. Literacy coaches were also invited to attend an aligned series titled Pathways to Proficient Readers. District level leadership will also participate in the Aims Pathways Structured Literacy to expand upon their literacy learning.

We have also designed a self-paced course aligned to statute requirements for recertification that provides 40 hours of content focused on explicit and systematic reading instruction for all district teachers, free of cost. This course aligns to the objectives set forth within the statute. Feedback was solicited at each administrator, coach, and teacher PD opportunity throughout the year, which was used to inform the creation of the plan. Walkthrough data and school visits were also considered in the development of the plan.

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?

Literacy coach/leads meetings will share the content of the K-12 reading plan, and leads and coaches will be responsible for supporting their schools as they implement the plan. An overview video will also be provided to all in the district.
Plan implementation will be monitored by principals and Learning Community Leadership Teams through the use of the CERP Reflection Tool.

Who at the district level supports effective implementation?

Learning Community Leadership, Curriculum and Digital Learning, and School Transformation Office, Student Services and Corrective Programs, as applicable

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

Analysis of classroom walkthrough data, state progress monitoring tool, progress monitoring activities and response to intervention. The use of the CERP Reflection Tool will identify specific points of improvement to be addressed within the current year and the development of future plans.

Weekly reading walkthroughs by administrators - Part B

What process is in place to ensure effective implementation?

Classroom walkthrough forms will be updated to include evidences of explicit and systematic reading instruction and Science of Reading methodology to be utilized my literacy coaches and administrators. RAISE, STO and Corrective Programs schools will receive additional supports from SRLDs, Resource Teachers and Program Specialists to help identify areas in need of improvement and develop a regular classroom walk schedule.

Who at the district level supports effective implementation?

Learning Community Leadership, Curriculum and Digital Learning, and School Transformation Office, Student Services and Corrective Programs, as applicable

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

Analysis of classroom walkthrough data, state progress monitoring tool, progress monitoring activities and response to intervention. RAISE, STO and Corrective Programs schools will receive additional supports from SRLDs, Resource Teachers and Program Specialists to help identify areas in need of improvement via district-developed walkthrough tools. Plans will be developed to help address these areas of needs and action steps are determined by the support personnel and school-based team to include content area coaches and administrators.

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

What process is in place to ensure effective implementation?

Monthly data meetings by area including the MTSS Problem-Solving Teams and learning community leadership to review FAST progress monitoring assessments and district-created standard based unit assessments to monitor response to intervention. District-based Intervention and MTSS Program Specialists provide multiple professional learning opportunities regarding the MTSS process and best practices for data analysis and response to intervention.

Who at the district level supports effective implementation?

Learning Community Leadership, Curriculum and Digital Learning, and School Transformation Office, Student Services and Corrective Programs, as applicable. MTSS and Intervention Program Specialists.

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

Schools will receive additional supports from SRLDs, Resource Teachers and Program Specialists to help identify areas in need of improvement via district-developed walkthrough tools. Plans will be developed to help address these areas of needs and action steps are determined by the support personnel and school-based team to include content area coaches and administrators.

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.

Students who were deemed at risk of scoring a level 1 on the FSA ELA based on the iReady MOY diagnostic were invited to summer reading camp. Once FSA ELA scores are released, additional students who score a level 1 will be invited if they are not already in attendance.
Teachers will be provided resources to teach third grade summer reading camp. Teachers select reteaching lessons and resources based on student data. Heggerty (See 11C) will be used for phonological awareness instruction, and district created foundational lessons will be used as a guide for core phonics instruction. Students will also receive instruction using SIPPS (Systematic Instruction in Phonological Awareness, Phonics, and Sight Words) for the intervention portion of the camp day. SIPPS meets Florida's requirement for evidence levels. The SIPPS program provides a structured literacy approach to foundational skills instruction through explicit instructional routines focused on phonological awareness, spelling-sounds, and sight words, with immediate application to reading connected text and to spelling. SIPPS is a research-based foundational skills program proven to help both new and struggling readers in grades K-12 build the skills necessary to create strong, independent readers. The instructional practice, teaches students to decode words, analyze word parts, and write and recognize words, has a strong level of evidence. Teachers and
students will be supported through clear instructional routines, explicit spelling pattern instruction and application, and the application of new knowledge within reading. The materials and routines will allow teachers to directly teach and support students as they decode words, analyze word parts, and write and recognize words.
Highly qualified teachers will be selected for summer reading camp. All third grade reading
SRC teachers will be reading endorsed.

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

Will the district implement this option?

Yes

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

Teachers will be provided resources to teach kindergarten through second grade and fourth and fifth grade summer reading camps. Teachers select reteaching lessons and resources based on student data. Heggerty (See 11c) will be used for phonological awareness instruction, and district created foundational lessons will be used as a guide for core phonics instruction. Students will also receive instruction using SIPPS (Systematic Instruction in Phonological Awareness, Phonics, and Sight Words) for the intervention portion of the camp day. The SIPPS program provides a structured literacy approach to foundational skills instruction through explicit
instructional routines focused on phonological awareness, spelling-sounds, and sight words, with immediate application to reading connected text and to spelling. SIPPS is a research-based foundational skills program proven to help both new and struggling readers in grades K-12 build the skills necessary to create strong, independent readers. The instructional practice, teaches students to decode words, analyze word parts, and write and recognize words, has a strong level of evidence. Teachers and students will be supported through clear instructional routines, explicit spelling pattern instruction and application, and the application of new knowledge within reading. The materials and routines will allow teachers to directly teach and support students as they decode words, analyze word parts, and write and recognize words.

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.)
2,703

Students who demonstrate a reading deficiency in grades K-2
1,946

Students who score Level 1 in grades 4-5
2,057

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.)
65%

Students who demonstrate a reading deficiency in grades K-2
14%

Students who score Level 1 in grades 4-5
24%

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.

Parent Communication of Read-At-Home Plan
Orange County Public Schools(OCPS) has a local Read-At-Home Plan that incorporates all FDOE resources as well as local resources. The 2022-23 plan will be posted to the district website and linked to the OCPS Current Family Guide. Annually, the OCPS Read-At-Home Plan is shared with all families via social media and the Tech-Tips email newsletters. In addition, the OCPS Read-at-Home Plan link will be incorporated into parent communication to families of students with a significant reading deficiency from Parent & Family Engagement, MTSS, ESE, and Multilingual Services.

Literacy Partnerships, Programs, and Resources
OCPS takes a centralized approach to supporting families of students with a significant reading deficit.

Parent Academies and Training
The Professional Learning Department provides specific district-wide sessions, in collaboration with other departments, that are designed to help support students with literacy at home. These sessions include sample activities that parents can help their students at home to accelerate reading.

Annual parent academy and training session topics are below:
-Providing Reading & Writing Accommodations at Home with RWFG and Immersive Reader
-Reading at Home with Striving Elementary School Students
-Motivating Your Child to Read with Beanstack
In addition to district-wide sessions, all elementary schools are encouraged to host a Literacy Night for families and market to all families with an emphasis on families of students with a significant reading deficit.

District eBook Resources
The Curriculum and Digital Learning department provides many of the resources designed to help parents support students with literacy at home. All OCPS students have access to eBooks 24/7 through LaunchPad applications including Destiny Discover and Sora which provide periodicals as well as fiction and non-fiction titles. Through the district's partnership with the Orange County Library System (OCLS), students can also check out a plethora of eBooks, audiobooks, and more through their OCLS Virtual Library Card. Parents with an OCLS Library Card can join their students in reading eBooks through OverDrive (the public library version of Sora) and also participate in the library's Beanstack challenges.

New Worlds Reading Initiative
In partnership with the Florida Department of Education, OCPS also promoted the New Worlds Reading Initiative. All students identified as having a substantial deficit in reading are notified of the New Worlds Reading Initiative annually using School Messenger email and text message. Additionally, staffing specialists make families aware of the program during meetings with ESE students who have a relevant disability. ESOL Curriculum Compliance Specialists also make families of newcomers aware of the program and encourage families to request books that enable them to read at home with their child in their home language. Finally, all schools participating in the Corrective Programs or School Transformation programs emphasize enrollment through direct communication with families using Parent Engagement Liaisons and the distribution of flyers.

Who at the district is responsible for monitoring this requirement?

The Director for Digital Learning Outreach is responsible for coordinating among departments within the Divisions of Teaching and Learning and Communications to monitor this requirement.

Monitoring Metrics
-participation in monthly Beanstack challenges including the number of students using Beanstack to complete -activities and minutes they've read.
-eBook circulation in Destiny Discover and Sora to inform the support the department provides to students, parents, and schools about how to best use the available resources.
-enrollment in the New Worlds Reading Initiative
-ttendance at parent academies and trainings
-delivery and engagement rate for communications

Assessment, Curriculum, and Instruction

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

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

How does the district support and monitor implementation?

The district supports implementation through the 90 minute reading block guidance document. Professional development is also provided to both teachers and coaches around the available resources, elements of a literacy block, the B.E.S.T. standards, and the science of reading through IMPACT PD, coach meetings, coach B.E.S.T. standards book studies, and a teacher self-paced B.E.S.T. Canvas course. The district utilizes evidence based research to develop a scope and sequence for teachers to utilize when providing instruction during the 90 minute reading block.
Link to IES practice guide: https://ies.ed.gov/ncee/wwc/PracticeGuide/14).
Walkthroughs are conducted by principals and leadership teams to monitor the implementation. Evidence from common planning and lesson plans also assist with monitoring.

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

Learning Community Leadership teams are responsible for supporting and monitoring. Where applicable the School Transformation Office and Corrective Programs will assist.

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?

Walkthroughs are conducted by principals and leadership teams to monitor the implementation. Evidence from common planning and lesson plans also assist with monitoring.
The state and district-adopted textbook for ELA is Mcgraw Hill's Wonders. Within this textbook there are a variety of literary and information texts that support students' background knowledge and literacy skills in social studies, science and the arts. District-created curriculum materials further support the implementation of these texts.

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

Learning Community Leadership teams are responsible for supporting and monitoring. Where applicable the School Transformation Office and Corrective Programs will assist.

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

How does the district support and monitor implementation?

The district supports implementation through the 90 minute reading block guidance document. Professional development is also provided to both teachers and coaches around the available resources and elements of a literacy block.
Walkthroughs are conducted by principals and leadership teams to monitor the implementation. Evidence from common planning and lesson plans also assist with monitoring.
Specific learning opportunities for best practices associated for small group instruction as we

transition to BEST will be embedded within various teacher and coach sessions including the self-paced BEST Canvas course, the summer B.E.S.T. ELA institute, IMPACT for ELA and assistant principal meetings.

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

Learning Community Leadership teams are responsible for supporting and monitoring. Where applicable the School Transformation Office and Corrective Programs will assist.

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.

As we transition to the new B.E.S.T. standards, supplementary instructional materials will be provided to teachers to support Florida's Revised Formula for Success through Curriculum Resource Materials (CRMs) and Sample Rotational Model Resources.
These materials will incorporate specific instructional resources that support the Science of Reading methodology and foundational reading skills including oral language, phonological awareness, phonics, fluency, vocabulary and comprehension within grades K-5 and secondary reading. Professional development through our district's IMPACT series and will also support implementation of reading instruction for K-5 and secondary reading teachers.
K-1: Heggerty (See 11C)
K-5: Wonders state adopted material
6-8: Amplify, state adopted material
9-12: Study Sync, state adopted material
All these reading instructional materials are 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.
Summer opportunities will be made available for teachers to support Florida's Revised Formula for

Success including a literacy institute for elementary teachers. An additional guidance document and PD is provided to administrators and teachers for the reading intervention instructional model, which includes specific alignments to the Florida Revised Formula for Success and how to utilize the four types of classroom assessments and address the six components of reading. This includes decision trees that utilize the four types of assessments to adequately diagnose and support student reading deficits.

How does the district support and monitor implementation?

Classroom walkthroughs, Reading Leadership Team meetings, MTSS Team meetings. Teachers will continue to have the opportunity to provide feedback on available resources and all district-provided PD opportunities via feedback surveys. This data is used to revise materials and resources as needed as well as plan for future PD opportunities.

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

Curriculum & Digital Learning, Learning Community Leadership Teams, Corrective Programs & School Transformation Office

Assessment/Curriculum Decision Trees - Part C

Requirements

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

The Decision Trees must contain the following information:

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

- Target audience (grade level);

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

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

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

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

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

Tier 1
Core Instruction:

- *is standards-aligned;*

- *builds background and content knowledge;*

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

- *incorporates writing in response to reading;*

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

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

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

Grade Levels: 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:
Student scores on grade level on PM1.
High level 2* or above on prior FSA ELA
6th grade - 318 or above
7th grade - 326 or above
8th grade - 330 or above
*As with all interventions, schools should make individual determinations based on multiple data points, including, but not limited to, historical data

<div style="background-color:green; text-align:center">THEN TIER 1 Only</div>

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 adopted material for 6-8 ELA is Amplify. These materials were part of the state's adoption list during the state's adoption time period. Additionally, district-created, standards-aligned curriculum materials are also available for use that utilize the resources and texts from Amplify. District curriculum materials utilize strategies that improve adolescent literacy, per the IES site (strong evidence practices 1 and 2 and moderate practices 3 and 4).

Progress Monitoring

Assessment & Frequency
Statewide Cambium progress monitoring given 3 times a year
District-created Standards Based Unit Assessments given approximately every 3 weeks, at the end of each unit of instruction

Performance Criteria that indicates Tier 1 is sufficient for at least 80% of students
Students score in the green (meets) or blue (exceeds) performance bands (65% to 100%) proficiency across multiple district-created assessments.
Student scores on or approaching grade-level proficiency.

Performance Criteria that prompts the addition of Tier 2 interventions for students not meeting the expectation/benchmark
Student scores one grade level below on PM1 or PM2.
Students score in the yellow (developing) or red (not yet) which signifies 65% or below proficiency across multiple assessments, plus teacher observations & recommendations.

How is the effectiveness of Tier 1 instruction being monitored?

Tier 1 effectiveness is monitored by standards-based unit assessment data, Cambium progress monitoring data, classroom observations and evaluations conducted by school and district personnel.

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?

Problem solving discussions occur in regularly scheduled PLC meetings that analyze and plan differentiation based on daily progress of the students and more formal data available from standards

Grade Levels: 6-8

based assessments and i-Ready. Data from administrator and district classroom walks will also provide insight to improving effectiveness of Tier 1 instruction.
For distance learning students, the procedures that are in place to identify and solve problems to improve effectiveness of Tier 1 instruction would be modified to occur via a virtual platform.
During a long term school closure, Orange County Public Schools will continue to provide online and/or print content and resources that are aligned to the Florida Standards and can be used to continue instruction. Teachers utilize virtual platforms such as WebEx or Teams to deliver instruction as well as various platforms to ensure student processing.

How is the effectiveness of Tier 1 curriculum being monitored?

The effectiveness of Tier 1 curriculum is monitored by the progress of the students on district created Standards Based Unit Assessments that are grade-level and standards-based. In addition, the curriculum is vetted by separate groups of district curriculum leaders and teachers. Teachers also provide feedback on the effectiveness of the curriculum using a feedback form.

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

Based on data from state assessments, PMAs, and Standards Based Unit Assessments, adjustments are made to the curriculum to better align to specific areas of deficiency. Teachers provide comprehensive unit feedback as well as specific feedback on curriculum after utilizing lessons within their instruction.
For distance learning students, the procedures that are in place to identify and solve problems to improve effectiveness of Tier 1 curriculum would be modified to occur via a virtual platform.
During a long term school closure, Orange County Public Schools will continue to provide online and/or print content and resources that are aligned to the Florida Standards and can be used to continue instruction and curriculum. Teachers utilize virtual platforms such as WebEx or Teams to deliver instruction as well as various platforms to ensure student processing.

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

During a long term school closure, Orange County Public Schools will continue to provide online and/or print content and resources that are aligned to the Florida Standards and can be used to continue instruction. These resources will be accessed by students using LaunchPad and Canvas, or through printed materials. The Curriculum and Digital Learning department supports several resources that allow educators and students to conduct distance learning. Teachers utilize virtual platforms such as WebEx or Teams to deliver instruction as well as various platforms to ensure student processing.

Grade Levels: 9-12

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:
High level 2* or above on prior FSA ELA
9th grade - 336 or above
10th grade - 349 or above
Concordant score achieved for graduation
Student proficiency level is on or above grade level on Reading Plus Insight Assessment (if applicable)
*As with all interventions, schools should make individual determinations based on multiple data points, including, but not limited to, historical data to make the best possible placement decisions for students

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 adopted material for 9-12 is McGraw Hill StudySync. These materials were part of the state's adoption list during the state's adoption time period. StudySync utilizes the recommendations outlined within the IES Practice Guide for Reading Interventions grades 4-9 (strong evidence practices 1, 2, 3 and 4). Additionally, district-created, standards-aligned curriculum materials are also available for use that utilize the resources and texts from Amplify. District curriculum materials utilize strategies that improve adolescent literacy, per the IES site (strong evidence practices 1 and 2 and moderate practices 3 and 4).

Progress Monitoring

Assessment & Frequency
Statewide Cambium progress monitoring given 3 times a year
District-created Standards Based Unit Assessments given approximately every 3 weeks, at the end of each unit of instruction.

Performance Criteria that indicates Tier 1 is sufficient for at least 80% of students
Student scores on or approaching grade-level proficiency.
Students score in the green (meets) or blue (exceeds) performance bands (65% to 100%) proficiency across multiple assessments.

Performance Criteria that prompts the addition of Tier 2 interventions for students not meeting the expectation/benchmark
Student scores one grade level below, plus teacher observation/recommendation
Students score in the yellow (developing) or red (not yet) which signifies 65% or below proficiency across multiple assessments, plus teacher observations & recommendations.

How is the effectiveness of Tier 1 instruction being monitored?

Tier 1 effectiveness is monitored by standards-based unit assessment data, Cambium progress monitoring data, classroom observations and evaluations conducted by school and district personnel.

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: 9-12

Problem solving discussions occur in regularly scheduled PLC meetings that analyze and plan differentiation based on daily progress of the students and more formal data available from standards based assessments and i-Ready. Data from administrator and district classroom walks will also provide insight to improving effectiveness of Tier 1 instruction.

For distance learning students, the procedures that are in place to identify and solve problems to improve effectiveness of Tier 1 instruction would be modified to occur via a virtual platform.

During a long term school closure, Orange County Public Schools will continue to provide online and/or print content and resources that are aligned to the Florida Standards and can be used to continue instruction. Teachers utilize virtual platforms such as WebEx or Teams to deliver instruction as well as various platforms to ensure student processing.

How is the effectiveness of Tier 1 curriculum being monitored?

The effectiveness of Tier 1 curriculum is monitored by the progress of the students on district created Standards Based Unit Assessments that are grade-level and standards-based. In addition, the curriculum is vetted by separate groups of district curriculum leaders and teachers. Teachers also provide feedback on the effectiveness of the curriculum using a feedback form.

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

Based on data from state assessments, PMAs, and Standards Based Unit Assessments, adjustments are made to the curriculum to better align to specific areas of deficiency. Teachers provide comprehensive unit feedback as well as specific feedback on curriculum after utilizing lessons within their instruction.

For distance learning students, the procedures that are in place to identify and solve problems to improve effectiveness of Tier 1 curriculum would be modified to occur via a virtual platform.

During a long term school closure, Orange County Public Schools will continue to provide online and/or print content and resources that are aligned to the Florida Standards and can be used to continue instruction and curriculum. Teachers utilize virtual platforms such as WebEx or Teams to deliver instruction as well as various platforms to ensure student processing.

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

During a long term school closure, Orange County Public Schools will continue to provide online and/or print content and resources that are aligned to the Florida Standards and can be used to continue instruction. These resources will be accessed by students using LaunchPad and Canvas, or through printed materials. The Curriculum and Digital Learning department supports several resources that allow educators and students to conduct distance learning. Teachers utilize virtual platforms such as WebEx or Teams to deliver instruction as well as various platforms to ensure student processing.

Grade Levels: K-5

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

(Enter assessment criteria that will be used)

Most recent FSA ELA - Level 3 or above and/or FAST assessment score of At or Above Benchmark and/or i-Ready BOY score of early, mid, or above grade level

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 adopted material for K-5 ELA is McGraw Hill Wonders. These materials are part of the state's adoption list. Additionally, district-created, standards-aligned curriculum materials are also available for use. District curriculum materials utilize strategies and practices that Hattie's research has found to have a high effect size.

Progress Monitoring

Assessment & Frequency
FAST Assessments given 3 times a year

Performance Criteria that indicates Tier 1 is sufficient for at least 80% of students
Student scores At or Above Benchmark

Performance Criteria that prompts the addition of Tier 2 interventions for students not meeting the expectation/benchmark
Student scores on watch or intervention level, plus teacher observation/recommendation

Progress Monitoring

Assessment & Frequency
i-Ready Diagnostics given 3 times a year

Performance Criteria that indicates Tier 1 is sufficient for at least 80% of students
Student scores early, mid, or above grade level

Performance Criteria that prompts the addition of Tier 2 interventions for students not meeting the expectation/benchmark
Student scores one grade level below, plus teacher observation/recommendation

Progress Monitoring

Assessment & Frequency
K-5 Standards Based Unit Assessments and K-2 Unit Foundational Assessments (district created) Approximately every 3 weeks, at the end of each unit of instruction

Performance Criteria that indicates Tier 1 is sufficient for at least 80% of students
Student meets 70% mastery average across multiple assessments

Performance Criteria that prompts the addition of Tier 2 interventions for students not meeting the expectation/benchmark
Student does not meet 70% mastery average across multiple assessments, plus teacher observation/ recommendation

Grade Levels: K-5

Progress Monitoring

Assessment & Frequency
Fluency Assessment given 3 times a year

Performance Criteria that indicates Tier 1 is sufficient for at least 80% of students During screening, if accuracy and rate fall within grade level norms, continue administering tier one benchmark assessments.

Performance Criteria that prompts the addition of Tier 2 interventions for students not meeting the expectation/benchmark
If a deficit in accuracy and/or rate is determined on a screener, then a student's foundational skills (phonological awareness and phonics skills) should be diagnosed.

How is the effectiveness of Tier 1 instruction being monitored?

Tier 1 effectiveness is monitored through both classroom observation by school and district leadership and analysis of i-Ready and Standards Based Unit Assessment data.

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?

Meetings are held at schools regularly and quarterly with the district-level and school-based administrators. Data from walkthroughs, i-Ready, and Unify are used. PLCs and problem solving teams meet to identify problems and solutions.
For distance learning students, the procedures that are in place to identify and solve problems to improve effectiveness of Tier 1 instruction would be modified to occur via a virtual platform. During a long term school closure, Orange County Public Schools will continue to provide online and/or print content and resources that are aligned to the B.E.S.T. Standards and can be used to continue instruction. These resources will be accessed by students using LaunchPad, Canvas, and Microsoft Teams or through printed materials. The Curriculum and Digital Learning department supports several resources that allow educators and students to conduct distance learning.

How is the effectiveness of Tier 1 curriculum being monitored?

Curriculum is aligned to the State standards. Curriculum is vetted by separate groups and feedback is solicited from teachers, coaches, and administrators. School-based and district-level leadership monitor effectiveness through classroom walkthroughs and data analysis.

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

Schools hold regular PLC and common planning meetings. Coaches and administrators receive professional development around effective common planning structures and facilitation to assist in this process. Teams meet to plan and discuss instruction, tasks, assessments, and differentiation. Teams also look at student performance data and determine needed changes to instruction and differentiation needs. District teams analyze data, feedback, and observations to revise district curriculum resource materials.
For distance learning students, the procedures that are in place to identify and solve problems to improve effectiveness of Tier 1 curriculum would be modified to occur via a virtual platform. During a long term school closure, Orange County Public Schools will continue to provide online and/or print content and resources that are aligned to the B.E.S.T. Standards and can be used to continue

Grade Levels: K-5

instruction and curriculum. These resources will be accessed by students using LaunchPad, Canvas, and Microsoft Teams or through printed materials. The Curriculum and Digital Learning department supports several resources that allow educators and students to conduct distance learning.

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

During a long term school closure, Orange County Public Schools will continue to provide online and/or print content and resources that are aligned to the B.E.S.T. Standards and can be used to continue instruction. These resources will be accessed by students using LaunchPad, Canvas, and Microsoft Teams or through printed materials. The Curriculum and Digital Learning department supports several resources that allow educators and students to conduct distance learning.

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 scores one grade level below, plus teacher observation/recommendation; student received Tier 2 interventions in the previous year and the problem solving team determines that interventions should continue

THEN TIER 1 Instruction and TIER 2 Interventions

Progress Monitoring

Tier 2 Programs/Materials/Strategies & Duration
i-Ready Reading Toolbox lessons

Assessment & Frequency
Diagnostics, 3 times per year
Growth Monitoring, 2 times per year

Performance Criteria to discontinue Tier 2 interventions
Student scores early, mid, or above grade level
Teacher observation and/or recommendation based on informal and formal assessments
Student has positive response to the instruction/intervention

Performance Criteria indicating continuation of Tier 2 interventions in addition to Tier 1 instruction
Student scores one grade level below, plus teacher observation/recommendation
Student has questionable response to the instruction/intervention

Performance Criteria that prompts the addition of Tier 3 interventions
Student scores 2 or more grade levels below, plus teacher observation/recommendation
Poor response to instruction/intervention

Progress Monitoring

Tier 2 Programs/Materials/Strategies & Duration
Raz Plus
*select lessons based on student needs

Assessment & Frequency
District Diagnostics, 3 times per year
Growth Monitoring, 2 times per year

Performance Criteria to discontinue Tier 2 interventions
Student scores early, mid, or above grade level, plus teacher observation/recommendation

Performance Criteria indicating continuation of Tier 2 interventions in addition to Tier 1 instruction
Student scores one grade level below, plus teacher observation/recommendation

Performance Criteria that prompts the addition of Tier 3 interventions
Student scores 2 or more grade levels below, plus teacher observation/recommendation

Progress Monitoring

Tier 2 Programs/Materials/Strategies & Duration
SIPPS (Systematic Instruction in Phonological Awareness, Phonics, and Sight Words)

Grade Levels: K-5

Progress Monitoring

The instructional practice, teaches students to decode words, analyze word parts, and write and recognize words, has a strong level of evidence.

Assessment & Frequency

SIPPS Placement Test
Mastery Assessment (every 5-10 lessons, depending on the level)

Performance Criteria to discontinue Tier 2 interventions

80% or greater on Mastery Assessments and sufficient oral reading fluency
Teacher observation and/or recommendation based on informal and formal assessments
Student has positive response to the instruction/intervention

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

80% or greater on Mastery Assessments and insufficient oral reading fluency
Student has questionable response to the intervention/instruction

Performance Criteria that prompts the addition of Tier 3 interventions

Unable to pass SIPPS Mastery Tests after targeted instructional reteaching opportunities are provided, plus teacher observation/recommendation
Poor response to instruction/intervention

Progress Monitoring

Tier 2 Programs/Materials/Strategies & Duration

Schools may select other evidence-based interventions and strategies that the problem solving team has determined fit the student's individual specific area of need.

Assessment & Frequency

Diagnostics
3 times per year
Growth Monitoring 2 times per year,
Plus biweekly assessment of particular area of focus, or assessment timeline that matches the scope and sequence/fidelity of the program

Performance Criteria to discontinue Tier 2 interventions

Student scores early, mid, or above grade level,
Plus meeting targeted growth on focus skills assessments,
Plus teacher observation/recommendation

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

Student scores one grade level below,
Plus lack of meeting targeted growth on focus skills assessments,
Plus teacher observation/recommendation

Performance Criteria that prompts the addition of Tier 3 interventions

Student does not make adequate progress towards scoring on or one year below level,
Plus lack of targeted growth on skills assessments,
Plus teacher observation/recommendation

Number of times per week intervention provided

Grade Levels: K-5

3-5 times a week or based on fidelity of the program.

Number of minutes per intervention session

20 minutes or based on fidelity of the program.

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?

Tier 2 effectiveness is monitored through classroom observations by school and district leadership as well as the triangulation of benchmark and progress monitoring data points. Data meetings are regularly held at schools with the district level and school based administrators to discuss the effectiveness of interventions. Data from classroom walkthroughs, FAST, i-Ready, and other assessments are utilized to identify trends and possible intervention adjustments. Problem solving teams meet to evaluate the fidelity and results of targeted interventions to inform instructional shifts. Parents are included in the problem solving process and informed regularly of student progress towards intervention goals.
For distance learning students, the procedures that are in place to identify and solve problems to improve effectiveness of Tier 2 curriculum would be modified to occur via a virtual platform.
During a long term school closure, Orange County Public Schools will continue to provide online and/or print content and resources that are aligned to the Florida Standards and can be used to continue instruction and curriculum. Teachers utilize virtual platforms such as WebEx or Teams to deliver instruction as well as various platforms to ensure student processing.

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

Interventions purchased by OCPS must go through the Request For Proposal (RFP) process which involves a variety of district stakeholders. During this process vendors must illustrate the inclusion of instructional strategies that show strong, moderate, or promising evidence of success. Through the RFP process a list of intervention programs that meet these guidelines was provided to school sites for consideration to support the selection of intervention materials. Included in this list are the following: i-Ready, Raz Plus and SIPPS meet Florida's requirement for evidence levels.
The structured literacy approach to foundational skills instruction through explicit instructional routines utilized with SIPPS are supported by evidence. The materials and routines will allow teachers to directly teach and support students as they decode words, analyze word parts, and write and recognize words.

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

During a long term school closure, Orange County Public Schools will continue to provide online and/or print content and resources that are aligned to the Florida Standards and can be used to continue instruction and curriculum. Teachers utilize virtual platforms such as WebEx or Teams to deliver instruction as well as various platforms to ensure student processing.

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:
Student scores one grade level or more below based on i-Ready diagnostic
Level 2* on prior FSA
student received interventions in the previous year
the problem solving team determines that interventions should continue
teacher observation/recommendation based on formal and informal assessments
*As with all determinations for interventions, schools should make individual determinations based on multiple data points, including, but not limited to, historical data

THEN TIER 1 Instruction and TIER 2 Interventions

Progress Monitoring

Tier 2 Programs/Materials/Strategies & Duration

District created strategy for small group instruction -Rotational Model within Intensive Reading course

Assessment & Frequency

Direct instruction from the teacher 2- 3 times a week. Informal assessment based on the teacher led lesson.

Performance Criteria to discontinue Tier 2 interventions

Teacher uses the District Assessment Guidance document to determine if the student has made reading gains and performs on grade level.
Student has positive response to the instruction/intervention

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

Teacher uses the District Assessment Guidance document to determine if the student has made reading gains and performs on grade level.
Student has questionable response to the instruction/intervention
The problem solving team agrees that interventions are effective but need to continue

Performance Criteria that prompts the addition of Tier 3 interventions

Teacher uses the District Assessment Guidance document to determine if the student has made reading gains and performs on grade level.
Student has poor response to the instruction/intervention
The problem solving team agrees that the interventions are not frequent and intensive enough and need to continue with increased intensity and frequency.

Progress Monitoring

Tier 2 Programs/Materials/Strategies & Duration

Reading Plus - 8th Grade

Assessment & Frequency

Insight Benchmark Assessment three times a year
Weekly progress on Reading Plus lessons passed with good comprehension.

Performance Criteria to discontinue Tier 2 interventions

Student scores on or above grade level
Student scores above 80% accuracy across multiple lessons

Grade Levels: 6-8

Progress Monitoring

Teacher observation/recommendation based on informal and formal assessments.
Student has positive response to the instruction/intervention

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

Student scores one grade level below, plus teacher observation/recommendation
Student has questionable response to the instruction/intervention
The problem solving team agrees that interventions are effective but need to continue

Performance Criteria that prompts the addition of Tier 3 interventions

Student scores two or more grade levels below, plus teacher observation/recommendation
Poor response to instruction/intervention
The problem solving team agrees that the interventions are not frequent and intensive enough and need to continue.

Progress Monitoring

Tier 2 Programs/Materials/Strategies & Duration

i-Ready

Assessment & Frequency

Diagnostics, 3 times per year
Growth Monitoring, 2 times per year
Lessons, passed weekly

Performance Criteria to discontinue Tier 2 interventions

Student scores early, mid, or above grade level
Teacher observation and/or recommendation based on informal and formal assessments
Student has positive response to the instruction/intervention

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

Student scores one grade level below, plus teacher observation/recommendation
Student has questionable response to the instruction/intervention
The problem solving team agrees that interventions are effective but need to continue

Performance Criteria that prompts the addition of Tier 3 interventions

Student scores two or more grade levels below, plus teacher observation/recommendation
Poor response to instruction/intervention
The problem solving team agrees that the interventions are not frequent and intensive enough and need to continue.

Number of times per week intervention provided

2-3 times a week

Number of minutes per intervention session

20 minutes or based on fidelity of the program

Grade Levels: 6-8

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?

Problem Solving/MTSS team meetings evaluate the student's progress in Tier 2. Regularly scheduled PLC meeting address the effectiveness of the intervention as well as the alignment of the core curriculum.
For distance learning students, the procedures that are in place to identify and solve problems to improve effectiveness of Tier 2 curriculum and instruction would be modified to occur via a virtual platform.
During a long term school closure, Orange County Public Schools will continue to provide online and/or print content and resources that are aligned to the Florida Standards and can be used to continue instruction and curriculum. Teachers utilize virtual platforms such as WebEx or Teams to deliver instruction as well as various platforms to ensure student processing.

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

i-Ready and Reading Plus meet Florida's requirement for evidence levels.

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

During a long term school closure, Orange County Public Schools will continue to provide online and/or print content and resources that are aligned to the Tier 2 interventions through Microsoft Teams Intervention sessions, online intervention sessions, and phone sessions.

Grade Levels: 9-12

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:
Level 2* on prior FSA
Student proficiency level displays a deficiency of one to two years below their grade level on Reading Plus Insight Assessment, if applicable
student received interventions in the previous year
the problem solving team determines that interventions should continue
teacher observation/recommendation based on formal and informal assessments
*As with all interventions, schools should make individual determinations based on multiple data points, including, but not limited to, historical data to make the best possible placement decisions for students

THEN TIER 1 Instruction and TIER 2 Interventions

Progress Monitoring

Tier 2 Programs/Materials/Strategies & Duration
Reading Plus

Assessment & Frequency
Insight Benchmark Assessment three times a year
Weekly progress on Reading Plus lessons passed with good comprehension.

Performance Criteria to discontinue Tier 2 interventions

Student scores on or above grade level
Student scores above 80% accuracy across multiple lessons
Teacher observation/recommendation based on informal and formal assessments.
Student has positive response to the instruction/intervention

Performance Criteria indicating continuation of Tier 2 interventions in addition to Tier 1 instruction
Student scores one grade level below, plus teacher observation/recommendation
Student has questionable response to the instruction/intervention
The problem solving team agrees that interventions are effective but need to continue

Performance Criteria that prompts the addition of Tier 3 interventions

Student scores two or more grade levels below, plus teacher observation/recommendation
Poor response to instruction/intervention
The problem solving team agrees that the interventions are not frequent and intensive enough and need to continue.

Progress Monitoring

Tier 2 Programs/Materials/Strategies & Duration
Rotational Model within the following courses:
Intensive Reading 1
Intensive Reading 2
Intensive Reading 3
Intensive Reading 4
Applied Communications 1
Applied Communications 2

Grade Levels: 9-12

Progress Monitoring

Assessment & Frequency

Direct instruction from the teacher 2- 3 times a week. Informal assessment based on the teacher led lesson.

Performance Criteria to discontinue Tier 2 interventions

Teacher uses the District Assessment Guidance document to determine if the student has made reading gains and performs on grade level.
Student has positive response to the instruction/intervention

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

Teacher uses the District Assessment Guidance document to determine if the student has made reading gains and performs on grade level.
Student has questionable response to the instruction/intervention
The problem solving team agrees that interventions are effective but need to continue

Performance Criteria that prompts the addition of Tier 3 interventions

Teacher uses the District Assessment Guidance document to determine if the student has made reading gains and performs on grade level.
Student has poor response to the instruction/intervention
The problem solving team agrees that the interventions are not frequent and intensive enough and need to continue with increased intensity and frequency.

Number of times per week intervention provided

2-3 times a week

Number of minutes per intervention session

20 minutes or based on fidelity of the program

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?

Problem Solving/MTSS team meetings evaluate the student's progress in Tier 2. Regularly scheduled PLC meetings address the effectiveness of the intervention as well as the alignment of the core curriculum.
For distance learning students, the procedures that are in place to identify and solve problems to improve effectiveness of Tier 2 curriculum and instruction would be modified to occur via a virtual platform.
During a long term school closure, Orange County Public Schools will continue to provide online and/or print content and resources that are aligned to the Florida Standards and can be used to continue instruction and curriculum. Teachers utilize virtual platforms such as WebEx or Teams to deliver instruction as well as various platforms to ensure student processing.

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

Grade Levels: 9-12

Purchased intervention programs and implementation of instructional strategies must be evidence based and show strong, moderate, or promising evidence of success. Reading Plus meets Florida's requirement for evidence levels.

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

During a long term school closure, Orange County Public Schools will continue to provide online and/or print content and resources that are aligned to the Florida Standards and can be used to continue instruction and curriculum. Teachers utilize virtual platforms such as WebEx or Teams to deliver instruction as well as various platforms to ensure student processing.

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 scores two grade levels below, plus teacher observation/recommendation; student received tier 3 interventions in the previous year and the problem solving team determines that interventions should continue, or the student received Tier 2 interventions previously and the Problem Solving Team determines that Tier 3 interventions are needed

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

Progress Monitoring

Tier 3 Programs/Materials/Strategies & Duration
Heggerty Phonemic Awareness (see 11C)

Assessment & Frequency
i-Ready:
Diagnostics 3 times per year,
Growth Monitoring 2 times per year,
Passage rate on assigned phonemic awareness lessons completed weekly
Heggerty: Screener (2nd and above), BOY, MOY, EOY
Assessments 4 times per year

Performance Criteria to discontinue Tier 3 interventions
Student scores one grade level below, plus teacher observation/recommendation
Student consistently is making targeted growth on lessons passed in the domain
Heggerty: Score of 75% or above on all skills on the assessment, plus teacher observation/recommendation

Performance Criteria indicating continuation of Tier 3 interventions
Student does not make adequate progress towards scoring on or one year below level,
Plus lack of targeted growth on skills assessments,
Plus teacher observation/recommendation

Performance Criteria that prompts intensified Tier 3 interventions
i-Ready:
Student does not make adequate progress towards scoring one grade level below and does not consistently make targeted growth on lessons placed in the domain
Heggerty: Student does not make adequate progress towards scoring 75% on focus skills on the Heggerty assessment, plus teacher observation/recommendation

Progress Monitoring

Tier 3 Programs/Materials/Strategies & Duration
SIPPS (Systematic Instruction in Phonological Awareness, Phonics, and Sight Words)

Assessment & Frequency
SIPPS Placement Test
Mastery Assessment (every 5-10 lessons, depending on the level)

Performance Criteria to discontinue Tier 3 interventions
80% or greater on Mastery Assessments and insufficient oral reading fluency
Student has positive response to the intervention/instruction

Grade Levels: K-5

Progress Monitoring

Performance Criteria indicating continuation of Tier 3 interventions

Unable to pass SIPPS Mastery Tests after targeted instructional reteaching opportunities are provided, plus teacher observation/recommendation
Poor response to instruction/intervention

Performance Criteria that prompts intensified Tier 3 interventions

Unable to pass SIPPS Mastery Tests after targeted instructional reteaching opportunities are provided, plus teacher observation/recommendation
Poor response to instruction/intervention

Progress Monitoring

Tier 3 Programs/Materials/Strategies & Duration

Schools may select other evidence-based interventions and strategies that the problem solving team has determined fit the student's individual specific area of need.

Assessment & Frequency

i-Ready: Diagnostics 3 times per year
Growth Monitoring 2 times per year,
Plus biweekly assessment of particular area of focus, or assessment timeline that matches the scope and sequence/fidelity of the program

Performance Criteria to discontinue Tier 3 interventions

Student scores one grade level below, plus teacher observation/recommendation
Plus meeting targeted growth on focus skills assessments, plus teacher observation/recommendation

Performance Criteria indicating continuation of Tier 3 interventions

Student does not make adequate progress towards scoring on or one year below level,
Plus lack of targeted growth on skills assessments,
Plus teacher observation/recommendation

Performance Criteria that prompts intensified Tier 3 interventions

Student does not make adequate progress towards scoring on level or one year below level,
Plus lack targeted growth on skills assessments,
Plus teacher observation/recommendation

Number of times per week intervention provided

4-5 days a week or based on fidelity of the program

Number of minutes per intervention session

20-30 minutes or based on fidelity of the program

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

Tier 3 effectiveness is monitored through classroom observations by school and district leadership as well as the triangulation of benchmark and progress monitoring data points. Data meetings are regularly held at schools with the district level and school based administrators to discuss the

Grade Levels: K-5

effectiveness of interventions. Data from classroom walkthroughs, i-Ready, and other assessments are utilized to identify trends and possible intervention adjustments. Problem solving teams meet to evaluate the fidelity and results of targeted interventions to inform instructional shifts. Parents are included in the problem solving process and informed regularly of student progress towards intervention goals.

For distance learning students, the procedures that are in place to identify and solve problems to improve effectiveness of Tier 3 curriculum and instruction would be modified to occur via a virtual platform.

During a long term school closure, Orange County Public Schools will continue to provide online and/or print content and resources that are aligned to the Florida Standards and can be used to continue instruction and curriculum. Teachers utilize virtual platforms such as WebEx or Teams to deliver instruction as well as various platforms to ensure student processing.

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

i-Ready, Raz Plus and SIPPS meet Florida requirements for evidence levels.

The structured literacy approach to foundational skills instruction through explicit instructional routines utilized with SIPPS are supported by evidence. The materials and routines will allow teachers to directly teach and support students as they decode words, analyze word parts, and write and recognize words.

Heggerty does not meet strong, moderate or promising levels of evidence; however, the following IES Practice Guide Recommendation(s) support the program: Assisting Students Struggling with Reading: Response to Intervention (RtI) and Multi-Tier Intervention in the Primary Grades, Recommendation(s) 3, provide intensive systematic instruction on up to three foundational reading skills in groups to students who score below the benchmark score on universal screening (strong evidence). These recommendation(s) were built into the program by using explicit and systematic instruction in phonemic awareness, alphabetic knowledge, and phoneme-grapheme connections. The district will support and monitor implementation of this program by conducting informal and formal observations and providing coaching, modeling, and professional development of the program components.

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

During a long term school closure, Orange County Public Schools will continue to provide online and/or print content and resources that are aligned to the Florida Standards and can be used to continue instruction and curriculum. Teachers utilize virtual platforms such as WebEx or Teams to deliver instruction as well as various platforms to ensure student processing.

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:
Student scores two or more grade levels below based on i-Ready diagnostic
Low level 2* or 1 on prior FSA
6th grade - 317 or below
7th grade - 325 or below
8th grade - 329 or below
student received interventions in the previous year
the problem solving team determines that interventions should continue
teacher observation/recommendation based on formal and informal assessments
*As with all interventions, schools should make individual determinations based on multiple data points, including, but not limited to, historical data to make the best possible placement decisions for students

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

Progress Monitoring

Tier 3 Programs/Materials/Strategies & Duration
i-Ready

Assessment & Frequency
Diagnostics 3 times per year Growth Monitoring 2 times per year Passage rate on lessons completed each week.

Performance Criteria to discontinue Tier 3 interventions
Student has made reading gains and is no longer 2 or more years behind their peers.

Performance Criteria indicating continuation of Tier 3 interventions
Student scores two or more grade levels below, plus teacher observation/recommendation Poor response to instruction/intervention The problem solving team agrees that the interventions are not frequent and intensive enough and need to continue.

Performance Criteria that prompts intensified Tier 3 interventions
Poor response to instruction/intervention
The problem solving team agrees that the interventions are not frequent and intensive enough and need to be intensified.

Progress Monitoring

Tier 3 Programs/Materials/Strategies & Duration
SIPPS (Different levels within SIPPS: Plus/Challenge)

Assessment & Frequency
Screening if student falls two levels below or more on i-Ready Diagnostic or is a newcomer ELL Mastery Tests given after 2-3 weeks of instruction

Performance Criteria to discontinue Tier 3 interventions
80% or greater on Mastery Assessments and insufficient oral reading fluency
Student has positive response to the intervention/instruction

Grade Levels: 6-8

Progress Monitoring

Performance Criteria indicating continuation of Tier 3 interventions

Unable to pass SIPPS Mastery Tests after targeted instructional reteaching opportunities are provided, plus teacher observation/recommendation
Poor response to instruction/intervention

Performance Criteria that prompts intensified Tier 3 interventions

Unable to pass SIPPS Mastery Tests after targeted instructional reteaching opportunities are provided, plus teacher observation/recommendation
Poor response to instruction/intervention

Progress Monitoring

Tier 3 Programs/Materials/Strategies & Duration

Rotational Model Strategy within Intensive Reading course

Assessment & Frequency

Direct instruction from the teacher daily. Informal assessment based on the teacher led lesson. Informal assessment based on the teacher led lesson (fidelity of the program).

Performance Criteria to discontinue Tier 3 interventions

Teacher uses the District Assessment Guidance document to determine if the student has made reading gains and performs on grade level.
Student has positive response to the instruction/intervention

Performance Criteria indicating continuation of Tier 3 interventions

Teacher uses the District Assessment Guidance document to determine if the student has made reading gains and performs on grade level.
Student has questionable or poor response to the instruction/intervention
The problem solving team agrees that interventions are effective but need to continue

Performance Criteria that prompts intensified Tier 3 interventions

Poor response to instruction/intervention
The problem solving team agrees that the interventions are not frequent and intensive enough and need to be intensified.

Number of times per week intervention provided

4-5 days a week or based on the fidelity of the program

Number of minutes per intervention session

20-30 minutes or based on fidelity of the program

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?

Problem Solving/MTSS team meetings evaluate the student's progress in Tier 3. Regularly scheduled PLC meetings address the effectiveness of the intervention as well as the alignment of the core curriculum.
For distance learning students, the procedures that are in place to identify and solve problems to

Grade Levels: 6-8

improve effectiveness of Tier 3 curriculum and instruction would be modified to occur via a virtual platform.
During a long term school closure, Orange County Public Schools will continue to provide online and/or print content and resources that are aligned to the Florida Standards and can be used to continue instruction and curriculum. Teachers utilize virtual platforms such as WebEx or Teams to deliver instruction as well as various platforms to ensure student processing.

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

i-Ready and SIPPS meet Florida's requirement for evidence levels. The structured literacy approach to foundational skills instruction through explicit instructional routines utilized with SIPPS (Different levels within the SIPPS program: Plus and Challenge) are supported by evidence. The materials and routines will allow teachers to directly teach and support students as they decode words, analyze word parts, and write and recognize words.

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

During a long term school closure, Orange County Public Schools will continue to provide online and/or print content and resources that are aligned to the Tier 3 interventions through Microsoft Teams Intervention sessions, online intervention sessions, and phone sessions.

Grade Levels: 9-12

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:
Low level 2* or 1 on prior FSA ELA
9th grade - 335 or below
10th grade - 341 or below
Student proficiency level displays a deficiency of two or more years below their grade level on Reading Plus Insight Assessment (if applicable)
Student received interventions in the previous year
The problem solving team determines that interventions should continue
*As with all interventions, schools should make individual determinations based on multiple data points, including, but not limited to, historical data to make the best possible placement decisions for students

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

Progress Monitoring

Tier 3 Programs/Materials/Strategies & Duration
Reading Plus

Assessment & Frequency
Insight Benchmark Assessment three times a year

Performance Criteria to discontinue Tier 3 interventions
Teacher uses the District Assessment Guidance document to determine if the student has made reading gains and performs on grade level.
Student has positive response to the instruction/intervention

Performance Criteria indicating continuation of Tier 3 interventions
Teacher uses the District Assessment Guidance document to determine if the student has made reading gains and performs on grade level.
Student has questionable or poor response to the instruction/intervention
The problem solving team agrees that interventions are effective but need to continue

Performance Criteria that prompts intensified Tier 3 interventions
Teacher uses the District Assessment Guidance document to determine if the student has made reading gains and performs on grade level.
Student has questionable or poor response to the instruction/intervention
The problem solving team agrees that interventions are effective and need to be intensified.

Progress Monitoring

Tier 3 Programs/Materials/Strategies & Duration
Rotational Model Strategy within the following courses:
Intensive Reading 1
Intensive Reading 2
Intensive Reading 3
Intensive Reading 4
Applied Communications 1
Applied Communications 2

Grade Levels: 9-12

Progress Monitoring

Assessment & Frequency

Direct instruction from the teacher daily. Informal assessment based on the teacher led lesson. Informal assessment based on the teacher led lesson (fidelity of the program).

Performance Criteria to discontinue Tier 3 interventions

Teacher uses the District Assessment Guidance document to determine if the student has made reading gains and performs on grade level.
Student has positive response to the instruction/intervention

Performance Criteria indicating continuation of Tier 3 interventions

Teacher uses the District Assessment Guidance document to determine if the student has made reading gains and performs on grade level.
Student has questionable or poor response to the instruction/intervention
The problem solving team agrees that interventions are effective but need to continue

Performance Criteria that prompts intensified Tier 3 interventions

Teacher uses the District Assessment Guidance document to determine if the student has made reading gains and performs on grade level.
Student has questionable or poor response to the instruction/intervention
The problem solving team agrees that interventions are effective and need to be intensified.

Number of times per week intervention provided

4-5 days a week or based on the fidelity of the program

Number of minutes per intervention session

20-30 minutes or based on fidelity of the program

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?

Problem Solving/MTSS team meetings evaluate the student's progress in Tier 3. Regularly scheduled PLC meeting address the effectiveness of the intervention as well as the alignment of the core curriculum.
For distance learning students, the procedures that are in place to identify and solve problems to improve effectiveness of Tier 3 curriculum and instruction would be modified to occur via a virtual platform.
During a long term school closure, Orange County Public Schools will continue to provide online and/or print content and resources that are aligned to the Florida Standards and can be used to continue instruction and curriculum. Teachers utilize virtual platforms such as WebEx or Teams to deliver instruction as well as various platforms to ensure student processing.

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

Purchased intervention programs and implementation of instructional strategies must be research based and show strong, moderate, or promising evidence of success. Reading Plus is supported by evidence and meets Florida's requirements for evidence.

Grade Levels: 9-12

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

During a long term school closure, Orange County Public Schools will continue to provide online and/or print content and resources that are aligned to the Florida Standards and can be used to continue instruction and curriculum. Teachers utilize virtual platforms such as WebEx or Teams to deliver instruction as well as various platforms to ensure student processing.

Identification of Students with a Substantial Reading Deficiency

In accordance with Section 1008.25(4)(c), F.S., students identified with a substantial reading deficiency as determined in Section 1008.25(5)(a), F.S., must be covered by a federally required student plan, such as an individual education plan (IEP) or an individualized progress monitoring plan, or both, as necessary. A kindergarten through grade 3 student is identified as having a substantial deficiency in reading if any of the following criteria are met:

- ◦ The student scores at the lowest achievement level/benchmark as identified by the publisher during a universal screening period, on an assessment listed in the district's approved District K-12 Comprehensive Evidence-Based Reading Plan; and beginning in 2022-2023 school year, students scoring at the lowest achievement level/benchmark on the coordinated screening and progress monitoring system pursuant to Section 1008.25(8), F.S.;

- ◦ The student scores at the lowest achievement level/benchmark as identified by the publisher during progress monitoring administration at any time during the school year, on an assessment listed in the district's approved District K-12 Comprehensive Evidence-Based Reading Plan and beginning in 2022-2023 school year, students scoring at the lowest achievement level/benchmark on the coordinated screening and progress monitoring system pursuant to Section 1008.25(8), F.S.; or

- ◦ The student has demonstrated, through consecutive formative assessments or teacher observation data, minimum skill levels for reading competency in one or more of the areas of phonological awareness; phonics; vocabulary, including oral language skills; reading fluency; and reading comprehension.

Describe the district's process for identifying students with a substantial deficiency in reading based on the criteria above.

For grades K-12, the process for identifying students with a substantial deficiency in reading will be if 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 and/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.