

School District of Osceola County, FL



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 | Davis, Beth K-12 Literacy Coordinator beth.davis@osceolaschools.net 407-870-4849 |
| Elementary English Language Arts (ELA) | Burdette, Stacy Director, Elementary Education stacy.burdette@osceolaschools.net 407-870-4849 |
| Secondary ELA | Hickey, Victoria Director of High School Education victoria.hickey@osceolaschools.net 407-870-4901 |
| Reading Endorsement | Franceschi, Janice Director of Professional Development janice.franceschi@osceolaschools.net 407-518-2940 |
| Professional Development | Franceschi, Janice Director of Professional Development janice.franceschi@osceolaschools.net 407-518-2940 |
| Assessment | Torres, Leah Director of Research, Evaluation, and Accountability leah.torres@osceolaschools.net 407-870-4056 |
| Data Element | Torres, Leah Director of Research, Evaluation, and Accountability leah.torres@osceolaschools.net 407-870-4056 |
| Summer Reading Camp | Burdette, Stacy Director of Elementary Education stacy.burdett@osceolaschools.net 407-870-4849 |
| Multi-Tiered System of Supports (MTSS) | Straker, Peter Administrator on Assignment Office of School Improvement and Accreditation peter.straker@osceolaschools.net 407-870-4008 |
| Reading Curriculum | Schad, Rhonda K-12 Educational Specialist rhonda.schad@osceolaschools.net 407-870-4008 |

Communication of Plan Information

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

The delivery chain for the K-12 Reading Plan will begin with sharing the plan at the Superintendent's Professional Learning Community. Then it will be communicated to district leadership through the Teaching and Learning meetings, and to site administrators via the Principal and Assistant Principal meetings. Principals will share the information with their staff within 30 days of the K-12 CERP

approval. The plan will be made available to community members via the district website and shared at a School Board meeting.

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 39%

Previous School Year

Kindergarten - % of Students "Ready" on FLKRS 42%

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

Explicit phonemic awareness instruction will be required to be implemented in VPK this year. VPK students will also be included in the use of Lexia Core 5.

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 | 30 | 24 | 27 | 15 | 4 | 20 | 20 | 34 | 20 | 6 |
| 4 | 32 | 22 | 22 | 17 | 17 | 20 | 15 | 25 | 20 | 20 |
| 5 | 30 | 25 | 24 | 16 | 5 | 20 | 20 | 32 | 20 | 8 |
| 6 | 31 | 24 | 20 | 19 | 7 | 25 | 18 | 25 | 22 | 10 |
| 7 | 36 | 22 | 20 | 15 | 7 | 30 | 15 | 25 | 20 | 10 |
| 8 | 34 | 21 | 22 | 15 | 8 | 30 | 15 | 25 | 20 | 10 |
| 9 | 32 | 24 | 20 | 17 | 6 | 25 | 20 | 25 | 22 | 8 |
| 10 | 32 | 25 | 19 | 17 | 8 | 25 | 20 | 25 | 20 | 10 |

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%).

Increase the percentage of K-2 students meeting or exceeding expectations in listening comprehension, picture vocabulary, phonological awareness, phonics/ word recognition using NWEA Reading Fluency by 5%, from 2.4% to 7.4%.

District Budget for Evidence-Based Reading Instruction Allocation

Budget

| | | |
|---|--|--------------|
| 1 | Estimated proportional share distributed to district charter | \$886,489.00 |
|---|--|--------------|

| | | | |
|---------------|--|-------|-----------------------|
| | | FTE | 2022-23 |
| | | | \$886,489.00 |
| 2 | Reading coaches assigned to elementary schools | | \$1,010,802.72 |
| | | FTE | 2022-23 |
| | | 14.0 | \$1,010,802.72 |
| 3 | Reading coaches assigned to secondary schools | | \$1,142,288.34 |
| | | FTE | 2022-23 |
| | | 16.25 | \$1,142,288.34 |
| 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 | | \$170,000.00 |
| | | FTE | 2022-23 |
| | | | \$170,000.00 |
| 7 | Supplemental materials or interventions for secondary schools | | \$100,000.00 |
| | | FTE | 2022-23 |
| | | | \$100,000.00 |
| 8 | Intensive interventions for elementary students reading below grade level | | \$150,000.00 |
| | | FTE | 2022-23 |
| | | | \$150,000.00 |
| 9 | Intensive interventions for secondary students reading below grade level | | \$150,000.00 |
| | | FTE | 2022-23 |
| | | | \$150,000.00 |
| 10 | Professional development | | \$361,376.94 |
| | | FTE | 2022-23 |
| | | | \$361,376.94 |
| 11 | Helping teachers earn the reading endorsement | | \$0.00 |
| 12 | Summer reading camps | | \$200,000.00 |
| | | FTE | 2022-23 |
| | | | \$200,000.00 |
| 13 | Additional hour for 300 lowest-performing elementary schools | | \$0.00 |
| 14 | Early literacy instruction/intervention for VPK completers pursuant to s. 1008.25(8)(c), F.S. | | \$100,000.00 |
| | | FTE | 2022-23 |
| | | | \$100,000.00 |
| Total: | | | \$4,270,957.00 |

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.

Funds have been prioritized to support K-3 students in the areas of materials, professional learning, and extended learning. We are working with our State Regional Literacy Directors to ensure that our teachers in grades K-3 are learning and using the Science of Reading with materials that support this

School Literacy Leadership Teams

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

Principals will receive information regarding the members of the school Literacy Leadership Team in June and July 2022. The District Reading Team will communicate the K-12 Reading Plan to principals via a principals meeting in August 2022. At the meeting in August 2022, the principals will submit the names of their School Literacy Leadership Team to the respective director using district created form. The Assistant Superintendents will communicate regularly at principal meetings, newsletters, and individual conversations.

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

Curriculum and Instruction Director of Elementary, Stacy Burdette (K –5)

Curriculum and Instruction Director of Middle School, Michelle Henninger (6 – 8)

Curriculum and Instruction Director of High School, Victoria Hickey (9-12)

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

Curriculum and Instruction Directors of Elementary, Middle, and High

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.

Partnership with State Regional Literacy Directors - Professional learning on the B.E.S.T. Standards implementation in partnership with the State Regional Literacy Directors will continue K-12. The learnings are focused to action items for each school's literacy coach and learnings brought back to campuses and facilitated by the literacy coaches.

Elementary Schools - In SY 20-21, all elementary schools implemented the Open Court Foundational Skills phonics-based curriculum with supported training in pedagogy for teachings in the area of foundational skills. This professional learning included training of literacy coaches, on demand modules for teachers, follow-up coaching with school-based literacy teams, and district support and monitoring of fidelity with classroom observation, walkthroughs, and data collection. In the 2022-2023 school year, SDOC will remain committed to the implementation of this explicit, systematic, comprehensive, and cumulative reading instruction with integrity and intentionality. (*Open Court does not meet strong, moderate, or promising levels of evidence; however, the following IES Practice Guide recommendations support the program: Foundational Skills to Support Reading for Understanding in Kindergarten Through 3rd Grade - Develop awareness of the segments of sounds in speech and how they link to letters. The district will support and monitor the implementation of Open Court through classroom walkthroughs, regular data chats, instructional planning meetings, and MTSS progress monitoring meetings.)

A 4-part series of Benchmarks for Excellent Student Thinking (B.E.S.T.). Professional Learning was developed and released for teachers during summer PD 2021-2022 and will continue during 2022 – 2023.

Part 1: Introduction to the new ELA B.E.S.T. Standards

Part 2: Foundations of new ELA B.E.S.T. Standards

Part 3: B.E.S.T. Quest Reading and Vocabulary Strands

Part 4: B.E.S.T. Communications Strand ABC Walk

Reading Endorsement - The School District of Osceola County continues to provide high-quality professional development aligned to the elements of the reading statute in Competencies 1 - 5 of the reading endorsement. The 22-23 Professional Development catalogue will include the Florida Center for Reading Resources (FCRR) Reading Foundations and Evidence-Based Instructional Practices reading endorsement pathway. Additionally, the University of Florida provides an accelerated pathway for Reading Endorsement completion through the Flamingo Project.

Exploring Structured Literacy - Several opportunities offered directly to teachers with focus on explicit, systematic, and sequential approaches for Reading through facilitation of FDLRS's Exploring Structured Literacy professional learning, a district developed course with implementation requirements that require multisensory approaches, and embedded attention to the content through CUP trainings attended by all K-12 teachers. These courses meet the forty-hour requirement for Reading Deficiencies and Dyslexia.

Progress monitoring data is gathered by the state of Florida through the new F.A.S.T. This data will be aggregated by the Research, Evaluation, and Accountability Department and shared with stakeholders through a PowerBI report. PLCs meet weekly in a guaranteed, dedicated time. Monthly Stocktakes are led by leadership team to review student data and progress towards SIP goals. Professional development and support are provided by Dr. Peter Straker.

Provide a description of how the district will communicate to principals the professional development requirements and how the district will support principals with fulfilling each requirement.

Professional Development requirements for the reading plan are communicated to principals in a variety of ways:

- Weekly Updates: Comprehensive newsletters to principals
- Monthly Principal Admin Meetings
- Weekly Principal Development Meetings
- School Literacy Coaches also receive and disseminate information to leadership teams and schools
- My Professional Growth System (MyPGS) for alignment of professional learning opportunities

Classroom visits are conducted by the District's Curriculum and Instruction Department. Data is utilized to make decisions on teacher needs. Plan is developed in collaboration with school leadership teams. Individual coaching, professional learning, and support are provided by the school leadership team and C&I personnel. Process and implementation is monitored school administration and C&I Directors and Assistant Superintendents.

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

Oversight of the professional learning initiatives in the reading plan is a collaborative effort of the Teaching and Learning Division.

Coordinator of English Language Arts, Dr. Beth Davis - Provides oversight on the content of the reading professional learning and works with district resource teachers and school level coaches to develop and implement the professional learning.

Curriculum & Instruction Directors: Stacy Burdette, Victoria Hickey and Michelle Henninger - Provide monitoring and support of the reading initiatives and progress monitoring of the data and support.

Director of Professional Development Janice Franceschi - Maintains official records of professional development and provides data to the Teaching and Learning Leadership

Charter Schools

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

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

Yes

Literacy Coaches

Literacy Coaches - Part A

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

Coaches must possess the following:

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

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

All Literacy Coaches who are supported by the Research-Based Reading Allocation Fund (6A-6.053(6)(a-b)) are reading endorsed/certified. The Research, Evaluation, and Accountability Department annually tiers schools based on multiple data points, especially TS&I and CS&I status to determine greatest need. Data points utilized in addition to FSA included: NSGRA level, NWEA reading fluency score, and MTSS team decisions for student placement based on decision trees and teacher reports of student performance. The total aggregate of Reading Tier 2 and Reading Tier 3 students as a proportion of total student population was utilized to determine the schools with the greatest need.

Upload rubric, if applicable

The following documents were submitted as evidence for this section:

No files were uploaded

Literacy Coaches - Part B**Requirements of the Just Read, Florida! Coaching Model**

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

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

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

Yes

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

The following documents were submitted as evidence for this section:

No files were uploaded

If yes, please complete the next section:

How are these requirements being communicated to principals?

Superintendent and Assistant Superintendents communicate during principal meetings and through individual conversations. District Curriculum Directors ensure that these requirements are clearly addressed with Literacy Coaches who support fidelity at each schools.

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

The Literacy Coordinator and Educational Specialist provide monthly professional learning with the literacy coaches using the PLAN-DO-CHECK-ACT model regarding data analysis. These meetings focus on helping teachers to establish goals and create action plans, coaching, and follow-up.

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

Curriculum Directors, Literacy Coordinator, and ELA Education Specialist

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

Two times per month

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

Evidence: Coaching logs, classroom observations, student evidence of learning

Problem Solving Steps: After analysis of the data, the District Resource Teachers provide in-field coaching to improve time on task with coaches. If situation persists, the Educational Specialist or Literacy Coordinator may intervene. In addition, the Director will communicate concern with school administrators.

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? |
|---|---|--|--|--|
| F.A.S.T. | K-2 | Screener | Phonological Awareness, Phonics, Fluency, Vocabulary, Comprehension | Annually |
| F.A.S.T. | 3-10 | Progress Monitoring | Phonological Awareness, Phonics, Fluency, Vocabulary, Comprehension | 3 x A Year |
| NWEA Oral Reading Fluency | K-5 | Progress Monitoring | Oral Language, Phonological Awareness, Phonics, Fluency, Vocabulary, Comprehension | 2 x A Month |
| DIBELS | 6-8 | Progress Monitoring | Fluency | 2 x A Month |
| NSGRA | K-5 | Progress Monitoring | Phonological Awareness, Phonics, Fluency, Vocabulary, Comprehension | 3 x A Year |
| Benchmark Advanced Weekly/ Unit/Interim Assessments | K-5 | Formative Assessment | Phonological Awareness, Phonics, Vocabulary, Comprehension | 2 x A Month |
| StudySync Unit Assessments | 6-12 | Progress Monitoring | Comprehension | Quarterly |
| FAST - STAR | K-2 | Screener, Progress Monitoring, Summative | Oral Language, Phonological Awareness, Phonics, Fluency, Vocabulary, Comprehension | 3 x A Year |
| FAST - Cambium | 3-10 | Screener, Progress Monitoring, Summative | Vocabulary, Comprehension | 3 x A Year |

District-Level Monitoring - Part B
 Provide the following information to depict how the district will meet each of the requirements.

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

Administrator on Assignment for School Improvement; Dr. Peter Straker

Curriculum Directors; Coordinators; and Assistant Superintendents; Stacey Burdette, Michelle Henninger, Victoria Hickey, Dr. Beth Davis, Dr. Belinda Reyes, Dr. Michael Allen, Dr. Chundra Evens

Office of Research, Evaluation, and Accountability; Dr. Leah Torres

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

Open Court does not meet strong, moderate, or promising levels of evidence; however, the following IES Practice Guide recommendations support the program: Foundational Skills to Support Reading for Understanding in Kindergarten Through 3rd Grade - Develop awareness of the segments of sounds in speech and how they link to letters. The district will support and monitor the implementation of Open Court through classroom walkthroughs, regular data chats, instructional planning meetings, and MTSS

progress monitoring meetings. Literacy coaches have been trained to walk classrooms using a classroom walkthrough checklist. Regular data chats and instructional planning takes place during designated PLC time. Data chats also take place during regularly scheduled MTSS meetings.

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

Teachers analyze multiple data points during weekly PLCs to plan and differentiate lessons for student needs. Data will be presented via progress monitoring visualization for teachers through a digital platform for them to review student progress.

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

The district adopted a core K-5 ELA curriculum with a strong non-fiction component. In addition, the district now has a district-wide implementation of AVID strategies including the purchase of BEST civic literacy texts.

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

The district MTSS leadership team regularly attends school site problem solving team meetings and reviews site data to ensure fidelity of implementation of the K-12 Reading Plan. Concerns that arise are reviewed with the leadership team and problem solved on an individual basis. A member of the leadership team provides coaching and ensures that the site understands and follows the Reading Plan. At each school site, a Reading Leadership Team is formed to oversee implementation of the K-12 Reading Plan in each classroom. Concerns observed are shared with site leadership during the monthly Stocktake process.

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.

Conversations around the coaching model

Establishing Novel classrooms

Formalizing the process of monitoring and supporting literacy leadership teams

School-Level Monitoring of Plan Implementation

School-level Reading Plan implementation - Part A

Districts must describe the process used by principals to monitor implementation of, and ensure compliance with, the reading plan, including weekly reading walkthroughs conducted by administrators. In addition, districts must describe how principals monitor collection and utilization of assessment data, including progress monitoring data, to determine intervention and support needs of students.

What process is in place to ensure effective implementation?

The Reading Leadership Team will review the data from reading walkthroughs and data chats to ensure the school-level reading plan is being implemented with fidelity. Look for documents and observation results will be shared with teachers regarding implementation of the district adopted high quality ELA instructional materials.

Who at the district level supports effective implementation?

Curriculum Directors: Stacy Burdette, Mary Ann Rodriguez, Michelle Henninger, Victoria Hickey

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

The principal will review progress on the school-level reading plan and share during Stocktake meetings and with District Leadership.

Weekly reading walkthroughs by administrators - Part B

What process is in place to ensure effective implementation?

The data is reviewed by the Reading Coach and an administrator monthly, to ensure the weekly walkthroughs are in place and effective.

Who at the district level supports effective implementation?

Assistant Superintendents: Belinda Reyes, Michael Allen, Chundra Evens

Curriculum Directors: Stacy Burdette, Mary Ann Rodriguez, Michelle Henninger, Victoria Hickey

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

The data is reviewed by the Literacy Coach and administrator monthly, then shared with the leadership team at the monthly Stocktake meeting.

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

What process is in place to ensure effective implementation?

The principal and reading team will ensure students receive interventions based on data. The team will monitor interventions through MTSS and make decisions for supports as needed.

Who at the district level supports effective implementation?

Research and Evaluation Department: Leah Torres, David Maddock, and Elizabeth Hadley

Curriculum Directors: Stacy Burdette, Mary Ann Rodriguez, Michelle Henninger, Vickie Hickey

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

The data is shared via Power BI to the principal who shares with the Reading Team.

The principal will review school and teacher level data and share during Stocktake meetings and with District Leadership.

Summer Reading Camp

Reading Camp - Part A

For Summer Reading Camps required by Section 1008.25(7), F.S., districts must:

- Provide instruction to grade 3 students who score Level 1 on the statewide standardized assessment for ELA;
- Implement evidence-based explicit, systematic, and multisensory reading instruction in phonemic awareness, phonics, fluency, vocabulary, and comprehension; and
- Provide instruction by a highly effective teacher endorsed or certified in reading.

All district Summer Reading Camp teachers are highly effective and reading endorsed/certified.

Yes

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

The district will provide evidence-based, explicit, and systematic instruction addressing the six components of reading by utilizing Lexia Core 5, Benchmark Advance instructional materials, and small group guided reading. All 3rd grade students who score the equivalent of a Level 1 on the end of year FAST assessment will be invited to attend summer reading camp. Reading camp will be staffed using only teachers who are highly effective and reading endorsed or reading certified.

Lexia Core 5 (ESSA Rating: Promising)

Core Curriculum: Florida Benchmark Advance 2022, Florida Edition (FLDOE Review of Instructional Materials Percent of Alignment- K-96.78%, 1st-100%, 2nd-85.94%, 3rd-81.25%, 4th-79.68%, 5th-95.31%)

Appropriate leveled text for small group/guided reading (Visible Learning effect size - small group learning: .47 moderate)

Next Steps Forward in Guided Reading by Jan Richardson (Visible Learning effect Size - phonics instruction: .70 strong)

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.

For students in grades K-2, the district will provide evidence-based, explicit, and systematic instruction addressing the six components of reading, but specifically targeting foundational skills through the use of Lexia Core 5, Benchmark Advance instructional materials, and Open Court. All K-2nd grade students who demonstrate a deficiency in reading as evidenced by FAST Renaissance and/or MTSS identification will be invited to attend summer reading camp. Reading camp will be staffed using only teachers who are highly effective and reading endorsed or reading certified.

Lexia Core 5 (ESSA Rating: Promising)

Core Curriculum: Florida Benchmark Advance 2022, Florida Edition (FLDOE Review of Instructional

Materials Percent of Alignment- K-96.78%, 1st-100%, 2nd-85.94%, 3rd-81.25%, 4th-79.68%, 5th-95.31%)

Open Court does not meet strong, moderate, or promising levels of evidence; however, the following IES Practice Guide recommendations support the program: Foundational Skills to Support Reading for Understanding in Kindergarten Through 3rd Grade - Develop awareness of the segments of sounds in speech and how they link to letters. The district will support and monitor the implementation of Open Court through classroom walkthroughs, regular data chats, instructional planning meetings, and MTSS progress monitoring meetings.

For students in grades 4 and 5, the district will provide evidence-based, explicit, and systematic instruction addressing the six components of reading through the use of Lexia Core 5, RISE, Benchmark Advance instructional materials, and small group guided reading. 4th and 5th grade students who score the equivalent of a Level 1 on the end of year FAST assessment will be invited to attend summer reading camp. Reading camp will be staffed using only teachers who are highly effective and reading endorsed or reading certified.

Lexia Core 5 (ESSA Rating: Promising)

RISE/ RISE Up (Visible Learning effect size – comprehensive reading program: .47 promising)

Core Curriculum: Florida Benchmark Advance 2022, Florida Edition (FLDOE Review of Instructional Materials Percent of Alignment- K-96.78%, 1st-100%, 2nd-85.94%, 3rd-81.25%, 4th-79.68%, 5th-95.31%)

Appropriate leveled text for small group/guided reading (Visible Learning effect size - small group learning: .47 moderate)

Next Steps Forward in Guided Reading by Jan Richardson (Visible Learning effect Size - phonics instruction: .70 strong)

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.)

550

Students who demonstrate a reading deficiency in grades K-2

700

Students who score Level 1 in grades 4-5

650

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.)

35%

Students who demonstrate a reading deficiency in grades K-2

42%

Students who score Level 1 in grades 4-5

20%

Family Engagement through a Read-At-Home Plan

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

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

The School District of Osceola County is providing a read-at-home plan to parents of students identified with a substantial deficiency in reading. The Read-At-Home Plan Resources documents (prepared by the FLDOE/ JR,F!) as well as Parent Guides to BEST Standards (in English or Spanish) were disseminated to schools through the weekly update. Schools were directed to provide to parents of K-3 students (identified by REA) using NWEA winter reading results. Additionally, SDOC has communicated with schools and parents about the benefits and opportunities around Step-Up for Students Reading Scholarships as well as the New World's Reading Initiative.

Who at the district is responsible for monitoring this requirement?

K-12 Literacy Coordinator: Dr. Beth Davis, Reading Educational Specialist: Rhonda Schad, and Assistant Superintendent of Elementary Curriculum and Instruction: Dr. Belinda Reyes

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 requires each school serving students in grades K-5 to provide a 90 minute reading block in their master schedule (120 minutes in K-2). The proper scheduling is monitored by assistant superintendents and directors at the elementary and K-8 levels. In addition to approving schools' master schedules, regular walkthroughs are conducted by district curriculum staff to ensure the fidelity of the scheduled reading block.

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

Elementary and K-8 Assistant Superintendents: Dr. Belinda Reyes, Dr. Michael Allen
 Elementary and K-8 Directors: Stacey Burdette, Michelle Henninger
 K-12 ELA Coordinator and Education Specialist: Dr. Beth Davis, Rhonda Schad

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?

A wide variety of non-fiction text and reading strategies are built into the curriculum plans for content areas (social studies, science, arts). Professional learning on effective reading strategies is delivered through school-wide PD, content area PD, content coach meetings, and district-wide professional learning opportunities. The use of these reading strategies is monitored through classroom walkthroughs.

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

Assistant Superintendents: Dr. Belinda Reyes, Dr. Michael Allen, Dr. Chundra Evens
 Directors: Stacey Burdette, Michelle Henninger, Evelith Garcia, Victoria Hickey
 K-12 ELA Coordinator and Education Specialist: Dr. Beth Davis, Rhonda Schad

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

How does the district support and monitor implementation?

Small group, differentiated instruction is embedded in ELA and Reading curriculum plans for grades K-12. Tier 3 students receive additional small group differentiated instruction through intervention time. Professional learning on evidence-based interventions is delivered through district-wide MTSS trainings and literacy coach meetings.

District level leadership regularly attends and supports MTSS problem solving team meetings at each school to provide additional guidance and support.

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

Director of Continuous School Improvement: Dr. Peter Straker
Assistant Superintendents: Dr. Belinda Reyes, Dr. Michael Allen, Dr. Chundra Evens
Directors: Stacey Burdette, Michelle Henninger, Evelith Garcia, Victoria Hickey
K-12 ELA Coordinator and Education Specialist: Dr. Beth Davis, Rhonda Schad

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.

Core curriculum (Tier 1) for grades K-12 is designed around the (6) components of reading. Tier 1 materials and instruction in grades K-12 are aligned to Florida's B.E.S.T. standards. Appropriate classroom assessments are embedded into the curriculum plans to ensure instruction aligned to student needs. Accommodations for ESE and ELL students are embedded in the curriculum plans. As seen in the district's decision trees, support/intervention for Tier 2 and Tier 3 is differentiated to align to students' individual needs as they relate to the components of reading.

How does the district support and monitor implementation?

Tier 1 instruction is supported and monitored by district staff through the implementation of classroom walkthroughs, modeling, and professional learning opportunities. Tier 2 and Tier 3 implementation is supported and monitored by district staff through ongoing support at school-based MTSS problem solving team meetings, districtwide MTSS meetings and professional learning, and continuous monitoring of data.

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

Director of Continuous School Improvement: Dr. Peter Straker
Assistant Superintendents: Dr. Belinda Reyes, Dr. Michael Allen, Dr. Chundra Evens

Directors: Stacey Burdette, Michelle Henninger, Evelith Garcia, Victoria Hickey
K-12 ELA Coordinator and Education Specialist: Dr. Beth Davis, Rhonda Schad

Assessment/Curriculum Decision Trees - Part C

Requirements

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

The Decision Trees must contain the following information:

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

Tier 1

Core Instruction:

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

Grade Levels: VPK, K, 1, 2, 3

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

(Enter assessment criteria that will be used)

Star Early Literacy

Grade Fall Winter Spring

VPK ≥ 624 ≥ 642 ≥ 687

K ≥ 694 ≥ 734 ≥ 769

1 ≥ 778 N/A N/A

Star Reading

Grade Fall Winter Spring

1 N/A ≥ 822 ≥ 856

2 ≥ 865 ≥ 903 ≥ 931

NSGRA

Grade Fall Winter Spring

K Pre-A-A B-C D

1 D-E F-G H-J

2 J-K K-L M

3 M-N O P

NWEA MAP Oral Reading Fluency - Grades K-3

All foundational reading components at “Meeting Grade Level Expectations” (M) or “Exceeds Grade Level

Expectations” (E)

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.

Initial instruction:

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

VPK

- Develop, Inspire, Grow (DIG) (Visible Learning effect size – Comprehensive reading program: .47 moderate)

K,1,2,3

- Core Curriculum: Florida Benchmark Advance 2022, Florida Edition (FLDOE Review of Instructional Materials Percent of Alignment- K-96.78%, 1st-100%, 2nd-85.94%, 3rd-81.25%, 4th-79.68%, 5th-95.31%)
- Appropriate leveled text for small group/guided reading (Visible Learning effect size - small group learning:

Grade Levels: VPK, K, 1, 2, 3

.47 moderate)

Next Steps Forward in Guided Reading by Jan Richardson (Visible Learning effect Size - phonics instruction:

.70 strong)

• Open Court Foundational Skills (Open Court does not meet strong, moderate, or promising levels of evidence;

however, the following IES Practice Guide recommendations support the program: Foundational Skills to

Support Reading for Understanding in Kindergarten Through 3rd Grade - Develop awareness of the segments

of sounds in speech and how they link to letters. The district will support and monitor the implementation of

Open Court through classroom walkthroughs, regular data chats, instructional planning meetings, and MTSS

progress monitoring meetings.)

• Differentiated instruction provided in small group in classroom (teacher-led) during the 90-minute block of

reading. (What Works Clearinghouse Recommend Practice with strong evidence)

• Lexia Core 5 (ESSA Rating: Promising)

Progress Monitoring

Assessment & Frequency

VPK

• Renaissance STAR Early Literacy (3X per year)

Kindergarten

• Renaissance STAR Early Literacy (3X per year)

1st Grade

• Renaissance STAR Early Literacy (Fall Only)

• Renaissance STAR Reading (2X per year)

2nd Grade

• Renaissance STAR Reading (3X per year)

3rd Grade

• FAST Assessment (Winter, Spring)

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

Star Early Literacy

Grade Fall Winter Spring

VPK = />624 =/> 642 =/> 687

K =/>694 =/> 734 =/>769

1 =/> 778 NA NA

Star Reading

Grade Fall Winter Spring

1 NA =/>822 =/>856

2 =/>865 =>903 =/>931

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

STAR Early Literacy

Grade Fall Winter Spring

VPK 585-623 624-641 642-686

Grade Levels: VPK, K, 1, 2, 3

Progress Monitoring

K 600-693 709-733 751-768
1 751-777 N/A N/A
STAR Reading
Grade Fall Winter Spring
1 N/A 778-821 822-855
2 822-864 865-902 903-930
FAST Scores - 3rd Grade (Winter, Spring)
Achievement Quintile: 21st to 40th Percentile

Progress Monitoring

Assessment & Frequency

Kindergarten
• NSGRA (Next Step Guided Reading Assessment: August, November, February, May (optional)
1st Grade
• NSGRA (Next Step Guided Reading Assessment: August, November, February, May (optional)
2nd Grade
• NSGRA (Next Step Guided Reading Assessment: August, November, February, May (optional)
3rd Grade
• NSGRA (Next Step Guided Reading Assessment: August, November, February, May (optional)

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

NSGRA
Grade Fall Winter Spring
K Pre-A-A B-C D
1 D-E F-G H-J
2 J-K K-L M
3 M-N O P

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

NSGRA
Grade Fall Winter Spring
K Pre-A A B-C
1 C C-D D-G
2 H I J-K
3 J-K K-L M

Progress Monitoring

Assessment & Frequency

Kindergarten
• NWEA MAP Oral Reading Fluency (Fall, Winter)
1st Grade
• NWEA MAP Oral Reading Fluency (Fall, Winter)
2nd Grade
• NWEA MAP Oral Reading Fluency (Fall, Winter)
3rd Grade
• NWEA MAP Oral Reading Fluency (Fall, Winter)

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

NWEA MAP Oral Reading Fluency

Grade Levels: VPK, K, 1, 2, 3**Progress Monitoring**

All foundational reading components at
 “Meeting Grade Level Expectations” (M) or
 “Exceeds Grade Level Expectations” (E)

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

NWEA MAP Oral Reading Fluency
 One or more foundational reading components
 at “Approaching Grade Level” (A)

How is the effectiveness of Tier 1 instruction being monitored?

Walkthroughs, Non-Evaluative School Trend
 (NEST) Data, PLC assessment alignment and next steps

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?

Teachers will provide differentiated small group instruction using grade level text during the 90-minute reading block. This occurs in-person and digitally. Teachers will administer NSGRA (letter/sound assessment for VPK) to improve effectiveness of Tier 1 instruction. Benchmark Advance has an oral reading record that may be conducted digitally to distance learning students.

- The procedures to identify and solve problems are classroom walkthroughs and assessment calibrations through PLC. The data is debriefed during Stocktake meetings to identify teachers in need of coaching. Through data analysis, teachers will be supported by school personnel: coaches, resources teachers, mentors and/or administration to increase effectiveness.

How is the effectiveness of Tier 1 curriculum being monitored?

Walkthroughs, Non-Evaluative School Trend
 (NEST) Data, PLC assessment alignment and
 next steps

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

- Students will receive high-quality, Tier 1 Core ELA instruction through a guaranteed and viable curriculum that is aligned to the ELA B.E.S.T. Standards
- Students are progress monitored through iStation (VPK), NSGRA running records (K-3), NWEA MAP Oral Reading Fluency K-3), STAR Early Literacy (VPK-K), STAR Reading (1-2), FAST Assessment (3rd), and Reading portfolios (3rd).
- If student progress monitoring shows a deficiency, remediation will take place in teacher-led small-group instruction based on student data during the 90 minute reading block and/or intervention periods.
- English Language Learners are supported using scaffolds and strategies.
- Distance-learning students receive high-quality, Tier 1 Core ELA instruction

Grade Levels: VPK, K, 1, 2, 3

through a guaranteed and viable curriculum that is aligned to the ELA B.E.S.T. Standards via their 1:1 device through CANVAS (2-3) or Classworks (VPK-1).

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

The Instructional Continuity Plan provides a framework in which rigorous instruction will be provided to all students through a distance learning platform. Students may choose to attend school either face-to-face or digital at the Osceola Virtual School. Students K-12 will be provided a 1:1 device and have the capability of accessing rigorous instruction through CANVAS or Classworks. Additionally, students will be supported by scaffolding instruction to meet their needs and increase effectiveness. Accommodations will be provided for students as needed.

Grade Levels: 4-5

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

(Enter assessment criteria that will be used)

Prior Year FSA Level 3, 4 or 5

NSGRA (T1)
 Grade Fall Winter Spring
 4 P-Q R S
 5 S-T U V

NWEA MAP Oral Reading Fluency
 All foundational reading components at “Meeting Grade Level Expectations” (M) or “Exceeds Grade Level Expectations” (E)

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.

THEN: TIER 1 Only

Initial instruction:

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

- Core Curriculum: Florida Benchmark Advance 2022, Florida Edition (FLDOE Review of Instructional Materials Percent of Alignment- K 96.78%, 1st-100%, 2nd-85.94%, 3rd-81.25%, 4th-79.68%, 5th-95.31%)
- Next Steps Forward in Guided Reading by Jan Richardson (Visible Learning effect size - phonics instruction: .70 strong)
- Appropriate leveled text for small group/guided reading (Visible Learning effect size - small group learning: .47 moderate)
- Differentiated instruction provided in small group in classroom (teacher led) during the 90-minute block of reading. (What Works Clearinghouse Recommend Practice with strong evidence)

Progress Monitoring

Assessment & Frequency

FAST Assessment
 (Winter, Spring)

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

FAST Assessment Scores (Winter, Spring)
 Achievement Quintile: Avg (41st Percentile and above) or High Avg. High

Grade Levels: 4-5

Progress Monitoring

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

FAST Assessment Scores (Winter, Spring)
Achievement Quintile: Lo Avg. (21st to 40th Percentile)

Progress Monitoring

Assessment & Frequency

NSGRA (Next Step Guided Reading Assessment: August, November, February, May (optional)

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

NSGRA
Grade Fall Winter Spring
4 P-Q R S
5 S-T U V

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

NSGRA
Grade Fall Winter Spring
4 L-N O P
5 P-Q R S

Progress Monitoring

Assessment & Frequency

NWEA MAP Oral Reading Fluency (Fall, Winter)

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

NWEA MAP Reading Fluency:
All foundational reading components at “Meeting Grade Level Expectations” (M) or “Exceeds Grade Level Expectations” (E)

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

NWEA MAP Reading Fluency:
One or more foundational reading components at “Approaching Grade Level” (A)

How is the effectiveness of Tier 1 instruction being monitored?

Walkthroughs, Non- Evaluative School Trend (NEST) Calibration, PLC assessment alignment and next steps

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?

Teachers will provide differentiated small group instruction using grade level text during the 90-minute reading block. This occurs in-person and digitally. Teachers will administer NSGRA (letter/sound assessment for VPK) to improve effectiveness of Tier 1 instruction. Benchmark Advance has an oral reading record that may be

Grade Levels: 4-5

conducted digitally to distance learning students.

- The procedures to identify and solve problems are classroom walkthroughs and assessment calibrations through PLC. The data is debriefed during Stocktake meetings to identify teachers in need of coaching. Through data analysis, teachers will be supported by school personnel: coaches, resources teachers, mentors and/or administration to increase effectiveness.

How is the effectiveness of Tier 1 curriculum being monitored?

Walkthroughs, Non- Evaluative School Trend (NEST) Data, PLC assessment alignment and next steps

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

Students will receive high-quality, Tier 1 Core ELA instruction through a guaranteed and viable curriculum that is aligned to B.E.S.T. Standards

- Students are progress monitored through NSGRA running records and NWEA MAP Oral Reading Fluency

• If student progress monitoring data shows a deficiency, remediation will take place in teacher-led small-group

instruction based on student data and/or intervention periods English Language Learners are supported with scaffolds and strategies.

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

The Instructional Continuity Plan provides a framework in which rigorous instruction will be provided to all students through a distance learning platform. Students may choose to attend school either face-to-face or digital at the Osceola Virtual School. Students K-12 will be provided a 1:1 device and have the capability of accessing rigorous instruction through CANVAS/Classworks. Students will receive support through virtual small groups digitally. Additionally, students will be supported by scaffolding instruction to meet their needs and increase effectiveness. Accommodations will be provided for students as needed.

Grade Levels: 6, 7, 8

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

(Enter assessment criteria that will be used)

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

Prior Year FSA
Level 3, 4 or 5

DIBELS Maze Score
Grade Fall
6 ≥ 14.5
7 ≥ 20
8 ≥ 20

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.

Initial instruction:

- is standards-aligned;
 - builds background and content knowledge;
 - provides print-rich, systematic, scaffolded, and differentiated instruction;
 - incorporates writing in response to reading;
 - includes accommodations (IEP, ESOL, or 504);
 - incorporates the principles of Universal Design for Learning; and includes specially designed instruction for students with disabilities.
-
- McGraw-Hill Studysync (FLDOE Review of Instructional Materials Percent of Alignment - 6th – 96.6%, 7th – 81.6%, 8th –100%)
 - Achieve Literacy - 2 articles a week (ESSA Evidence rating: Strong)
 - Beable: A differentiated, individualized, personalized literacy solution (Digital blended learning programs effect size: 0.32 –0.36 promising)
 - Differentiated instruction provided in small group in classroom (teacher-led). (What Works Clearinghouse Recommended Practice with Strong evidence.)

Progress Monitoring

Assessment & Frequency

FAST Assessment (Winter, Spring)

Performance Criteria that indicates Tier 1 is sufficient for at least 80% of students
 FAST Scores (Winter, Spring) Achievement Quintile: 41st Percentile and above
 Or
 DIBELS MAZE
 Grade Fall Winter Spring
 6 \geq 14.5 \geq 19.5 \geq 26.5
 7 \geq 20 \geq 24.5 \geq 29.5
 8 \geq 20 \geq 26 \geq 28

Grade Levels: 6, 7, 8**Progress Monitoring****Performance Criteria that prompts the addition of Tier 2 interventions for students not meeting the expectation/benchmark**

FAST Scores (Winter, Spring) Achievement Quintile: 21st percentile to the 40th percentile

Or

DIBELS Maze

Grade Fall Winter Spring

6 12.5 - 14 15 - 19 20.5 - 26

7 15.5 - 19.5 18 - 24 24.5 - 29

8 16.5 - 19.5 19.5 - 25.5 24.5 - 27.5

How is the effectiveness of Tier 1 instruction being monitored?

Non-Evaluative School Trend (NEST) Visits, Admin Observations, Common Formative Assessments, Achieve 3000/Beable Lexile growth, and Osceola Writes

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?

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?

- Teachers will provide differentiated instruction using grade level text.
- PLCs are embedded within district expectations and include required weekly meeting times to review data in order to inform instruction.
- The district uses a Non-Evaluative School Trend (NEST) Tool, visiting every classroom, in order to collect data and ensure research-based instructional practices such as AVID are in place.
- Schools will debrief in Stocktake meetings to identify high need teachers, their areas of need, and support. Support is provided by coaches, resource teachers, mentors, and/or administration.
- Literacy Coaches are consistently supported in monthly meetings to identify and intervene when there is a need in core, Tier 1 instruction using research-based best practices.

How is the effectiveness of Tier 1 curriculum being monitored?

Non-Evaluative School Trend (NEST) Visits, Admin Observations, Common Formative Assessments, Achieve 3000/Beable Lexile growth, and Osceola Writes

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

- Students will receive high-quality, Tier 1 Core ELA instruction through a guaranteed and viable curriculum that is aligned to the ELA Benchmarks for Excellent Student Thinking Standards (B.E.S.T.).
- Through Non-Evaluative School Trend (NEST) debriefs, teachers needing support in providing the

Grade Levels: 6, 7, 8

guaranteed

and viable curriculum will receive coaching support provided by coaches, district resource teachers, mentors, and/or administration.

- The district uses a Non-Evaluative School Trend (NEST) Tool, visiting every classroom, in order to collect data and ensure a guaranteed and viable curriculum is in place.
- Literacy Coaches continuously work with teachers to provide best practices in the use of pacing guides and curriculum maps to plan effective instruction.

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

The Instructional Continuity Plan provides a framework in which rigorous instruction will be provided to all students through a distance learning platform. Students may choose to attend school either face-to-face or digital at the Osceola Virtual School. Students K-12 will be provided a 1:1 device and have the capability of accessing rigorous instruction through Canvas. Students will receive support through virtual small groups digitally. Additionally, students will be supported by scaffolding instruction to meet their needs and increase effectiveness. Accommodations will be provided for students if needed.

Grade Levels: 9, 10, 11, 12**IF Student meets the following criteria at the beginning of the school year:***(Enter assessment criteria that will be used)*

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

Prior Year FSA
Level 3, 4 or 5

NWEA MAP Reading (11th and 12th grade only)
RIT Score on first administration of (Fall) NWEA: Achievement Quintile "Avg" (41st Percentile and up) or above (HiAvg, High)

Maze Assessment
Maze score \geq 20

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.

Initial instruction:

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

- McGraw-Hill StudySync (FLDOE Review of Instructional Materials Percent of Alignment - 9th: 96.67%; 10th: 93.34%; 11th: 96.66%; 12th: 85%)
- Differentiated instruction provided in small group in classroom (teacher-led). (What Works Clearinghouse Recommended Practice with Strong evidence.)

Progress Monitoring**Assessment & Frequency**

- FAST Assessment - Grades 9 and 10 (Winter, Spring)
- NWEA MAP Reading
- Maze Assessment (as needed)

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

FAST Scores (Winter, Spring) Achievement Quintile: 41st Percentile and above

Or

NWEA MAP Scores

Achievement Quintile: Avg (41st Percentile and above)

Or

Maze Assessment

Fall Winter Spring

= \geq 20 = \geq 26 = \geq 28

Grade Levels: 9, 10, 11, 12

Progress Monitoring

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

FAST Scores (Winter, Spring) Achievement Quintile: 21st percentile to the 40th percentile

Or

NWEA MAP Scores

Achievement Quintile: Lo Avg (21st to 40th Percentile)

Or

Maze Assessment

Fall Winter Spring

16.5 – 19.5 19.5 – 25.5 24.5 – 27.5

How is the effectiveness of Tier 1 instruction being monitored?

Non-Evaluative School

Trend (NEST) Visits,

Admin Observations,

Common Formative

Assessments, and

Osceola Writes

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?

- Teachers will provide differentiated instruction using grade level text.
- PLCs are embedded within district expectations and include required weekly meeting times to review data in order to inform instruction.
- The district uses a Non-Evaluative School Trend (NEST) Tool, visiting every classroom, in order to collect data and ensure research-based instructional practices such as AVID are in place.
- Schools will debrief in Stocktake meetings to identify high need teachers, their areas of need, and support. Support is provided by coaches, resource teachers, mentors, and/or administration.
- Literacy Coaches are consistently supported in monthly meetings to identify and intervene when there is a need in core, Tier 1 instruction using research-based best practices.

How is the effectiveness of Tier 1 curriculum being monitored?

Non-Evaluative School

Trend (NEST) Visits,

Admin Observations,

Common Formative

Assessments, and

Osceola Writes

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

Grade Levels: 9, 10, 11, 12

- Students will receive high-quality, Tier 1 Core ELA instruction through a guaranteed and viable curriculum that is aligned to the ELA Benchmarks for Excellent Student Thinking Standards (B.E.S.T.).
- Through Non-Evaluative School Trend (NEST) debriefs, teachers needing support in providing the guaranteed and viable curriculum will receive coaching support provided by coaches, district resource teachers, mentors, and/or administration.
- The district uses a Non-Evaluative School Trend (NEST) Tool, visiting every classroom, in order to collect data and ensure a guaranteed and viable curriculum is in place.
- Literacy Coaches continuously work with teachers to provide best practices in the use of pacing guides and curriculum maps to plan effective instruction.

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

The Instructional Continuity Plan provides a framework in which rigorous instruction will be provided to all students through a distance learning platform. Students may choose to attend school either face-to-face or digital at the Osceola Virtual School. Students K-12 will be provided a 1:1 device and have the capability of accessing rigorous instruction through Canvas. Students will receive support through virtual small groups digitally. Additionally, students will be supported by scaffolding instruction to meet their needs and increase effectiveness. Accommodations will be provided for students if needed.

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: VPK, K, 1, 2, 3

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

(Enter assessment criteria that will be used)

Star Early Literacy

Grade Fall Winter Spring

VPK 585-623 624-641 642-686

K 600-693 709-733 751-768

1 751-777 N/A N/A

Star Reading

Grade Fall Winter Spring

1 N/A 778-821 822-855

2 822-864 865-902 903-930

NSGRA

Grade Fall Winter Spring

K Pre-A A B-C

1 C C-D D-G

2 H I J-K

3 J-K K-L M

NWEA MAP Oral Reading Fluency

One or more foundational reading components at Approaching Grade Level (A)

THEN TIER 1 Instruction and TIER 2 Interventions

Progress Monitoring

Tier 2 Programs/Materials/Strategies & Duration

See Tier 1

Assessment & Frequency

VPK

- Renaissance STAR Early Literacy (3X per year)

Kindergarten

- Renaissance STAR Early Literacy (3X per year)

1st Grade

- Renaissance STAR Early Literacy (Fall Only)

- Renaissance STAR Reading (2X per year)

2nd Grade

- Renaissance STAR Reading (3X per year)

3rd Grade

- FAST Assessment (Winter, Spring)

Performance Criteria to discontinue Tier 2 interventions

STAR Early Literacy

Practice Profile for PreK-5 Literacy Instruction

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

Star Early Literacy

Grade Fall Winter Spring

VPK 585-623 624-641 642-686

Grade Levels: VPK, K, 1, 2, 3**Progress Monitoring**

K 600-693 709-733 751-768

1 751-777 N/A N/A

FAST Scores (Winter, Spring)

Achievement Quintile: 21st to 40th Percentile

Performance Criteria that prompts the addition of Tier 3 interventions

Star Early Literacy

Grade Fall Winter Spring

VPK < 585 < 624 < 642

K < 600 < 709 < 751

1 < 751 N/A N/A

FAST Scores (Winter, Spring)

Achievement Quintile: 20th percentile or below.

Number of times per week intervention provided

2-3 times per week

Number of minutes per intervention session

A minimum of 20 minutes per session

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

- Parents of students in Tier 2 will be notified as soon as the deficiency is noted. Students will receive research-based interventions.
- Student strengths and weaknesses are identified, and progress monitored through NSGRA running records and NWEA MAP Oral Reading fluency assessments in the areas of oral expression, listening comprehension, written expression, basic reading skills, reading fluency skills, and reading comprehension.
- Student progress is regularly monitored through the site MTSS team (administrator, coach, and teachers) and the problem-solving process.
- If student progress monitoring shows a deficiency, remediation will take place in teacher/led small group instruction based on student data during the 90-minute reading block and/or intervention periods.
- English Language Learners may receive additional academic scaffolds and strategies.
- English Language Learners with a DEUSS date of less than one year will receive small group instruction to support English Language Development
- Walkthroughs, NEST Calibration, PLC assessment alignment and next steps, and progress monitoring will all occur.
- Distant learning students will receive Tier 2 interventions digitally using Tier 2 intervention materials. Teachers will administer NSGRA digitally to monitor progress and make instructional decisions.

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

- FCRR Student Center Activities (Visible Learning effect size - phonics instruction: .70 strong; vocabulary

Grade Levels: VPK, K, 1, 2, 3

programs: .63 moderate; comprehension programs: .55 moderate; direct instruction: .60 moderate)

- Jan Richardson Leveled Guided Reading Lessons ((Visible Learning effect size - small group learning: .47 promising), Phonics instruction: .70 strong, Differentiation: .46 promising)
- Leveled Literacy Intervention -LLI (ESSA Evidence rating: Strong)
- Florida Benchmark Advance 2022, Florida Edition (FLDOE Review of Instructional Materials Percent of

Alignment- K-96.78 percent, 1st- 100 percent, 2nd-85.94 percent, 3rd-81.25 percent, 4th-79.68 percent, 5th- 95.31percent)

- Savaas Quick Reads (ESSA Evidence rating: Strong)
- Open Court Foundational Skills and Level 1 (Open Court does not meet strong, moderate, or promising levels of evidence; however, the following IES Practice Guide recommendations support the program: Foundational Skills to Support Reading for Understanding in Kindergarten Through 3rd Grade - Develop awareness of the segments of sounds in speech and how they link to letters. The district will support and monitor the implementation of Open Court through classroom walkthroughs, regular data chats, instructional planning meetings, and MTSS progress monitoring meetings.)
- Small group interventions including pull out small groups (no more than 5) will take place 2-4 times per week. (Visible Learning effect size - small group learning: .47 promising)
- Language Power (Visible Learning effect size - phonics instruction: .70 strong; vocabulary programs: .63 moderate; comprehension programs: .55 moderate; direct instruction: .60 moderate)
- Lexia Core 5 (ESSA Rating: Promising)
- iStation (ESSA Rating: Moderate)
- RISE/ RISE Up (Visible Learning effect size – comprehensive reading program: .47 promising)
- Lexia English (Visible Learning effect size – comprehensive reading program: .47 promising)
- Pre-Teaching Lessons ((Visible Learning effect size – Strategy to integrate prior knowledge: .93 strong)

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

The Instructional Continuity Plan provides a framework in which rigorous instruction will be provided to all students through a distance learning platform. Students may choose to attend school either face-to-face or digital at the Osceola Virtual School. Students K-12 will be provided a 1:1 device and have the capability of accessing rigorous instruction through CANVAS/Classworks. Students will receive support through virtual small groups. Additionally, students will be supported by scaffolding instruction to meet their

needs and increase the effectiveness. Accommodations will be provided for students as needed. Students who participate in the Instructional Continuity Plan will have access to digital progress monitoring tools that will allow their teacher to identify specific interventions and plan differentiation for student needs.

Grade Levels: 6, 7, 8

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

(Enter assessment criteria that will be used)

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

Prior Year FSA
Level 2

DIBELS Maze Score
Grade Fall
6 12.5 - 14
7 15.5 – 19.5
8 16.5 – 19.5

THEN TIER 1 Instruction and TIER 2 Interventions

Progress Monitoring

Tier 2 Programs/Materials/Strategies & Duration

See Tier 1

Assessment & Frequency

Kindergarten
NSGRA (Next Step Guided Reading Assessment: August, November, February, May (optional)
1st Grade
NSGRA (Next Step Guided Reading Assessment: August, November, February, May (optional)
2nd Grade
NSGRA (Next Step Guided Reading Assessment: August, November, February, May (optional)
3rd Grade
NSGRA (Next Step Guided Reading Assessment: August, November, February, May (optional)

Performance Criteria to discontinue Tier 2 interventions

Grade Fall Winter Spring
K Pre-A-A B-C D
1 D-E F-G H-J
2 J-K K-L M
3 M-N O P

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

Grade Fall Winter Spring
K Pre-A A B-C
1 C C-D D-G
2 H I J-K
3 J-K K-L M

Performance Criteria that prompts the addition of Tier 3 interventions

Grade Fall Winter Spring
K Pre-A Pre-A A
(0-10 letters)
1 Pre-A-A A-B C
2 A-E F G
3 A-H I J

Grade Levels: 6, 7, 8**Number of times per week intervention provided**

2-3 times per week

Number of minutes per intervention session

15-20 minutes per session

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

- Parents of students in Tier 2 will be notified as soon as the deficiency is noted. Students will receive research-based interventions.
- Student strengths and weaknesses are identified, and progress monitored through Lexile, DIBELS Maze and FAST assessments in the areas of basic reading skills, reading fluency skills, and reading comprehension.
- Student progress is regularly monitored through the site MTSS team (administrator, coach, and teachers) and the problem-solving process.
- If student progress monitoring shows a deficiency, remediation will take place in teacher/led small group instruction based on student data.
- English Language Learners will receive small group instruction to support English Language Development based on their level of proficiency.
- English Language Learners may receive additional academic scaffolds and strategies.
- English Language Learners scoring below proficiency in their L1 will receive interventions in small groups to continue develop literacy skills.
- Walkthroughs, NEST Calibration, PLC assessment alignment and next steps, and progress monitoring will all occur.
- Distant learning students will receive Tier 2 interventions digitally using Tier 2 intervention materials.

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

- Achieve Literacy (ESSA Evidence rating: Strong)
- Words Their Way (Visible Learning effect size - direct instruction: .60 moderate; vocabulary program: .62 moderate; deliberate practice: .79 strong)
- Comprehension Toolkit and Texts (Comprehension Building Practices – ESSA Evidence Rating: Strong)
- Fluency Building Activities (ESSA Evidence Rating: Strong)
- Voyager Rewards Secondary (ESSA Evidence Rating: Strong)
- Beable: A differentiated, individualized, personalized literacy solution (Digital blended learning programs effect size: 0.32 –0.36 promising)
- FCRR Student Center Activities (Visible Learning effect size - phonics instruction: .70 strong; vocabulary programs: .63 moderate; comprehension programs: .55 moderate; direct instruction: .60 moderate)
- Literacy Footprints (Visible Learning effect size – comprehensive reading program: .47 promising)
- iStation (ESSA Rating: Moderate)
- Lexia English (Visible Learning effect size – comprehensive reading program: .47 promising)
- ELD Course (Bilingual Program effect size: 0.37 promising; Every Day English effect size: scaffolding .82)

Grade Levels: 6, 7, 8

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

The Instructional Continuity Plan provides a framework in which rigorous instruction will be provided to all students through a distance learning platform. Students may choose to attend school either face-to-face or digital at the Osceola Virtual School. Students K-12 will be provided a 1:1 device and have the capability of accessing rigorous instruction through Canvas. Students will receive support through virtual small groups digitally. Additionally, students will be supported by scaffolding instruction to meet their needs and increase the effectiveness. Accommodations will be provided for students as needed.

Grade Levels: 9, 10, 11, 12

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

(Enter assessment criteria that will be used)

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

Prior Year FSA
Level 2

NWEA MAP Reading (11th and 12th Grade only)
RIT Score on first administration of (Fall) NWEA: Achievement Quintile Lo Avg (21st to 40th Percentile)

Maze Assessment
Maze score of 16.5 – 19.5

THEN TIER 1 Instruction and TIER 2 Interventions

Progress Monitoring

Tier 2 Programs/Materials/Strategies & Duration

See Tier 1

Assessment & Frequency
Kindergarten
DIBELS NWF (every other month)

Performance Criteria to discontinue Tier 2 interventions

Kindergarten
DIBELS NWF
Fall Winter Spring
=> 9 => 25 =>31

Performance Criteria indicating continuation of Tier 2 interventions in addition to Tier 1 instruction
Fall Winter Spring
4-8 23-28 37-43

Performance Criteria that prompts the addition of Tier 3 interventions

Fall Winter Spring
< 3 < 15 < 23

Number of times per week intervention provided

2-3 times per week

Number of minutes per intervention session

15-20 minutes per session

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

Grade Levels: 9, 10, 11, 12

- Parents of students in Tier 2 will be notified as soon as the deficiency is noted. Students will receive research-based interventions.
- Student strengths and weaknesses are identified, and progress monitored through Lexile, DIBELS Maze and FAST assessments in the areas of basic reading skills, reading fluency skills, and reading comprehension.
- Student progress is regularly monitored through the site MTSS team (administrator, coach, and teachers) and the problem-solving process.
- If student progress monitoring shows a deficiency, remediation will take place in teacher/led small group instruction based on student data.
- English Language Learners will receive small group instruction to support English Language Development based on their level of proficiency.
- English Language Learners may receive additional academic scaffolds and strategies.
- English Language Learners scoring below proficiency in their L1 will receive interventions in small groups to continue develop literacy skills.
- Walkthroughs, NEST Calibration, PLC assessment alignment and next steps, and progress monitoring will all occur.
- Distant learning students will receive Tier 2 interventions digitally using Tier 2 intervention materials.

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

- Achieve Literacy (ESSA Evidence rating: Strong)
- Words Their Way (Visible Learning effect size - direct instruction: .60 moderate; vocabulary program: .62 moderate; deliberate practice: .79 strong)
- Fluency Building Activities (ESSA Evidence Rating: Strong)
- Voyager Rewards Secondary (ESSA Evidence Rating: Strong)
- ELD Course (Bilingual Program effect size: 0.37 promising; Every Day English effect size: scaffolding .82)

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

The Instructional Continuity Plan provides a framework in which rigorous instruction will be provided to all students through a distance learning platform. Students may choose to attend school either face-to-face or digital at the Osceola Virtual School. Students K-12 will be provided a 1:1 device and have the capability of accessing rigorous instruction through Canvas. Students will receive support through virtual small groups digitally. Additionally, students will be supported by scaffolding instruction to meet their needs and increase the effectiveness. Accommodations will be provided for students as needed.

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: VPK, K, 1, 2, 3

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:

STAR Early Literacy
 Grade Fall Winter Spring
 VPK < 585 < 624 < 642
 K < 600 < 709 < 751
 1 < 751 N/A N/A

STAR Reading
 Grade Fall Winter Spring
 1 N/A < 778 < 822
 2 < 822 < 865 < 903

NSGRA
 Gr Fall Winter Spring
 K Pre-A Pre-A
 (0-10 Letters)
 1 Pre-A-A A-B C
 2 A-E F G
 3 A-H I J

NWEA MAP Reading Fluency
 One or more foundational reading components at “Below Grade Level” (B)

FAST Scores (Winter, Spring)
 Achievement Quintile: 20th percentile or below.

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

Progress Monitoring

Tier 3 Programs/Materials/Strategies & Duration

- Interventions:
- are 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 feedback;
 - occurs during time allotted in addition to core instruction; and
 - includes accommodations (IEP, ESOL, or 504).

Fluency
 Jan Richardson Leveled Guided Reading Lesson (K-3)
 Leveled Literacy Intervention LLI – (K-3)
 Open Court Foundational Skills Lessons (K-3)
 Savaas Quick Reads (2-3)
 FCRR Student Center Activities (K-3)
 FL Benchmark Advance Intervention Materials (K-3)
 Lexia Core 5 (K-3)

Grade Levels: VPK, K, 1, 2, 3

Progress Monitoring

iStation (VPK)
 RISE/RISE Up Intervention (K-3)
 Next Step Forward in Word Study and Phonics (K-3)
 Open Court Level 1 (2-3 LY Sheltered students)
 Vocabulary
 Jan Richardson Leveled Guided Reading Lesson (K-3)
 FCRR Student Center Activities (K-3)
 FL Benchmark Advance Intervention Materials (K-3)
 Lexia Core 5 (K-3)
 iStation (VPK)
 RISE/RISE Up Intervention (K-3)
 Language Power (K-3 LY students)
 Lexia English (2-3 LY students)
 Open Court Level 1 (2-3 LY Sheltered students)
 Pre-Teaching Lessons (K-3 LY students)
 Comprehension
 Jan Richardson Leveled Guided Reading Lesson (K-3)
 Leveled Literacy Intervention LLI – (K-3)
 Savaas Quick Reads (2-3)
 FCRR Student Center Activities (K-3)
 FL Benchmark Advance Intervention Materials (K-3)
 Lexia Core 5 (K-3)
 iStation (VPK)
 RISE/RISE Up Intervention (K-3)
 Pre-Teaching Lessons (K-3 LY students)

Assessment & Frequency

VPK
 Renaissance STAR Early Literacy (3X per year)
 K
 Renaissance STAR Early Literacy (3X per year)
 1st Grade
 Renaissance STAR Early Literacy (Fall Only)

Performance Criteria to discontinue Tier 3 interventions

Star Early Literacy
 Grade Fall Winter Spring
 VPK 585-623 624-641 642-686
 K 600-693 709-733 751-768
 1 751-777 N/A N/A

Performance Criteria indicating continuation of Tier 3 interventions

Star Early Literacy
 Grade Fall Winter Spring
 VPK < 585 < 624 < 642
 K < 600 < 709 < 751
 1 < 751 N/A N/A

Performance Criteria that prompts intensified Tier 3 interventions

Star Early Literacy
 ????????

Grade Levels: VPK, K, 1, 2, 3**Progress Monitoring****Tier 3 Programs/Materials/Strategies & Duration**

Phonological Awareness
 FCRR Student Center Activities (K-3)
 Lexia Core 5 (K-3)
 Reading Mastery (K-3)
 Words Their Way (K-3)
 Open Court Foundational Skills Lessons (K-3)
 Soliday System (K-3)
 Reading A-Z (K-3)
 Early Intervention in Reading (K-3)
 Nemours Reading Bright Start (VPK)
 Phonics
 FCRR Student Center Activities (K-3)
 Lexia Core 5 (K-3)
 Corrective Reading (K-3)
 Reading Mastery (K-3)
 Next Step Forward in Word Study and Phonics (K-3)
 Words Their Way (K-3)
 Open Court Foundational Skills Lessons (K-3)
 Early Intervention in Reading (K-3)
 Soliday System (K-3)
 Reading A-Z (K-3)
 Nemours Reading Bright Start (VPK)
 Fluency
 FCRR Student Center Activities (K-3)
 Lexia Core 5 (K-3)
 Corrective Reading (K-3)
 Reading Mastery (K-3)
 Next Step Forward in Word Study and Phonics (K-3)
 Words Their Way (K-3)
 Open Court Foundational Skills Lessons (K-3)
 Early Intervention in Reading (K-3)
 Soliday System (K-3)
 Reading A-Z (K-3)
 Nemours Reading Bright Start (VPK)

Assessment & Frequency

1st Grade
 Renaissance STAR Reading (2X per year)
 2nd Grade
 Renaissance STAR Reading (3X per year)

Performance Criteria to discontinue Tier 3 interventions

Star Reading
 Grade Fall Winter Spring
 1 N/A 778-821 822-855
 2 822-864 865-902 903-930

Performance Criteria indicating continuation of Tier 3 interventions

Star Reading

Grade Levels: VPK, K, 1, 2, 3**Progress Monitoring**

Grade Fall Winter Spring

1 N/A < 778 < 822

2 < 822 < 865 < 903

Performance Criteria that prompts intensified Tier 3 interventions

????

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

Phonological Awareness

FCRR Student Center Activities (K-3)

Lexia Core 5 (K-3)

Reading Mastery (K-3)

Words Their Way (K-3)

Open Court Foundational Skills Lessons (K-3)

Sonday System (K-3)

Reading A-Z (K-3)

Early Intervention in Reading (K-3)

Nemours Reading Bright Start (VPK)

Phonics

FCRR Student Center Activities (K-3)

Lexia Core 5 (K-3)

Corrective Reading (K-3)

Reading Mastery (K-3)

Next Step Forward in Word Study and Phonics (K-3)

Words Their Way (K-3)

Open Court Foundational Skills Lessons (K-3)

Early Intervention in Reading (K-3)

Sonday System (K-3)

Reading A-Z (K-3)

Nemours Reading Bright Start (VPK)

Fluency

FCRR Student Center Activities (K-3)

Lexia Core 5 (K-3)

Corrective Reading (K-3)

Reading Mastery (K-3)

Next Step Forward in Word Study and Phonics (K-3)

Words Their Way (K-3)

Open Court Foundational Skills Lessons (K-3)

Early Intervention in Reading (K-3)

Sonday System (K-3)

Reading A-Z (K-3)

Nemours Reading Bright Start (VPK)

Assessment & Frequency

3rd Grade

FAST Assessment (Winter, Spring)

Grade Levels: VPK, K, 1, 2, 3

Progress Monitoring

Performance Criteria to discontinue Tier 3 interventions

FAST Scores (Winter, Spring)
Achievement Quintile: 21st to 40th Percentile

Performance Criteria indicating continuation of Tier 3 interventions

FAST Scores (Winter, Spring)
Achievement Quintile: 20th percentile or below.

Performance Criteria that prompts intensified Tier 3 interventions

??????

Progress Monitoring

Tier 3 Programs/Materials/Strategies & Duration

- Phonological Awareness
- FCRR Student Center Activities (K-3)
- Lexia Core 5 (K-3)
- Reading Mastery (K-3)
- Words Their Way (K-3)
- Open Court Foundational Skills Lessons (K-3)
- Sonday System (K-3)
- Reading A-Z (K-3)
- Early Intervention in Reading (K-3)
- Nemours Reading Bright Start (VPK)
- Phonics
- FCRR Student Center Activities (K-3)
- Lexia Core 5 (K-3)
- Corrective Reading (K-3)
- Reading Mastery (K-3)
- Next Step Forward in Word Study and Phonics (K-3)
- Words Their Way (K-3)
- Open Court Foundational Skills Lessons (K-3)
- Early Intervention in Reading (K-3)
- Sonday System (K-3)
- Reading A-Z (K-3)
- Nemours Reading Bright Start (VPK)
- Fluency
- FCRR Student Center Activities (K-3)
- Lexia Core 5 (K-3)
- Corrective Reading (K-3)
- Reading Mastery (K-3)
- Next Step Forward in Word Study and Phonics (K-3)
- Words Their Way (K-3)
- Open Court Foundational Skills Lessons (K-3)
- Early Intervention in Reading (K-3)
- Sonday System (K-3)
- Reading A-Z (K-3)
- Nemours Reading Bright Start (VPK)

Assessment & Frequency

K

Grade Levels: VPK, K, 1, 2, 3**Progress Monitoring**

NSGRA (Next Step Guided Reading Assessment: August, November, February, May (optional)
1st Grade

NSGRA (Next Step Guided Reading Assessment: August, November, February, May (optional)
2nd Grade

NSGRA (Next Step Guided Reading Assessment: August, November, February,
May (optional)

3rd Grade

NSGRA (Next Step Guided Reading Assessment: August, November, February, May (optional)

Performance Criteria to discontinue Tier 3 interventions

NSGRA

Grade Fall Winter Spring

K Pre-A A B-C

1 C C-D D-G

2 H I J-K

3 J-K K-L M

Performance Criteria indicating continuation of Tier 3 interventions

NSGRA

Grade Fall Winter Spring

K Pre-A Pre-A

(0-10 Letters)

1 Pre-A A A-B C

2 A-E F G

3 A-H I J

Performance Criteria that prompts intensified Tier 3 interventions

????

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

Phonological Awareness

FCRR Student Center Activities (K-3)

Lexia Core 5 (K-3)

Reading Mastery (K-3)

Words Their Way (K-3)

Open Court Foundational Skills Lessons (K-3)

Sonday System (K-3)

Reading A-Z (K-3)

Early Intervention in Reading (K-3)

Nemours Reading Bright Start (VPK)

Phonics

FCRR Student Center Activities (K-3)

Lexia Core 5 (K-3)

Corrective Reading (K-3)

Reading Mastery (K-3)

Next Step Forward in Word Study and Phonics (K-3)

Words Their Way (K-3)

Open Court Foundational Skills Lessons (K-3)

Early Intervention in Reading (K-3)

Grade Levels: VPK, K, 1, 2, 3

Progress Monitoring

Sonday System (K-3)
Reading A-Z (K-3)
Nemours Reading Bright Start (VPK)
Fluency
FCRR Student Center Activities (K-3)
Lexia Core 5 (K-3)
Corrective Reading (K-3)
Reading Mastery (K-3)
Next Step Forward in Word Study and Phonics (K-3)
Words Their Way (K-3)
Open Court Foundational Skills Lessons (K-3)
Early Intervention in Reading (K-3)
Sonday System (K-3)
Reading A-Z (K-3)
Nemours Reading Bright Start (VPK)

Assessment & Frequency

Kindergarten
NWEA MAP Oral Reading
Fluency(Fall, Winter)
1st
NWEA MAP Oral Reading Fluency
2nd
NWEA MAP Oral Reading Fluency
3rd
NWEA MAP Oral Reading Fluency

Performance Criteria to discontinue Tier 3 interventions

NWEA MAP Oral Reading Fluency
One or more foundational reading components at “Approaching Grade Level” (A)

Performance Criteria indicating continuation of Tier 3 interventions

NWEA MAP Reading Fluency
One or more foundational reading components at “Below Grade Level” (B)

Performance Criteria that prompts intensified Tier 3 interventions

????

Number of times per week intervention provided

2-3 times per week

Number of minutes per intervention session

A minimum of 20 minutes per session

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

Grade Levels: VPK, K, 1, 2, 3

- Parents of students in Tier 2 will be notified as soon as the deficiency is noted. Students will receive research-based interventions.
- Student strengths and weaknesses are identified, and progress monitored through NSGRA running records and NWEA MAP Oral Reading fluency assessments in the areas of oral expression, listening comprehension, written expression, basic reading skills, reading fluency skills, and reading comprehension.
- Student progress is regularly monitored through the site MTSS team (administrator, coach, and teachers) and the problem-solving process.
- If student progress monitoring shows a deficiency, remediation will take place in teacher/led small group instruction based on student data during the 90-minute reading block and/or intervention periods.
- English language learners may receive additional academic scaffolds and strategies.
- English language learners with a DEUSS date of less than one year will receive small group instruction to support English language Development
- Walkthroughs, NEST Calibration, PLC assessment alignment and next steps, and progress monitoring will all occur.
- Distant learning students will receive Tier 2 interventions digitally using Tier 2 intervention materials. Teachers will administer NSGRA digitally to monitor progress and make instructional decisions.

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

- FCRR Student Center Activities (Visible Learning effect size - phonics instruction: .70 strong; vocabulary programs: .63 moderate; comprehension programs: .55 moderate; direct instruction: .60 moderate)
- Jan Richardson Leveled Guided Reading Lessons ((Visible Learning effect size - small group learning: .47 promising), Phonics instruction: .70 strong, Differentiation: .46 promising)
- Leveled Literacy Intervention -LLI (ESSA Evidence rating: Strong)
- Florida Benchmark Advance 2022, Florida Edition (FLDOE Review of Instructional Materials Percent of Alignment- K-96.78%, 1st- 100%, 2nd-85.94%, 3rd-81.25%, 4th-79.68%, 5th- 95.31%)
- Savaas Quick Reads (ESSA Evidence rating: Strong)
- Open Court Foundational Skills and Level 1 (Open Court does not meet strong, moderate, or promising levels of evidence; however, the following IES Practice Guide recommendations support the program: Foundational Skills to Support Reading for Understanding in Kindergarten Through 3rd Grade - Develop awareness of the segments of sounds in speech and how they link to letters. The district will support and monitor the implementation of Open Court through classroom walkthroughs, regular data chats, instructional planning meetings, and MTSS progress monitoring meetings.)
- Small group interventions including pull out small groups (no more than 5) will take place 2-4 times per week. (Visible Learning effect size - small group learning: .47 promising)
- Language Power (Visible Learning effect size - phonics instruction: .70 strong; vocabulary programs: .63 moderate; comprehension programs: .55 moderate; direct instruction: .60 moderate)
- Lexia Core 5 (ESSA Rating: Promising)
- iStation (ESSA Rating: Moderate)
- RISE/ RISE Up (Visible Learning effect size – comprehensive reading program: .47 promising)
- Lexia English (Visible Learning effect size – comprehensive reading program: .47 promising)
- Pre-Teaching Lessons ((Visible Learning effect size – Strategy to integrate prior knowledge: .93 strong)

Grade Levels: VPK, K, 1, 2, 3

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

The Instructional Continuity Plan provides a framework in which rigorous instruction will be provided to all students through a distance learning platform. Students may choose to attend school either face-to-face or digital at the Osceola Virtual School. Students K-12 will be provided a 1:1 device and have the capability of accessing rigorous instruction through CANVAS/Classworks. Students will receive support through virtual small groups. Additionally, students will be supported by scaffolding instruction to meet their needs and increase the effectiveness. Accommodations will be provided for students as needed. Students who participate in the Instructional Continuity Plan will have access to digital progress monitoring tools that will allow their teacher to identify specific interventions and plan differentiation for student needs.

Grade Levels: 6, 7, 8

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

(Enter assessment criteria that will be used)

Student meets criteria at beginning of school year:

****ELL students must be designated LY more than two years prior to being considered for Tier 3**

Prior Year FSA

Level 1

AND the following

DIBELS Maze Score

Grade Fall

6 ≤ 12

7 ≤ 15

8 ≤ 16

DIBELS ORF Score

Grade Fall

6 ≤ 98

7 ≤ 100

8 ≤ 109

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

Progress Monitoring

Tier 3 Programs/Materials/Strategies & Duration

Immediate, intensive 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.

Phonological Awareness

Equipped for Reading Success

HD Word

McGraw Hill Foundational Skill Lessons

Phonics

FCRR Student Center Activities

Corrective Reading

Words Their Way

Reading A-Z

Rotational Model w/ teacher-led small groups

HD Word

McGraw Hill Foundational Skill Lessons

Fluency

Achieve the Core small group fluency model

Quick Reads Levels E-F

Voyager Rewards Secondary

FCRR Student Center Activities

Reading A-Z

Grade Levels: 6, 7, 8**Progress Monitoring****Assessment & Frequency**

Lexile Growth
(monthly)

Performance Criteria to discontinue Tier 3 interventions

6th <925
7th <970
8th <1010

Performance Criteria indicating continuation of Tier 3 interventions

6th <560
7th <630
8th <665

Performance Criteria that prompts intensified Tier 3 interventions

Grade Fall Winter Spring
6 =/>
7
8

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

Immediate, intensive 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.

Phonological Awareness

Equipped for Reading Success

HD Word

McGraw Hill Foundational Skill Lessons

Phonics

FCRR Student Center Activities

Corrective Reading

Words Their Way

Reading A-Z

Rotational Model w/ teacher-led small groups

HD Word

McGraw Hill Foundational Skill Lessons

Fluency

Achieve the Core small group fluency model

Quick Reads Levels E-F

Voyager Rewards Secondary

FCRR Student Center Activities

Reading A-Z

Assessment & Frequency

FAST
(Winter, Spring)

Grade Levels: 6, 7, 8**Progress Monitoring****Performance Criteria to discontinue Tier 3 interventions**

FAST: Achievement Quintile 21st to 40th Percentile

Performance Criteria indicating continuation of Tier 3 interventions

FAST: Achievement Quintile 1st to 20th Percentile

Performance Criteria that prompts intensified Tier 3 interventions**Progress Monitoring****Tier 3 Programs/Materials/Strategies & Duration**

Immediate, intensive 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.

Phonological Awareness

Equipped for Reading Success

HD Word

McGraw Hill Foundational Skill Lessons

Phonics

FCRR Student Center Activities

Corrective Reading

Words Their Way

Reading A-Z

Rotational Model w/ teacher-led small groups

HD Word

McGraw Hill Foundational Skill Lessons

Fluency

Achieve the Core small group fluency model

Quick Reads Levels E-F

Voyager Rewards Secondary

FCRR Student Center Activities

Reading A-Z

Assessment & Frequency

DIBELS Maze

(every other month)

Performance Criteria to discontinue Tier 3 interventions

Grade Fall Winter Spring

6 12.5 - 14 15 - 19 20.5 - 26

7 15.5 - 19.5 18 - 24 24.5 - 29

8 16.5 - 19.5 19.5 - 25.5 24.5 - 27.5

Performance Criteria indicating continuation of Tier 3 interventions

Grade Fall Winter Spring

6 ≤ 12 ≤ 14.5 ≤ 20 7 ≤ 15 ≤ 17.5 ≤ 24 8 ≤ 16 ≤ 19 ≤ 24

Grade Levels: 6, 7, 8

Progress Monitoring

Performance Criteria that prompts intensified Tier 3 interventions

Progress Monitoring

Tier 3 Programs/Materials/Strategies & Duration

Immediate, intensive 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.

Phonological Awareness

Equipped for Reading Success

HD Word

McGraw Hill Foundational Skill Lessons

Phonics

FCRR Student Center Activities

Corrective Reading

Words Their Way

Reading A-Z

Rotational Model w/ teacher-led small groups

HD Word

McGraw Hill Foundational Skill Lessons

Fluency

Achieve the Core small group fluency model

Quick Reads Levels E-F

Voyager Rewards Secondary

FCRR Student Center Activities

Reading A-Z

Assessment & Frequency

DIBELS ORF

(every other month)

Performance Criteria to discontinue Tier 3 interventions

Grade Fall Winter Spring

6 99-122 117-132 125-140

7 101-125 121-135 127-140

8 110-124 116-130 121-134

Performance Criteria indicating continuation of Tier 3 interventions

Performance Criteria that prompts intensified Tier 3 interventions

Number of times per week intervention provided

2 – 4 times per week

Number of minutes per intervention session

15- 20 minutes per session

Grade Levels: 6, 7, 8**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?**

- Students scoring below proficiency will be considered for Tier 3 and receive intensive intervention in the six components of reading: oral language, phonemic awareness, phonics, fluency, vocabulary, and comprehension.
- Teachers, school resource specialists, or instructional coaches will support 1:1 or small group (3-5) standards-based and strategy-based lessons to support specific areas of need related to six components of reading (oral language, phonemic awareness, phonics, fluency, vocabulary, and comprehension).

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

- Fluency Building Activities (ESSA Evidence Rating: Strong)
- FCRR Student Center Activities (Visible Learning effect size - phonics instruction: .70 strong; vocabulary programs: .63 moderate; comprehension programs: .55 moderate; direct instruction: .60 moderate)
- Rotation model of instruction with teacher led small groups (Visible Learning effect size – small group instruction: .47 promising)
- Words Their Way Targeted Interventions (Visible Learning effect size - direct instruction: .60 moderate; deliberate practice: .79 strong)
- HD Word/Equipped for Reading Success/Reading A-Z (Building Students Decoding Skills – ESSA Evidence Rating: Strong)
- Corrective Reading (ESSA Evidence Rating: Promising)

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

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Grade Levels: 9, 10, 11, 12

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

(Enter assessment criteria that will be used)

Student meets criteria at beginning of school year:

**ELL students must be designated LY more than two years prior to being considered for Tier 3

Prior Year FSA
Level 1

AND one of the following

Maze Assessment Score ORF Assessment Score
Maze Score \leq 16 ORF score \leq 109

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

Progress Monitoring

Tier 3 Programs/Materials/Strategies & Duration

Immediate, intensive 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.

Phonological Awareness

Equipped for Reading Success

HD Word

McGraw Hill Foundational Skill Lessons

Phonics

Words Their Way

Rotational Model w/ teacher-led small groups

HD Word

McGraw Hill Foundational Skill Lessons

Fluency

Achieve the Core small group fluency model

Voyager Rewards Secondary

Assessment & Frequency

Lexile Growth

(monthly)

FAST

(Winter, Spring)

Maze Assessment

(every other month)

ORF Assessment

(every other month)

Performance Criteria to discontinue Tier 3 interventions

Lexile Growth

9th 10th 11th/12th

Grade Levels: 9, 10, 11, 12

Progress Monitoring

1050-1179 1180-1229 1185-1269
FAST: Achievement Quintile 21st to 40th Percentile
Maze
Fall Winter Spring
16.5 – 19.5 19.5 – 25.5 24.5 – 27.5
ORF Assessment
Fall Winter Spring
110-124 116-130 121-134

Performance Criteria indicating continuation of Tier 3 interventions

Lexile Growth
9th 10th 11th/12th
< 1050 < 1180 < 1185
FAST: Achievement Quintile 1st to 20th Percentile
Maze
?????

Performance Criteria that prompts intensified Tier 3 interventions

Lexile Growth
???????
FAST
?????
Maze
???
ORF Assessment
???

Number of times per week intervention provided

2 – 4 times per week

Number of minutes per intervention session

15- 20 minutes per session

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

- Students scoring below proficiency will be considered for Tier 3 and receive intensive intervention in the six components of reading: oral language, phonemic awareness, phonics, fluency, vocabulary, and comprehension.
- Teachers, school resource specialists, or instructional coaches will support 1:1 or small group (3-5) standards-based and strategy-based lessons to support specific areas of need related to six components of reading (oral language, phonemic awareness, phonics, fluency, vocabulary, and comprehension).

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

Grade Levels: 9, 10, 11, 12

- Fluency Building Activities (ESSA Evidence Rating: Strong)
- Rotation model of instruction with teacher led small groups (Visible Learning effect size – small group instruction: .47 promising)
- Words Their Way Targeted Interventions (Visible Learning effect size - direct instruction: .60 moderate; deliberate practice: .79 strong)
- HD Word/Equipped for Reading Success (Building Students Decoding Skills – ESSA Evidence Rating: Strong)

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

The Instructional Continuity Plan provides a framework in which rigorous instruction will be provided to all students through a distance learning platform. Students may choose to attend school either face-to-face or digital at the Osceola Virtual School. Students K-12 will be provided a 1:1 device and have the capability of accessing rigorous instruction through CANVAS. Students will receive support through virtual small groups. Additionally, students will be supported by scaffolding instruction to meet their needs and increase the effectiveness. Accommodations will be provided for students as needed. Students who participate in the Instructional Continuity Plan will have access to digital progress monitoring tools that will allow their teacher to identify specific interventions and plan differentiation for student needs.

Identification of Students with a Substantial Reading Deficiency

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

- The student scores at the lowest achievement level/benchmark as identified by the publisher during a universal screening period, on an assessment listed in the district's approved District K-12 Comprehensive Evidence-Based Reading Plan; and beginning in 2022-2023 school year, students scoring at the lowest achievement level/benchmark on the coordinated screening and progress monitoring system pursuant to Section 1008.25(8), F.S.;
- The student scores at the lowest achievement level/benchmark as identified by the publisher during progress monitoring administration at any time during the school year, on an assessment listed in the district's approved District K-12 Comprehensive Evidence-Based Reading Plan and beginning in 2022-2023 school year, students scoring at the lowest achievement level/benchmark on the coordinated screening and progress monitoring system pursuant to Section 1008.25(8), F.S.; or
- The student has demonstrated, through consecutive formative assessments or teacher observation data, minimum skill levels for reading competency in one or more of the areas of phonological awareness; phonics; vocabulary, including oral language skills; reading fluency; and reading comprehension.

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

Students will participate in universal screening. MTSS teams will use the K-3 Decision tree to determine if a student is identified with a substantial reading deficiency based on the criteria. If it is determined that at the time of the universal screening, a student is identified as having a substantial reading deficiency, then the student(s) will immediately be placed in T3 and the K-3 Decision Tree will be followed. Students in T2 and T3 will be progress monitored and if at any time a student(s) scores at the lowest benchmark identified by the progress monitoring, the MTSS team will follow the K-3 Decision Tree and implement immediate intensive interventions. If a student consistently demonstrates, through formative assessments or teacher observation data, minimum skill level for reading competency in the areas of reading, then the teacher will communicate this to the literacy coach, PLC Lead, MTSS team, or administrator, and the MTSS problem-solving process will commence immediately. The team will follow the K-3 Decision Tree beginning with T1 with the input from the teacher. MTSS Teams will also use the 4-12 Decision Trees to determine if/when a student is exhibiting signs of a reading deficiency.