Holmes District School Board

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	Price, Pamela Director of Curriculum and Instruction pamela.price@hdsb.org 850-547-6674 x1238
Elementary English Language Arts (ELA)	Ward, Melissa Curriculum Coordinator - School Based wardm@hdsb.org 850-547-3631
Secondary ELA	Gillis, Eric Curriculum Coordinator - School Based eric.gillis@hdsb.org 850-836-4242
Reading Endorsement	Price, Pamela Director of Curriculum and Instruction pricep@hdsb.org 850-547-6674 x 1238
Reading Curriculum	Price, Pamela Director of Curriculum and Instruction pamela.price@hdsb.org 850-547-6674 x 1238
Professional Development	Price, Pamela Director of Curriculum and Instruction pamela.price@hdsb.org 850-547-6674 x 1238
Assessment	Price, Pamela Director of Curriculum and Instruction pamela.price@hdsb.org 850-547-6674 x 1238
Data Element	Callahan, Medea Coordinator of Federal Programs callahanm@hdsb.org 850-547-6674 x 1263
Summer Reading Camp	Price, Pamela Director of Curriculum and Instruction pamela.price@hdsb.org 850-547-6674 x 1238
Third Grade Promotion	Price, Pamela Director of Curriculum and Instruction pamela.price@hdsb.org 850-547-6674 x1238
300 Lowest-Performing Elementary Schools	Price, Pamela Director of Curriculum and Instruction pamela.price@hdsb.org 850-547-6674 x 1238
Multi-Tiered System of Supports (MTSS)	Price, Pamela Director of Curriculum and Instruction pamela.price@hdsb.org 850-547-6674 x 1238

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.

Holmes K-12 Comprehensive Evidence-based Reading Plan will be placed on our district website. Upon placing it on our website we will send out an announcement on our district app and social media sites to notify all stakeholders. We will share an overview of our plan at our initial School Advisory Council meetings held at each school in the fall of 2022. Prior to sharing with our parents and community members of the District Literacy Team will meet with each school to review the district reading plan to explain it and answer questions.

Student Achievement Goals - Part B

Measurable Student Achievement Goals

For each grade, K-12, establish clear and measurable student literacy achievement goals based on screening, progress monitoring, and statewide/districtwide summative assessments.

Previous School Year
Kindergarten - % of Students "Ready" on FLKRS 50%

Previous School Year
Kindergarten - % of Students "Ready" on FLKRS 60%

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

All VPK lead aides have received their 3, 5 hour emergent literacy course trainings along with CLASS training in the 2021-2022 school year. We implemented a new curriculum in our VPK classrooms and monitored the implementation of the program during the 2021-2022 school year. We believe that adding that support in our VPK programs has better prepared our students to enter kindergarten. We have also promoted our VPK programs encouraging parents to enroll their children to help in building a strong educational foundation for our students in the future.

Statewide English Language Arts Standardized Assessment:

Grade	Previous School Year % of Students Scoring					Goal for Plan Year % of Students Scoring				
	Lvl 1	Lvl 2	Lvl 3	Lvl 4	Lvl 5	Lvl 1	Lvl 2	Lvl 3	Lvl 4	Lvl 5
3	28	26	27	17	3	10	20	50	10	10
4	28	23	27	17	6	10	20	50	10	10
5	18	25	28	19	9	10	20	50	10	10
6	32	25	22	18	3	10	20	50	10	10
7	33	27	19	15	5	10	20	50	10	10
8	31	28	22	17	1	10	20	50	10	10
9	30	23	25	17	6	10	20	50	10	10
10	31	26	17	20	7	10	20	50	10	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%).

We are implementing a new intervention program, Winsor Sonday Systems, in grades K-5 for our tier 2 and tier 3 students. Through the daily targeted implementation of the program will would like to increase the percentage of students scoring at or above grade level on FAST progress monitoring to show that at least 75% of our students are performing at or on grade level. At present, we have 46% to 56% of our students in grades K-5 that are performing on grade level based on district progress monitoring and state assessments.

District Budget for Evidence-Based Reading Instruction Allocation

Budget

1	Estimated proportional share distributed to district charter	$0.00
2	Reading coaches assigned to elementary schools	$0.00
3	Reading coaches assigned to secondary schools	$0.00
4	Intervention teachers assigned to elementary schools	$0.00
5	Intervention teachers assigned to secondary schools	$0.00
6	Supplemental materials or interventions for elementary schools	$0.00
7	Supplemental materials or interventions for secondary schools	$0.00
8	Intensive interventions for elementary students reading below grade level	$0.00
9	Intensive interventions for secondary students reading below grade level	$0.00
10	Professional development	$0.00
11	Helping teachers earn the reading endorsement	$0.00
12	Summer reading camps	$0.00
13	Additional hour for 300 lowest-performing elementary schools	$0.00
14	Early literacy instruction/intervention for VPK completers pursuant to s. 1008.25(8)(c), F.S.	$0.00
	Total:	$0.00

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

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

Our district has prioritized our reading allocation funding to provide supplemental materials for our K-3 students who are targeted as Tier 2 or Tier 3 students. We are planning to purchase remedial materials that have a strong evidence base of helping students meet grade level expectations. We will be training our teachers on how to use these materials in their small group group instruction. We will also use funding to provide professional development to our K-3 teachers in how to best implement their newly adopted reading curriculum to ensure that the program is implemented with fidelity.

School Literacy Leadership Teams

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

Principals are sent emails, and told about school literacy leadership team (LLT) responsibilities during district principal meetings. In June all school's LLTs have been invited to participate in PAEC and State Regional Literacy Directors professional development, Instructional Leadership Cadre. This professional development will support our findings in the reflection tool that shows our LLTs need more in depth training on their roles and how to carry out their responsibilities. During the July principal meeting the Reading Plan will be distributed and reviewed with all administrative team members. At this meting, they will be given an opportunity to discuss Literacy Leadership teams with their peers and work together to make decisions about how their teams will support teachers and what LLT member responsibilities will be shared in each school using strategies learned at the Instructional Leadership Cadre professional development. LLT information is also shared with each school's curriculum/reading coordinator through emails and monthly meetings. Curriculum Coordinators serve in a roll as a liaison for their Literacy Leadership Teams between the district and the school.

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

Pamela Price, Director of Curriculum and Instruction

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

Pamela Price, Director of Curriculum and Instruction

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.

Holmes District will provide professional development which includes training to help teachers understand the science of reading including integrating oral language, phonemic awareness, phonics, word study and spelling, fluency, vocabulary, and text comprehension strategies into an explicit, systematic, and sequential approach to reading instruction, and multisensory intervention strategies. Teachers will be provided the opportunity for professional development in multisensory reading intervention through Reading Endorsement Competencies, the State Regional Literacy Director, and the Panhandle Area Educational Consortium.

Holmes District will differentiate and intensify professional development for teachers based on progress monitoring data with intensity increased for those teachers whose progress monitoring data is not showing adequate growth.

Holmes District identifies mentor teachers and establishes model classrooms within the schools. Instructions for selecting mentors is in the district mentor packet for all principals and teachers to review. Qualifications are also reviewed yearly during summer principal trainings on the selection of mentors. Guidelines for selecting and visits to "in building" model ELA classrooms are addressed during summer principal trainings.

Holmes District ensures that time is provided for teachers to meet weekly for professional development. Holmes provides teachers with time weekly to meet together for professional development including lesson study and PLCs. PLCs will be based n the needs at each school and will be coordinated with the district professional development director.

Holmes District will continue training on ELA standards/curriculum and new progress monitoring during the 2022-2023 school year.

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.

Principals are sent emails, and told about upcoming trainings during monthly district principal meetings. This information is also shared with each school's curriculum/reading coordinator at their monthly meetings. Guidelines for allowing grade level/content area common planning times daily are addressed during summer principal trainings.

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

Pamela Price, Director of Curriculum and Instruction, is responsible for monitoring professional development requirements and ensuring compliance.

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.?
NA

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.

FSA ELA spring 2020-21 along with 2021-2022 progress monitoring data was reviewed at the district level to determine our schools with the greatest needs. Three of our schools are RAISAE schools and all six of our schools are Title I schools. Therefore each of our schools will receive some funding from the allocation to support their reading programs.

Upload rubric, if applicable
The following documents were submitted as evidence for this section:

No files were uploaded

Literacy Coaches - Part B

Requirements of the Just Read, Florida! Coaching Model

- Provide professional development on the following:
    - the major reading components, as needed, based on an analysis of student performance data;

    - administration and analysis of instructional assessments; and

    - providing differentiated instruction and intensive intervention.

- Model effective instructional strategies for teachers.

- Facilitate study groups.

- Train teachers to administer assessments, analyze data, and use data to differentiate instruction.

- Coach and mentor teachers daily.

- Provide daily support to classroom teachers.

- Work with teachers to ensure that evidence-based reading programs are implemented with fidelity.

- Help to increase instructional density to meet the needs of all students.

- Participate in reading leadership teams.

- Continue to increase their knowledge base in best practices in reading instruction, intervention, and instructional reading strategies.

- Prioritize time to those teachers, activities, and roles that will have the greatest impact on student achievement in reading, namely coaching and mentoring in classrooms.

- Work frequently with students in whole and small group instruction to model and coach in other teachers' classrooms.

- Work with school principals to plan and implement a consistent program of improving reading achievement using strategies that demonstrate a statistically significant effect on improving student outcomes.

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

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

Yes

If no, please attach the evidence-based model the district is using.
The following documents were submitted as evidence for this section:

No files were uploaded

If yes, please complete the next section:

How are these requirements being communicated to principals?

Principals are sent emails reminders, and told about curriculum/reading coordinator roles and responsibilities during district summer principal meetings. This information is also shared with each school's curriculum/reading coordinator during summer training.

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?

Our Federal Programs Coordinator, who also serves as our data analysis is working with Curriculum Coordinators to review data at each school to determine individual student needs and course placement for the 2022-2023 school year. Curriculum Associates and Edmentum. the two progress monitoring and online remediation programs we are currently using, will be working with the District Literacy and Data teams and our Curriculum Coordinators to provide training on data review and guidance on how to work with teachers to develop action plans for 2022-2023.

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

Pamela Price, Director of Curriculum and Instruction

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

Quarterly

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

1. Identify key area of weakness
2. Data targeting (based on area)
3. Insights to action

District-Level Monitoring of Plan Implementation

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

- Provide an explanation of the data that will be collected, how it will be collected, and the frequency of review must be provided. Districts must also explain how concerns are communicated if it is determined that the District K-12 Comprehensive Evidence-Based Reading Plan is not being implemented in a systematic and explicit manner, based on data to meet the needs of students;

- Ensure all instruction in reading is systematic and explicit, based on data, and uses an evidence-based sequence of reading instruction and strategies to meet the needs of students at the school level and determining appropriate instructional adjustments;

- Ensure that data from formative assessments are used to guide differentiation of reading instruction;

- Ensure incorporation of reading and literacy instruction by all content area teachers into subject areas to extend and build discussions of text in order to deepen understanding; and

- Evaluate District K-12 Comprehensive Evidence-Based Reading Plan implementation and impact on student achievement.

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

- the full name of the assessment;

- the grade level(s) the assessment is administered, and, where applicable, criteria for identifying students who will be assessed; and

- the components of reading (oral language, phonological awareness, phonics, fluency, vocabulary, comprehension) or the standards strand (reading, communication) that will be assessed, the type of assessment, and how often the data will be collected and analyzed to support instruction.

Name of the Assessment	To whom is the assessment administered?	Assessment type	What component of the reading/ strand of standard is being assessed?	How often is the data being collected?
DIBELS Next	K-5	Screener	Oral Language, Phonological Awareness, Phonics, Fluency	3 x A Year
Oral Reading Fluency (ORF)	1-5	Progress Monitoring	Fluency	Monthly
QuickReads	Tier 2 and Tier 3 students in grades 2 - 4	Progress Monitoring	Fluency, Comprehension	Weekly
Tyner Screener	K-2	Screener	Phonics	Quarterly
Winsor Sonday Systems	K-5	Screener, Formative Assessment, Diagnostic	Oral Language, Phonological Awareness, Phonics, Fluency	2 x A Month
Sound Partners	K-2	Formative Assessment	Oral Language, Phonological Awareness, Phonics	2 x A Month
FAST - Cambium	3-10	Screener, Progress Monitoring, Summative	Vocabulary, Comprehension	3 x A Year
Reading Horizons	6-8	Screener, Progress Monitoring, Formative Assessment, Diagnostic	Phonics, Fluency, Vocabulary, Comprehension	Monthly
Edmentum Exact Path	1-12	Progress Monitoring, Formative Assessment	Phonological Awareness, Phonics, Fluency, Vocabulary, Comprehension	Quarterly
Edmentum Reading Eggs	K	Progress Monitoring, Formative Assessment	Oral Language, Phonological Awareness, Phonics, Vocabulary	Quarterly
FAST - STAR	K-2	Screener, Progress Monitoring, Summative	Oral Language, Phonological Awareness, Phonics, Fluency, 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?

Pamela Price, Director of Curriculum and Instruction

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

The district administrator works with principals and curriculum/reading coordinators to ensure that the state approved curriculum is being implemented at each school. The district uses instructional practices and curriculum that are evidence based as documented on the What Works Clearinghouse and Evidence for ESSA. Administrators and Curriculum Coordinators will conduct weekly walk-throughs to monitor and support evidence-based reading instruction. The district administrator will meet with schools monthly to review what is being seen in classrooms and to discuss professional development that is needed at each school.

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

The district administrator works with principals and curriculum/reading coordinators to ensure that formative assessment data is being used to differentiate instruction at each school. School based leadership and grade level teams meet to review data and determine students in need of Tier 2 and Tier 3 interventions based off of the steps for decision making provided in the district decision trees. Data chats are being conducted at the school level and differentiated instruction is fluid and changing daily as these chats occur. A review of formative assessments will be part of the district administrators review held at schools monthly.

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

Curriculum Coordinators and ELA teachers will continue their work with content area teachers during weekly professional development opportunities. Coordinators and ELA teachers share strategies and model in content area classrooms form SIMS. These conversations encourage teacher collaboration and planning to ensure students' needs are met.

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

The district administrator works with principals and curriculum/reading coordinators to ensure that the K-12 Reading Plan is being implemented at each school. Individual classes are discussed, if students are not showing improvement during the course of the year. Curriculum Coordinators will work with teachers to develop plans of support for students. Curriculum Coordinators will meet with our MTSS Teacher on Special Assignment to develop plans and strategies for Tier 2 and Tier 3 instruction when needed.
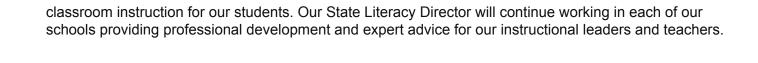
District-Level Monitoring - Part C
Districts must annually evaluate the implementation of their K-12 Reading plan on the form entitled District K-12 CERP Reflection Tool, after conducting a root-cause analysis of student performance data to evaluate the effectiveness of interventions. The evaluation 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.

Our decision trees have been updated to reflect the most recent changes in our local and state progress monitoring scale scores to establish Tiers 1,2, and 3. We have used 2021-22 local and state data make decisions on the implementation of new supplemental programs to support all students. to All Curriculum Coordinators are working with school leaders and teachers to plan and implement support for students and parents with literacy at home. LLTs roles will be clearly defined and shared with all team members at each school to not ensure the valid implementation of our K-12 CERP, but to support and improve

classroom instruction for our students. Our State Literacy Director will continue working in each of our schools providing professional development and expert advice for our instructional leaders and teachers.

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?

Classroom walkthrough data will be reviewed in the first semester and with follow-up as needed with school leadership teams. Teacher evaluation effectiveness ratings will be reviewed at the beginning of the second semester. District Reading Plans will be reviewed during monthly principal meetings and at school monthly meetings with district staff to ensure that they are being used to drive effective instruction in our schools.

Who at the district level supports effective implementation?

Pamela Price, Director of Curriculum and Instruction

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

The School Leadership Team will review data collected during administrator classroom walkthroughs and progress monitoring data. The school based team meets with teachers after each progress monitoring assessment to determine students in need of improvement and to identify students that need additional interventions and support.

Weekly reading walkthroughs by administrators - Part B

What process is in place to ensure effective implementation?

Classroom walkthrough data will be reviewed in the first semester and with follow-up as needed with school leadership teams. Teacher evaluation effectiveness ratings will be reviewed at the beginning of the second semester.

Who at the district level supports effective implementation?

Pamela Price, Director of Curriculum and instruction

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

Principals contact the Director of Curriculum and Instruction when areas in need of improvement are identified during classroom walkthroughs. The Director of Curriculum and Instruction then contacts the State Regional Literacy Director for guidance on providing professional development opportunities to improve instruction.

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

What process is in place to ensure effective implementation?

The School Literacy and Intervention Teams are the same at each school. These teams will meet after each Progress Monitoring Assessment with teachers to look at progress monitoring data. The teams will look at data to determine if students are making adequate growth. They will use information collected during classroom walkthroughs and data meetings to ensure effective implementation of interventions.

The district MTSS TSA will support schools in their review of data and work with schools to ensure that appropriate interventions are being used Tier 2 and Tier 3 students.

Who at the district level supports effective implementation?

Pamela Price, Director of Curriculum and Instruction

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

At the School Literacy/Intervention Team Meeting following each progress monitoring assessment data, is reviewed to determine areas where students are not making adequate growth. Information from this meeting and observations from classroom walkthroughs will be used to identify areas in need of improvement for effective implementation.

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.

All Grade 3 students who score a level 1 or level 2 on the statewide standardized assessment for ELA are provided the opportunity to attend the Summer Reading Camp. A highly effective teacher who is reading endorsed or certified provides evidence-based explicit, systematic, and multisensory reading instruction in phonemic awareness, phonics, fluency, vocabulary, and comprehension. The instruction materials include;
McGraw Hill, Wonders - Evidence is Promising for ESSA
QuickReads - Evidence is Strong for ESSA
Sonday Systems - Evidence is Promising

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

Will the district implement this option?

No

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

N/A

Attendance - Part B
Complete below depicting the number and percentage of students attending summer reading camps.

Number of Students Attending Summer Reading Camp

Third grade students who score Level 1 and at risk of retention (1008.25(7)(a)2., F.S.)
18

Students who demonstrate a reading deficiency in grades K-2
0

Students who score Level 1 in grades 4-5
0

Percentage of Students Attending Summer Reading Camp

Third grade students who score Level 1 and at risk of retention (1008.25(7)(a)2., F.S.)
44%

Students who demonstrate a reading deficiency in grades K-2
0%

Students who score Level 1 in grades 4-5
0%

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

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

Holmes School District believes that parental involvement in student learning is extremely important. FLDOE's Parent Guides for Florida B.E.S.T. Standards and parent guide connection book list will be disseminated to parents. Parent events, working in conjunction with Title I, will be held in the fall at each school to help parents understand academic language and strategies for supporting their child with the foundational strand to meet the needs of the traditional beginning reader and expanded to include remediation for secondary. After schools receive state results and/or the first progress monitoring results that identifies a student with a substantial deficiency in reading the school literacy team and classroom teacher meets with the parent to review their students data and develop a Read-At-Home plan. The office of Early Learning website address is shared with all of the districts voluntary PreK parent so that they can access the parent pages and family resources. VPK families are given printed copies of the monthly at home activities to support their learners. All families will be sent home monthly literacy activity pages developed by our Curriculum Coordinators to encourage literacy activities in our student's homes. We will continue to promote and help our families enroll in the New World Reading Initiative as we meet with our parents at school functions, MTSS meetings and IEP meetings. New World Reading promotional flyers will be sent home at the beginning of the school year with all of our qualifying students. Our district will provide information to qualifying families about Reading Scholarships and help families who need support in applying for the scholarships.

Who at the district is responsible for monitoring this requirement?

Pamela Price, Director of Curriculum and Instruction
Melissa Baxley, Coordinator of Media

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 is responsible for providing training of the core materials and the materials that are used in the supplemental intervention instruction. Curriculum Coordinators at the school model effective strategies for whole group instruction. Information collected in weekly classroom walkthroughs are discussed with the instructional administrator during quarterly meetings with the school principal.

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

Pamela Price, Director of Curriculum and Instruction

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?

The core reading program contains text that are 50% ficional and 50% non-fictional. Each classroom is provided Civics Literacy texts that are listed in the B.E.S.T ELA standards.

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

Pamela Price, Director of Curriculum and Instruction

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

How does the district support and monitor implementation?

The district is responsible for providing training of the core materials and the materials that are used in the supplemental intervention instruction. Curriculum Coordinators at the school model effective strategies for small group instruction. Information collected in weekly classroom walkthroughs are discussed with the instructional administrator during quarterly meetings with the school principal.

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

Pamela Price, Director of Curriculum and Instruction

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.

The district will provide professional development on Florida's Revised Formulas for Success during school level bi-weekly grade level meetings during the month of September along with our State Regional Literacy Director. The school based Leadership Teams will meet monthly to implement and support the the multi-tiered system of supports framework. Leadership Teams will identify students that need additional interventions both academically and behaviorally and work with the district MTSS resource to ensure that teachers are implementing appropriate interventions.

How does the district support and monitor implementation?

The district will provide professional development with guidance from the State Regional Literacy Director and the Panhandle Area Educational Consortium. The district will use information collected from principals and curriculum coordinators during walk-throughs and observations. Curriculum coordinators also work closely with the Data Scientist and MTSS Resource to determine effectiveness of intervention implementation. The district will implement Branching Minds to support teachers in collecting data and providing interventions for Tier 2 and 3 students. The district will hold monthly meetings with Curriculum Coordinators to support local needs and to help monitor the implementation at each school.

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

Pamela Price, Director of Curriculum and Instruction
Medea Callahan, Coordinator of Federal Programs

Assessment/Curriculum Decision Trees - Part C

Requirements

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

The Decision Trees must contain the following information:

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

- Target audience (grade level);

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

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

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

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

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

Tier 1
Core Instruction:

- *is standards-aligned;*

- *builds background and content knowledge;*

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

- *incorporates writing in response to reading;*

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

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

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

Grade Levels: K-5

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

(Enter assessment criteria that will be used)

K
Coordinated Screening/ Progress Monitoring, STAR Early Literacy Percentile Ranking 25 or higher

1
Coordinated Screening/ Progress Monitoring, STAR Early Literacy Percentile Ranking 25 or higher

2
Coordinated Screening/ Progress Monitoring, STAR Reading Percentile Ranking 25 or higher

3
Coordinated Screening/ Progress Monitoring, Scale Score that places student at achievement High Level 2 or Higher

4
Coordinated Screening/ Progress Monitoring, Scale Score that places student at achievement High Level 2 or Higher
5
Coordinated Screening/ Progress Monitoring, Scale Score that places student at achievement High Level 2 or Higher

State Coordinated Screening/State Progress Monitoring will be administered: First 30 Days of School, at mid school year and the end of the school year

THEN TIER 1 Only

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

Mc Graw Hill Wonders meets - Moderate Evidence

Progress Monitoring

Assessment & Frequency
State Coordinated Screening/State Progress Monitoring: FAST Cambium and STAR
Within the first 30 days of school for kindergarten through grade 5 students
Tyner Screener K-3 - Quarterly
Quick Reads 2-5 - Weekly
Sonday Systems K-5 - 2 x month
Sound Partners K-2 - 2 x month
DIBELS Next K-5 - 3 x year
Edmentum Exact Path 1-5 - quarterly
Edmentum Reading Eggs K - quarterly

Performance Criteria that indicates Tier 1 is sufficient for at least 80% of students
80% of the students at each grade level meet the identified scale scores indicated in Tier 1 beginning of the year performance.

Grade Levels: K-5

<div style="background-color:#d9a93a">**Progress Monitoring**</div>

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

A scale score or achievement level that is below the identified scale score indicated in Tier 1 beginning of the year performance.

How is the effectiveness of Tier 1 instruction being monitored?

Principal observations and walk-throughs along with data monitoring.

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?

Additional professional development for teachers in areas that they are found weak in provided by the curriculum/reading coordinator or an outside agency.

How is the effectiveness of Tier 1 curriculum being monitored?

Through the analysis of progress monitoring data.

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

Instruction for teachers, provided by the textbook companies, on how to implement the Tier 1 curriculum with fidelity.

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

Distance learning Students in grade K-5 will continue learning through the use of Holmes Virtual School. This allows students to work daily, virtually to continue with online curriculum. The HVS Zoom platform allows for small group instruction as if it is being provided during an "in class" setting to ensure that students are being given the support they need in the areas they are weak in. Paper based packets will only be used for household that are not able to access Blackboard Collaborate from home. Phone conferences will be held with these students.

Grade Levels: 6-8

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

(Enter assessment criteria that will be used)

6
Coordinated Screening/ Progress Monitoring, Scale Score that places student at achievement High Level 2 or Higher

7
Coordinated Screening/ Progress Monitoring, Scale Score that places student at achievement High Level 2 or Higher

8
Coordinated Screening/ Progress Monitoring, Scale Score that places student at achievement High Level 2 or Higher

State Coordinated Screening/State Progress Monitoring will be administered: First 30 Days of School, at mid school year and the end of the school year

THEN TIER 1 Only

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

6-8 Savvas, Perspectives meets - Moderate Evidence

Students will be taught using the suggested materials and resources to provide fidelity to the reading programs.

Progress Monitoring

Assessment & Frequency
State Coordinated Screening/State Progress Monitoring: FAST Cambium
Within the first 30 days of school for 6 -8 students and then mid and end of the year
Edmentum Exact Path 6-8 - Weekly
Reading Horizons 6-8 - Quarterly

Performance Criteria that indicates Tier 1 is sufficient for at least 80% of students
80% of the students at each grade level meet the identified scale scores indicated in Tier 1 beginning of the year performance.

Performance Criteria that prompts the addition of Tier 2 interventions for students not meeting the expectation/benchmark
A student scores below the set beginning of the year identified achievement level.

How is the effectiveness of Tier 1 instruction being monitored?

Principal observations and walk-throughs along with data monitoring. Administrative team meets at least quarterly to analyze data and make instructional changes as needed.

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

Grade Levels: 6-8

Additional professional development for teachers in areas that they are found weak in provided by the curriculum/reading coordinator, state regional literacy director and other outside educational agencies Opportunities for team building, Strategic Instruction Model training offered with on-campus support as needed.

How is the effectiveness of Tier 1 curriculum being monitored?

Through the analysis of progress monitoring data. Analysis of progress in scheduled classes.

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

Instruction for teachers, provided by the textbook companies, on how to implement the Tier 1 curriculum with fidelity. Support, provided by curriculum coordinators and/or colleagues, designed to improve implementation of standards based instruction with efficiency and effectiveness.

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

Students in grade 6-8 will continue learning through distance learning through the use of Holmes Virtual Franchise. This allows students and teachers to continue working in their courses daily virtually. Teachers will step up Big Blue Button, through Canvas, to support lessons with students at least three times per week. Teachers will have office hours in which students can contact them for additional support.

Grade Levels: 9-12

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

(Enter assessment criteria that will be used)

9
Coordinated Screening/ Progress Monitoring, Scale Score that places student at achievement High Level 2 or Higher

10
Coordinated Screening/ Progress Monitoring, Scale Score that places student at achievement High Level 2 or Higher

11
Coordinated Screening/ Progress Monitoring, Scale Score that places student at achievement High Level 2 or Higher

12
Coordinated Screening/ Progress Monitoring, Scale Score that places student at achievement High Level 2 or Higher

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.

9-12 Savvas, Perspectives meets - Moderate Evidence

Students will be taught using the suggested materials and resources to provide fidelity to the reading programs.

Progress Monitoring

Assessment & Frequency
State Coordinated Screening/State Progress Monitoring: FAST Cambium
Within the first 30 days of school for 9-10 students and then mid and end of the year
Edmentum Exact Path 9-12- Weekly

Performance Criteria that indicates Tier 1 is sufficient for at least 80% of students
80% or more of the students scoring at or above the achievement High Level 2 or Higher.

Performance Criteria that prompts the addition of Tier 2 interventions for students not meeting the expectation/benchmark
An achievement level score of Low Level 2 on the first state progress monitoring.

How is the effectiveness of Tier 1 instruction being monitored?

Principal observations and walk-throughs along with data monitoring. Administrative team meets at least quarterly to analyze data and make instructional changes as needed.

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

Grade Levels: 9-12

Additional professional development for teachers in areas that they are found weak in provided by the curriculum/reading coordinator, state regional literacy director and other outside educational agencies Opportunities for team building, Strategic Instruction Model training offered with on-campus support as needed.

How is the effectiveness of Tier 1 curriculum being monitored?

Through the analysis of progress monitoring data. Analysis of progress in scheduled classes.

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

Instruction for teachers, provided by the textbook companies, on how to implement the Tier 1 curriculum with fidelity. Support, provided by curriculum coordinators and/or colleagues, designed to improve implementation of standards based instruction with efficiency and effectiveness.

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

Students in grade 9-12 will continue learning through distance learning through the use of Holmes Virtual Franchise. This allows students and teachers to continue working in their courses daily virtually. Teachers will step up Big Blue Button, through Canvas, to support lessons with students at least three times per week. Teachers will have office hours in which students can contact them for additional support.

Tier 2
Supplemental Instruction/Intervention:

- *is standards-aligned;*

- *address gaps and reduce barriers to students' ability to meet Tier 1 expectations;*

- *provide systematic, explicit, and interactive small group instruction targeting foundational/barrier skills;*

- *are matched to the needs of the students;*

- *provide multiple opportunities to practice the targeted skill(s) and receive corrective feedback;*

- *occurs during time allotted in addition to core instruction; and*

- *includes accommodations (IEP, ESOL, or 504).*

Grade Levels: K-5

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

(Enter assessment criteria that will be used)

Kindergarten
Coordinated Screening/ Progress Monitoring, Star Early Literacy Percentile Rank 10-24

First Grade
Coordinated Screening/ Progress Monitoring, Star Early Literacy Percentile Rank 10-24

Second Grade
Coordinated Screening/ Progress Monitoring, STTAR Reading Percentile Rank 10-24

Third Grade
Coordinated Screening/ Progress Monitoring, Achievement Low Level 2

Fourth Grade
Coordinated Screening/ Progress Monitoring, Achievement Low Level 2

Fifth Grade
Coordinated Screening/ Progress Monitoring, Achievement Low Level 2

State Coordinated Screening/State Progress Monitoring will be administered: First 30 Days of School, at mid school year and the end of the school year

THEN TIER 1 Instruction and TIER 2 Interventions
Progress Monitoring

Tier 2 Programs/Materials/Strategies & Duration
State Coordinated Screening/State Progress Monitoring:
Within the first 30 days of school for kindergarten through fifth grade students

Assessment & Frequency
State Coordinated Screening/State Progress Monitoring: FAST Cambium and STAR
Within the first 30 days of school for kindergarten through grade 5 students
Tyner Screener K-3 - Quarterly
Quick Reads 2-5 - Weekly
Sonday Systems K-5 - 2 x month
Sound Partners K-2 - 2 x month
DIBELS Next K-5 - 3 x year
Edmentum Exact Path 1-5 - quarterly
Edmentum Reading Eggs K - quarterly

Performance Criteria to discontinue Tier 2 interventions
Student scores above the percentile rank of 24 in grade kindergarten through second grade or a high level 2 or above in third through fifth grade on their FAST Progress Monitoring on second progress monitoring.

Performance Criteria indicating continuation of Tier 2 interventions in addition to Tier 1 instruction
State Coordinated Screening/State Progress Monitoring:
Within the first 30 days of school for kindergarten through grade 5 students

Grade Levels: K-5

<div style="background-color:#d4a93c;">**Progress Monitoring**</div>

Performance Criteria that prompts the addition of Tier 3 interventions

Student scores a percentile rank below 10 in grades kindergarten through second grade or an achievement level 1 on FAST progress monitoring or is not making adequate progress in Tier 2 intervention group.

Number of times per week intervention provided

Intervention will be provided five days a week.

Number of minutes per intervention session

Intervention will be provided for a minimum of fifteen minutes daily.

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

Tier 2 instruction has increased intensity (more instructional time; smaller group size) and increased explicitness—more focus on teaching specific skills to scaffold students to perform on grade level in core curriculum and instruction. To identify and solve problems to improve interventions' effectiveness, teachers will collect progress monitoring data to guide instruction. Modifications will be made to intensity of interventions and learning goals (and thus intervention learning materials) for students who do not make adequate progress. Tier 2 instruction is in conjunction with and designed to support students' ability to maximize learning with core curriculum and instruction.

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

Exact Path – Edmentum 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 Third Grade, Recommendation 2. Develop awareness of the segments of sounds in speech and how they link to letters, Strong Evidence; 3. Teach students to decode words, analyze word parts, and write and recognize words, Strong Evidence; and 4. Ensure that each student reads connected text every day to support reading accuracy, fluency, and comprehension, Moderate Evidence. These recommendations were built into the program by incorporating foundational reading skills to provide an individualized instructional and diagnostic platform to assist teachers in differentiating instruction based on student needs. The district will support and monitor implementation of this program by conducting weekly classroom walkthroughs observations followed by walkthrough reviews with teachers and monitoring the program. Professional Development will be provided monthly by Edmentum face-to-face and online as needed. Curriculum Coordinators will conduct PLCs to address needs that were identified during walkthroughs.

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

Tier 2 students will continue on their exact path learning path and receive additional small group instruction via learning platforms such as Canvas as well as additional teacher contact via Reminds, Email, and phone conferences.

Grade Levels: 6-8

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

(Enter assessment criteria that will be used)

6
Coordinated Screening/ Progress Monitoring Achievement Level 2

7
Coordinated Screening/ Progress Monitoring Achievement Level 2

8
Coordinated Screening/ Progress Monitoring Achievement Level 2

State Coordinated Screening/State Progress Monitoring will be administered: First 30 Days of School, at mid school year and the end of the school year

THEN TIER 1 Instruction and TIER 2 Interventions
Progress Monitoring

Tier 2 Programs/Materials/Strategies & Duration
Edmentum, Exact Path and Study Island
Core Program Interventions

Assessment & Frequency
State Coordinated Screening/State Progress Monitoring: FAST Cambium
Within the first 30 days of school for 6 -8 students and then mid and end of the year
Edmentum Exact Path 6-8 - Weekly
Reading Horizons 6-8 - Quarterly

Performance Criteria to discontinue Tier 2 interventions
Students score above the cut mark for Tier 2 on the second diagnostic:

Performance Criteria indicating continuation of Tier 2 interventions in addition to Tier 1 instruction
Trend in student performance as compared to the peer group indicates the student is declining in performance.

Performance Criteria that prompts the addition of Tier 3 interventions
Student scores an achievement level 1 on FAST progress monitoring or is not making adequate progress in Tier 2 intervention group.

Number of times per week intervention provided

Intervention is provided five days each weeks.

Number of minutes per intervention session

Intervention will be for a minimum of fifteen minutes daily.

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: 6-8

Tier 2 instruction has increased intensity (more instructional time; smaller group size) and increased explicitness—more focus on teaching specific skills to scaffold students to perform on grade level in core curriculum and instruction. To identify and solve problems to improve interventions' effectiveness, teachers will collect progress monitoring data to guide instruction. Modifications will be made to intensity of interventions and learning goals (and thus intervention learning materials) for students who do not make adequate progress. Tier 2 instruction is in conjunction with and designed to support students' ability to maximize learning with core curriculum and instruction.

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

Exact Path - Edmentum does not meet strong, moderate or promising levels of evidence; however, the following IES Practice Guide Recommendations support the program: Provide Reading Interventions for Students in Grades 4-9, Recommendation 1. Build students' decoding skills so they can read complex multisyllabic words, Strong Evidence; 2. Provide purposeful fluency-building activities to help students read effortlessly, Strong Evidence; 3. Routinely use a set of comprehension-building practices to help students make sense of stretch text, Strong Evidence; and 4. Provide students with opportunities to practice making sense of stretch text (i.e., challenging text) that will expose them to complex ideas and information, Moderate Evidence. These recommendations were built into the program by incorporating foundational reading skills to provide an individualized instructional and diagnostic platform to assist teachers in differentiating instruction based on student needs. The district will support and monitor implementation of this program by conducting weekly walkthrough observations with follow-up chats with teachers. Professional Learning. will be provided by Edmentum monthly face-to-face or online as needed. Curriculum Coordinators will provide PLCs to address the areas of need that identified during walkthroughs.

Study Island - Edmentum does not meet strong, moderate or promising levels of evidence; however, the following IES Practice Guide Recommendations support the program: Provide Reading Interventions for Students in Grades 4-9, Recommendation 1. Build students' decoding skills so they can read complex multisyllabic words, Strong Evidence; 2. Provide purposeful fluency-building activities to help students read effortlessly, Strong Evidence; 3. Routinely use a set of comprehension-building practices to help students make sense of stretch text, Strong Evidence; and 4. Provide students with opportunities to practice making sense of stretch text (i.e., challenging text) that will expose them to complex ideas and information, Moderate Evidence. These recommendations were built into the program by incorporating foundational reading skills to provide an individualized instructional and diagnostic platform to assist teachers in differentiating instruction based on student needs. The district will support and monitor implementation of this program by conducting weekly walkthrough observations with follow-up chats with teachers. Professional Learning. will be provided by Edmentum monthly face-to-face or online as needed. Curriculum Coordinators will provide PLCs to address the areas of need that identified during walkthroughs.

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

Tier 2 students are provided their additional daily 20 minutes of support through Big Blue Button in Canvas. For those who do not have internet access, their additional support is provided daily through phone conferences.

Grade Levels: 9-12

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

(Enter assessment criteria that will be used)

9
Coordinated Screening/ Progress Monitoring Achievement Level 2

10
Coordinated Screening/ Progress Monitoring Achievement Level 2

11
Coordinated Screening/ Progress Monitoring Achievement Level 2

12
Coordinated Screening/ Progress Monitoring Achievement Level 2

THEN TIER 1 Instruction and TIER 2 Interventions

Progress Monitoring

Tier 2 Programs/Materials/Strategies & Duration
Edmentum, Exact Path and Study Island
Core Program Interventions

Assessment & Frequency
State Coordinated Screening/State Progress Monitoring: FAST Cambium
Within the first 30 days of school for 9-10 students and then mid and end of the year
Edmentum Exact Path 9-12- Weekly

Performance Criteria to discontinue Tier 2 interventions
Students score above the cut mark for tier 2 placement of second progress monitoring.

Performance Criteria indicating continuation of Tier 2 interventions in addition to Tier 1 instruction
Trend in student performance as compared to the peer group indicates the student is declining in performance

Performance Criteria that prompts the addition of Tier 3 interventions
Student continues to perform unsuccessfully though interventions are in place. Reflects need for even more intensive intervention. Scores an achievement level 1 on progress monitoring.

Number of times per week intervention provided

Intervention will be provided five days each week.

Number of minutes per intervention session

Intervention will be provided for a minimum of fifteen minutes daily.

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: 9-12

Tier 2 instruction has increased intensity (more instructional time; smaller group size) and increased explicitness—more focus on teaching specific skills to scaffold students to perform on grade level in core curriculum and instruction. To identify and solve problems to improve interventions' effectiveness, teachers will collect progress monitoring data to guide instruction. Modifications will be made to intensity of interventions and learning goals (and thus intervention learning materials) for students who do not make adequate progress. Tier 2 instruction is in conjunction with and designed to support students' ability to maximize learning with core curriculum and instruction.

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

Exact Path - Edmentum does not meet strong, moderate or promising levels of evidence; however, the following IES Practice Guide Recommendations support the program: Provide Reading Interventions for Students in Grades 4-9, Recommendation 1. Build students' decoding skills so they can read complex multisyllabic words, Strong Evidence; 2. Provide purposeful fluency-building activities to help students read effortlessly, Strong Evidence; 3. Routinely use a set of comprehension-building practices to help students make sense of stretch text, Strong Evidence; and 4. Provide students with opportunities to practice making sense of stretch text (i.e., challenging text) that will expose them to complex ideas and information, Moderate Evidence. These recommendations were built into the program by incorporating foundational reading skills to provide an individualized instructional and diagnostic platform to assist teachers in differentiating instruction based on student needs. The district will support and monitor implementation of this program by conducting weekly walkthrough observations with follow-up chats with teachers. Professional Learning. will be provided by Edmentum monthly face-to-face or online as needed. Curriculum Coordinators will provide PLCs to address the areas of need that identified during walkthroughs.

Study Island - Edmentum does not meet strong, moderate or promising levels of evidence; however, the following IES Practice Guide Recommendations support the program: Provide Reading Interventions for Students in Grades 4-9, Recommendation 1. Build students' decoding skills so they can read complex multisyllabic words, Strong Evidence; 2. Provide purposeful fluency-building activities to help students read effortlessly, Strong Evidence; 3. Routinely use a set of comprehension-building practices to help students make sense of stretch text, Strong Evidence; and 4. Provide students with opportunities to practice making sense of stretch text (i.e., challenging text) that will expose them to complex ideas and information, Moderate Evidence. These recommendations were built into the program by incorporating foundational reading skills to provide an individualized instructional and diagnostic platform to assist teachers in differentiating instruction based on student needs. The district will support and monitor implementation of this program by conducting weekly walkthrough observations with follow-up chats with teachers. Professional Learning. will be provided by Edmentum monthly face-to-face or online as needed. Curriculum Coordinators will provide PLCs to address the areas of need that identified during walkthroughs.

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

Tier 2 students are provided their additional daily 20 minutes of support through Big Blue Button in Canvas. For those who do not have internet access, their additional support is provided daily through phone conferences.

Tier 3
Intensive, Individualized Instruction/Intervention:

- *is targeted instruction based on student need;*

- *provides small group or one-on-one instruction;*

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

- *includes more frequent progress monitoring than Tier 1 instruction and Tier 2 interventions; and*

- *ensures additional **time allotted is in addition** to core instruction and Tier 2 interventions.*

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

Grade Levels: K-5

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

(Enter assessment criteria that will be used)

Kindergarten
Coordinated Screening/ Progress Monitoring STAR Early Literacy
Percentile Rank <10

First Grade
Coordinated Screening/ Progress Monitoring STAR Early Literacy
Percentile Rank <10

Second Grade
Coordinated Screening/ Progress Monitoring STAR Reading
Percentile Rank <10

Third Grade
Coordinated Screening/ Progress Monitoring
scoring =Level 1

Fourth Grade
Coordinated Screening/ Progress Monitoring
scoring =Level 1

Fifth Grade
Coordinated Screening/ Progress Monitoring
scoring = Level 1

State Coordinated Screening/State Progress Monitoring will be administered: First 30 Days of School, at mid school year and the end of the school year

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

Progress Monitoring

Tier 3 Programs/Materials/Strategies & Duration
Students will receive researched and evidence based reading instruction strategies, including intensive, explicit, systematic and multisensory approaches to reading instruction and interventions.
Multisensory Interventions for students with substantial reading deficiency:
Visual, auditory, kinesthetic, and tactile linkages
Systematic and cumulative organization of content
Diagnostic teaching to mastery
Synthetic and analytic Presentation
(examples: word building, see it/say it, music/audio, clapping out sounds, use of playdough, sandpaper letters, color-coded word building tiles, chunking text, story sticks, idea mapping, say it/ write it, tapping out sounds, use of dry erase boards, shared reading with teacher and/or peer, use of textures, read it/build it/write it, air writing, etc.)

Grade Levels: K-5

Progress Monitoring

Daily 20 minutes minimum, in addition to 120 minute reading block and 15 minute minimum Tier 2 Students will receive an appropriate level of instruction in phonics, phonemic awareness, fluency, vocabulary, and reading comprehension strategies required to meet grade level standards. This will be accomplished using Sonday Systems, Tyner, Wonders Interventions, Leveled Literacy Intervention (LLI), Secret Stories, Edmentum's Reading Egg and Exact Path reading materials, and additional district approved supplemental materials as needed.

Teachers will monitor comprehension skills with grade level formative and summative assessments,

Assessment & Frequency

State Coordinated Screening/State Progress Monitoring: FAST Cambium and STAR
Within the first 30 days of school for kindergarten through grade 5 students
Tyner Screener K-3 - Quarterly
Quick Reads 2-5 - Weekly
Sonday Systems K-5 - 2 x month
Sound Partners K-2 - 2 x month
DIBELS Next K-5 - 3 x year
Edmentum Exact Path 1-5 - quarterly
Edmentum Reading Eggs K - quarterly

Performance Criteria to discontinue Tier 3 interventions

Student's percentile rank is above the cut mark for Tier 3 on the second diagnostic. Student will remain in Tier 2 intervention.

Performance Criteria indicating continuation of Tier 3 interventions

Student does not meet the cut mark for Tier 2, but is responding to the intensive intervention will remain in Tier 3 and continue both Tier 2 and Tier 3 daily interventions. The child's teacher, principal, curriculum coordinator will closely monitor the student's intervention progress.

Performance Criteria that prompts intensified Tier 3 interventions

Students who are not responding to the intensive intervention will be further evaluated by a school based intervention team to find ways to accelerate reading success. The child's teacher, principal, curriculum coordinator, parents and guidance counselor will all be members on this team. Amount of time in intervention, behavioral factors, attendance for student and teacher and review of reading deficiency to ensure the correct intervention is being used will be used to determine additional support for the student.

Number of times per week intervention provided

Intervention will be provided fives a week.

Number of minutes per intervention session

Intervention will be daily for a minimum of 20 minutes.

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

All teachers who provide Tier 3 interventions have earned their Reading Endorsement or are Reading Certified. Classroom walkthroughs are conducting in all ELA and Reading classrooms to monitor core and intervention instruction. Professional development is provided by the school's curriculum

Grade Levels: K-5

coordinators, consultants, our State Regional Literacy Director or Panhandle Area Educational Consortium when areas of weakness or support are identified.

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

McGraw-Hill Wonders Intervention Materials - 2020-21 ELA Instructional Adoption Materials

Windsor Sonday Systems 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 Third Grade, Recommendation 2. Develop awareness of the segments of sounds in speech and how they link to letters, Strong Evidence; 3. Teach students to decode words, analyze word parts, and write and recognize words, Strong Evidence; and 4. Ensure that each student reads connected text every day to support reading accuracy, fluency, and comprehension, Moderate Evidence. These recommendations were built into the program by incorporating foundational reading skills to provide an individualized instructional and diagnostic platform to assist teachers in differentiating instruction based on student needs. The district will support and monitor implementation of this program by conducting weekly walkthrough observations with follow-up chats with teachers. Professional Learning. will be provided by Curriculum Coordinators and will include PLCs to address the areas of need that identified during walkthroughs and how to review the programs data to ensure that it is meeting students needs.

Exact Path – Edmentum 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 Third Grade, Recommendation 2. Develop awareness of the segments of sounds in speech and how they link to letters, Strong Evidence; 3. Teach students to decode words, analyze word parts, and write and recognize words, Strong Evidence; and 4. Ensure that each student reads connected text every day to support reading accuracy, fluency, and comprehension, Moderate Evidence. These recommendations were built into the program by incorporating foundational reading skills to provide an individualized instructional and diagnostic platform to assist teachers in differentiating instruction based on student needs. The district will support and monitor implementation of this program by conducting weekly walkthrough observations with follow-up chats with teachers. Professional Learning. will be provided by Edmentum monthly face-to-face or online as needed. Curriculum Coordinators will provide PLCs to address the areas of need that identified during walkthroughs.

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

Tier 3 students are provided their additional daily 30 minutes of support through groups in Blackboard Collaborate. For those who do not have internet access, their additional support is provided daily through phone conferences.

Grade Levels: 6-8

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

(Enter assessment criteria that will be used)

6
Coordinated Screening/ Progress Monitoring
Level 1

7
Coordinated Screening/ Progress Monitoring
Level 1

8
Coordinated Screening/ Progress Monitoring
Level 1

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

Progress Monitoring

Tier 3 Programs/Materials/Strategies & Duration
Reading Horizons meets criteria - Moderate Evidence
Edmentum, Exact Path - meets criteria - Promising Evidence
Savvas, Perspectives Intervention meets criteria - Moderate Evidence

Assessment & Frequency
State Coordinated Screening/State Progress Monitoring: FAST Cambium
Within the first 30 days of school for 6 -8 students and then mid and end of the year
Edmentum Exact Path 6-8 - Weekly
Reading Horizons 6-8 - Quarterly

Performance Criteria to discontinue Tier 3 interventions
Students score above the cut mark for Tier 3 on the second diagnostic: Achievement Level 2 or higher. Student will continue in Tier 2 intervention until scoring in Achievement Level 3 or higher.

Performance Criteria indicating continuation of Tier 3 interventions
Student does not meet the cut mark for Tier 2, but is responding to the intensive intervention will remain in Tier 3 and continue both Tier 2 and Tier 3 daily interventions. The child's teacher, principal, curriculum coordinator will closely monitor the student's intervention progress.

Performance Criteria that prompts intensified Tier 3 interventions
Students who are not responding to the intensive intervention will be further evaluated by a school based intervention team to find ways to accelerate reading success. The child's teacher, principal, curriculum coordinator, parents and guidance counselor will all be members on this team. Amount of time in intervention, behavioral factors, attendance for student and teacher and review of reading deficiency to ensure the correct intervention is being used will be used to determine additional support for the student.

Number of times per week intervention provided

Intervention will be provided fives days each week.

Number of minutes per intervention session

Grade Levels: 6-8

Intervention will be a minimum of twenty minutes daily.

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?

All teachers who provide Tier 3 interventions have earned their Reading Endorsement or are Reading Certified. Classroom walkthroughs are conducting in all ELA and Reading classrooms to monitor core and intervention instruction. Professional development is provided by the school's curriculum coordinators, consultants, our State Regional Literacy Director or Panhandle Area Educational Consortium when areas of weakness or support are identified.

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

Exact Path - Edmentum does not meet strong, moderate or promising levels of evidence; however, the following IES Practice Guide Recommendations support the program: Provide Reading Interventions for Students in Grades 4-9, Recommendation 1. Build students' decoding skills so they can read complex multisyllabic words, Strong Evidence; 2. Provide purposeful fluency-building activities to help students read effortlessly, Strong Evidence; 3. Routinely use a set of comprehension-building practices to help students make sense of stretch text, Strong Evidence; and 4. Provide students with opportunities to practice making sense of stretch text (i.e., challenging text) that will expose them to complex ideas and information, Moderate Evidence. These recommendations were built into the program by incorporating foundational reading skills to provide an individualized instructional and diagnostic platform to assist teachers in differentiating instruction based on student needs. The district will support and monitor implementation of this program by conducting weekly walkthrough observations with follow-up chats with teachers. Professional Learning. will be provided by Edmentum monthly face-to-face or online as needed. Curriculum Coordinators will provide PLCs to address the areas of need that identified during walkthroughs.

Study Island - Edmentum does not meet strong, moderate or promising levels of evidence; however, the following IES Practice Guide Recommendations support the program: Provide Reading Interventions for Students in Grades 4-9, Recommendation 1. Build students' decoding skills so they can read complex multisyllabic words, Strong Evidence; 2. Provide purposeful fluency-building activities to help students read effortlessly, Strong Evidence; 3. Routinely use a set of comprehension-building practices to help students make sense of stretch text, Strong Evidence; and 4. Provide students with opportunities to practice making sense of stretch text (i.e., challenging text) that will expose them to complex ideas and information, Moderate Evidence. These recommendations were built into the program by incorporating foundational reading skills to provide an individualized instructional and diagnostic platform to assist teachers in differentiating instruction based on student needs. The district will support and monitor implementation of this program by conducting weekly walkthrough observations with follow-up chats with teachers. Professional Learning. will be provided by Edmentum monthly face-to-face or online as needed. Curriculum Coordinators will provide PLCs to address the areas of need that identified during walkthroughs.

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

Grade Levels: 6-8

Tier 3 students are provided their additional daily 20 minutes of support through groups in Big Blue Button within Canvas. For those who do not have internet access, their additional support is provided daily through phone conferences.

Grade Levels: 9-12

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

9
Coordinated Screening/ Progress Monitoring Achievement Level 1

10
Coordinated Screening/ Progress Monitoring Achievement Level 1

11
ELA Retake Achievement Level 1

12
ELA Retake Achievement Level 1

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

Progress Monitoring

Tier 3 Programs/Materials/Strategies & Duration
Reading Horizons - meets criteria - Moderate Evidence
Edmentum, Exact Path - meets criteria - Promising Evidence
Savvas, Perspectives Intervention - meets criteria - Moderate Evidence

Assessment & Frequency
State Coordinated Screening/State Progress Monitoring: FAST Cambium
Within the first 30 days of school for 9-10 students and then mid and end of the year
Edmentum Exact Path 9-12- Weekly

Performance Criteria to discontinue Tier 3 interventions
Students score above the cut mark for Tier 3 on the second diagnostic in grades 9 and 10:
Achievement Level 3 or higher
Student's Achievement Level 3 or higher in grades 11 and 12 on FSA ELA Retakes.

Performance Criteria indicating continuation of Tier 3 interventions
Students does not meet the cut mark for Tier 2, but is responding to the intensive intervention will remain in Tier 3 and continue both Tier 2 and Tier 3 daily interventions. The student's teacher, principal, curriculum coordinator will closely monitor the student's intervention progress.

Performance Criteria that prompts intensified Tier 3 interventions
Students not responding to the intensive intervention will be further evaluated by a school based intervention team to find ways to accelerate reading success. The student's teacher, principal, curriculum coordinator, parents and guidance counselor will all be members on this team

Number of times per week intervention provided

Interventions will be provided fives day each week

Number of minutes per intervention session

Interventions will be a minimum of twenty minutes daily

Grade Levels: 9-12

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?

All teachers who provide Tier 3 interventions have earned their Reading Endorsement or are Reading Certified. Classroom walkthroughs are conducting in all ELA and Reading classrooms to monitor core and intervention instruction. Professional development is provided by the school's curriculum coordinators, consultants, our State Regional Literacy Director or Panhandle Area Educational Consortium when areas of weakness or support are identified.

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

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

Tier 3 students are provided their additional daily 20 minutes of support through Big Blue Button in Canvas. For those who do not have internet access, their additional support is provided daily through phone conferences.

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.

Curriculum Coordinators help teachers identify Tier 2 and Tier 3 students during data chats using state progress monitoring Tyner Screener, Quick Reads, Sound Partners, DIBELS Next, Sonday Systems, Reading Horizons, Reading Eggs and Exact Path data. Schools give the following assessments to further identify reading deficiencies starting with the PAST for phonological awareness assessment, DIBBELS for phonics, Quick Read assessments for fluency and comprehension and/or ORF assessments. The multiple data points help to address the specific reading deficiencies. Teachers are given support and training for the best intervention options to help and support their students.