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	Barash, Michelle Supervisor of Elementary Programs & ELA K-12 barash_m@hcsb.k12.fl.us 352-797-7000 x433
Elementary English Language Arts (ELA)	Barash, Michelle Supervisor of Elementary Programs & ELA K-12 barash_m@hcsb.k12.fl.us 352-797-7000 x 433
Secondary ELA	Barash, Michelle Supervisor of Elementary Programs & ELA K-12 barash_m@hcsb.k12.fl.us 352-797-7000 x433
Reading Curriculum	Barash, Michelle Supervisor of Elementary Programs & ELA K-12 barash_m@hcsb.k12.fl.us 352-797-7000 x433
Reading Endorsement	Clark, Paula Supervisor of Professional Development clark_p@hcsb.k12.fl.us 352-797-7000 x 437
Professional Development	Clark, Paula Supervisor of Professional Development clark_p@hcsb.k12.fl.us 352-797-7000 x437
Assessment	Peirce, Linda Supervisor of Assessment/Accountability peirce_l@hcsb.k12.fl.us 352-797-7000 x465
Summer Reading Camp	Barash, Michelle Supervisor of Elementary Programs & ELA K-12 barash_m@hcsb.k12.fl.us 352-797-7000 x433
Third Grade Promotion	Barash, Michelle Supervisor of Elementary Programs & ELA K-12 barash_m@hcsb.k12.fl.us 352-797-7000 x433
300 Lowest-Performing Elementary Schools	Barash, Michelle Supervisor of Elementary Programs & ELA K-12 barash_m@hcsb.k12.fl.us 352-797-7000 x433
Multi-Tiered System of Supports (MTSS)	Littlefield, Kerri MTSS Coordinator littlefield_k@hcsb.k12.fl.us 352-797-7000 x113
Data Element	Reilly, Donna Coordinator of Student Data Quality/ Reporting reilly_d@hcsb.k12.fl.us 352-797-7000 x103

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.

July 18-20, 2022 all district administrators will receive information at the Academic Leadership Conference. Then site-based administrators or site-based coaches will communicate this information with their staff. The information will also be presented at the first MTSS meeting of the year. Information will also be shared at a School Board workshop (date TBD). Hernando County School District Reading Plan is available of the district website for parents and community members to access, as well as through the School Improvement Plans and SAC meetings.

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 49%

Previous School Year
Kindergarten - % of Students "Ready" on FLKRS 56%

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

District VPK teachers have standards training and met the 15 hour early literacy requirement. Additional support and coaching will be provided for all VPK and ESE Pre-K classes. The district is working with the Pasco-Hernando ELC to provide support and develop more transition to K opportunities to Hernando county private providers.

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	19	27	31	18	4	14	20	39	21	6
4	19	26	30	21	5	17	19	35	20	9
5	22	28	25	18	6	17	26	32	19	6
6	27	27	21	20	6	20	24	31	21	7
7	27	26	24	17	6	22	23	29	19	7
8	34	28	24	9	4	20	26	34	14	6
9	27	25	23	20	5	17	22	31	22	8
10	27	27	22	17	6	20	23	27	23	7

Include additional literacy goals based on screening, progress monitoring, and/or district summative assessments. At a minimum, include specific goals for K-2 students.
Example: For each grade, K-2, increase the percentage of students currently scoring at or above grade level on (the approved district progress monitoring assessment) by 5% this year, from (60%) to (65%).

For each grade, K-2, the percentage of students scoring at or above grade level on iReady will increase by at least 2% this year.
K from 88% to 90%
1st from 62% to 64%
2nd from 62% to 64%

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.

Elementary district coaches focus on K-3 classrooms with modeling of best practices, PD, data chats, and facilitated planning. District coaches will also be supporting the continued professional development of the BEST standards. Regional literacy specialists will also support our RAISE schools with PD incorporating the science of reading, BEST standards, and best practices for literacy instruction. Evidence based intervention materials will be purchased based on student needs at each elementary school. Additional PD will be offered for intervention programs such as Sonday System (see 11c), Heggerty (see 11c), Sound Partners and QuickReads.

School Literacy Leadership Teams

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

Summer Leadership Academy (July 2022) session on facilitating an effective Literacy Leadership Team meeting. There will be one Literacy Champion designated at each school to spearhead the Literacy Leadership Team. Each Literacy Champion will meet with district coaches for support. Literacy Champion at each site will have access to a school folder to document minutes and presentations of data and deliver PDs.

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

Michelle Barash

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

Gina Michalicka and Michelle Barash

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.

Training will be provided for the following curriculums and focus areas: Heggerty (see 11c) (Pre-K-2), Sonday System (see 11c) (K-8), Curriculum (McGraw-Hill Elem./HS and Amplify MS), Xtreme Reading (HS), Sound Partners (K-3 lowest performing schools), LETRS, iReady (k-8), Achieve 3000 (HS), UDL/DI (K-12), All 5 Reading Endorsement courses, ESOL Endorsement courses, BEESS Portal, Facilitated Planning Cycles, Co-Teach/Inclusion Model, QuickReads (K-3 lowest performing schools), and BEST standards, including multi-sensory approaches to teaching. The district will ensure that time is provided weekly for teachers to meet for professional development through school-based PLCs (days differ for each school, schedules are submitted to district). Additional professional development will be added as needed based on progress monitoring data and will be differentiated for each site.

Mentor Teacher/Model Classrooms: Teachers will be identified based on specific skills/areas in which they excel. These teachers and classrooms will serve as models of instructional strengths. Mentor teachers and model classrooms will promote a positive literacy culture and build capacity at the school level. With sufficient substitute funding, schools will share models for cross-school visits.

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.

NEFEC professional learning catalog is board approved each August and details all of the requirements of targeted professional development. PD requirements are shared with administrators through Summer Leadership Academy (July 2022), principals" meetings, and district level committees. Principals are included in district led PLCs for professional development as well as onsite visits by district personnel based on need. Principals are given professional development on a monthly basis at principal's meetings.

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

Dr. Paula Clark

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.

A rubric will be utilized to tier supports for schools at the beginning of the year. At the mid-year review, data will be reviewed again to adjust support as needed. All reading coaches are either reading endorsed or certified.

Upload rubric, if applicable

The following documents were submitted as evidence for this section:

No files were uploaded

Literacy Coaches - Part B

Requirements of the Just Read, Florida! Coaching Model

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

  - administration and analysis of instructional assessments; and

  - providing differentiated instruction and intensive intervention.

- Model effective instructional strategies for teachers.

- Facilitate study groups.

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

- Coach and mentor teachers daily.

- Provide daily support to classroom teachers.

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

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

- Participate in reading leadership teams.

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

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

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

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

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

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

Yes

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

No files were uploaded

If yes, please complete the next section:

How are these requirements being communicated to principals?

The requirements will be communicated during the Summer Leadership Academy (July 2022), as well as reiewed during sessions at principals' meetings.

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

District Coach Cadre monthly meetings

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

Michelle Barash and Magen Schlechter

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

Logs are reported weekly and reviewed monthly.

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

Magen Schlechter makes decisions based on conversations with site-based coaches. Data informed decisions are made during Academic Services meetings. Additionally, walkthrough data is analyzed to guide next steps.

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?
Gold Standard	Pre-K ESE	Diagnostic	Phonological Awareness, Phonics, Vocabulary, Comprehension	3 x A Year
Mondo Oral Language Screener	Kindergarten, 1st-5th grades as needed	Screener	Oral Language	Annually
Achieve 3000	9th-12th Grade Students	Screener, Progress Monitoring	Comprehension	3 x A Year
School developed standards based formative assessments	K-12 Students	Formative Assessment	Phonological Awareness, Phonics, Vocabulary, Comprehension	2 x A Month
i-Ready	K-8	Progress Monitoring, Diagnostic	Phonological Awareness, Phonics, Vocabulary, Comprehension	3 x A Year
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/Teacher/ School/Publisher Assessments	K-12	Progress Monitoring	Oral Language, Phonological Awareness, Phonics, Fluency, Vocabulary, Comprehension	Weekly, 2 x A Month, Monthly, Quarterly, 3 x A Year, Annually

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

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

Academic Services Team, Gina Michalicka (Assistant Superintendent of Teaching and Learning), Michelle Barash (Supervisor of Elementary Programs & K-12 ELA)

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

*District Walkthroughs
*Administrative Walkthroughs
*District and Site-based coaches facilitated lesson planning and observation

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

*Data Chats
*District Protocols for Facilitated Lesson Planning

*Formative Assessment data review during PLC
*Administrative Observations and Walkthroughs
*PD
*Coaching Cycles
*MTSS Problem-Solving meetings

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

Literacy Teams will make literacy across content areas a priority focus. Model classrooms will be chosen to spotlight literacy practices in the content areas. Targeted PD will be offered as needed/requested. District Walkthroughs captures data of content rich literacy instruction. Site-based coaches (Elem., Middle, and High) will provide support to content areas teachers as needed/requested.

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

*District Walkthrough debrief meetings
*Informal Walkthrough feedback
*Problem-Solving meetings at all levels
*Data Chats
-district level to school-based leadership per nine weeks
-administrator to teacher
-literacy team to staff
-teacher to student

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.

We will continue with initiatives in the planning and focus on fidelity and professional development. The CERP was changed by adding a budget line for VPK.

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?

*District Walkthroughs
*Administrative Walkthroughs with specific look-fors for reading classes based on BEST standards
*Administrators are expected to use all progress monitoring data in conjunction with observational data to drive instruction forward

Who at the district level supports effective implementation?

Gina Michalicka and Michelle Barash

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

*MTSS Problem-solving meetings at all levels
*Teacher observations
*PLC time devoted to literacy data
*Data chats
-district level to school-based leadership per nine weeks
-administrator to teacher
-literacy team to staff

Weekly reading walkthroughs by administrators - Part B

What process is in place to ensure effective implementation?

A common Literacy Walkthrough tally sheet will be utilized to capture trend data in Florida's Revised Formula for Success.

Who at the district level supports effective implementation?

Gina Michalicka and Michelle Barash

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

Trend data will be reviewed to determine areas of need and next steps.

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

What process is in place to ensure effective implementation?

*District Walkthrough - each walkthrough has a debrief and problem solving session with the school based team to discuss data and make a plan for next steps. This plan is then communicated to the staff, put in the school folder with all school data and used to drive look-fors for the next walkthrough.
*MTSS School-based teams problem solving meetings

Who at the district level supports effective implementation?

Michelle Barash, Gina Michalicka, Kerri Littlefield and other District Walkthrough team members

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

*District Walkthroughs
*District Level Data Chats
*MTSS Coordinator meetings

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.

Third grade summer reading camp will be five weeks in length, four days per week. The district will try to ensure that all camp teachers are highly effective and reading endorsed or certified however, this depends on the number of teachers willing to teach over the summer and the number of students needing camp. The following curriculum is used during the instructional block: McGraw Hill Early Intervention in Reading (promising evidence), iReady instructional path and Tools for instruction (strong evidence), Sonday System (see 11c), and Heggerty Phonemic Awareness (see 11c) direct instruction.

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.)
108

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.)
19%

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.

A paper copy of the Read-At-Home Plan, the B.E.S.T. Standards Parent Guide for K-8, and the New Worlds Reading Initiative flier is given to parents during the reading deficiency meeting held at each school site, along with reading deficiency letters. Third grade students receive another copy of the plan after AP2, along with the possible retention letter. The Read-At-Home Plan, B.E.S.T Standards Parent Guide and New Worlds Reading Initiative information is also posted on the district website for all students/families to access.. Information about the Step Up for Students reading scholarship fliers are also given to all 3rd-5h grade students who qualify to participate in the program. The Parent Academy will also provide support for family literacy initiatives.

Who at the district is responsible for monitoring this requirement?

Michelle Barash, Kerri Littlefield, Manager of Parent & Family Engagement

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?

Elementary - McGraw-Hill, Wonders
(https://bit.ly/3xYdi7Z)

McGraw-Hill Reading Wonders is the core curriculum in English Language Arts for grades K-5 for all students and it is supported by promising evidence. It is used for a total of 90 minutes of uninterrupted reading instruction that includes explicit, systematic, and differentiated instruction in both whole group and small group instruction. Supplemented with Curriculum Associates iReady Instructional Path; strong evidence and Heggerty (see 11c) (PreK-2); According to the Florida Center for Reading Research, Heggerty Phonemic Awareness consists of strategies in phonemic awareness instruction consistent with findings from the Report of the National Reading Panel (2000). No research studies have been conducted to examine the effectiveness of Heggerty as a reading intervention.

Middle - Amplify ELA Florida
(https://bit.ly/3kk46Tm)

Amplify ELA Florida is the core curriculum English Language Arts for grades 6-8 for all students. Instruction is based on the gradual release model and will be used the following ways:• Whole class lessons to introduce and apply benchmark skills and concepts• Whole class or small group review of benchmark definitions in any lesson where are fresher is needed• Small group instruction to reinforce and practice skills for struggling students(Amplify ELA Florida Edition, 2019-20)

Pre-AP English 1 & 2 - College Board Resources published as model lessons by Advanced Placement, College Board.
(https://bit.ly/3vKiOZ7)

Areas of focus: Reading closely complex literary and informational text, valuing and incorporating textual evidence in writing and speaking, and noticing language choices. AP Literature and Composition, Bedford, Freeman and Worth Publishing Group - Literature and Composition, Carol Jago (2011). College Board--aligned to Florida Standards per research report Common Core State Standards Alignment Research Report 2011-2018 by Beth Hart, Elaine Carman, Danielle Luisier and Natasha Vasavada retrieved (https://bit.ly/3F7Uc0N)

High School - McGraw-Hill, Florida Study Sync
(https://bit.ly/3MDgwSu) (https://bit.ly/36T9Yjb)

Teachers will utilize Study Sync's Close and Independent Reading work together to help students build effective habits for analyzing and responding to complex texts. Whole group and collaborative structures will be incorporated into weekly routines.

Support is provided by district reading coaches and implementation is monitored through informal walkthroughs, formal walkthroughs, and district data chats. Facilitated planning sessions are provided to increase the deliberate and intentional teaching of literacy instruction.

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

Gina Michalicka, Michelle Barash, and district reading coaches

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?

McGraw-Hill and Amplify core curriculum incorporate social students, science, and arts content text. Support is provided by district reading coaches and implementation is monitored through informal walkthroughs and observations. Civics books (from the BEST book list) were purchased for all schools K-12.

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

Gina Michalika, Michelle Barash, and district reading coaches

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

How does the district support and monitor implementation?

McGraw-Hill Reading Wonders is the core curriculum in English Language Arts for grades K-5 for all students and it is supported by promising evidence. It is used for a total of 90 minutes of uninterrupted reading instruction that includes explicit, systematic, and differentiated instruction in both whole group and small group instruction. Supplemented with Curriculum Associates iReady Instructional Path; strong evidence and Heggerty (see 11c) (PreK-2); According to the Florida Center for Reading Research, Heggerty Phonemic Awareness consists of strategies in phonemic awareness instruction consistent with findings from the Report of the National Reading Panel (2000). No research studies have been conducted to examine the effectiveness of Heggerty as a reading intervention.

Support is provided by district reading coaches and implementation is monitored through informal walkthroughs, formal walkthroughs, and district data chats.

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

Gina Michalika, Michelle Barash, and district reading coaches

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.

Through the use of adopted core curriculum, the 6 components of reading will be aligned to the B.E.S.T. Standards during the 90 minute reading block (most schools have a 120 minute reading block). Curriculum maps/pacing guides are used to ensure fidelity of implementation of the curriculum. Lesson planning and various data points will be utilized to differentiate instruction based on student needs, ensuring the ESE ad ELL students receive Tier 2 and Tier 3 interventions as needed. Furthermore, the district assessment plan encompasses the four types of assessments.
Elementary - McGraw-Hill, Wonders
(https://bit.ly/3xYdi7Z)

McGraw-Hill Reading Wonders is the core curriculum in English Language Arts for grades K-5 for all students and it is supported by promising evidence. It is used for a total of 90 minutes of uninterrupted reading instruction that includes explicit, systematic, and differentiated instruction in both whole group and small group instruction. Supplemented with Curriculum Associates iReady Instructional Path; strong evidence and Heggerty (see 11c) (PreK-2); According to the Florida Center for Reading Research, Heggerty Phonemic Awareness consists of strategies in phonemic awareness instruction consistent with findings from the Report of the National Reading Panel (2000). No research studies have been conducted to examine the effectiveness of Heggerty as a reading intervention.

Middle - Amplify ELA Florida
(https://bit.ly/3kk46Tm)

Amplify ELA Florida is the core curriculum English Language Arts for grades 6-8 for all students. Instruction is based on the gradual release model and will be used the following ways:• Whole class lessons to introduce and apply benchmark skills and concepts• Whole class or small group review of benchmark definitions in any lesson where are fresher is needed• Small group instruction to reinforce and practice skills for struggling students(Amplify ELA Florida Edition, 2019-20)

Pre-AP English 1 & 2 - College Board Resources published as model lessons by Advanced Placement, College Board.
(https://bit.ly/3vKiOZ7)

Areas of focus: Reading closely complex literary and informational text, valuing and incorporating textual evidence in writing and speaking, and noticing language choices. AP Literature and Composition, Bedford, Freeman and Worth Publishing Group - Literature and Composition, Carol Jago (2011). College Board--aligned to Florida Standards per research report Common Core State Standards Alignment Research Report 2011-2018 by Beth Hart, Elaine Carman, Danielle Luisier and Natasha Vasavada retrieved (https://bit.ly/3F7Uc0N)

High School - McGraw-Hill, Florida Study Sync
(https://bit.ly/3MDgwSu) (https://bit.ly/36T9Yjb)

Teachers will utilize Study Sync's Close and Independent Reading work together to help students build effective habits for analyzing and responding to complex texts. Whole group and collaborative structures will be incorporated into weekly routines.

Support is provided by district reading coaches and implementation is monitored through informal walkthroughs, formal walkthroughs, and district data chats. Facilitated planning sessions are provided to increase the deliberate and intentional teaching of literacy instruction.

How does the district support and monitor implementation?

*Formal & Informal walkthroughs
*Principal Weekly Reading Walkthroughs
*District Reading Coach Facilitated Lesson Planning Sessions
*Data Chats at all levels

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

Gina Michalicka, Michelle Barash, Kerri Littlefield and Linda Peirce

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)

Kindergarten only: STAR Early Literacy above 650
1st grade: iReady above 380
2nd grade: iReady above 426
3rd grade: iReady above 473
4th grade: iReady above 505
5th grade: iReady above 530

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.

McGraw-Hill, Wonders; promising evidence

McGraw-Hill Reading Wonders is the core curriculum in English Language Arts for grades K-5 for all students and it is supported by promising evidence. It is used for a total of 90 minutes of uninterrupted reading instruction that includes explicit, systematic, and differentiated instruction in both whole group and small group instruction. Supplemented with Curriculum Associates iReady Instructional Path; strong evidence and Heggerty (PreK-2); According to the Florida Center for Reading Research, Heggerty Phonemic Awareness consists of strategies in phonemic awareness instruction consistent with findings from the Report of the National Reading Panel (2000). No research studies have been conducted to examine the effectiveness of Heggerty as a reading intervention.

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

Progress Monitoring

Assessment & Frequency
iReady (3 times a year)

Performance Criteria that indicates Tier 1 is sufficient for at least 80% of students
Winter Spring
K 353 378
1 407 423
2 459 477
3 494 507
4 522 530
5 543 551

Grade Levels: K-5

Progress Monitoring

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

Earning an i-Ready diagnostic scale score lower than the benchmark listed in the chart

How is the effectiveness of Tier 1 instruction being monitored?

Informal and Formal Walkthrough and data reviews

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?

Formal and Informal walkthroughs, professional development, coaching support, data chats. The same procedures applies to Hernando E-school but modified for the online platform.

How is the effectiveness of Tier 1 curriculum being monitored?

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?

Student Work Analysis Protocol, collaborative planning, PLC. The same procedures applies to Hernando E-school but modified for the online platform.

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

3 days of teacher-led virtual instruction and 2 days of independent teacher-assigned lessons (Hernando e-school only).

Grade Levels: 6-8

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

(Enter assessment criteria that will be used)

FSA and/or FAST achievement level 3, 4, or 5
and/or
6th grade: iReady above 544
7th grade: iReady above 560
8th grade: iReady above 575

<div style="background-color:green"></div>

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.

Amplify ELA Florida Edition, 2019-20

Amplify ELA Florida is the core curriculum in English Language Arts for grades 6-8 for all students. Instruction is based on the gradual release model and will be used the following ways: Whole class lessons to introduce and apply benchmark skills and concepts, Whole class or small group review of benchmark definitions in any lesson where a refresher is needed, Small group instruction to reinforce and practice skills for struggling students

Pre-AP English 1, College Board Resources published as model lessons by Advanced Placement, College Board. Areas of focus: Reading closely complex literary and informational text, valuing and incorporating textual evidence in writing and speaking, and noticing language choices. AP Literature and Composition, Bedford, Freeman and Worth Publishing Group - Literature and Composition, Carol Jago (2011). College Board--aligned to Florida Standards per research report Common Core State Standards Alignment Research Report 2011-2018 by Beth Hart, Elaine Carman, Danielle Luisier and Natasha Vasavada.

Progress Monitoring

Assessment & Frequency
iReady Diagnostic (3 times a year)

Performance Criteria that indicates Tier 1 is sufficient for at least 80% of students
Winter Spring
6 554 561
7 571 577
8 584 590

Performance Criteria that prompts the addition of Tier 2 interventions for students not meeting the expectation/benchmark
Earning an iReady diagnostic scale score lower than the benchmark listed in the chart

How is the effectiveness of Tier 1 instruction being monitored?

Informal and Formal Walkthrough and data reviews

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

Formal and Informal walkthroughs, professional development, coaching support, data chats. The same procedures applies to Hernando E-school but modified for the online platform.

How is the effectiveness of Tier 1 curriculum being monitored?

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?

Student Work Analysis Protocol, collaborative planning, PLC. The same procedures applies to Hernando E-school but modified for the online platform.

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

3 days of teacher-led virtual instruction and 2 days of independent teacher-assigned lessons (Hernando e-school only)

Grade Levels: 9-12

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

(Enter assessment criteria that will be used)

Level 3 and above on FSA ELA and or FAST
9th grade – above 1045 Lexile level
10th grade – above 1075 Lexile level
11th grade – above 1180 Lexile level
12th grade – above 1180 Lexile level

<div style="background-color:#8cc63f">THEN TIER 1 Only</div>

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

McGraw-Hill, Florida StudySync
Teachers will utilize StudySync's Close and Independent Reading work together to help students build effective habits for analyzing and responding to complex texts. Whole group and collaborative structures will be incorporated into weekly routines.
Commonlit

<div style="background-color:#d4a017">Progress Monitoring</div>

Assessment & Frequency
Common 9 week exams

Performance Criteria that indicates Tier 1 is sufficient for at least 80% of students
Passing grades (59.5 or higher) each nine weeks

Performance Criteria that prompts the addition of Tier 2 interventions for students not meeting the expectation/benchmark
Failing grades (below 59.5) and/or level 1 or 2 on FSA ELA and or FAST

How is the effectiveness of Tier 1 instruction being monitored?

Informal and Formal Walkthrough and data reviews

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?

Formal and Informal walkthroughs, professional development, coaching support, data chats. The same procedures applies to Hernando E-school but modified for the online platform.

How is the effectiveness of Tier 1 curriculum being monitored?

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?

Student Work Analysis Protocol, collaborative planning, PLC. The same procedures applies to Hernando E-school but modified for the online platform.

Grade Levels: 9-12

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

3 days of teacher-led virtual instruction and 2 days of independent teacher-assigned lessons (Hernando e-school only).

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 only: STAR Early Literacy between 625-650
1st grade: iReady below 380, but above 358
2nd grade: iReady below 426, but above 410
3rd grade: iReady below 473, but above 451
4th grade: iReady below 505, but above 473
5th grade: iReady below 530, but above 497

THEN TIER 1 Instruction and TIER 2 Interventions

Progress Monitoring

Tier 2 Programs/Materials/Strategies & Duration

iReady Tools for Instruction
Strategy: Improving Reading Comprehension in Kindergarten Through 3rd Grade & Direct Instruction
Materials: Wonders Intervention Guide
iReady Instructional Path
Strategy: Assisting Students Struggling with Reading: Response to Intervention (RtI) and Multi-Tier Intervention in the Primary Grades
Materials: Heggerty, West Virginia Phonics Lessons, Wonders Intervention Guide, Project Read
Improving Adolescent Literacy: Effective Classroom and Intervention Practices
Materials: Cars & Stars
Wordly Wise 3000
JRF! Empowering Teachers
Imagine Language & Literacy
Sound Partners
Quick Reads
Lindamood-Bell

Assessment & Frequency

Monthly iReady Growth monitoring or District/Teacher/School/Publisher Assessments

Performance Criteria to discontinue Tier 2 interventions

3-4 monthly progress monitoring points showing at or above mastery; iReady diagnostic data shows student
is on grade level.

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

3-4 monthly progress monitoring points showing marginal progress; iReady diagnostic data continues to show performance at one grade level below.

Performance Criteria that prompts the addition of Tier 3 interventions

3-4 monthly progress monitoring points significantly below mastery; iReady diagnostic data continues to show performance of two or more grade levels below.

Number of times per week intervention provided

3 or more times weekly

Number of minutes per intervention session

Grade Levels: K-5

20 minutes or more

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?

MTSS Problem Solving Team meeting and data reviews. The same procedures applies to Hernando E-school but modified for the online platform.

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

Curriculum Associates iReady Tools for Instruction and iReady Instructional Path-strong evidence
Lindamood-Bell – strong evidence
Sound Partners - strong evidence
Quick Reads - strong evidence

Wonders Intervention Guide does not meet strong, moderate or promising levels of evidence; however, the following IES Practice Guide Recommendation(s) support the program: Improving Reading Comprehension in Kindergarten through 3rd Grade, recommendation(s) 1: teach students how to use reading comprehension strategies (promising), 2: teach students to identify and use the text's organizational structure to comprehend, learn, and remember content (promising. These recommendation(s) were built into the program by embedding explicit and systematic instruction of comprehension strategies and graphic organizers that help children focus on the text structure and make connections. The district will support and monitor implementation of this program by conducting informal and formal observations and providing coaching, modeling, and professional development of the program components.

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

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

Wonders Intervention Guide does not meet strong, moderate or promising levels of evidence; however,

Grade Levels: K-5

the following IES Practice Guide Recommendation(s) support the program: Assisting Students Struggling with Reading: Response to Intervention (RtI) and Multi-Tier Intervention in the Primary Grades, Recommendation(s) 3, provide intensive systematic instruction on up to three foundational reading skills in small groups to students who score below the benchmark score on universal screening (strong evidence). These recommendation(s) were built into the program by using explicit and systematic instruction in phonological awareness, vocabulary, phonics, and fluency. The district will support and monitor implementation of this program by conducting informal and formal observations and providing coaching, modeling, and professional development of the program components.

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

Cars & Stars does not meet strong, moderate or promising levels of evidence; however, the following IES Practice Guide Recommendation(s) support the program: Improving Adolescent Literacy: Effective Classroom and Intervention Practices, Recommendation(s) 2, provide direct and explicit comprehension strategy instruction (strong evidence). These recommendation(s) were built into the program by providing direct, explicit instruction in 12 different reading strategies. The district will support and monitor implementation of this program by conducting informal and formal observations and providing coaching, modeling, and professional development of the program components.

Wordly Wise 3000 does not meet strong, moderate or promising levels of evidence; however, the following IES Practice Guide Recommendation(s) support the program: Improving Adolescent Literacy: Effective Classroom and Intervention Practices, Recommendation(s) 1: provide explicit vocabulary instruction. These recommendation(s) were built into the program by providing direct, explicit instruction in vocabulary strategies, engaging activities with peer sharing and interaction, and connected text that is differentiated to meet the needs of students are varying levels. The district will support and monitor implementation of this program by conducting informal and formal observations and providing coaching, modeling, and professional development of the program components.

JRF! Empowering Teachers lessons do not meet strong, moderate or promising levels of evidence; however, the following IES Practice Guide Recommendation(s) support the program: Improving Adolescent Literacy: Effective Classroom and Intervention Practices, Recommendation(s) 1: provide explicit vocabulary instruction and 2: provide direct and explicit comprehension strategy instruction (strong evidence). These recommendation(s) were built into the program by providing direct, explicit instruction in reading and vocabulary strategies. The district will support and monitor implementation of this program by conducting informal and formal observations and providing coaching, modeling, and professional development of the program components.

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

They will be scheduled for small group sessions (4-6), in addition to tier 1 instruction (Hernando e-school only).

Grade Levels: 6-8

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

(Enter assessment criteria that will be used)

6th grade: iReady below 544, but above 512
7th grade: iReady below 560, but above 527
8th grade: iReady below 575, but above 542

<table>
<tr><td colspan="1" align="center">**THEN TIER 1 Instruction and TIER 2 Interventions**</td></tr>
</table>

Progress Monitoring

Tier 2 Programs/Materials/Strategies & Duration

iReady Instructional Path
Strategy:Providing Reading Interventions for Students in Grades 4–9
Barton
Amplify ELA

Assessment & Frequency

Weekly cumulative pass rate (75% or higher) on iReady instructional path quizzes
Bi-monthly independent district/school/teacher assessment

Performance Criteria to discontinue Tier 2 interventions

3-4 monthly progress monitoring points showing at or above mastery; iReady diagnostic data shows student
is on grade level.

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

3-4 monthly progress monitoring points showing marginal progress; iReady diagnostic data continues to show performance at one grade level below.

Performance Criteria that prompts the addition of Tier 3 interventions

3-4 monthly progress monitoring points significantly below mastery; iReady diagnostic data continues to show performance of two or more grade levels below.

Number of times per week intervention provided

3 or more (daily class)

Number of minutes per intervention session

20 minutes or more

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?

MTSS Problem Solving Team meeting and data reviews. The same procedures applies to Hernando E-school but modified for the online platform.

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

Grade Levels: 6-8

Curriculum Associates iReady Instructional Path - strong evidence

Barton does not meet strong, moderate or promising levels of evidence; however, the following IES Practice Guide Recommendation(s) support the program: Providing Reading Interventions for Students in Grades 4–9, recommendation(s) 1: build students' decoding skills so they can read complex multisyllabic words (strong evidence). These recommendation(s) were built into the program by providing instruction in phonemic awareness, phoneme/grapheme correspondence, syllable types, probabilities and rules, and roots/affixes/morphology in an explicit, systematic, multisensory approach. The district will support and monitor implementation of this program by conducting informal and formal observations and providing coaching, modeling, and professional development of the program components.

Amplify ELA does not meet strong, moderate or promising levels of evidence; however, the following IES Practice Guide Recommendation(s) support the program: Providing Reading Interventions for Students in Grades 4–9, recommendation(s) 3: (A-D) Routinely use a set of comprehension-building practices to help students make sense of the text (strong evidence) and 4: provide students with opportunities to practice making sense of stretch text that will expose them to complex ideas and information (moderate evidence). These recommendation(s) were built into the program by providing explicit and systematic instruction in comprehension and vocabulary strategies with embedded graphic organizers. The district will support and monitor implementation of this program by conducting informal and formal observations and providing coaching, modeling, and professional development of the program components.

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

They will be scheduled for small group sessions (4-6), in addition to tier 1 instruction (Hernando e-school only).

Grade Levels: 9-12

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

(Enter assessment criteria that will be used)

Previous Level 1 or Level 2 FSA ELA and or FAST
and/or
9th grade Lexile score: 780-1045
10th grade Lexile score: 835-1075
11th & 12th grade Lexile score: 955-1180

THEN TIER 1 Instruction and TIER 2 Interventions
Progress Monitoring

Tier 2 Programs/Materials/Strategies & Duration
Achieve3000

Assessment & Frequency
Monthly Achieve 3000 program embedded assessments

Performance Criteria to discontinue Tier 2 interventions
9th grade 1050 Lexile score; 10th through 12th grade 1080 Lexile score and Performance on state assessment of level 3 or above or a concordant score

Performance Criteria indicating continuation of Tier 2 interventions in addition to Tier 1 instruction
9th grade Lexile score below 1050; 10th through 12th grade Lexile score below 1080 and Performance on state assessment of level 2 or below

Performance Criteria that prompts the addition of Tier 3 interventions
9th grade Lexile score 775 and below; 10th grade Lexile score 830 and below; 11th grade & 12th grade Lexile score 950 and below and continued below grade level performance & MTSS Problem Solving Team meeting

Number of times per week intervention provided

3 or more daily classes

Number of minutes per intervention session

20 minutes or more

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?

MTSS Problem Solving Team meeting and data reviews. The same procedures applies to Hernando E-school but modified for the online platform.

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

Achieve 3000, strong evidence (Evidence of ESSA)

Grade Levels: 9-12

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

They will be scheduled for small group sessions (4-6), in addition to tier 1 instruction (Hernando e-school only).

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 only: STAR Early Literacy below 625
1st grade: iReady below 358
2nd grade: iReady below 410
3rd grade: iReady below 451
4th grade: iReady below 473
5th grade: iReady below 497

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

Progress Monitoring

Tier 3 Programs/Materials/Strategies & Duration

iReady Tools for Instruction
Early Intervention in Reading
Strategy: Assisting Students Struggling with Reading: Response to Intervention (RtI) and Multi-Tier
Intervention in the Primary Grades
Materials:
Heggerty
Barton
West Virginia Phonics Lessons
Orton-Gillingham Sonday System
Lindamood-Bell

Assessment & Frequency

Weekly District/Teacher/School/Publisher Assessments

Performance Criteria to discontinue Tier 3 interventions

On the next diagnostic assessment, if performance is above the 15 percentile, consideration for removing tier 3 supports would take place in a MTSS problem solving team meeting.

Performance Criteria indicating continuation of Tier 3 interventions

Significant progress is evident in the weekly progress monitoring data and diagnostic assessment.

Performance Criteria that prompts intensified Tier 3 interventions

Little to no progress is evident in the weekly progress monitoring data and diagnostic assessment.

Number of times per week intervention provided

2 or more

Number of minutes per intervention session

30 minutes or more

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?

MTSS Problem Solving Team meeting and data reviews. The same procedures applies to Hernando E-school but modified for the online platform.

Grade Levels: K-5

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

Curriculum Associates (iReady Tools for Instruction and iReady Instructional Path) – strong evidence
Early Intervention in Reading—promising evidence
Lindamood-Bell – strong evidence

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

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

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

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

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

Grade Levels: K-5

They will be scheduled for individual sessions or small group sessions (3-fewer), in addition to Tier 1 and Tier 2 instruction (Hernando e-school only).

Grade Levels: 6-8

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

(Enter assessment criteria that will be used)

Previous score of Level 1 or Level 2 on FSA ELA.
and/or
6th grade: iReady below 512
7th grade: iReady below 527
8th grade: iReady below 542

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

Progress Monitoring

Tier 3 Programs/Materials/Strategies & Duration
Strategy: Improving Adolescent Literacy: Effective Classroom and Intervention Practices & Direct Instruction
Materials:
iReady Teacher Toolbox
Amplify
Small group differentiated instruction based on deficit areas

Assessment & Frequency
Weekly District/Teacher/School/Publisher Assessments

Performance Criteria to discontinue Tier 3 interventions
On the next diagnostic assessment, if performance is above the 15 percentile, consideration for removing tier 3 supports would take place in a MTSS problem solving team meeting.

Performance Criteria indicating continuation of Tier 3 interventions
Significant progress is evident in the weekly progress monitoring data and diagnostic assessment.

Performance Criteria that prompts intensified Tier 3 interventions
Little to no progress is evident in the weekly progress monitoring data and diagnostic assessment.

Number of times per week intervention provided

2 or more

Number of minutes per intervention session

30 minutes or more

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?

MTSS Problem Solving Team meeting and data reviews. The same procedures applies to Hernando E-school but modified for the online platform.

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

Grade Levels: 6-8

iReady Teacher Toolbox does not meet strong, moderate or promising levels of evidence; however, the following IES Practice Guide Recommendation(s) support the program: Providing Reading Interventions for Students in Grades 4–9, recommendation(s) 3: (A-D) Routinely use a set of comprehension-building practices to help students make sense of the text (strong evidence) and 4: provide students with opportunities to practice making sense of stretch text that will expose them to complex ideas and information (moderate evidence). These recommendation(s) were built into the program by providing explicit and systematic instruction in comprehension and vocabulary strategies with embedded graphic organizers. The district will support and monitor implementation of this program by conducting informal and formal observations and providing coaching, modeling, and professional development of the program components.

Amplify ELA. following IES Practice Guide Recommendation(s) support the program: Providing Reading Interventions for Students in Grades 4–9, recommendation(s) 3: (A-D) Routinely use a set of comprehension-building practices to help students make sense of the text (strong evidence) and 4: provide students with opportunities to practice making sense of stretch text that will expose them to complex ideas and information (moderate evidence). These recommendation(s) were built into the program by providing explicit and systematic instruction in comprehension and vocabulary strategies with embedded graphic organizers. The district will support and monitor implementation of this program by conducting informal and formal observations and providing coaching, modeling, and professional development of the program components.

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

They will be scheduled for individual sessions or small group sessions (3-fewer), in addition to tier 1 and tier 2 instruction (Hernando e-school only).

Grade Levels: 9-12

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

(Enter assessment criteria that will be used)

Previous Level 1 or Level 2 FSA ELA score
and/or
9th grade Lexile score: 775 & below
10th grade Lexile score: 830 & below
11th & 12th grade Lexile score: 950 & below

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

Progress Monitoring

Tier 3 Programs/Materials/Strategies & Duration
Achieve 3000
SIM: Xtreme Reading — Struggling Readers

Assessment & Frequency
Weekly District/Teacher/School/Publisher Assessments

Performance Criteria to discontinue Tier 3 interventions
9th grade above 775 Lexile score; 10th grade above 830 Lexile score; 11th and 12th grade above 950 Lexile score and Performance on state assessment of level 3 or above or a concordant score FSA scores 300 or lower and Lexile below 650

Performance Criteria indicating continuation of Tier 3 interventions
Significant progress is evident in the weekly progress monitoring data.

Performance Criteria that prompts intensified Tier 3 interventions
Continued performance below: 775 Lexile score (9th), 830 Lexile score (10th), 950 Lexile score (11th and 12th) & MTSS Problem Solving Team meeting
Continued performance below Lexile level of 650 or FSA score of 300 or lower & MTSS Problem Solving Team meeting

Number of times per week intervention provided

2 or more

Number of minutes per intervention session

30 minutes or more

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?

MTSS Problem Solving Team meeting and data reviews. The same procedures applies to Hernando E-school but modified for the online platform.

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

Grade Levels: 9-12

Achieve 3000, strong evidence (Evidence of ESSA)

SIM: Xtreme Reading — Struggling Readers, strong evidence (Evidence of ESSA)
Xtreme Reading teachers follow detailed lesson plans that include a combination of the following instructional components: Warm-up, guided reading, whole-class strategy instruction, student practice activities, vocabulary activities, and end of lesson wrap-ups.

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

They will be scheduled for individual sessions or small group sessions (3-fewer), in addition to tier 1 and tier 2 instruction (Hernando e-school only).

Identification of Students with a Substantial Reading Deficiency

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

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

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

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

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

The student scores at the lowest achievement level/benchmark as identified by the publisher during a universal screening period, on an assessment listed in the district's approved District K-12 Comprehensive Evidence-Based Reading Plan; and beginning in 2022-2023 school year, students scoring at the lowest achievement level/benchmark on the coordinated screening and progress monitoring system and or the student has demonstrated, through consecutive formative assessments or teacher observation data, minimum skill levels for reading competency in one or more of the areas of phonological awareness; phonics; vocabulary, including oral language skills; reading fluency; and reading comprehension. Problem-solving meetings may be held during the identification process. Problem-solving meeting participants include, but are not limited to parents, guidance counselor, teacher, administrator, and MTSS Teacher.