District Comprehensive Evidence-Based Reading Plan

Annually, school districts must develop a Comprehensive Evidence-Based Reading Plan (CERP) that outlines the components of the district's comprehensive system of reading instruction. In order to assist districts, the Florida Department of Education (Department) has developed the attached format for district reading plans. Districts may utilize the Department's format or an alternative developed by the district school board. The CERP must be approved by the governing board or authority prior to submitting to the Department by August 1 for approval.

The District CERP depicts and details the role of administration (both district and school level), professional learning, assessment, curriculum and instruction in the improvement of student learning of the Benchmarks for Excellent Student Thinking (B.E.S.T.) English Language Arts (ELA) Standards as provided in Rule 6A-1.09401, Florida Administrative Code (F.A.C.), Student Performance Standards. This information is reflected for all schools and grade levels and shared with all stakeholders, including school administrators, literacy leadership teams, literacy coaches, classroom instructors, support staff and parents.

1) Contact Information

The Main District Reading Contact will be the Department's contact for the District CERP and is responsible for the plan and its implementation. Other contacts are those who work primarily with an area covered within the plan. Indicate the contacts for your district.

Point of Contact	Name	Email	Phone
Main Reading Contact	Tracie Bergman	Tracie.bergman@hcps.net	813-272-4901
Data Element	Deirdre Welch	Deirdre.welch@hcps.net	813-272-4341
Third Grade Promotion	Tracie Bergman	Tracie.bergman@hcps.net	813-272-4901
Multi-Tiered System of Supports	Andrew "Toby" Hartranft	Andrew.hartranft@hcps.net	813-272-4659

2) District Expenditures

Comprehensive System of Reading Instruction Expenditures (Rule 6A-6.053(8)(b)3.b., F.A.C.)
The reading funding included in the Florida Education Finance Program (FEFP) base funding is intended to provide comprehensive reading instruction to students in prekindergarten (PreK) through grade 12. Districts will include salaries and benefits, professional learning, assessment, programs/materials, tutoring and incentives required to effectively implement the district's plan. The expenditures must prioritize K-3 students who have a substantial reading deficiency or characteristics of dyslexia.

Comprehensive System of Reading Instruction Expenditures	Amount	FTE (where applicable)
Anticipated Amount of District Base Funding for CERP	12,639,655	
Estimated proportional share distributed to district charters *Charter schools must utilize their proportionate share in accordance with Section (s.) 1002.33(7)(a)2.a., s. 1003.4201 and s. 1008.25(3)(a), Florida Statutes (F.S.). Note: All intensive reading interventions specified by the charter must be delivered by a teacher who has a literacy micro-credential or is certified or endorsed in reading.*	1,263,965	
Elementary Expenses		

Comprehensive System of Reading Instruction Expenditures	Amount	FTE (where applicable)
Literacy coaches (4 District TN, 12 Schools)	1,800,000	12
Intervention teachers	0	
Scientifically researched and evidence-based supplemental instructional materials	1,000,000	
Summer reading camps	750,000	
Secondary Expenses		
Literacy coaches (6 Middle School, 6 High School)	1,300,000	12
Intervention teachers	0	
Scientifically researched and evidence-based supplemental instructional materials	2,300,000	
K-12/PreK Expenses		
Professional learning to help K-12 instructional personnel and certified PreK teachers earn a certification, a credential, an endorsement, or an advanced degree in scientifically researched and evidence-based reading instruction	2,095,000	
Incentives for K-12 instructional personnel and certified PreK teachers who possess the Reading Endorsement or Certification	0	
Incentives for K-12 instructional personnel and certified PreK teachers who possess the Emergent, Elementary, or Secondary Literacy Micro-Credential	0	
Additional time per day of evidence-based intensive reading instruction for extended literacy learning (before or after school, summer, etc.)	0	
Tutoring programs to accelerate literacy learning (RAISE)	175,000	
Family engagement activities	435,690	
Other – Please Describe		
K-12 Literacy Supervisors (4) will oversee the curriculum resource development, implementation of the K-12 District CERP at school sites and professional learning aligned to scientifically and evidenced based reading practices.	500,000	
K-12 Literacy Coordinator (.75) will support the RAISE tutoring initiative across the district and the family and home connection with UFLI and a partnership with New Worlds, as well as the implementation of evidence based reading practices and programs such as UFLI, Flamingo Small Group and LETRS training through the creation of curriculum resources, development and delivery of professional learning, and the planning and outreach for family engagement activities.	100,000	
K-12 Literacy District Resource Teachers (9) will create curriculum resources, support curriculum implementation at schools, develop professional learning and train administrators, teachers and coaches in curriculum implementation and evidence based reading instructional practices.	920,000	
Sum of Expenditures	12,639,655	

3) Literacy Leadership – District and School

A. **Measurable Student Achievement Goals (Rule 6A-6.053(8)(b)3.d., F.A.C.)**
For each grade, Voluntary Prekindergarten (VPK)-10, establish clear and measurable student literacy achievement goals based on the Florida Assessment of Student Thinking (FAST). Goals for the plan year should increase from the previous year in order to meet statewide literacy achievement goals.

FAST				
Grade	Previous School Year – % of Students Scoring		Goal for Plan Year – % of Students Scoring	
	Urgent Intervention <10th percentile	At & Above Benchmark 40th percentile & above	Urgent Intervention <10th percentile	At & Above Benchmark 40th percentile & above
VPK	5%	81%	2%	84%
K	9%	56%	5%	60%
1	20%	49%	10%	59%
2	18%	52%	15%	55%

FAST				
Grade	Previous School Year – % of Students Scoring		Goal for Plan Year – % of Students Scoring	
	Level 1	Levels 3-5	Level 1	Levels 3-5
3	26%	51%	15%	55%
4	29%	48%	23%	54%
5	23%	51%	21%	53%
6	24%	55%	22%	57%
7	28%	49%	21%	58%
8	29%	47%	25%	52%
9	26%	51%	24%	54%
10	24%	52%	22%	54%

B. Plan Implementation and Monitoring (Rule 6A-6.053(9), F.A.C.)
Districts must monitor the implementation of the District CERP at the district and school level, including charter schools sponsored by a district.

1. Provide an explanation of the following:

Grades K-5	District Level	School Level
Data that will be collected and frequency of review	**Kindergarten Readiness-**Yearly **School Grade Data by School, Grade Level and Subgroup-**Yearly **District and School Level STAR and FAST Level data-**3 times per year **District and School Level iREADY Diagnostic data-**3 times per year (Grades 2-5) **District and School Level iReady usage data-**monthly **District and School Level DIBELS Benchmarking Data-**3 times per year (grades K and 1) **District and School Level DIBELS progress**	**Kindergarten Readiness-**Yearly **School Grade Data by School, Grade, Classroom and Student -**Yearly **School Level, Classroom Level and Student Level STAR and FAST Level data-**3 times per year **School Level, Classroom Level and Student Level iREADY Diagnostic data-**3 times per year (Grades 2-5) **School Level, Classroom Level and Student Level iReady usage data-**monthly **School Level, Classroom Level and Student Level DIBELS Benchmarking**

	monitoring data for Tier 3 students-6 times per year **School Level and Grade Level Curriculum Based Assessment Data** - Quarterly **School Level and Grade Level UFLI Assessment data**-quarterly **District Walk Through Trends-**Quarterly **Subgroup Data by District and School across assessments-**at least quarterly	**Data**-3 times per year (Grades K and 1) **Student Level DIBELS progress monitoring data for Tier 3 students-**6 times per year **Grade level And Classroom Level Curriculum Based Assessment Data Assessments**- quarterly **Ongoing Walk Through and Observation Data**-monthly **UFLI Assessment data by Grade Level and Classroom Level**-quarterly **Subgroup Data by District and School across assessments-**at least quarterly
Actions for continuous support and improvement	• Tier schools by data to determine level of district support. • District level professional learning based upon data and trends. • Create specific district literacy leadership teams/focus groups to support area of growth. • Conduct ongoing implementation walkthroughs in schools demonstrating the greatest needs. • Create and train school-based leadership teams on the use of data PLC protocols to support schools in data driven decision making. • Create instructional frameworks and	• Tier teachers by data to determine level of coaching support. • School level professional learning based upon data and trends. • Instructional leadership team to plan and develop supports for specific needs through professional development, coaching or PLC's. • Conduct ongoing focused walk throughs with feedback aligned to instructional priorities and needs. • Facilitate data based PLC's at the school site to support teachers in determining tier 1, tier 2 and tier 3 instructional focus.

	instructional guides to support teachers in the structure of the literacy block and their use of core and supplemental resources in both whole group and small group instruction. • Create and develop common planning and protocols to support teacher understanding of benchmarks and instructional strategies to best meet the needs of their students.	• Utilize instructional frameworks and instructional guides to support teachers in the structure of the literacy block and their use of core and supplemental resources in both whole group and small group instruction. • Establish a structure for common planning and utilize district provided protocols to support teacher understanding of benchmarks and instructional strategies to best meet the needs of their students.
Grades 6-12	**District Level**	**School Level**
Data that will be collected and frequency of review	**School Grade Data by School, Grade Level and Subgroup-**Yearly **District and School Level FAST Level data-**3 times per year **District and School Level Language Live data-** 3 times per year **District and School Level Language Live usage data-** monthly **School Level and Grade Level Curriculum Based Assessment Data** - quarterly **District Walk Through Trends-**Quarterly **Subgroup Data by District and School across assessments-**at least quarterly **School Level SAT/ACT/CLT/FAST Retake Data-**three times per year (High School only)	**School Grade Data by School, Grade, Classroom and Student -**Yearly **School Level, Classroom Level and Student Level FAST Level data-**3 times per year **Grade level And Classroom Level Curriculum Based Assessment Data Assessments**- Quarterly **Ongoing Walk Through and Observation Data-** monthly **Student Level Language! Live data-**3 times per year **School Level, Classroom Level and Student Level Language! Live usage data-**monthly **Subgroup Data by District and School across assessments-**at least quarterly

	School Level ChalkTalk Usage Data-monthly (High School Only)	School Level and Student Level SAT/ACT/CLT/FAST Retake Data-three times per year (High School only) School Level and Student Level ChalkTalk Usage Data-monthly (High School Only)
Actions for continuous support and improvement	• Tier schools by data to determine level of district support. • District level professional learning based upon data and trends. • Create specific district literacy leadership teams/focus groups to support area of growth. • Conduct ongoing implementation walkthroughs in schools demonstrating the greatest needs. • Create and train school-based leadership teams on the use of data PLC protocols to support schools in data driven decision making. • Create instructional frameworks and instructional guides to support teachers in the structure of the literacy block and their use of core and supplemental resources in both whole group and small group instruction. • Create and develop common planning and protocols to support	• Tier teachers by data to determine level of coaching support. • School level professional learning based upon data and trends. • Instructional leadership team to plan and develop supports for specific needs through professional development, coaching or PLC's. • Conduct ongoing focused walk throughs with feedback aligned to instructional priorities and needs. • Facilitate data based PLC's at the school site to support teachers in determining tier 1, tier 2 and tier 3 instructional focus. • Utilize instructional frameworks and instructional guides to support teachers in the structure of the literacy block and their use of core and supplemental resources in both whole group and small group instruction.

		teacher understanding of benchmarks and instructional strategies to best meet the needs of their students.	• Establish a structure for common planning and utilize district provided protocols to support teacher understanding of benchmarks and instructional strategies to best meet the needs of their students.

2. **Describe what has been revised to improve literacy outcomes for students in the district's CERP based upon the District CERP Reflection Tool and a root-cause analysis of student performance data.**

Based on the K-12 District CERP reflection tool and a root-cause analysis there were three major areas of revision needed. First, professional learning experiences need to be developed to provide the content knowledge and instructional skill of our leaders, coaches, and teachers to improve the implementation of standards aligned curriculum resources. With the district's implementation of Marzano's High Reliability Schools framework and the Art and Science of Teaching, it is critical that it is clear and well communicated on how literacy instruction aligns. Professional learning needs to focus on the three components of the Art and Science of Teaching-Feedback, Content, and Context- so that all literacy leaders and teachers can build a common language around best practice and see how implementation of curriculum, instruction and assessment is related. Second, an emphasis on the implementation of the district's core curriculum with fidelity must be a priority. The root cause analysis data showed that while students make a lot of learning gains in all grade levels, proficiency is not as high as it should be. A focus must be on the implementation of the core curriculum (Tier 1 instruction) to the depth and breadth of the benchmarks. Tier 1 instruction needs to include ample time, opportunity, and structure for students to engage in reading, writing, speaking and listening about, within and across texts. Students need also to have direct instruction in application and metacognitve strategies to apply thinking skills beyond a single text. Third, as we focus on Tier 1 instruction and improving student proficiency, the MTSS problem solving process needs to be improved to ensure ALL students receive content aligned instruction at the appropriate depth and breadth of the benchmarks. The use of the Art and Science of Teaching instructional model will help the district and school leaders identify key instructional strategies that should be visible during core instruction and these strategies will be clearly named within instructional resources. The MTSS process will focus on problem solving around Tier 1, and how to improve core instruction through observation and feedback centered around student learning and teacher practice. Scaffolds and supports will also be provided in the instructional guides for ALL students, including ELL, ESE and high performing students.

3. **Describe the process used by principals to monitor implementation of the reading plan, including frequent reading walkthroughs conducted by administrators.**

The key components from the K-12 plan are shared with administrators during summer professional learning opportunities. These components reflect the focus for the Literacy Department for the year in terms of data, content, and pedagogy. This year, the emphasis will be on supporting professional learning around content standards, core instruction implementation and instructional strategies aligned to the Art and Science of Teaching. The district has created an

instructional model for schools, and a universal walk-through tool will be shared with district and school leaders to support observation and feedback cycles. To support this work, the literacy department has created a defining document around the four levers of instruction which include student engagement, content alignment, demonstration of learning and academic ownership. This document can be used as a tool to capture trend data across the school. An ILT process was reviewed with principals, and following a series of walk throughs, the ILT can meet and determine next steps for professional development, coaching support, and/or additional data analysis. The ILT includes literacy leaders from the school and acts as the literacy leadership team. Walk throughs are conducted with regional superintendents and district supervisors to assist with the collection of trend data. The district literacy team provides school leadership teams with protocols to support not only walk throughs but common planning and PLCs.

The literacy department established K-12 ELA frameworks for each grade level band. Each set of frameworks outlines the key components of the literacy block-foundational skills, vocabulary, whole group instruction, small group instruction, independent practice, and writing. The frameworks also contain the materials supported by the district for each component and data sources that can be used to monitor student progress. The district provided scheduling guidelines to support schools with their master scheduling so that the literacy components could be taught and monitored effectively. Common planning is an expectation of teachers and protocols and tools are provided to support teachers and site based coaches. Literacy curriculum guides include a year at a glance, a unit plan and weekly instructional guides that administrators can access on Sharepoint to determine the learning targets and texts that are being used in the classroom. This will assist school leaders in determining alignment to the depth and breadth of the benchmarks, as well as the level of implementation of the Tier 1 core curriculum and the overall K-12 District CERP.

4. **In addition, describe how principals monitor collection and utilization of assessment data, including progress monitoring data, to inform instruction and support needs of students.**

The instructional frameworks outline the time and structure in which to provide small group instruction to students based upon data within all tiers of instruction. The data tools used to measure the various components of core are clearly listed on the frameworks and training is provided to all district leadership and teachers at the start of the school year, with additional opportunities provided throughout the year. Assessments that measure overall student performance and are "leading indicators" to student performance are required by the district, while other "quick data" progress monitoring tools are available to measure student learning throughout the year after a specific chunk of instruction. This list of assessments and administration timeline is provided by grade level to administrators, coaches, and teachers so that ILT's can develop progress monitoring calendars for the school year. PLC protocols are also provided to support principals with this work. Principals are provided training in elementary on the MTSS process, while secondary administrators are trained around the scheduling guidelines to ensure students are placed in the correct level reading courses. In addition, there is an online, asynchronous training provided to all members of school-based Problem Solving Leadership Teams. An intervention resource map aligned to area of deficiency with appropriate progress monitoring tools is provided to schools along with the decision trees from the district plan. In addition, training is provided to teachers and administrators around using data and using the programs listed to support evidence-based small group instruction. Resources are made readily available in the online SharePoint site and on site support is provided by the district team. The district also provides school leaders the students identified in the bottom quartile to assist administrators in holding data chats with teachers, adjusting within intervention plans and monitoring students. Implementation is monitored by school-based leaders and coaches in data chats, as well as through the district literacy team and regional superintendents through

walkthroughs. Principals are then able to use these resources to monitor the collection and utilization of assessment data to inform and support student needs.

C. **Literacy Coaches (Rule 6A-6.053(4), F.A.C.)**
The Just Read, Florida! literacy coach model delineates the roles and responsibilities of literacy coaches.

1. **Is the district using the Just Read, Florida! literacy coach model?**
Yes/No

YES

2. **If no, please describe the evidence-based coach model the district is using.**

N/A

3. **How is the literacy coach model being communicated to principals?**

The job requirements of literacy coaches are shared with principals as a part of the unit allocation process. Before allocating the unit, the job description of a literacy coach is shared with principals to ensure they understand the role of the coach and can utilize the coach as such within their staffing model. Regional Superintendents also revisit the role of the coach during their visits with schools and share any concerns with the district literacy team so that support can be provided. To be considered for a literacy coach position, a candidate must first be reading endorsed or certified and rated highly effective on their administrator evaluation. Candidates not meeting these requirements will not be considered for a position. The district literacy team screens all candidates prior to them being able to be hired as a site-based coach and reviews expectations with them as well. RAISE schools receive additional information and specific support in assisting site based coaches in fulfilling their roles. The district resource teachers also support site based coaches on the development of coaching cycles, professional development, and planning sessions. The results of this work, along with key next steps are shared with the principal and regional superintendent to ensure follow through and a maintained focus on building teacher capacity and improving student data.

4. **How does the district support literacy coaches throughout the school year?**

The district begins the summer with a literacy professional learning institute. The purpose of that institute is to share relevant information related to content, practice, and curriculum. In July, coaches attend specific professional learning where time is spent discussing the district's 80/20 coaching model, which includes modeling around coaching conversations, the development of a coaching focus and an understanding of how to use data to help guide and monitor coaching decisions. Elementary coaches who are newly screened and/or hired can attend a coaching cadre in the summer where they work at summer sites alongside a literacy coach and a "meta" coach, engaging in job embedded professional development, the building of content knowledge and the opportunity to observe and practice working with teachers and develop strong conversational skills. Coaches serving at our RAISE sites have had and will continue to have the opportunity to attend the FCRR coaching bootcamp to earn the literacy coach endorsement. The district has a train the trainer team in place and will begin to extend the coach endorsement program opportunity to other coaches across the district. Every month, coaches are invited to attend their monthly literacy leadership meetings by grade level band. These meetings include time to build coach content knowledge, engage in PLC discussion and practice coaching moves and language with each other. The elementary coaches are also grouped in mini cadres and meet every quarter to engage in a coach the coach session at a site to help build their skills, receive feedback, and build collaboration amongst each other. The district team also supports site based coaches by

visiting sites and supporting them with facilitation of planning sessions, data analysis and coaching cycles. All coaches have access to a TEAMS communication channel and a SharePoint site where they can ask questions and receive ongoing information from the district supervisors.

5. **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 learning based on need?**

The initial coaching training held in July sets the stage for guiding coaches to prioritize high impact activities around both district and school literacy priorities as well as based upon teacher need. Training on the district coaching model is provided to all coaches to help them reflect on daily scheduling and how spending 80% of their time doing coach related tasks could look day to day. To support coaches with this, administrators also receive this information so that they too understand the role of a coach. At every coaching meeting, coaches receive professional learning in both content and pedagogy. They then can discuss how this could look in both a professional learning session and then in support of individual teachers. The district provides turnkey professional development that coaches can use at their school sites that is related to this same information presented. Models to support coaching include the "coach to coach" sessions held quarterly and the coaching cadre, with the purpose of building coach capacity around coaching cycles, critical conversations, and action planning. The coach endorsement program is also made available with a priority on RAISE schools. Templates for documenting coaching cycles and guiding conversational questions are provided to coaches by the district. District supervisors have all taken the literacy coach endorsement and utilize strategies and suggestions from that coursework within the literacy coach trainings they offer monthly. Protocols for data analysis are created by district staff and then modeled for coaches so they have a tool to use with teachers. In addition, district staff support site based coaches through virtual open office hours, virtual planning sessions using a planning protocol, they also utilize site visits to prioritize coach tasks by conducting walk throughs together and reviewing data to create goals, prioritize work with teachers and determine next steps. District staff also set up the coach to coach session every quarter, ensuring that new coaches have a mentor or critical friends' group to reach out to and ask questions. Finally, coaches at intensive RAISE schools work with the SRLDS on site, also to support them with coaching cycles and PD development and delivery.

6. **How does the district monitor implementation of the coach model?**

The district utilizes a Power Bi program to allow coaches to document their time by week, day, activity, and task so that the information regarding how they spend their time within the coaching model can easily be determined. Coaches submit this data on a weekly or biweekly basis and literacy supervisors, regional superintendents, the Title One office and site based administrators can filter the data with ease to view a comprehensive look at the work the coach does across the week. Activities such as planning, data analysis, modeling, coaching conversations, assessment, and office tasks are all able to be logged. Impact data is also monitored by connecting the coach with the school-wide progress monitoring data. Data chats are held with school sites by the district literacy team and regional superintendents to support the work of the coach and ensure they are having success with teachers and students.

Another way the district monitors implementation of the coaching model is through site visits that include check-ins with the literacy coach. Members of the district literacy team meet with each coach, review school and coaching priorities and action steps and support each coach in planning forward. The district team, coach and school administration engage in walk throughs and the literacy team members may attend planning or PLC sessions. The purpose of these events is to collect trend data on the overall coaching work at the site and to support the coach in planning

next steps. If needed, the district literacy team members will work with the coach in their own coaching cycles to support them and work with them to problem solve barriers at the school site to make the coaching model as effective as possible.

The coach to coach process is another way the implementation of the coaching model is monitored. Coaches work in teams of 3-5, practicing coaching language through role playing, recording these sessions, and then debriefing at the monthly coaching meetings. Here, the district literacy team is able to listen, support and provide feedback to coaches on their day to day work.

4) Assessment, Curriculum and Reading Instruction

A. **Florida's Formula for Reading Success (Rule 6A-6.053(3)(a), F.A.C.)**
K-12 reading instruction will align with Florida's Formula for Reading Success, $6 + 4 + T1 + T2 + T3$, which includes:

- **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.

- **Three tiers of instruction that are standards-aligned**; include accommodations for students with a disability, students with an Individual Educational Plan (IEP) and students who are English language learners; and incorporate the principles of Universal Design for Learning as defined in 34 Code of Federal Regulations 200.2(b)(2)(ii).
  - **Core Instruction (Tier 1)**: provides print-rich explicit and systematic, scaffolded, differentiated instruction and corrective feedback; builds background and content knowledge; incorporates writing in response to reading.
  - **Supplemental Instruction/Interventions (Tier 2)**: 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 still(s) and receive corrective feedback; occurs in addition to core instruction.
  - **Intensive, Individualized Instruction/Interventions (Tier 3)**: 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; occurs in addition to core instruction and Tier 2 interventions. Tier 3 interventions must be provided to students identified as having a substantial reading deficiency. All intensive reading interventions must be delivered by instructional personnel who possess a literacy micro-credential as provided in s. 1003.485, F.S., or are certified or endorsed in reading.

1. **Describe how the district will align K-12 reading instruction to Florida's Formula for Reading Success for all students including students with a disability and students who are English language learners.**
    The core curriculums, Wonders in K-5 and Study Sync in 6-12, have instruction within that address all six components of reading, The district has also purchased UFLI as a supplemental core material in grades K-2 to address gaps that have been observed in both the delivery of Tier 1 instruction and in student data in the areas of phonological awareness and foundational skills. Several adaptive

supplemental intervention programs including iReady (grades K-5) and Language! Live (grades 6-10) have also been purchased to support students and teachers in addressing all areas of reading depending on student need. Using these resources, the district team created the instructional frameworks and aligned them to the Revised Formula for Success. Instruction begins with all students engaging in the Tier 1/ Core curriculum that is aligned to the standards. In elementary, it consists of instruction within the foundational skills, vocabulary, comprehension, and writing using both Wonders and UFLI, while in secondary the English classes focus their work on vocabulary, comprehension and writing using StudySync, and the Reading classes provide intensive support on skills connected primarily to vocabulary and comprehension, as well as foundational skills as needed through Language! Live.

Foundational skills instruction is explicit and systematic, aligned to both the phonological awareness and phonics continuums, while providing opportunities for students to read both decodable and authentic text, make connections between encoding and decoding, work with high frequency words and practice both collaboratively and independently. Tier 1 instruction also starts with a knowledge building curriculum, focusing on building students' knowledge on social studies, science, and the arts through the reading of print rich, diverse, and complex texts. The depth and breadth of the benchmarks are met through an instructional delivery mode centered around the gradual release model, with emphasis placed on direct, explicit instruction, as well as a close reading routine that allows students to engage in reading, writing, speaking, and listening about the text. Benchmarks are stacked together so that students can read for overall meaning of the text and then dig deeper into the craft and structure of the text and begin to integrate ideas around the content presented. Students read and write across genres and text types throughout the year. The core is built around text sets that connect reading and writing with an end task that allows students to engage in reading, writing, speaking, and listening as they engage with the texts. A writing rubric is also used to assess student progress, and models are provided to teachers within the instructional guides. The instructional guides also contain supports and scaffolds akigned to the principles of UDL that can be used to assist teachers in giving access to grade level materials to ESE and ELL learners, as well as enrichment activities for gifted and high achieving learners. Vocabulary is focused on Tier 2 academic words, typically cognitive verbs, that will impact student understanding of text and transfer across other texts. The instruction ranges from front loading to reading within text depending on the structure and purpose. This year, a vocabulary scope and sequence will be carefully developed across literacy K-12 based on benchmarks and instruction aligned to Marzano's Six Steps to Vocabulary. Assessment is built into the core instruction to measure its effectiveness and impact on student learning using unit assessments and formative assessments. These assessments include on the spot checks for understanding to be given during a lesson, as well as more formal assessment to measure learning as a text set concludes.

Students in grades K-5 are initially assessed through the state progress monitoring system using the STAR and FAST assessments. This assessment acts as the universal screener and helps to determine students who may be struggling or who are performing below grade level. Assessment is also built into the core instruction to measure its effectiveness and impact on student learning using text set assessments and formative assessments built within the lesson. This allows teachers to adjust in their reading instruction on a day to day basis and plan for differentiation as needed. Assessments include both Standards Mastery in grades 2-5 and Wonders progress monitoring assessments. These act as both summative and progress monitoring assessments. The mClass DIBELS assessment is required in grades K and 1 and used with at risk students in grades 2-5 as an additional screening measure for reading and dyslexia risk. From there, students are further assessed if the data shows a need, using the mCLASS DIBELS data, diagnostic assessments from the Wonders program and/or the Core Measures assessments to determine instructional areas of

focus. The iReady Diagnostic is also given to students in grades 2-5 to receive information on the child's reading skills. Based upon these measures, students are provided Tier II and/or Tier III instruction. The district has provided teachers with a resource map outlining the possible supplemental materials and intensive interventions that could be used to provide these varying levels of instruction. mClass DIBELS is used not only as a benchmarking assessment three times per year but also as a progress monitoring assessment given at least monthly to all students with a substantial reading deficiency. The three administrations of the FAST assessment provide the summative data necessary to see where students are in terms of benchmark mastery.

Students in grades 6-12 are initially assessed through the state progress monitoring system using the FAST assessments. This assessment acts as the universal screener and helps to determine students who may be struggling or who are performing below grade level. Assessment is also built into the core instruction to measure its effectiveness and impact on student learning using unit assessments and formative assessments built within the lesson. This allows teachers to adjust their reading instruction on a day to day basis and plan for differentiation as needed. Based upon their scores on the FAST assessment, students scoring at a Level 1 are also provided assessments through the Language! Live program.   Based upon these measures students are provided Tier II and/or Tier III instruction. The district has provided teachers with a resource map outlining the possible supplemental materials and intensive interventions that could be used to provide these varying levels of instruction. In addition, the district utilizes Chalk Talk to support students who have not yet met the graduation benchmark or concordant score on SAT/ACT in grades 11 and 12. The three administrations of the FAST assessment provide the summative data necessary to see where students are in terms of benchmark mastery.

The instructional frameworks provide guidance for teachers to pull students into small groups to address Tier 1, Tier 2, and Tier 3 needs. The district provides resources aligned to the core instruction to support student learning on specific skills and standards that may be hindering progress. This includes use of connected grade level text in small group to provide students with specific comprehension strategies and support as well as opportunities to build additional background knowledge. Resources are also available to provide additional direct instructional support in the foundational skills, using decodable texts to build both foundational skills and fluency as well as differentiated lessons from UFLI, iReady, Wonders and other texts, supporting students through Language! Live in middle and high school and giving students opportunities to practice in appropriate authentic text on their own. These resources align to the strategies outlined in the ies practice guides This data is monitored through the reports from the computer programs, data chats with students and review of student work, as well as through the mClass DIBELS assessments in elementary. The instructional frameworks also provide opportunity for more immediate, intensive intervention through additional small group instruction. ESE specialists, ELL supports and other interventionists as well as the classroom teacher utilize this time to assist students with specific instruction aligned to their needs. Intensity of intervention is adjusted through frequency, group size and duration of the instructional dose. Collaboration with the literacy team, the ESE team. the Dual Language team and ELL Team has occurred to ensure common language is established and connections are made between intervention programs so that students unique needs are met. Specific language strategies are shared with teachers to support ELL's throughout the literacy block, mCLASS DIBELS Lectura is available to assess students literacy skills in their native language if it is Spanish, and scaffolding resources are shared with teachers to support questioning and response techniques. Additional resources can also be provided from the ELLevation platform that all teachers can access. It is important to note that ESE students continue to receive Tier 2 and 3 interventions in addition to their Specially Designed Instruction.

2. **Describe your public school PreK program's plan for assessment, standards, curriculum, instruction and support to meet the needs of all learners.**

Our PreK programs utilize the Florida Early Learning and Developmental Standards, which are progress monitored utilizing the Star Early Learning Assessment three times a year. The Early Childhood department bases curriculum and instructional support through district made guides that support evidence-based practices that reach all learners by including adaptations for children with special needs and English language learners/ dual language learners. Support is provided to all PreK teachers with a variety of coaching and professional development opportunities through district resource teachers. Additional professional development is provided through partnerships with the Division of Early Learning, UFLC Flamingo Learning, and curriculum vendors. All preK classrooms utilize the STAR assessment to monitor progress in students' early literacy performance. PreK classrooms now utilize FrogStreet, a science of reading aligned knowledge building curriculum that is designed to meet the needs of all learners.

B. **Assessment/Curriculum Decision Trees (Rule 6A-6.053(8)(b)4., F.A.C.)**
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 Assessment/Curriculum Decision Trees 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 each assessment, targeted audience, component(s) of reading assessed, type of assessment, the frequency of data collection and the method and timeframes by which assessment data will be provided to teachers and parents. For students in VPK through grade 10, the FAST must be administered pursuant to s. 1008.25(9)(b), F.S.
- and included as a component of the Assessment/Curriculum Decision Trees.
- Performance criteria used for decision-making for each assessment at each grade level.
- Evidence-based instruction and strategies.
- 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 or instructional personnel who possess a literacy micro-credential.
- Identification of the multisensory interventions provided to students in grades K-3 who have a substantial reading deficiency or characteristics of dyslexia, including a description of the intensive, explicit, systematic and multisensory reading interventions which will be provided to students in grades K-3.

Note: Evidence-based instructional materials and strategies have a significant effect on improving student outcomes and meet strong, moderate or promising levels of evidence as defined in 20 United States Code (U.S.C.) s. 7801(21)(A)(i):

(A) …an activity, strategy or intervention that –
(i) demonstrates a statistically significant effect on improving student outcomes or other relevant outcomes based on –
(I) strong evidence from at least 1 well-designed and well-implemented experimental study;
(II) moderate evidence from at least 1 well-designed and well-implemented quasi-experimental study; or

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(III) promising evidence from at least 1 well-designed and well-implemented correlational study with statistical controls for selection bias.

Grades VPK-5

1. **Grades VPK-5 Assessments**
   Indicate in the chart below the assessment(s) used to screen and progress monitor grades VPK-5 students. Add additional rows as needed.

Name of the Assessment	Target Audience (Grades VPK-5)	What component of reading is being assessed? (Each component should be addressed.)	Assessment Type (Each type of assessment should be represented.)	How often is the data being collected?
FAST Star Early Literacy	☒ VPK ☒ Grade K ☒ Grade 1 ☐ Grade 2 ☐ Grade 3 ☐ Grade 4 ☐ Grade 5	☒ Oral Language ☒ Phonological Awareness ☒ Phonics ☒ Fluency ☒ Vocabulary ☒ Comprehension	☒ Screening ☒ Progress Monitoring ☐ Diagnostic ☒ Summative	☐ Weekly ☐ 2 x Month ☐ Monthly ☐ Quarterly ☒ 3 x Year ☐ Annually ☐ As Needed ☐ Other
FAST Star Reading	☐ PreK ☐ Grade K ☒ Grade 1 ☒ Grade 2 ☐ Grade 3 ☐ Grade 4 ☐ Grade 5	☐ Oral Language ☐ Phonological Awareness ☐ Phonics ☐ Fluency ☒ Vocabulary ☒ Comprehension	☒ Screening ☒ Progress Monitoring ☐ Diagnostic ☒ Summative	☐ Weekly ☐ 2 x Month ☐ Monthly ☐ Quarterly ☒ 3 x Year ☐ Annually ☐ As Needed ☐ Other
FAST ELA Reading	☐ VPK ☐ Grade K ☐ Grade 1 ☐ Grade 2 ☒ Grade 3 ☒ Grade 4 ☒ Grade 5	☐ Oral Language ☐ Phonological Awareness ☐ Phonics ☐ Fluency ☒ Vocabulary ☒ Comprehension	☒ Screening ☒ Progress Monitoring ☐ Diagnostic ☒ Summative	☐ Weekly ☐ 2 x Month ☐ Monthly ☐ Quarterly ☒ 3 x Year ☐ Annually ☐ As Needed ☐ Other
UFLI Progress Monitoring Assessments	☐ PreK ☒ Grade K ☒ Grade 1 ☒ Grade 2 ☐ Grade 3 ☐ Grade 4 ☐ Grade 5	☒ Oral Language ☒ Phonological Awareness ☒ Phonics ☐ Fluency ☐ Vocabulary ☐ Comprehension	☐ Screening ☒ Progress Monitoring ☒ Diagnostic ☐ Summative	☒ Weekly ☐ 2 x Month ☐ Monthly ☐ Quarterly ☐ 3 x Year ☐ Annually ☐ As Needed ☐ Other

Name of the Assessment	Target Audience (Grades VPK-5)	What component of reading is being assessed? (Each component should be addressed.)	Assessment Type (Each type of assessment should be represented.)	How often is the data being collected?
mClass DIBELS 8th edition	☐ PreK ☒ Grade K ☒ Grade 1 ☒ Grade 2 ☒ Grade 3 ☒ Grade 4 ☒ Grade 5	☒ Oral Language ☒ Phonological Awareness ☒ Phonics ☒ Fluency ☒ Vocabulary ☐ Comprehension	☒ Screening ☒ Progress Monitoring ☐ Diagnostic ☐ Summative	☐ Weekly ☒ 2 x Month ☐ Monthly ☐ Quarterly ☒ 3 x Year ☐ Annually ☒ As Needed ☐ Other
iReady Diagnostic	☐ PreK ☐ Grade K ☐ Grade 1 ☒ Grade 2 ☒ Grade 3 ☒ Grade 4 ☒ Grade 5	☐ Oral Language ☒ Phonological Awareness ☒ Phonics ☐ Fluency ☒ Vocabulary ☒ Comprehension	☐ Screening ☒ Progress Monitoring ☒ Diagnostic ☐ Summative	☐ Weekly ☐ 2 x Month ☐ Monthly ☐ Quarterly ☒ 3 x Year ☐ Annually ☐ As Needed ☐ Other
Wonders Curriculum Based Assessments	☐ PreK ☒ Grade K ☒ Grade 1 ☒ Grade 2 ☒ Grade 3 ☒ Grade 4 ☒ Grade 5	☐ Oral Language ☐ Phonological Awareness ☐ Phonics ☐ Fluency ☒ Vocabulary ☒ Comprehension	☐ Screening ☒ Progress Monitoring ☐ Diagnostic ☐ Summative	☐ Weekly ☐ 2 x Month ☐ Monthly ☒ Quarterly ☐ 3 x Year ☐ Annually ☐ As Needed ☐ Other
Wonders Diagnostic	☐ PreK ☒ Grade K ☒ Grade 1 ☒ Grade 2 ☒ Grade 3 ☒ Grade 4 ☒ Grade 5	☒ Oral Language ☒ Phonological Awareness ☒ Phonics ☒ Fluency ☒ Vocabulary ☒ Comprehension	☐ Screening ☐ Progress Monitoring ☒ Diagnostic ☐ Summative	☐ Weekly ☐ 2 x Month ☐ Monthly ☐ Quarterly ☐ 3 x Year ☐ Annually ☒ As Needed ☐ Other
Standards Mastery	☐ PreK ☐ Grade K ☐ Grade 1 ☒ Grade 2 ☒ Grade 3 ☒ Grade 4 ☒ Grade 5	☐ Oral Language ☐ Phonological Awareness ☐ Phonics ☐ Fluency ☒ Vocabulary ☒ Comprehension	☐ Screening ☒ Progress Monitoring ☐ Diagnostic ☒ Summative	☐ Weekly ☒ 2 x Month ☐ Monthly ☐ Quarterly ☐ 3 x Year ☐ Annually ☒ As Needed

				☐ Other

2. **Students with a Substantial Reading Deficiency ([Rule 6A-6.053(5), F.A.C.](#))**
   Students identified with a substantial reading deficiency must have an individualized progress monitoring plan that is designed to address the student's specific reading deficiency and that meets the minimum requirements set forth in [s. 1008.25(4)(c), F.S.](#)

   Students with qualifying disabilities covered by an IEP or a 504 Plan are exempt from the requirement to have a progress monitoring plan, if the IEP or 504 Plan addresses the student's reading deficiency. Nothing in Rule 6A-6.053(5), F.A.C., should be construed to require or prohibit an IEP or 504 Plan or the contents of the CERP. Districts and charter schools are authorized to develop individualized progress monitoring plans for students with IEPs or 504 Plans that address the student's reading deficiency.

   A K-3 student is identified as having a substantial reading deficiency if:

   - The student is identified as in need of Tier 3 interventions;
   - A student in grades K-3 demonstrates through progress monitoring, formative assessments or teacher observation data, minimum skill levels for reading competency in one or more of the six (6) components of reading; and
     - For kindergarten, the student scores below the tenth (10th) percentile or is unable to complete the practice items on the designated grade-level assessment at the beginning, middle or end of the year on the coordinated screening and progress monitoring system pursuant to [s. 1008.25(9), F.S.](#);
     - For grades 1 and 2, the student scores below the tenth (10th) percentile or is unable to complete the practice items on the designated grade-level assessment for the specified testing window of the coordinated screening and progress monitoring system pursuant to [s. 1008.25(9), F.S.](#); or
     - For grade 3, the student scores below the twentieth (20th) percentile at the beginning or middle of the year on the coordinated screening and progress monitoring system pursuant to [s. 1008.25(9), F.S.](#)
   - A student in grade 3 scores a Level 1 on the end-of-year statewide, standardized ELA assessment pursuant to [s. 1008.22(3)(a), F.S.](#)

2a. Describe the district's process for identifying grades K-3 students in need of Tier 2/Tier 3 interventions. Tier 3 interventions must be provided to students identified as having a substantial reading deficiency.

The district works as a team with the MTSS department and assessment department to determine the assessments that will be either "required" of all students or used as optional progress monitoring tools for teachers to monitor learning in relation to the whole group and small group instruction provided to students. From there, using the guidelines supported by the publishers, cut scores are developed and the decision tree is created. This tree is then shared with teachers and administrators across the district and provides clear guidance and data points for schools to use to determine which students have a substantial deficiency in reading. First, data from the end of year assessments and retention data is used, as students who are currently retained or scored at the lowest benchmark are identified as having a substantial deficiency. In August/September, the first assessment used is the STAR or FAST, depending on the grade level. Students are also given their first Benchmarking assessment from DIBELS and/or take the iReady diagnostic. These data points, along with the state assessment are used to determine if a student is meeting grade level expectations (proficient) or

needing additional instruction (deficient or substantially deficient). Students then receive additional instruction aligned to practices outlined in the IES practice guides and to core instruction These students are then progressed monitored regularly using the benchmark assessments from the core program, and students not performing at the targeted level identified by the program are then identified as being substantially deficient. These students receive additional instruction outside of the core block targeted to their needs using evidenced-based practices in the IES practice guides and aligned to core instruction. Regular progress monitoring occurs every other week, using specific assessments from DIBELS. In addition, teachers may use informal checkpoints, Wonders assessments, and other student work to determine other students that may be substantially deficient. This cycle repeats at every STAR/FAST testing window.

2b. Describe the district's process for identifying grades 4-5 students in need of Tier 2/Tier 3 interventions.

The district works as a team with the MTSS department and assessment department to determine the assessments that will be either "required" of all students or used as progress monitoring tools for teachers to monitor learning in relation to the whole group and small group instruction provided to students. From there, using the guidelines supported by the publishers, cut scores are developed and the decision tree is created. This tree is then shared with teachers and administrators across the district and provides clear guidance and data points for schools to use to determine which students have a substantial deficiency. First, data from the end of year assessments and retention data is used, as students who are currently retained or scored at the lowest benchmark are identified as having a substantial deficiency. In August/September, the first assessment used is the FAST. Students are also given their first Benchmarking assessment from DIBELS and/or take the iReady diagnostic. These data points, along with the state assessment is used to determine if a student is meeting grade level expectations (proficient) or needing additional instruction (deficient or substantially deficient). Students then receive additional instruction aligned to practices outlined in the IES practice guides and to core instruction These students are then progressed monitored regularly using the benchmark assessments from the core program, and students not performing at the targeted level identified by the program are then identified as being substantial deficient. These students receive additional instruction outside of the core block targeted to their needs using evidenced based practices in the IES practice guides and aligned to core instruction. Regular progress monitoring occurs every other week, using specific assessments from DIBELS. In addition, teachers may use informal checkpoints, Wonders assessments, and other student work to determine other students that may be substantially deficient. This cycle repeats at every FAST testing window.

3. **Students with Characteristics of Dyslexia (Rule 6A-6.053(6), F.A.C.)**
   Students who have characteristics of dyslexia must be covered by one of the plans described in
   s. 1008.25(4)(b), F.S.

3a. Describe the district's process for identifying grades K-3 students with characteristics of dyslexia. Tier 3 interventions must be provided to students identified as having characteristics of dyslexia.

Students scoring below the 40th percentile on STAR or FAST are given the mCLASS DIBELS Benchmarking system. Assessments aligned to dyslexia screening include LNF, PSF, and WRF. Students showing in the risk range are flagged for having characteristics of dyslexia. Other students may also be given the DIBELS assessment as recommended by the teacher based on classroom and observational data to determine risk for reading difficulties. .

3b. Describe the district's process for providing additional screening to students with characteristics of
   dyslexia pursuant to s. 1008.25(9), F.S.

Once students are flagged as begin in the risk range on DIBELS, four additional screening measures may be given to the students directly on the mClass platform. These assessments include subtests relating to vocabulary, spelling, language comprehension and RAN measures. These screening measures assess the full range of dyslexia characteristics and can be used to drill down to determine interventions and communicate reading difficulties to families.

Grades K-5 Decision Tree
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.
Beginning of year data
IF student meets the following criteria at the beginning of the school year: Grades K-2: 40th percentile or above on STAR on PM 3 from prior year and/or PM 1 from current school year Grades 3-5: 40th percentile or above on FAST on PM 3 from prior year and/or PM 1 from current school year
THEN TIER 1 Only
Core Instruction **Indicate the core curriculum and how the program is supported by strong, moderate or promising levels of evidence.** The core curriculum adopted by the district is Wonders by McGraw Hill. Based upon edReports information, the materials for Wonders K-5 meet the expectations of alignment, including instruction and practice to develop skills and understanding. The materials include many high-quality texts and tasks that support students' development of literacy skills, although their organization is not consistently focused on increasing students' comprehension skills from beginning to end of year. The materials are organized to build knowledge of topics and provide opportunities for students to demonstrate integrated skills. The program received all green ratings and aligns to practices within the IES practice guides including teaching students to use reading comprehension strategies and teaching students to identify and use text structure, build discussion skills, and careful and purposeful selection of texts. In addition to Wonders, the district also utilizes the UFLI Foundations program within core instruction in grades K-2 to support foundational skills. UFLI Foundations complements and enhances the practices outlined in the IES practice guide for K-3 foundational skills instruction. UFLI does not meet strong, moderate, or promising levels of evidence; however, the following IES Practice Guide Recommendation(s) support the program: Foundational Skills to Support Reading for Understanding in K-3. Recommendations include teaching students academic language skills including the use of inferential and narrative language, and vocabulary knowledge (minimal evidence), develop awareness of the segments of sounds in speech and how they link to letters (strong evidence), teach students to decode words, analyze word parts, and recognize words (strong evidence), and ensure that each student reads connected text every day to support reading accuracy and fluency (moderate evidence). These recommendations were built into the program by providing targeted opportunities for students to develop phonemic awareness, understanding of letter-sound relationships, and decoding skills through an eight-step routine that includes blending and

segmenting, orthographic mapping, explicit instruction and opportunities to read in decodable text. The program has a defined scope and sequence, opportunities for teacher feedback and focuses on analyzing word parts and recognizing and writing words. This comprehensive approach ensures that students build accuracy, fluency, and comprehension, aligning with and reinforcing the key practices recommended for effective early literacy instruction. The district will support and monitor the implementation of this program by utilizing four district coaches to engage teachers in coaching cycles, conduct site visits, and facilitate planning sessions and data PLCs as well as partner with the University of Florida and conduct our own series for professional learning.

List performance criteria that indicate Tier 1 is sufficient for at least 80% of students.
FAST/STAR scores where 80% of the students are at a 40th percentile or higher as per PM 3 from prior year and PM 1 from current school year.
Other Data Points to Review:
iReady Diagnostic scores on Fall administration where 80% of the students are at a early on-level range or above.
DIBELS initial Benchmark Composite Scores where 80% of the students are at the Green Level or above based on assigned grade level benchmark assessments.

Explain how the effectiveness of Tier 1 instruction is monitored.
The effectiveness of Tier 1 instruction is monitored first by reviewing the STAR/FAST assessment data during PM 1 and 2 to ensure that students are moving closer to the benchmarks necessary to meet grade level expectations throughout the school year. The iReady diagnostic can be administered three times per year and data compared over time when looking at overall performance and number of students meeting typical growth and stretch growth expectations. The mClass DIBELS 8th edition is also used to monitor Tier 1 throughout the year. Students are benchmarked based on the pathways presented in the program three times per year so that growth can be measured. The goal is for at least 80% of students to be in the green or blue ranges of the grade level benchmark probes. Tier 1 instruction is also monitored using the K-5 instructional guides. The instructional guides contain demonstrations of learning that can be used for teachers to determine how students are doing in relation to the benchmarks being taught in Tier 1 instruction. Teachers review student work during PLC/planning meetings to see how students are doing in relation to the benchmarks overall and can adjust their instruction through the stacking of benchmarks and additional small group instruction. Small group instruction is built into the daily instructional frameworks, and teachers can use the Wonders differentiated materials and UFLI materials to help reteach certain Tier 1 skills within grade level text. Wonders curriculum based assessments and the UFLI progress monitoring assessments are also available to be used to monitor student progress within core instruction. Walk throughs are conducted at the school level to determine trends in instruction. Instructional priorities are established by each school as part of the school improvement process, and the walk throughs can identify the trend data to determine if these practices are being implemented and when used in conjunction with the tier 1 data, can determine the impact implementation has on student performance.

What procedures are in place to identify and solve problems to improve effectiveness of Tier 1 instruction?
Every school has a problem-solving leadership team that is tasked with monitoring instruction at the various tiered levels. This problem-solving team looks across a grade level or classroom at the tier 1 level, and based on data, asks teachers to hypothesize why students may be struggling with certain skills. The instructional leadership team reviews assessment data quarterly and triangulates that data with the FAST data and other informal assessments to determine how students are performing. Walk throughs are conducted by administrators and this team, and based on these trends of instruction that could be impacting student performance in Tier 1 are identified. PLC's study student work and look across classes to see if there is an issue overall as a grade level or within a specific classroom to provide support. Based on these procedures, professional development, support in planning by a district coach, school-based coach or administrator.

From here, the district team can create resources and/or provide professional development, embedded coaching or planning supports for schools. Other tools such as the Art and Science of Teaching, the K-5 resource map and the instructional frameworks can be used as a guide to help determine where and what supports may be needed.

Performance criteria that prompt the addition of Tier 2 interventions for students not meeting expectations/benchmarks during the school year:
STAR/FAST decreases below the 40th percentile between PM 3 of the prior year and PM 1 of the current year OR between additional STAR/FAST administrations.
Other Data Points to Review:
IReady scores below early on grade level at any administration of the diagnostic.
DIBELS Benchmark Composite Scores at any benchmark administration period drops below the Green level based on assigned grade level benchmark assessments at any time of year.

Beginning of year data

IF student meets the following criteria at the beginning of the school year:
Grades K-2: Below the 40th on STAR on PM 3 from prior year and/or PM 1 from current school year
Grades 3-5: Below the 40th percentile on FAST on PM 3 from prior year and/or PM 1 from current school year

THEN TIER 1 Instruction and TIER 2 Interventions

Supplemental Instruction/Interventions
Indicate the programs and practices used in Tier 2 interventions and how the programs and practices are supported by strong, moderate or promising levels of evidence.
Tier 2 instruction is based upon strategies in the IES practice guide for foundational skills, vocabulary, and comprehension. Foundational skills instruction should be explicit, systematic, and scaffolded, providing opportunity for corrective feedback to students and differentiation when needed. Comprehension instruction should include decoding emphasis around multisyllabic words, opportunities for fluency practice, allow for students to ask and answer questions about the text, find the gist of the text, and monitor their comprehension. In addition, the practice of differentiated small group is recommended for Tier 2 instruction. A suggested structure is that from UFLC Flamingo, which allows for a variety of IES practices to be delivered. An example of Tier 2 instructional materials are the Wonders Tier 2 Resource materials for phonological awareness, phonics, word study, fluency, and/or comprehension lessons. provided to students an additional 15 minutes per day at least 3 days per week. These lessons work in conjunction with Wonders Differentiated small group instruction lessons provided to students at varying levels of text complexity and skill levels. These materials contain ESE/ESOL scaffolds and accommodations. In addition to the Wonders differentiated materials, the iReady toolbox lessons may be used to support students. The iReady personalized pathway, Magnetic Reading, SIPPS, UFLI materials, and FCRR resources are also used for Tier 2 instruction/interventions.

Indicate the evidence-based programs and practices implemented for students with a disability, students with an IEP and students who are English language learners, as applicable.
Students with disabilities and students who are ELL receive the same evidence based supplemental instruction/intervention as all other Tier 2 students. This includes differentiated small group, explicit instruction in areas aligned to benchmarks, foundational skills, fluency, vocabulary and/or comprehension and includes multisensory intervention supports.
In addition to these Tier 2 resources and practices, students with disabilities receive services as identified on their IEP. Should these services include reading intervention, a prescriptive approach is used to identify which explicit, systematic and multisensory supplemental instructional methodology/program should be used based upon student need.

For K-3 students who have a substantial reading deficiency or characteristics of dyslexia, identify the multisensory interventions provided.

UFLI Foundations is a multisensory foundational skills program that is used to support students not mastering grade-level foundational skills in alignment to the scope and sequence. For students with disabilities, Brainspring-Phonics First is used to address foundational reading skills. Resources from ELLevation can be used to support ELL learners in small group, as can the Wonders ELL resources.
Number of times per week interventions are provided: 2-4 days per week
Number of minutes per intervention session: 10-30 minutes depending on intervention
Explain how the effectiveness of Tier 2 interventions are monitored. The Tier 2 interventions for students are determined based upon students' response to core instruction, using the FAST-STAR assessment, Wonders assessments, Standards Mastery and mCLASS DIBLES 8th edition as measures. The Star assessment and DIBELS break the data down by area of need-phonological awareness, phonics, vocabulary, and comprehension, while the Wonders assessments and FAST includes progress monitoring in comprehension and vocabulary, but the Wonders assessments align to specifically what was taught. The iReady growth monitoring assessment can also be used to monitor the personalized learning platform. In addition, the instructional guides provided by the district include additional assessment measures that are informal in nature that can be given to determine student need. This ensures that is aligned to the core instruction as well as curriculum. DIBELS is used as the progress monitoring tool every other week at a minimal to monitor the impact the intervention is having on the student.
What procedures are in place to identify and solve problems to improve effectiveness of Tier 2 interventions? The PSLT team is engaged and begins with a look of the initial data of the students and determination of what area that data shows is a need. From there, the appropriate intervention is determined and scheduled as a part of the teachers' block of small group instruction. Data is collected every 3-4 weeks to measure student progress specifically in the area that students are receiving the intervention, and the PSLT team reviews the progress monitoring data to see if there is growth. Fidelity checks on the intervention are also conducted to ensure that it is being provided at the appropriate intensity, frequency, and duration. During this fidelity check, it is looked at to see if the students are first being provided an intervention in the area of reading where they show need, and then to see if the instruction is explicit, including teacher model, following a specific and clear structure and routine, systematic in that it builds upon a true scope and sequence in the area of foundational skills and allows for the students to practice independently and receive corrective feedback. The time of the intervention is also monitored, verifying that it is outside of the time allotted to core, Tier 1 instruction. Using PLC and planning sessions, identified issues and ongoing data collection are monitored and discussed and decisions to continue/discontinue Tier 2 are made.
Performance criteria that prompt the addition of Tier 3 interventions for students not meeting expectations/benchmarks during the school year: STAR data decreases below the 10th percentile or FAST data decreases below the 20th percentile between PM 3 of the prior year and PM 1 of the current year OR between additional STAR/FAST administrations. **Other Data Points to Review:** IReady scores at the two years or below at any administration of the diagnostic. DIBELS Benchmark Composite Scores at any benchmark administration period drops to the Red Level based on assigned grade level benchmark assessments at any time of year.
Beginning of year data
IF student meets the following criteria at the beginning of the school year: STAR data (K-2) below the 10th percentile or FAST data (3-5) below the 20th percentile between PM 3 of the prior year and/or PM 1 of the current year. A Level 1 on the previous year's FAST PM 3 administration for third grade students. Retention in the previous year's grade.
THEN TIER 1 Instruction, TIER 2 Interventions and TIER 3 Intensive Interventions

Intensive, Individualized Instruction/Interventions

Indicate the programs and practices used in Tier 3 interventions and how the programs and practices are supported by strong, moderate or promising levels of evidence.

Tier 3 instruction is based upon strategies in the IES practice guide for foundational skills, vocabulary, and comprehension. Foundational skills instruction should be explicit, systematic, and scaffolded, providing opportunity for corrective feedback to students and differentiation when needed. Comprehension instruction should include decoding emphasis around multisyllabic words, opportunities for fluency practice, allow for students to ask and answer questions about the text, find the gist of the text, and monitor their comprehension. In addition, the practice of differentiated small group is recommended for Tier 2 instruction. A suggested structure is that from UFLC Flamingo, which allows for a variety of IES practices to be delivered. An example of Tier 3 instructional materials are the Wonders Differentiated Resource materials for phonological awareness, phonics, word study, fluency, and/or comprehension lessons. provided to students an additional 15 minutes per day at least 3 days per week. These lessons work in conjunction with Wonders small group instruction lessons provided to students at varying levels of text complexity and skill levels. These materials contain ESE/ESOL scaffolds and accommodations. In addition to the Wonders differentiated materials, the iReady toolbox lessons may be used to support students. The iReady personalized pathway, SIPPS, UFLI materials and FCRR resources are also used for Tier 3 instruction/interventions.

The level of intensity of a forementioned intervention increases by way of frequency, duration, and/or group size to support the individualized needs.

Indicate the evidence-based programs and practices implemented for students with a disability, students with an IEP and students who are English language learners, as applicable.

UFLI Foundations is a multisensory foundational skills program that is used to support students not mastering grade level foundational skills in alignment to the scope and sequence. For students with disabilities, Brainspring-Phonics First is used to address foundational reading skills. The level of intensity of a forementioned intervention increases by way of frequency, duration, and/or group size. Resources from ELLevation can be used to support ELL learners in small group, as can the Wonders ELL resources.

For K-3 students who have a substantial reading deficiency or characteristics of dyslexia, identify the multisensory interventions provided.

UFLI Foundations is a multisensory foundational skills program that is used to support students not mastering grade level foundational skills in alignment to the scope and sequence. For students with disabilities, Brainspring-Phonics First is used to address foundational reading skills.

Number of times per week interventions are provided:

3-5 days per week

Number of minutes per intervention session:

15-40 depending on the intervention and needs of the students

Explain how the effectiveness of Tier 3 interventions are monitored.

The effectiveness of the Tier 3 interventions is monitored using progress monitoring via the appropriate DIBELS subtest on the mClass system. The system includes a graph of the data points to determine effectiveness and growth levels in response to intervention over time. Progress monitoring is to be completed at least once every other week, with data reviewed by PSLT every 6 weeks to look at the growth and trend line.

What procedures are in place to identify and solve problems to improve effectiveness of Tier 3 interventions?

The PSLT team begins to by looking at the initial data of the students and determination of what that data shows is a need. Data points from Tier 3, Tier 2 and Tier 1 are triangulated. From there, the appropriate intervention is determined and scheduled as a part of the teachers' block of small group instruction. It is verified that the teacher providing the intervention is endorsed or certified. Data is collected every 2 weeks to measure student progress specifically in the area that students are receiving the intervention, and the PSLT team reviews the progress monitoring data every 6 weeks to see if there is growth. Fidelity checks on

the intervention are also conducted to ensure that it is being provided at the appropriate intensity, frequency and duration. During this fidelity check, it is looked at to see if the students are first being provided an intervention in the area of reading where they show need, and then to see if the instruction is explicit, including teacher model, following a specific and clear structure and routine, systematic in that it builds upon a true scope and sequence in the area of foundational skills and allows for the students to practice independently and receive corrective feedback. The time of the intervention is also monitored, verifying that it is outside of the time allotted to core, Tier 1 instruction. Through the use of PLC and planning sessions, identified issues and ongoing data collection are monitored and discussed and decisions to continue/discontinue Tier 3 are made.

\Summer Reading Camps ([Rule 6A-6.053(7), F.A.C.](#))

Requirements of Summer Reading Camps pursuant to [s. 1008.25(8), F.S.](#), include:

- Providing instruction to grade 3 students who score Level 1 on the statewide, standardized ELA assessment;
- Implementing evidence-based explicit, systematic and multisensory reading instruction in phonemic awareness, phonics, fluency, vocabulary and comprehension; and
- Providing instruction by a highly effective teacher endorsed or certified in reading.
  - *Note: Instructional personnel who possess a literacy micro-credential **may not** be assigned to these students.*

4a. Describe the district's plan to meet each requirement for Summer Reading Camps required by [s. 1008.25(8), F.S.](#) Include a description of the evidence-based instructional materials that will be utilized, as defined in [20 U.S.C. s. 7801(21)(A)(i)](#).

The Third Grade Reading Camp provides targeted reading instruction and interventions aligned to the Florida BEST Standards for students who have not yet met the third-grade promotion requirements, as well as for Level 1 students still struggling with benchmark expectations despite passing the grade level. Students are invited to participate prior to the end of the school year, following the release of the PM 3 scores. Within the reading camp program, diagnostic assessments (iReady, Fluency check, spelling inventory, etc.) will be used to identify areas of strength and opportunities for intervention during week one. Formative assessments will be administered on a biweekly basis. Students will participate in whole group instruction focused on phonics, fluency, vocabulary, and comprehension, then be placed in small groups for individualized interventions with a focus on phonics, fluency, vocabulary, and comprehension. Students will engage in collaborative and independent practice using high interest, quality text providing opportunities to transfer and apply reading behaviors and increase success in reading grade level, complex text. Emphasis is placed on both the foundational skills through an acceleration program and on knowledge building through a comprehension program. Curriculum resources include Phonics Booster by the 95% Group, Amira, Benchmark's Steps to Advanced Literacy (one unit for literary and one unit for informational), and authentic texts including those on the BEST list.

Teachers eligible for appointment to the Summer Learning Academy/ Third Grade Reading Camp must:
• Have a full-time permanent contract;
• Have a valid Florida Teaching Certificate for the coming school year (or have applied and are eligible for one through the Human Resources Office); and must be available for the entire program; and
• ALL Grade 3 Teachers (for both Summer Learning Academy and Third Grade Reading Camp) must be Reading Endorsed per state guidelines to provide intensive reading interventions. (This specifically

applies to grade 3 ESY reading teachers - Sections 1008.25(7)(b)3., 1011.62(9)(c)5., 1011.62(9)(d)1., F.S.)	

4b. Districts have the option of providing Summer Reading Camps to students in grades K-5 with a reading deficiency. Will the district implement this option?
Yes/No

NO

Grades 6-8

5. **Grades 6-8 Assessments**
   Indicate in the chart below the assessment(s) used to screen and progress monitor grades 6-8 students. Add additional rows as needed.

Name of the Assessment	Target Audience (Grades 6-8)	What component of reading is being assessed?	Assessment Type (Each type of assessment should be represented.)	How often is the data being collected?
FAST ELA Reading	☒ Grade 6 ☒ Grade 7 ☒ Grade 8	☐ Oral Language ☐ Phonological Awareness ☐ Phonics ☐ Fluency ☒ Vocabulary ☒ Comprehension	☒ Screening ☒ Progress Monitoring ☐ Diagnostic ☒ Summative	☐ Weekly ☐ 2 x Month ☐ Monthly ☐ Quarterly ☒ 3 x Year ☐ Annually ☐ As Needed ☐ Other
Quarter 1 Checkpoint Quarter 3 Checkpoint	☒ Grade 6 ☒ Grade 7 ☒ Grade 8	☐ Oral Language ☐ Phonological Awareness ☐ Phonics ☐ Fluency ☒ Vocabulary ☒ Comprehension	☐ Screening ☒ Progress Monitoring ☐ Diagnostic ☒ Summative	☐ Weekly ☐ 2 x Month ☐ Monthly ☒ Quarterly ☐ 3 x Year ☐ Annually ☐ As Needed ☐ Other
Language Arts & Semester One Exams	☒ Grade 6 ☒ Grade 7 ☒ Grade 8	☐ Oral Language ☐ Phonological Awareness ☐ Phonics ☐ Fluency ☒ Vocabulary ☒ Comprehension	☐ Screening ☒ Progress Monitoring ☐ Diagnostic ☒ Summative	☐ Weekly ☐ 2 x Month ☐ Monthly ☐ Quarterly ☐ 3 x Year ☐ Annually ☐ As Needed ☒ Other
Language! Live Benchmarks – Intensive Reading	☒ Grade 6 ☒ Grade 7 ☒ Grade 8	☒ Oral Language ☒ Phonological Awareness ☒ Phonics ☒ Fluency	☒ Screening ☒ Progress Monitoring ☒ Diagnostic ☐ Summative	☐ Weekly ☐ 2 x Month ☐ Monthly ☐ Quarterly ☒ 3 x Year

Name of the Assessment	Target Audience (Grades 6-8)	What component of reading is being assessed?	Assessment Type (Each type of assessment should be represented.)	How often is the data being collected?
		☐ Vocabulary ☐ Comprehension		☐ Annually ☐ As Needed ☒ Other

6. **Describe the district's process for identifying grades 6-8 students in need of Tier 2/Tier 3 interventions.**

> Students are identified as needing Tier 2 or Tier 3 intervention based upon their FAST ELA PM 3 Level and Scale Score. Additionally, students are identified as needing Tier 2 interventions through their core language arts course as indicated by performance on state and district progress monitoring assessments (FAST PM 1, FAST PM 2, Semester Exams and Quarter Checkpoints).

Grades 6-8 Decision Tree
Beginning of year data
IF student meets the following criteria at the beginning of the school year: Students will need to meet or exceed the grade level expectations on the FAST ELA PM 1 given at the beginning of the year, and /or have scored a level 3 or higher on the 2024 FAST ELA PM 3 administration.

THEN TIER 1 Only
Core Instruction **Indicate the core curriculum and how the program is supported by strong, moderate or promising levels of evidence.** Students who meet the Tier 1 criteria will be enrolled in a middle school language arts course to receive Tier 1 instruction using our core curriculum, McGraw Hill Florida StudySync. StudySync was built to fully align with the Florida Benchmarks for Excellent Student Thinking Standards for English Language Arts. The program's instruction targets the three strands of the BEST Standards, as well as ELA Expectations that permeate every aspect of English Language Arts education, and aids teachers as they guide students who are continuing to develop knowledge and skills with increased complexity and nuance to think critically and adapt to the ever-evolving nature of language and literacy. StudySync received all green/meets expectation ratings on Edreports for alignment, text quality, building knowledge, and usability.
List performance criteria that indicate Tier 1 is sufficient for at least 80% of students. The performance criteria to indicate that Tier 1 is sufficient will be students scoring at or above the proficiency level set forth by the district at the 40th percentile range on the FAST PMs and district progress monitoring tools.
Explain how the effectiveness of Tier 1 instruction is monitored. District leadership along with Content Supervisors, District Resource Teachers, Coaches, School Administrators, and Instructional Leadership Teams will conduct classroom walkthroughs to evaluate whether instruction is aligned to grade-level standards and benchmarks. Data analysis will include the triangulation of multiple sources including progress monitoring data, common assessments and student work samples. PLC's will review the alignment to the BEST ELA Standards as well as student performance. In addition, district literacy leaders will engage in scoring and calibration of performance tasks and the analysis of curriculum benchmarks that will serve as common assessments for all three strands of the BEST ELA Standards.
What procedures are in place to identify and solve problems to improve effectiveness of Tier 1 instruction?

As evidence is collected, Content Supervisors, District Resource Teachers and District Coaches will be deployed to support leaders and teachers through side-by-side coaching, professional learning community support, and professional learning for schools and content teams.

Performance criteria that prompt the addition of Tier 2 interventions for students not meeting expectations/benchmarks during the school year:

Teachers will use state and district progress monitoring assessments formatives to identify students in need of teacher-led small group instruction and skills-based instruction and scaffolds.

Beginning of year data

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

6th Grade: students scoring a Level 2 on the 2023 FAST ELA PM 3

7th Grade: students scoring a Level 2 on the 2023 FAST ELA PM 3

8th Grade: students scoring a Level 2 on the 2023 FAST ELA PM 3

THEN TIER 1 Instruction and TIER 2 Interventions

Supplemental Instruction/Interventions

Indicate the programs and practices used in Tier 2 interventions and how the programs and practices are supported by strong, moderate or promising levels of evidence.

Students in need of Tier 2 intervention will receive support in their core language arts course using McGraw Hill Florida StudySync. Curriculum based interventions will include the following:

- Teacher-led small group instruction
- Curriculum-provided scaffolds (Beginner, Intermediate, Intermediate-Advanced, and Approaching)
- Foundational Skills – Word Study
- Write Precise to support text-based writing in response to text
- Targeted Spotlight Skills for Reteaching Benchmarks

In addition to using the embedded interventions in our core curriculum, students will also be provided with the following via our district-created text /novel studies using instructional practices with high effect sizes (Hattie Effect Size) and incorporating practices and interventions from the What Works Clearing House and Institute of Education Sciences.

- Spiraled exposure to standards taught in the core materials
- Teacher-led small groups
- Strategies to integrate new learning with prior knowledge (.93)
- Classroom discussion (.82)
- Scaffolding (.82)
- Summarization (.79)
- Rereading (.75)

Indicate the evidence-based programs and practices implemented for students with a disability, students with an IEP and students who are English language learners, as applicable.

Students enrolled in a Language Arts through ESOL course or who receive ESOL services will utilize embedded ELL supports. Each lesson in StudySync's Core ELA units includes scaffolded support for four levels of English proficiency. These targeted scaffolds automatically appear with every digital assignment and feature supports that are specifically tailored to each activity or desired outcome in the lesson. For example, texts are accompanied by visual glossaries and synopses so that English learners can access the text with their English language proficient peers. Activities like class discussions are accompanied by speaking frames or sentence starters, and writing prompts are accompanied by word banks, paragraph frames, or sentence starters, depending on students' levels of proficiency.

In addition, students with a disability or students with an Individual Educational Plan (IEP) will receive the following flexible options to support a variety of learning plans.

- Lesson Structure
- Shorten or Modify Assignments
- Scaffolds Tab
- Lexiled Texts
- Audio Options
- Audio Text Highlight Tool
- Audio Speed
- Keyboarding
- High-Contrast Display
- Text Enlargement
- Visually Stimulating Multimedia Content
- Customizable Groupings

Number of times per week interventions are provided:
3-5 times per week

Number of minutes per intervention session:
Session length will vary but total a minimum 45 minutes per week.

Explain how the effectiveness of Tier 2 interventions are monitored.
Student performance will be monitored through district and state progress monitoring tools as well as through curriculum tools available to all teachers: gradebook standards tracker, gradebook standards mastery, and gradebook reteach features.

What procedures are in place to identify and solve problems to improve effectiveness of Tier 2 interventions?
Administrators with their Instructional Leadership Teams will conduct classroom walkthroughs to evaluate whether instruction is aligned to grade-level standards and benchmarks. Data analysis will include the triangulation of multiple sources including progress monitoring data, common assessments and student work samples. PLC's will review the alignment to the BEST ELA Standards as well as student performance. In addition, district literacy leaders will engage in scoring and calibration of performance tasks and the analysis of curriculum benchmarks that will serve as common assessments for all three strands of the BEST ELA Standards.

Performance criteria that prompt the addition of Tier 3 interventions for students not meeting expectations/benchmarks during the school year:
Lack of consistent growth on state and district progress monitoring assessments, unit assessments, including teacher-led small group instruction will prompt the need of additional Tier 3 interventions for students not meeting expectations/benchmarks.

Beginning of year data

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

6th Grade: students scoring a Level 1 on the 2023 FAST ELA PM 3

7th Grade: students scoring a Level 1 on the 2023 FAST ELA PM 3

8th Grade: students scoring a Level 1 on the 2023 FAST ELA PM 3

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THEN TIER 1 Instruction, TIER 2 Interventions and TIER 3 Intensive Interventions

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Intensive, Individualized Instruction/Interventions

Indicate the programs and practices used in Tier 3 interventions and how the programs and practices are supported by strong, moderate or promising levels of evidence.

Tier 3 students will be enrolled in an Intensive Reading course where the teacher utilizes Voyager Sopris Language Live – Intensive Intervention program and its core components: Word Training & Text Training. Language Live does not meet strong, moderate, or promising levels of evidence; however, the following IES Practice Guide Recommendation supports the program: Providing Reading Interventions for Students in Grade 4-9. Recommendations include: Build students decoding skills so they can read complex multisyllabic words (strong evidence), provide purposeful fluency-building activities to help students read effortlessly(strong evidence), routinely use a set of comprehension-building practices to help students make sense of the text (strong evidence), provide students with opportunities to practice making sense of stretch text that will expose them to complex ideas and information (moderate evidence). These recommendations were built into the program with a focus on an evidence-based literacy approach founded in the science of reading with age-appropriate content to engage adolescent readers. The scope and sequence include word study with a focus on decoding and word analysis, fluency practices and embedded text to so students can practice vocabulary and practice with multisyllabic words. The district will support and monitor the implementation of this program by conducting three benchmark assessments throughout the year, including live and virtual for professional learning. These assessments track student performance with oral language, phonological awareness, phonics, fluency, vocabulary, and comprehension.

Text Training

Text Training leverages the power of the teacher to guide students in close reading of challenging, age-appropriate text and provides resources to reinforce and extend student learning. Teachers can focus on details essential to comprehension, critical thinking, and the connection between reading and writing. Text Training also provides additional practice with these critical skills and creates opportunities for teachers and students to interact and make meaning. The lessons spiral in difficulty as instruction in the unit advances with multiple opportunities for practice. The content in all four strands is interwoven into coherent, systematic instruction.

BASED ON A FOUR-PART UNIT DESIGN
- Vocabulary
- Grammar
- Reading comprehension
- Writing

Word Training

Word Training leverages the power of technology to provide precise and consistent instruction, flexible pacing, ample practice, and the ability for learners to privately and independently acquire skills they missed earlier in their school careers. Word Training engages students with foundational-skills instruction while providing motivating videos that build background knowledge.

BASED ON A FOUR-PART LESSON DESIGN
- Tutorial Video led by an Expert Teacher
- Check Your Understanding Activity

- Video Reviewing Concept led by Peer Tutors
- Cumulative Practice

Indicate the evidence-based programs and practices implemented for students with a disability, students with an IEP and students who are English language learners, as applicable.
Students enrolled in a Language Arts through ESOL course or who receive ESOL services will utilize embedded ELL supports. Each lesson in StudySync's Core ELA units includes scaffolded support for four levels of English proficiency.

These targeted scaffolds automatically appear with every digital assignment and feature supports that are specifically tailored to each activity or desired outcome in the lesson. For example, texts are accompanied by visual glossaries and synopses so that English learners can access the text with their English language proficient peers. Activities like class discussions are accompanied by speaking frames or sentence starters, and writing prompts are accompanied by word banks, paragraph frames, or sentence starters, depending on students' levels of proficiency.

In addition, students with a disability, students with an Individual Educational Plan (IEP) will receive the following flexible options to support a variety of learning plans.

- Lesson Structure
- Shorten or Modify Assignments
- Scaffolds Tab
- Lexiled Texts
- Audio Options
- Audio Text Highlight Tool
- Audio Speed
- Keyboarding
- High-Contrast Display
- Text Enlargement
- Visually Stimulating Multimedia Content
- Customizable Groupings

Number of times per week interventions are provided:
4-5 times a week

Number of minutes per intervention session:
Session length will vary but total 180 minutes per week.

Explain how the effectiveness of Tier 3 interventions are monitored.
Student performance will be monitored through district and state progress monitoring tools as well as through curriculum tools available to all teachers: gradebook standards tracker, gradebook standards mastery, and gradebook reteach features.

What procedures are in place to identify and solve problems to improve effectiveness of Tier 3 interventions?
District leadership along with Content Supervisors, District Resource Teachers, Coaches, and School Administrators, Literacy Leadership Teams will conduct classroom walkthroughs to evaluate whether instruction is aligned to grade-level standards and benchmarks. Data analysis will include the triangulation of multiple sources: Progress monitoring data and PLCs that look at common assessments/student work samples data and alignment to the BEST ELA Standards. In addition, district literacy leaders will engage in scoring and calibration of performance tasks and the analysis of curriculum benchmarks that will serve as common assessments for all three strands of the BEST ELA Standards.

7. **Grades 9-12 Assessments**
   Indicate in the chart below the assessment(s) used to screen and progress monitor grades 9-12 students. Add additional rows as needed.

Name of the Assessment	Target Audience (Grades 9-12)	What component of reading is being assessed?	Assessment Type (Each type of assessment should be represented.)	How often is the data being collected?
FAST ELA Reading	☒ Grade 9 ☒ Grade 10 ☐ Grade 11 ☐ Grade 12	☐ Oral Language ☐ Phonological Awareness ☐ Phonics ☐ Fluency ☒ Vocabulary ☒ Comprehension	☒ Screening ☒ Progress Monitoring ☐ Diagnostic ☒ Summative	☐ Weekly ☐ 2 x Month ☐ Monthly ☐ Quarterly ☒ 3 x Year ☐ Annually ☐ As Needed ☐ Other
StudySync FAST Test Prep	☒ Grade 9 ☒ Grade 10 ☒ Grade 11 ☒ Grade 12	☐ Oral Language ☐ Phonological Awareness ☐ Phonics ☐ Fluency ☒ Vocabulary ☒ Comprehension	☐ Screening ☒ Progress Monitoring ☐ Diagnostic ☐ Summative	☐ Weekly ☐ 2 x Month ☐ Monthly ☐ Quarterly ☒ 3 x Year ☐ Annually ☐ As Needed ☐ Other
Chalk Talk	☐ Grade 9 ☐ Grade 10 ☒ Grade 11 ☒ Grade 12	☐ Oral Language ☐ Phonological Awareness ☐ Phonics ☐ Fluency ☒ Vocabulary ☒ Comprehension	☐ Screening ☒ Progress Monitoring ☒ Diagnostic ☐ Summative	☐ Weekly ☐ 2 x Month ☐ Monthly ☐ Quarterly ☐ 3 x Year ☐ Annually ☒ As Needed ☐ Other
Language! Live Benchmarks (Tier 2 & 3)	☒ Grade 9 ☒ Grade 10 ☐ Grade 11 ☐ Grade 12	☒ Oral Language ☒ Phonological Awareness ☒ Phonics ☒ Fluency ☒ Vocabulary ☒ Comprehension	☒ Screening ☒ Progress Monitoring ☒ Diagnostic ☐ Summative	☐ Weekly ☐ 2 x Month ☐ Monthly ☐ Quarterly ☒ 3 x Year ☐ Annually ☐ As Needed ☐ Other
StudySync Foundational Skills (Tier 2 & 3) Core Assessment	☐ Grade 9 ☐ Grade 10 ☒ Grade 11 ☒ Grade 12	☒ Oral Language ☒ Phonological Awareness ☒ Phonics ☒ Fluency ☒ Vocabulary	☐ Screening ☒ Progress Monitoring ☒ Diagnostic ☐ Summative	☐ Weekly ☐ 2 x Month ☐ Monthly ☐ Quarterly ☐ 3 x Year ☐ Annually

Name of the Assessment	Target Audience (Grades 9-12)	What component of reading is being assessed?	Assessment Type (Each type of assessment should be represented.)	How often is the data being collected?
		☒ Comprehension		☒ As Needed ☐ Other

8. **Describe the district's process for identifying grades 9-12 students in need of Tier 2/Tier 3 interventions.**

Students are initially identified as needing Tier 2 or Tier 3 intervention based upon their Florida FAST ELA Assessment Level and Scale Score. Additionally, students are identified as needing Tier 2 interventions through their core English course as indicated by performance on state and district progress monitoring assessments (FAST PM 1, FAST PM 2, FAST Test Prep Form 1 and FAST Test Prep Form 2).

Grades 9-12 Decision Tree
Beginning of year data
IF student meets the following criteria at the beginning of the school year: Students will need to meet or exceed the grade level expectations on the FAST ELA PM 1 given at the beginning of the year, and /or have scored a level 3 or higher on the 2023 FAST ELA-PM 3 administration.
THEN TIER 1 Only
Core Instruction Students who meet the Tier 1 criteria will be enrolled in a high school English course or an equivalent Accelerated Programming course to receive Tier 1 instruction using our core curriculum in English, McGraw Hill Florida StudySync or an approved curriculum for Advanced Placement, International Baccalaureate, and/or Cambridge AICE. StudySync was built to fully align with the Florida Benchmarks for Excellent Student Thinking Standards for English Language Arts. The program's instruction targets the three strands of the BEST Standards, as well as ELA Expectations that permeate every aspect of English Language Arts education, and aids teachers as they guide students who are continuing to develop knowledge and skills with increased complexity and nuance in order to think critically and adapt to the ever-evolving nature of language and literacy. StudySync received all green/meets expectation ratings on Edreports for alignment, text quality, building knowledge, and usability.
List performance criteria that indicate Tier 1 is sufficient for at least 80% of students. The performance criteria to indicate that Tier 1 is sufficient will be students scoring at or above the proficiency level set forth by the district at the 40th percentile range on the FAST PMs and district progress monitoring tools.
Explain how the effectiveness of Tier 1 instruction is monitored. District leadership along with Content Supervisors, District Resource Teachers, Coaches, and School Administrators with their Instructional Leadership Teams will conduct classroom walkthroughs to evaluate whether instruction is aligned to grade-level standards and benchmarks. Data analysis will include the triangulation of multiple sources including progress monitoring data, common assessments and student work samples. PLC's will review the alignment to the BEST ELA Standards as well as student performance. In addition, district literacy leaders will engage in scoring and calibration of performance tasks and the analysis of curriculum benchmarks that will serve as common assessments for all three strands of the BEST ELA Standards.
What procedures are in place to identify and solve problems to improve effectiveness of Tier 1 instruction and/or curriculum provided to students?

As evidence is collected, Content Supervisors and District Resource Teachers will be deployed to build capacity amongst leaders and teachers through side-by-side coaching, professional learning community support, and professional learning for schools and content teams.

Performance criteria that prompt the addition of Tier 2 interventions for students not meeting expectations/benchmarks during the school year:

Teachers will use assessments as well as district formatives to determine necessary small group and skills-based instruction for students.

Beginning of year data

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

9th Grade: students scoring a mid Level 1 or a Level 2 on the 2023 FAST ELA PM 3

10th Grade: students scoring a mid Level 1 or a Level 2 on the 2023 FAST ELA PM 3

11th and 12th Grade: students not meeting concordant score

THEN TIER 1 Instruction and TIER 2 Interventions

Supplemental Instruction/Interventions

Indicate the programs and practices used in Tier 2 interventions and how the programs and practices are supported by strong, moderate or promising levels of evidence.

Students in grades 9-12 English will receive Tier 2 intervention in their core language arts course using McGraw Hill Florida StudySync. Curriculum based interventions will include the following:

- Teacher-led small group instruction
- Curriculum-provided scaffolds (Beginner, Intermediate, Intermediate-Advanced, and Approaching)
- Foundational Skills – MTSS Module
- Write Precise to support text-based writing
- Targeted Spotlight Skills for Reteaching

In addition to using the embedded interventions in our core curriculum, students will also be provided with the following via our district-created text /novel studies using instructional practices with high effect sizes (Hattie Effect Size) and incorporating practices and interventions from the What Works Clearing House and Institute of Education Sciences.

- Spiraled exposure to standards taught in the core materials
- Teacher-led small groups
- Strategies to integrate new learning with prior knowledge (.93)
- Classroom discussion (.82)
- Scaffolding (.82)
- Summarization (.79)
- Rereading (.75)

All 11th and 12th grade Level 1 and Level 2 students will be enrolled in an Intensive Reading course and utilize ChalkTalk. Chalk Talk shows promising evidence.

Indicate the evidence-based programs and practices implemented for students with a disability, students with an IEP and students who are English language learners, as applicable.

Students enrolled in an English through ESOL course or who receive ESOL services will utilize embedded ELL supports. Each lesson in StudySync's Core ELA units includes scaffolded support for four levels of English proficiency.

These targeted scaffolds automatically appear with every digital assignment and feature supports that are specifically tailored to each activity or desired outcome in the lesson. For example, texts are accompanied by visual glossaries and synopses so that English learners can access the text with their English language proficient peers. Activities like class discussions are accompanied by speaking frames or sentence starters,

and writing prompts are accompanied by word banks, paragraph frames, or sentence starters, depending on students' levels of proficiency.

In addition, students with a disability, students with an Individual Educational Plan (IEP) will receive the following flexible options to support a variety of learning plans.

- Lesson Structure
- Shorten or Modify Assignments
- Scaffolds Tab
- Lexiled Texts
- Audio Options
- Audio Text Highlight Tool
- Audio Speed
- Keyboarding
- High-Contrast Display
- Text Enlargement
- Visually Stimulating Multimedia Content

Number of times per week interventions are provided:
1-2 times per week

Number of minutes per intervention session:
Session length will vary but total 45 minutes per week.

Explain how the effectiveness of Tier 2 interventions are monitored.
Student performance will be monitored through district and state progress monitoring tools as well as through curriculum tools available to all teachers: gradebook standards tracker, gradebook standards mastery, and gradebook reteach features.

What procedures are in place to identify and solve problems to improve effectiveness of Tier 2 interventions?
District leadership along with Content Supervisors, District Resource Teachers, Coaches, and School Administrators with their Instructional Leadership Teams will conduct classroom walkthroughs to evaluate whether instruction is aligned to grade-level standards and benchmarks. Data analysis will include the triangulation of multiple sources including progress monitoring data, common assessments and student work samples. PLC's will review the alignment to the BEST ELA Standards as well as student performance. In addition, district literacy leaders will engage in scoring and calibration of performance tasks and the analysis of curriculum benchmarks that will serve as common assessments for all three strands of the BEST ELA Standards.

Performance criteria that prompt the addition of Tier 3 interventions for students not meeting expectations/benchmarks during the school year:
Lack of consistent growth on benchmark and unit assessments, even with implementation of teacher-led small group instruction.

Beginning of year data

IF student meets the following criteria at the beginning of the school year:
9th Grade: students scoring a low Level 1 on the 2023 FAST ELA PM 3
10th Grade: students scoring a low Level 1 on the 2023 FAST ELA PM 3
11th and 12th Grade: students not meeting concordant score

THEN TIER 1 Instruction, TIER 2 Interventions and TIER 3 Intensive Interventions

Intensive, Individualized Instruction/Interventions
Indicate the programs and practices used in Tier 3 interventions and how the programs and practices are supported by strong, moderate or promising levels of evidence.
All 9th and 10th grade Tier 3 students will be enrolled in an Intensive Reading course and utilize Voyager Sopris Language Live – Intensive Intervention program and its core components: Word Training & Text Training.

Tier 3 students will be enrolled in an Intensive Reading course where the teacher utilizes Voyager Sopris Language Live – Intensive Intervention program and its core components: Word Training & Text Training. Language Live does not meet strong, moderate, or promising levels of evidence; however, the following IES Practice Guide Recommendation supports the program: Providing Reading Interventions for Students in Grade 4-9. Recommendations include: Build students decoding skills so they can read complex multisyllabic words (strong evidence), provide purposeful fluency-building activities to help students read effortlessly(strong evidence), routinely use a set of comprehension-building practices to help students make sense of the text (strong evidence), provide students with opportunities to practice making sense of stretch text that will expose them to complex ideas and information (moderate evidence). These recommendations were built into the program with a focus on an evidence-based literacy approach founded in the science of reading with age-appropriate content to engage adolescent readers. The scope and sequence include word study with a focus on decoding and word analysis, fluency practices and embedded text to so students can practice vocabulary and practice with multisyllabic words. The district will support and monitor the implementation of this program by conducting three benchmark assessments throughout the year, including live and virtual for professional learning. These assessments track student performance with oral language, phonological awareness, phonics, fluency, vocabulary, and comprehension.

Text Training
Text Training leverages the power of the teacher to guide students in close reading of challenging, age-appropriate text and provides resources to reinforce and extend student learning. Teachers can focus on details essential to comprehension, critical thinking, and the connection between reading and writing. Text Training also provides additional practice with these critical skills and creates opportunities for teachers and students to interact and make meaning. The lessons spiral in difficulty as instruction in the unit advances with multiple opportunities for practice. The content in all four strands is interwoven into coherent, systematic instruction.

BASED ON A FOUR-PART UNIT DESIGN
- Vocabulary
- Grammar
- Reading comprehension
- Writing

Word Training
Word Training leverages the power of technology to provide precise and consistent instruction, flexible pacing, ample practice, and the ability for learners to privately and independently acquire skills they missed earlier in their school careers. Word Training engages students with foundational-skills instruction while providing motivating videos that build background knowledge.

BASED ON A FOUR-PART LESSON DESIGN
- Tutorial Video led by an Expert Teacher
- Check Your Understanding Activity
- Video Reviewing Concept led by Peer Tutors

- Cumulative Practice

All 11th and 12th grade Level 1 and Level 2 students will be enrolled in an Intensive Reading course to meet the Reading graduation requirement. They will utilize ChalkTalk, which shows promising evidence. Students enrolled in the course will also have access to a Classical Learning Test (CLT) Module, as well as a FAST Test Prep module.

Indicate the evidence-based programs and practices implemented for students with a disability, students with an IEP and students who are English language learners, as applicable.

Students enrolled in an English through ESOL course or who receive ESOL services will utilize embedded ELL supports. Each lesson in StudySync's Core ELA units includes scaffolded support for four levels of English proficiency.

These targeted scaffolds automatically appear with every digital assignment and feature supports that are specifically tailored to each activity or desired outcome in the lesson. For example, texts are accompanied by visual glossaries and synopses so that English learners can access the text with their English language proficient peers. Activities like class discussions are accompanied by speaking frames or sentence starters, and writing prompts are accompanied by word banks, paragraph frames, or sentence starters, depending on students' levels of proficiency.

In addition, students with a disability, students with an Individual Educational Plan (IEP) will receive the following flexible options to support a variety of learning plans.

- Lesson Structure
- Shorten or Modify Assignments
- Scaffolds Tab
- Lexiled Texts
- Audio Options
- Audio Text Highlight Tool
- Audio Speed
- Keyboarding
- High-Contrast Display
- Text Enlargement
- Visually Stimulating Multimedia Content

Customizable Groupings

Number of times per week interventions are provided:
3-4 times a week

Number of minutes per intervention session:
Session length will vary but total 100 minutes per week.

Explain how the effectiveness of Tier 3 interventions are monitored.
Student performance will be monitored through district and state progress monitoring tools as well as through curriculum tools available to all teachers: gradebook standards tracker, gradebook standards mastery, and gradebook reteach features.

Chalk Talk interventions will be monitored through curriculum assessments aligned to the ACT/SAT test blueprint.

What procedures are in place to identify and solve problems to improve effectiveness of Tier 3 interventions?
District leadership along with Content Supervisors, District Resource Teachers, Coaches, and School Administrators with their Instructional Leadership Teams will conduct classroom walkthroughs to evaluate whether instruction is aligned to grade-level standards and benchmarks. Data analysis will include the

triangulation of multiple sources including progress monitoring data, common assessments and student work samples. PLC's will review the alignment to the BEST ELA Standards as well as student performance. In addition, district literacy leaders will engage in scoring and calibration of performance tasks and the analysis of curriculum benchmarks that will serve as common assessments for all three strands of the BEST ELA Standards.

5) Professional Learning (Rule 6A-6.053(8)(b)3.f.-j., F.A.C.)

Describe the literacy professional learning that will be provided by the district and/or schools, aligned to the requirements below:

- Provide professional learning required by ss. 1012.585(3)(f) and 1012.98(5)(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;
- Provide professional learning in B.E.S.T. ELA Standards and evidence-based reading practices and programs;
- Provide professional learning to help instructional personnel and certified PreK teachers funded in the FEFP earn a certification, a credential, an endorsement or an advanced degree in scientifically researched and evidence-based reading instruction;
- Differentiate and intensify professional learning 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 learning.

Professional learning designed 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; was provided to all teachers preK-12 at the annual literacy symposium. All areas of reading were addressed, and teachers heard from SRLDs, the Lastinger Institute and UFLI among other speakers in a conference style setting. Individual sessions from this symposium will be repeated throughout the year so all teachers have a way to receive the information. In addition, the department offers a specific science of reading training for elementary leaders and secondary leaders to build their content knowledge around the implementation of systematic, explicit, and sequential instruction in all areas of literacy. Administrators, teachers and coaches will receive training on the Art and Science of Teaching, with a focus on best practices that can be implemented directly into the literacy block in alignment to the B.E.S.T. standards. Key emphasis will be placed on instructional delivery, student engagement and feedback to students, as well as stacking benchmarks and using the curriculum to build student knowledge around content.

Teachers in grades K-5 will receive specific implementation training for the use of Wonders by McGraw Hill to ensure that Tier 1 core instruction is planned and delivered with fidelity in alignment to the B.E.S.T. benchmarks. This training will occur every six weeks in a train the trainer model to build capacity at school sites. It will be followed up as needed at the school sites with implementation support and coaching by district resource teachers, as well as through weekly open office hours, and online planning sessions. Books including Know Better, Do Better Comprehension, The Writing Revolution, and Micro Mentor Texts will be used to develop and support professional learning of teachers in the reading/writing connection, especially as it pertains to understanding author's craft. Elementary teachers, administrators and coaches will also receive monthly PD on the implementation of i-Ready to ensure all elements of the program are utilized to maximize student success. The i-Ready district success team provides ongoing professional learning and on-site support as needed. School leaders, coaches and teachers will also receive quarterly professional learning on the use of DIBELS and how to analyze and utilize the data to plan for student intervention, especially for those students with a reading deficiency. The district will also provide support with UFLI

through an ongoing partnership with Dr. Lane and her team. In addition, the district has 4 UFLI coaches on staff to provide weekly virtual support to teachers, deliver ongoing professional learning on the implementation of UFLI and engage in coaching cycles across the district with teachers. Teachers of preK are implementing a new curriculum and will receive professional learning through the FrogStreet team, and that will be followed up with implementation support and coaching by district resource teachers, as well as through weekly open office hours, and online planning sessions. In addition, monthly turnkey training is provided to literacy leaders at sites so they can provide training at their school sites in alignment to the district initiatives.

Teachers in grades 6-12 will receive ongoing training on the implementation of StudySync with fidelity in alignment to the B.E.S.T. benchmarks. Training is provided to literacy leaders and followed up at the school sites by district resource teachers who monitor implementation and provide job embedded coaching. Weekly open office hours are available to support teachers with their implementation. Literacy Leaders will be engaging in a book study around Anita Archer's Explicit Instruction to dive deeper into methods on providing explicit and sequential instruction with the appropriate layers of feedback. Training using the books Writing Rope and Academic Moves are also being offered this year to support both writing instruction and task/target alignment. Secondary reading teachers will receive professional learning on the implementation of Language Live, the data it provides and how to engage with the program to maximize student results. Middle school reading teachers will have specific training around the text training aspect of the program, and how it can be delivered in both whole group and small group settings. High school reading teachers will receive professional learning on the use of the Core Reading Assessments and how the data can be used to support Tier 3 small group instruction using StudySync materials.

The district has teams who are trainers for both the FCRR and UFLC coaching endorsement programs and plans to roll out training to cohort of teachers this fall to build capacity. In addition, the Professional Learning department has an approved pathway for the reading endorsement that is offered several times throughout the year in a virtual and self-paced setting. The district continuously offers trainings that meet the requirements for the explicit reading instruction points for recertification at all levels, prek-12

This year it is a goal to capitalize on professional learning to build capacity at every site in literacy content and pedagogy. Funds are allocated across all grade level bands to have literacy leaders conduct site visits, engage in lesson study, and help to develop model classrooms across the district. These visits will occur at least once per semester in small groups by region.

Schools are tiered by data to receive district support by way of coach or resource teacher. In addition, school leaders are encouraged to tier their teachers and provide support through the site based coach, a mentor or through attendance at district training and planning sessions. All schools are encouraged to have time on their weekly meeting schedule for teachers to engage in PLC, common planning and/or professional learning. Through open office hours, teachers can also access district staff each week.

6) Tutoring Programs to Accelerate Literacy Learning (Rule 6A-6.053(9)(b), F.A.C.)

Describe any tutoring programs available within your district and include targeted grade levels (e.g., RAISE High School Tutoring).

Hillsborough County Public Schools (HCPS) will provide a K-3 reading tutoring program which will utilize HCPS RAISE High School Tutoring. The HCPS RAISE High School Tutoring Program trains, equips, and supports 11th and 12th grade high school students as they tutor K-3 elementary students to support literacy acquisition. The HCPS RAISE High School Tutoring vision is to empower high school students to change the lives of children through high quality literacy experiences. Prior to participating in the program, all HCPS RAISE High School tutors will attend six hours of self-paced tutor training provided by the district through a Canvas course as well as an orientation/training session and ongoing tutor support from district personnel. Inclusive of the training, tutors will develop knowledge of the science of reading concepts and components of powerful instruction to incorporate during proposed tutoring sessions. This self-paces Canvas training incorporates training decks from Just Read, Florida! as well as the Florida Center for Reading Research

(FCRR). Instructional materials used in tutoring sessions will meet the ESSA levels of strong, moderate, promising, or demonstrate a rationale. Tutoring sessions will occur weekly or biweekly throughout the school year. The tutoring sessions will take place during the school day, as required by state statute. While at the elementary site, high school students will plan for instruction, provide tutoring to multiple groups of students, and assess tutee understanding.

The HCPS RAISE High School Tutoring Program incorporates two program models for tutors. The first model for RAISE tutors permits tutors to provide their own transportation to travel to a nearby partnership elementary site. This option works best for high school students that have space within their academic schedule due to a virtual, dual enrollment, on the job training, or teacher assisting period. Tutoring sessions typically occur first thing in the morning or towards the end of the school day, depending on the high school student's schedule. These tutors are typically able to deliver more frequent tutoring sessions. Under this model, HCPS expects about 50 high school students to participate in the RAISE High School Tutoring Program for the 2024-2025 school year. The second model for RAISE tutors permits students to utilize HCPS school bus transportation and/or vehicle rental as they travel as a cohort to the elementary site with their supervising high school teacher. These high school teachers will be provided substitute teachers for classroom coverage. Tutoring sessions typically occur from 2nd period to 6th period on a designated day weekly or every other week. HCPS anticipates that there will be two high schools with approximately 20 tutors that are operating in this cohort model with tutors for the 2024-2025 school year

In addition to the HCPS RAISE High School Tutors who will provide support to K-3 students, HCPS will continue to work with the Seniors in Service Program to provide additional reading intervention support to elementary students in need of tutoring. The Seniors in Service Foster Grandparent Program and Readers in Motion Program have a proven track record in providing quality tutoring services to HCPS students. For over 39 years, the Seniors in Service Foster Grandparent Program has provided intensive tutoring and mentoring to students with identified needs. Each year, independent teacher assessments show that the children served by Seniors in Service improve literacy and resiliency, character and life skills needed to succeed in school and in life. Through this program, HCPS has leveraged collaborative relationships between passionate school staff; devoted, highly trained volunteers; and coordination/oversight by Seniors in Service to best meet the tutoring needs of HCPS students. HCPS content area experts provide training to the Seniors in Service Program staff each year. During both the 2022-2023 and 2023-2024 school years, approximately 120 volunteers in 29 HCPS schools obtained 5 hours of literacy training each year from HCPS. Sessions focus on building knowledge of the science of reading, with an emphasis on the phonological foundations of reading acquisition, to support tutors with reinforcing the explicit and systematic instruction being provided in HCPS classrooms. HCPS will continue to leverage this local partnership with Seniors in Service Volunteers as a supplemental resource that will assist with reading interventions and tutoring for students. Likewise, HCPS will continue to seek additional partnerships to support pairing and training community volunteers to provide literacy tutoring in kindergarten through third grade classrooms.

7) Family Engagement (Rule 6A-6.053(8)(b)3.o., F.A.C.)

In accordance with the list outlined in s. 1008.25(5)(d), F.S., describe the district's plan for notifying parents of students identified with a substantial reading deficiency. Include literacy partnerships or programs the district utilizes to increase support for families to engage in literacy activities and reading at home (e.g., New Worlds Reading Initiative).

For students with a substantial reading deficiency, parents are notified immediately following the initial assessment cycle. The notification letter includes not only includes information regarding the assessment,

but also information regarding the area of need, specific intervention, duration and progress monitoring data. There is also information provided for parents regarding available resources including the Read-at-Home plan, New Worlds Scholarships and the New Worlds Reading Initiative. Once the initial notification is sent, families receive monthly notification in writing regarding students' response to intervention and any changes that may occur with programming, duration, or progress monitoring. This continues throughout the school year. Additionally, the district has partnered with New Worlds Reading Initiative to host multiple family engagement events this school year. These events will help build family engagement in literacy skills to support students at home and decrease barrier within home-school communication. The district is launching a literacy campaign entitled Hillsborough Reads-Rise in 5! This campaign will center around bringing community awareness on the importance of literacy, highlight community members and partnerships that support our initiative and engage schools in common reading goals. Included in this campaign is an at home reading challenge with the support of Beanstack and myOn, as well as opportunities to showcase staff and student readers to build excitement and awareness around literacy. The district also supports family engagement by providing at home resources for grades K-2 to support UFLI implementation and decodable text reading. Coaches receive a turnkey training to provide to parents in the use of these materials, and this training is also provided in conjunction with the New Worlds family engagement nights.

8) Assurances ([Rule 6A-6.053(8)(b)2., F.A.C.](#))

District Comprehensive Evidence-Based Reading Plan (CERP) Assurances: Initial next to each assurance (a.—i.). The [Local Educational Agency Chief Executive Officer, or his/her authorized representative] assures the following:

Initials	Assurance
TMB	All reading instruction and professional learning is grounded in the science of reading; uses instructional strategies that includes phonics instruction for decoding and encoding as the primary strategy for word reading; and does not employ the three-cueing system model of reading or visual memory as a basis for teaching word reading.
TMB	a. All students identified with a substantial reading deficiency are covered by an individualized progress monitoring plan that meets the requirements of s. 1008.25(4)(c), F.S., to address their specific reading deficiency, unless they have an IEP or 504 plan that addresses their reading deficiency, or both in accordance with Rule 6A-6.053(5)(c), F.A.C.
TMB	b. All intensive reading interventions provided in Summer Reading Camps to students in grade 3 who score a Level 1 on the statewide, standardized ELA assessment are delivered by instructional personnel who are certified or endorsed in reading and rated highly effective as determined by the teacher's performance evaluation under s. 1012.34, F.S. All other intensive reading interventions are delivered by instructional personnel who are certified or endorsed in reading, or by instructional personnel who possess the elementary or secondary literacy micro-credential and who are supervised by an individual certified or endorsed in reading.
TMB	d. Each school has a Literacy Leadership Team consisting of a school administrator, literacy coach, media specialist and a lead teacher, as applicable.
TMB	e. All literacy coaches in the district meet the minimum qualifications described in Rule 6A-6.053(4), F.A.C.

TMB	f.	Literacy coaches are prohibited from performing administrative functions that will detract from their role as a literacy coach and spend limited time administering or coordinating assessments.
TMB	g.	Literacy coaches are assigned to schools with the greatest need based on student performance data in reading.
TMB	h.	Time is provided for teachers to meet weekly for professional learning, including lesson study and professional learning communities.
TMB	i.	The CERP will be shared with stakeholders, including school administrators, literacy leadership teams, literacy coaches, classroom instructors, support staff and parents.

Local Educational Agency Chief Executive Officer or Authorized Representative (Printed Name): Tracie M. Bergman	
Signature:	Date: June 9, 2024