

Comprehensive Evidence-Based Reading Plan

2023 - 2024



Hamilton County School District

APPROVED BY HAMILTON SCHOOL BOARD

ON

5/9/23

Lee Wetherington - Zamora

SUPERINTENDENT

District K-12 Comprehensive Evidence-Based Reading Plan

Annually, school districts must submit a K-12 Comprehensive Evidence-Based Reading Plan (CERP) by June 15 for the purpose of supporting increased student achievement in literacy and closing achievement gaps. In order to assist districts, the 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 comprehensive reading plan must be approved by the applicable school board, charter school governing board, or lab school board of trustees, for the specific use of the evidence-based reading instruction allocation. By July 1 of each year, the Department will release to each school district its allocation of appropriated funds pending plan submission.

The District K-12 CERP depicts and details the role of administration (both district and school level), professional development, assessment, curriculum, and instruction in the improvement of student learning of the B.E.S.T. English Language Arts Standards as provided in [Rule 6A-1.09401, Student Performance Standards, Florida Administrative Code \(F.A.C.\)](#). 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 Florida Department of Education's contact for the District K-12 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	Cherie Stone	Cherie.stone@hamiltonfl.com	(386)792-8042
Data Element	Samantha Norris	Samantha.norris@hamiltonfl.com	(386)792-7823
Third Grade Promotion	Kathy Griffin	Kathy.griffin@hamiltonfl.com	(386)792-8001
Multi-Tiered System of Supports	Kelly Johnson	Kelly.johnson@hamiltonfl.com	(386)792-8017
Other (Enter Responsibility)			
ELA / Reading	Chris Combass	Chris.combass@hamiltonfl.com	(386)792-7814
Professional Development	Carol Milton	Carol.milton@hamiltonfl.com	(386)792-7812
Exceptional Student Education (ESE)	Annie Pinello	Annie.pinello@hamiltonfl.com	(386)792-7851
English Language Learners (ELL)	Norma Zamora	Norma.zamora@hamiltonfl.com	(386)792-7806

2) District Budget for Evidence-Based Reading Allocation ([Rule 6A-6.053\(2\), F.A.C.](#))

Reading Allocation Budget Items

The evidence-based reading instruction allocation is created to provide comprehensive reading instruction to students in prekindergarten (PreK) through grade 12. Districts will include salaries and benefits, professional development, assessment, programs/materials, tutoring, and incentives required to effectively implement the district's plan. Budget must prioritize K-3 students with substantial deficiencies in reading.

Reading Allocation Budget Item	Amount	FTE (where applicable)
Amount of District Evidence-Based Reading Instruction Allocation	\$194,699.00	

Reading Allocation Budget Item	Amount	FTE (where applicable)
Estimated proportional share distributed to district charters <i>*Charter schools must utilize their proportionate share of the evidence-based reading allocation in accordance with Section (s.) 1002.33(7)(a)2.a. 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.</i>		
Elementary Expenses		
Literacy coaches	\$38,737.00	.40
Intervention teachers		
Scientifically researched and evidence-based supplemental instructional materials	\$14,329.00	
Summer reading camps for grade 3 students	\$30,000.00	3
Secondary Expenses		
Literacy coaches	\$4,304.00	.10
Intervention teachers		
Scientifically researched and evidence-based supplemental instructional materials	\$14,329.00	
K-12/PreK Expenses		
Professional development 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	\$5,000.00	
Incentives for K-12 instructional personnel and certified PreK teachers who possess the Reading Endorsement or Certification		
Incentives for K-12 instructional personnel and certified PreK teachers who possess the Emergent, Elementary, or Secondary Literacy Micro-Credential	\$15,000.00	
Additional time per day of evidence-based intensive reading instruction for extended literacy learning (before or after school, summer, etc.)		
Tutoring programs to accelerate literacy learning	\$20,000.00	
Family engagement activities		
Other – Please Describe		
Facilitation of Reading Endorsement Courses	\$6,000.00	
Peer-to-Peer Coaching and Mentoring / Model Classroom Visits	\$15,000.00	
Intervention Paraprofessional	\$32,000.00	
Sum of Expenditures	\$194,699.00	

3) Literacy Leadership – District and School

A. Measurable Student Achievement Goals ([Rule 6A-6.053\(1\)\(d\), F.A.C.](#))

For each grade, PreK-10, establish clear and measurable student literacy achievement goals based on the Florida Assessment of Student Thinking (FAST). Goals for plan year should increase from previous year in order to meet statewide literacy achievement goals.

Florida Assessment of Student Thinking (FAST)				
Grade	Previous School Year – % of Students Scoring		Goal for Plan Year – % of Students Scoring	
	Urgent Intervention <10 th percentile	At & Above Benchmark 40 th percentile & above	Urgent Intervention <10 th percentile	At & Above Benchmark 40 th percentile & above
PreK	6	70	5	72
K	12	58	10	60
1	22	53	20	55
2	18	49	16	51

Florida Assessment of Student Thinking (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	37	37	15	59
4	32	39	15	56
5	32	34	20	51
6	35	35	25	52
7	46	29	23	54
8	50	27	29	51
9	46	34	29	51
10	52	25	29	51

B. School Literacy Leadership Teams ([Rule 6A-6.053\(3\), F.A.C.](#))

Schools are required to establish a School Literacy Leadership Team.

1. Describe the process the principal will use to form and maintain a School Literacy Leadership Team, consisting of a school administrator, literacy coach, media specialist, lead teachers, and other relevant team members, as applicable.

The principal will collaborate with the District Reading Coach to develop a School Literacy Leadership Team consisting of the school level administrators, Media Specialist, and teacher leaders.

2. Describe how the School Literacy Leadership Team requirement is communicated to principals, including how School Literacy Leadership Teams use data to establish literacy goals and take strategic action to improve literacy achievement for all students.

The School Literacy Leadership Team requirements are communicated to school-level administrators through district principal meetings. The school administrators also participate in monthly Teaching and Learning Team meetings which are focused on curriculum instruction. This team conducts learning walks, reviews and analyzes data, and develops action plans for improving literacy achievement.

C. Plan Implementation and Monitoring ([Rule 6A-6.053\(7\), \(8\), F.A.C.](#))

Districts must monitor the implementation of the District K-12 CERP at the district and school level.

1. Provide an explanation of the following:

Grades K-5	District Level	School Level
Data that will be collected and frequency of review	Evidence-based strategies, student engagement, rigorous instruction through monthly	FAST Progress Monitoring – 3 times per year

	learning walks and lesson plan review	iReady Diagnostic Data – 2 times per year Evidence-based strategies, student engagement, rigorous instruction through weekly learning walks and lesson plan review
Actions for continuous support and improvement	Conduct monthly Teaching and Learning meetings and weekly principal meetings to discuss instruction, review data as applicable, and develop action steps for improvement	Monthly Grade Level PLCs and monthly Grade Level Data meetings focused on the continuous improvement cycle for literacy instruction

Grades 6-8	District Level	School Level
Data that will be collected and frequency of review	Evidence-based strategies, student engagement, rigorous instruction through monthly learning walks and lesson plan review	FAST Progress Monitoring – 3 times per year iReady Diagnostic Data – 2 times per year Evidence-based strategies, student engagement, rigorous instruction through weekly learning walks and lesson plan review
Actions for continuous support and improvement	Conduct monthly Teaching and Learning meetings and weekly principal meetings to discuss instruction, review data as applicable, and develop action steps for improvement	Monthly Grade Level TLCs and monthly Grade Level/ Department Data meetings focused on the continuous improvement cycle for literacy instruction
Grades 9-12	District Level	School Level
Data that will be collected and frequency of review	Evidence-based strategies, student engagement, rigorous instruction through monthly learning walks and lesson plan review	FAST Progress Monitoring – 3 times per year ACT, SAT, PERT after each assessment administration Evidence-based strategies, student engagement, rigorous instruction through weekly learning walks and lesson plan review
Actions for continuous support and improvement	Conduct monthly Teaching and Learning meetings and weekly principal meetings to discuss instruction, review data as applicable, and develop action steps for improvement	Monthly Grade Level TLCs and monthly Grade Level/ Department Data meetings focused on the continuous improvement cycle for literacy instruction

2. How are concerns communicated if it is determined that the District K-12 CERP is not being implemented with fidelity?

Director of Teaching and Learning and District Reading Coach will meet with administrators to address findings. Administrators will then meet with teachers to address findings.

- 3. Describe what has been revised to improve literacy outcomes for students in the district's K-12 CERP based upon the District K-12 CERP Reflection Tool and a root-cause analysis of student performance data.**

Based on the District K-12 CERP Reflection Tool, the district is focusing on improving literacy outcomes by supporting Tier 1, Tier 2, and Tier 3 instruction using evidence-based programs and strategies.

Discussion following completion of the District K-12 CERP Reflection Tool identified the following top priority areas:

1. Improving Tier 1 instruction
2. Identifying and implementing Higher Order Questioning strategies and processes
3. Implementing Tier 2 and Tier 3 with fidelity and monitoring through the MTSS process

To address these areas the following strategies will be implemented:

- Use of ELA Expectations by every teacher
- PLCs with fidelity
- Vertical and horizontal planning for standards based instruction

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

Principals will monitor implementation of the reading plan through creation of the master schedule, ensuring implementation of evidence-based materials and strategies, lesson plan review, learning walks, facilitation of PLCs and grade level/department/school data meetings focused on the continuous improvement cycle for literacy instruction.

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

Principals will monitor collection and utilization of assessment data to inform instruction and support needs of students through data meetings, PLCs, and targeted professional development to support teachers in implementation of effective strategies for reading instruction.

4) Literacy Coaches/Coaching ([Rule 6A-6.053\(6\), F.A.C.](#))

A. Literacy Coaches ([Rule 6A-6.053\(6\)\(a\), F.A.C.](#))

Literacy coaches should be assigned to schools determined to have the greatest need based on student performance data in reading. Districts can use the Just Read, Florida! literacy coach model or explain the evidence-based coaching model used in the district and how the district will monitor the implementation and effectiveness of the coaching model.

Describe how schools with the greatest need based on student performance data in reading are selected for coach services and supports.

The district has one PreK-5th grade school and one 6-12th grade school. Data reflects that reading support continues to be an area of need at both school sites. Coaching services will be allocated to

both schools with priority focus on elementary, based on student population to strategically reduce the number of students with reading deficits in the early years.

The District Reading Coach is certified as a FCRR Reading Endorsement trainer and provides local training for all reading endorsement competencies. This helps with ensuring that teachers providing reading intervention are knowledgeable and skilled in delivering evidence-based reading instruction.

In addition, the district is contracting with outside individuals to assist in providing job-embedded coaching and support to develop the skills of teachers and positively impact literacy outcomes.

B. The Just Read, Florida! Literacy Coach Model ([Rule 6A-6.053\(6\)\(c\), F.A.C.](#))

The Just Read, Florida! literacy coach model delineates the roles and responsibilities of literacy coaches:

- Provide professional development on the following:
 - The major reading components, as needed, based on an analysis of student performance data;
 - Administration and analysis of instructional assessments; and
 - Providing differentiated instruction and intensive interventions.
- Model effective instructional strategies for teachers in whole and small group instruction;
- Collect and use data on instructional practices to inform and implement professional learning activities;
- Train teachers to administer assessments, analyze data, and use data to differentiate instruction;
- Coach and mentor teachers daily;
- Work with teachers to ensure that evidence-based reading strategies and programs grounded in the science of reading are implemented with fidelity;
- Participate in literacy leadership teams;
- Continue to grow professionally to increase knowledge of and ability to apply effective pedagogy and andragogy;
- Prioritize time to teachers, activities, and roles that will have the greatest impact on student achievement in reading; and
- Work with school principals to plan and implement a consistent program of improving reading achievement using evidence-based strategies that demonstrate a statistically significant effect on improving student outcomes.

Literacy coaches must possess the following:

- A minimum of a bachelor's degree and reading endorsement or K-12 certification in reading;
- Effective or highly effective rating from the most recently available evaluation that contains student performance data;
- Specialized knowledge of evidence-based reading instruction grounded in the science of reading, infusing evidence-based reading strategies into content area instruction;
- Special expertise in quality reading instruction and infusing reading strategies into content area instruction;
- Data management skills;
- Strong knowledge base in working with adult learners;
- Excellent communication skills; and
- Outstanding presentation, interpersonal, and time-management skills.

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

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 literacy coach model is communicated to principals through monthly Teaching and Learning meetings, bi-monthly principal meetings, school-level meetings, emails, and face-to-face meetings as needed.

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

The District Reading Coach is supported by the district through participation in the monthly Teaching and Learning meetings which provides the coach with updates, concerns, and suggestions for targeted areas of coaching. The coach attends Train-the-Trainer trainings and conferences throughout the year to hone coaching skills and provide teachers with effective strategies to increase literacy knowledge and instruction.

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 development based on need?

The District Reading Coach participates in the monthly Teaching and Learning meetings which includes periodic review of progress monitoring data. The coach works with the district and school-level administration to develop a plan to jointly support teachers and provide professional development based on the identified areas of need. The coach also collaborates with key district personnel to assess outside consultants as needed for professional development and targeted coaching support.

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

The District Reading Coach provides an update at the monthly Teaching and Learning meetings regarding activities. The coach maintains a daily log of activities which is monitored by the Coordinator of Professional Development. There is ongoing communication with district and school-level leadership and teachers to implement the Decision Tree with fidelity.

5) K-12 Assessment, Curriculum, and Instruction

A. Florida's Formula for Success ([Rule 6A-6.053\(9\)\(a\), F.A.C.](#))

K-12 reading instruction will align with Florida's Formula for Success, 6 + 4 + T1 + T2 + T3, which includes the following:

- **Six components of reading:** oral language, phonological awareness, phonics, fluency, vocabulary, and comprehension;

- **Four types of classroom assessments:** screening, progress monitoring, diagnostic, and summative assessment;
- **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 C.F.R. 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 skill(s) and receive corrective feedback; occurs in addition to core instruction; and
 - **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; and 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 Success for all students including students with a disability and students who are English language learners.

The Superintendent, Director of Teaching and Learning, District Professional Development Coordinator, District Coordinator of Exceptional Student Education, District Reading Coach, District ELL Specialist, MTSS Specialist, school-site administrators and curriculum coordinators will collaborate to conduct professional development and ongoing support through school site PLCs to ensure teachers have a comprehensive understanding of Florida's Formula for Success and utilize this information in aligning reading instruction. Instruction and/or remediation in the six components of reading (oral language, phonological awareness, phonics, fluency, vocabulary, and comprehension) will be provided utilizing evidence-based programs and strategies.

Teams will conduct a comprehensive review of screening and diagnostic data in the fall to design and plan instruction based on the B.E.S.T. Standards and student needs. In addition, Teams will assign students to tiers and plan for appropriate interventions. Students with IEPs or ELL plans will receive support as determined by their plan. Teachers implementing interventions will maintain ongoing data on student progress to address the needs of ELLs and Students with disabilities.

The district works closely with NEFEC and the State Regional Literacy Director to support teachers and provide targeted professional development on B.E.S.T. Standards.

The Teaching and Learning Team will support and monitor implementation which includes lesson plans and conducting classroom learning walks. District personnel including the Superintendent, Director of Teaching and Learning, Coordinator of Professional Development, District Reading Coach, District ELL Specialist, Coordinator of Exceptional Student Education, MTSS Specialist, school-level administrators and curriculum coordinators will review student data with teachers and assist in refining, modifying, or changing interventions as needed to ensure students are progressing toward proficiency.

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

Using STAR Early Literacy, PreK students will be assessed three times per year. Administration will review fall data with PreK teachers to plan appropriate instruction based on Early Childhood Standards. Instructional staff will be supported in the use of the district adopted evidence-based curriculum. Students identified with significant deficiencies will be given additional differentiated support. Students with IEPs or ELL plans will receive support as determined by their plan. Teachers implementing interventions will maintain ongoing data on student progress to address the needs of ELLs and students with disabilities.

B. Assessment/Curriculum Decision Trees ([Rule 6A-6.053\(9\)\(d\)](#), [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 screening, progress monitoring, diagnostic, local assessment, statewide assessment, or teacher observations used within the district. For students in the Voluntary Prekindergarten Education Program through grade 10, the coordinated screening and progress monitoring system must be administered pursuant to [s. 1008.25\(8\)\(b\)](#), [F.S.](#), and included as a component of the Assessment/Curriculum Decision Trees.
- Targeted audience (grade level);
- Performance criteria used for decision-making for each instrument at each grade level;
- Assessment/curriculum connection, including evidence-based curriculum materials and practices used in instruction and interventions that address the six components of reading: oral language, phonological awareness, phonics, fluency, vocabulary, and comprehension;
- 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; and
- Identification of the multisensory interventions provided to students in grades K-3 who have a substantial reading deficiency, 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 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
 - (III) promising evidence from at least 1 well-designed and well-implemented correlational study with statistical controls for selection bias.

Grades PreK-5

1. Grades PreK-5 Assessments

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

Name of the Assessment	Target Audience (Grades PreK-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	<input checked="" type="checkbox"/> PreK <input checked="" type="checkbox"/> Grade K <input checked="" type="checkbox"/> Grade 1 <input type="checkbox"/> Grade 2 <input type="checkbox"/> Grade 3 <input type="checkbox"/> Grade 4 <input type="checkbox"/> Grade 5	<input checked="" type="checkbox"/> Oral Language <input checked="" type="checkbox"/> Phonological Awareness <input checked="" type="checkbox"/> Phonics <input checked="" type="checkbox"/> Fluency <input checked="" type="checkbox"/> Vocabulary <input checked="" type="checkbox"/> Comprehension	<input checked="" type="checkbox"/> Screening <input checked="" type="checkbox"/> Progress Monitoring <input type="checkbox"/> Diagnostic <input checked="" type="checkbox"/> Summative	<input type="checkbox"/> Weekly <input type="checkbox"/> 2 x Month <input type="checkbox"/> Monthly <input type="checkbox"/> Quarterly <input checked="" type="checkbox"/> 3 x Year <input type="checkbox"/> Annually <input type="checkbox"/> As Needed <input type="checkbox"/> Other
FAST Star Reading	<input type="checkbox"/> PreK <input type="checkbox"/> Grade K <input checked="" type="checkbox"/> Grade 1 <input checked="" type="checkbox"/> Grade 2 <input type="checkbox"/> Grade 3 <input type="checkbox"/> Grade 4 <input type="checkbox"/> Grade 5	<input type="checkbox"/> Oral Language <input type="checkbox"/> Phonological Awareness <input type="checkbox"/> Phonics <input type="checkbox"/> Fluency <input checked="" type="checkbox"/> Vocabulary <input checked="" type="checkbox"/> Comprehension	<input checked="" type="checkbox"/> Screening <input checked="" type="checkbox"/> Progress Monitoring <input type="checkbox"/> Diagnostic <input checked="" type="checkbox"/> Summative	<input type="checkbox"/> Weekly <input type="checkbox"/> 2 x Month <input type="checkbox"/> Monthly <input type="checkbox"/> Quarterly <input checked="" type="checkbox"/> 3 x Year <input type="checkbox"/> Annually <input type="checkbox"/> As Needed <input type="checkbox"/> Other
FAST ELA Reading	<input type="checkbox"/> PreK <input type="checkbox"/> Grade K <input type="checkbox"/> Grade 1 <input type="checkbox"/> Grade 2 <input checked="" type="checkbox"/> Grade 3 <input checked="" type="checkbox"/> Grade 4 <input checked="" type="checkbox"/> Grade 5	<input type="checkbox"/> Oral Language <input type="checkbox"/> Phonological Awareness <input type="checkbox"/> Phonics <input type="checkbox"/> Fluency <input checked="" type="checkbox"/> Vocabulary <input checked="" type="checkbox"/> Comprehension	<input checked="" type="checkbox"/> Screening <input checked="" type="checkbox"/> Progress Monitoring <input type="checkbox"/> Diagnostic <input checked="" type="checkbox"/> Summative	<input type="checkbox"/> Weekly <input type="checkbox"/> 2 x Month <input type="checkbox"/> Monthly <input type="checkbox"/> Quarterly <input checked="" type="checkbox"/> 3 x Year <input type="checkbox"/> Annually <input type="checkbox"/> As Needed <input type="checkbox"/> Other
Other District Assessment iReady	<input type="checkbox"/> PreK <input checked="" type="checkbox"/> Grade K <input checked="" type="checkbox"/> Grade 1 <input checked="" type="checkbox"/> Grade 2 <input checked="" type="checkbox"/> Grade 3 <input checked="" type="checkbox"/> Grade 4 <input checked="" type="checkbox"/> Grade 5	<input type="checkbox"/> Oral Language <input checked="" type="checkbox"/> Phonological Awareness <input checked="" type="checkbox"/> Phonics <input type="checkbox"/> Fluency <input checked="" type="checkbox"/> Vocabulary <input checked="" type="checkbox"/> Comprehension	<input type="checkbox"/> Screening <input checked="" type="checkbox"/> Progress Monitoring <input checked="" type="checkbox"/> Diagnostic <input type="checkbox"/> Summative	<input type="checkbox"/> Weekly <input type="checkbox"/> 2 x Month <input type="checkbox"/> Monthly <input type="checkbox"/> Quarterly <input type="checkbox"/> 3 x Year <input type="checkbox"/> Annually <input checked="" type="checkbox"/> As Needed <input checked="" type="checkbox"/> Other
	<input type="checkbox"/> PreK	<input type="checkbox"/> Oral Language	<input checked="" type="checkbox"/> Screening	<input type="checkbox"/> Weekly

Name of the Assessment	Target Audience (Grades PreK-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?
Phonics for Reading	<input type="checkbox"/> Grade K <input type="checkbox"/> Grade 1 <input checked="" type="checkbox"/> Grade 2 <input checked="" type="checkbox"/> Grade 3 <input checked="" type="checkbox"/> Grade 4 <input checked="" type="checkbox"/> Grade 5	<input type="checkbox"/> Phonological Awareness <input checked="" type="checkbox"/> Phonics <input type="checkbox"/> Fluency <input type="checkbox"/> Vocabulary <input type="checkbox"/> Comprehension	<input type="checkbox"/> Progress Monitoring <input type="checkbox"/> Diagnostic <input type="checkbox"/> Summative	<input type="checkbox"/> 2 x Month <input type="checkbox"/> Monthly <input type="checkbox"/> Quarterly <input type="checkbox"/> 3 x Year <input type="checkbox"/> Annually <input checked="" type="checkbox"/> As Needed <input type="checkbox"/> Other
Wonders Assessments	<input type="checkbox"/> PreK <input checked="" type="checkbox"/> Grade K <input checked="" type="checkbox"/> Grade 1 <input checked="" type="checkbox"/> Grade 2 <input checked="" type="checkbox"/> Grade 3 <input checked="" type="checkbox"/> Grade 4 <input checked="" type="checkbox"/> Grade 5	<input checked="" type="checkbox"/> Oral Language <input checked="" type="checkbox"/> Phonological Awareness <input checked="" type="checkbox"/> Phonics <input checked="" type="checkbox"/> Fluency <input checked="" type="checkbox"/> Vocabulary <input checked="" type="checkbox"/> Comprehension	<input type="checkbox"/> Screening <input checked="" type="checkbox"/> Progress Monitoring <input type="checkbox"/> Diagnostic <input checked="" type="checkbox"/> Summative	<input type="checkbox"/> Weekly <input type="checkbox"/> 2 x Month <input type="checkbox"/> Monthly <input type="checkbox"/> Quarterly <input type="checkbox"/> 3 x Year <input type="checkbox"/> Annually <input checked="" type="checkbox"/> As Needed <input type="checkbox"/> Other
Running Records	<input checked="" type="checkbox"/> PreK <input checked="" type="checkbox"/> Grade K <input checked="" type="checkbox"/> Grade 1 <input checked="" type="checkbox"/> Grade 2 <input checked="" type="checkbox"/> Grade 3 <input checked="" type="checkbox"/> Grade 4 <input checked="" type="checkbox"/> Grade 5	<input checked="" type="checkbox"/> Oral Language <input checked="" type="checkbox"/> Phonological Awareness <input checked="" type="checkbox"/> Phonics <input checked="" type="checkbox"/> Fluency <input checked="" type="checkbox"/> Vocabulary <input checked="" type="checkbox"/> Comprehension	<input type="checkbox"/> Screening <input checked="" type="checkbox"/> Progress Monitoring <input type="checkbox"/> Diagnostic <input checked="" type="checkbox"/> Summative	<input type="checkbox"/> Weekly <input type="checkbox"/> 2 x Month <input type="checkbox"/> Monthly <input type="checkbox"/> Quarterly <input type="checkbox"/> 3 x Year <input type="checkbox"/> Annually <input checked="" type="checkbox"/> As Needed <input type="checkbox"/> Other

2. Identification of K-5 Students with a Substantial Reading Deficiency ([Rule 6A-6.053\(10\)](#), F.A.C.)

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

- 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\(8\)](#), F.S., and the student has demonstrated, through progress monitoring, formative assessments, or teacher observation data, minimum skill levels for reading competency in one or more of the areas of phonological awareness; phonics; vocabulary, including oral language skills; fluency; and comprehension;
- 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\(8\)](#), F.S., and the student has demonstrated, through progress monitoring, formative assessments, or teacher observation data, minimum skill levels for reading competency in one or more of the areas of

phonological awareness; phonics; vocabulary, including oral language skills; fluency; and comprehension; 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\(8\), F.S.](#), and the student has demonstrated, through progress monitoring, formative assessments, or teacher observation data, minimum skill levels for reading competency in one or more of the areas of phonological awareness; phonics; vocabulary, including oral language skills; fluency; and comprehension; or
 - Level 1 on the end of the year statewide, standardized English Language Arts 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.

Tier 2

Kindergarten – 2nd grades: FAST STAR PR 11-24 and/or iReady PR 11-24

3rd grade: FAST Cambium ELA Level 2 and/or iReady PR 11-24

Tier 3

Kindergarten – 2nd grades: FAST STAR ≤10 PR and/or iReady ≤10 PR

3rd grade: FAST Cambium Level 1 and/or iReady ≤10 PR

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

Tier 2

4th – 5th grades: FAST Cambium ELA Level = 2 and/or iReady PR 11-24

Tier 3

4th – 5th grades: FAST Cambium Level 1 and/or iReady ≤10 PR

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: (Enter assessment criteria that will be used.) Kindergarten: FAST STAR PR ≥ 25 and/or iReady PR ≥ 25 1st grade: FAST STAR PR ≥ 25 and/or iReady PR ≥ 25 2nd grade: FAST STAR PR ≥ 25 and/or iReady PR ≥ 25 3rd grade: FAST Cambium ELA Level ≥ 3 and/or iReady PR ≥ 25 4th grade: FAST Cambium ELA Level ≥ 3 and/or iReady PR ≥ 25 5th grade: FAST Cambium ELA Level ≥ 3 and/or iReady PR ≥ 25	
THEN TIER 1 Only	
Core Instruction Indicate the core curriculum and how the program is supported by strong, moderate, or promising levels of evidence. McGaw-Hill Wonders – Florida State adopted curriculum	
List performance criteria that indicate Tier 1 is sufficient for at least 80% of students.	

<p>K-2nd: FAST STAR at/above 25PR and/or iReady at/above 25PR 3rd-5th: FAST ELA Level at/above 3 and/ or iReady at/above 25PR</p>
<p>Explain how the effectiveness of Tier 1 instruction is monitored.</p> <p>The District Teaching and Learning Team reviews progress monitoring data and conducts monthly learning walks to monitor implementation and effectiveness. Based on progress monitoring data and information collected during learning walks targeted professional development and/or coaching is implemented to assist teachers with improving Tier 1 instruction and increase student achievement.</p>
<p>What procedures are in place to identify and solve problems to improve effectiveness of Tier 1 instruction?</p> <p>Data is compiled and reviewed by the school leadership team and shared with the District Teaching and Learning Team. The school-level administration team meets with teachers during PLCs to review student data in order to identify and solve problems with Tier 1 instruction. Based on data, tiers of instruction are adjusted and plans for intervention support are developed. Administration team conducts weekly reviews of teacher lesson plans which includes Tier 1 instruction. The District Reading Coach meets monthly with grade level teams to plan for standards-based instruction.</p>
<p>Performance criteria that prompt the addition of Tier 2 interventions for students not meeting expectations/benchmarks during the school year:</p> <p>iReady: Below 25 PR and/or FAST STAR: Below 25 PR and/or FAST Cambium: Below level 3 and/or</p> <p>Student has demonstrated, through consecutive formative assessments or teacher observation data, minimum skill levels for reading competency.</p>
<p>Beginning of year data</p>
<p>IF: Student meets the following criteria at the beginning of the school year: (Enter assessment criteria that will be used.)</p> <p>Kindergarten: FAST STAR PR 11-24 and/or iReady PR 11-24 1st grade: FAST STAR PR 11-24 and/or iReady PR 11-24 2nd grade: FAST STAR PR 11-24 and/or iReady PR 11-24 3rd grade: FAST Cambium ELA Level = 2 and/or iReady PR 11-24 4th grade: FAST Cambium ELA Level = 2 and/or iReady PR 11-24 5th grade: FAST Cambium ELA Level = 2 and/or iReady PR 11-24</p>
<p>THEN TIER 1 Instruction and TIER 2 Interventions</p>
<p>Supplemental Instruction/Interventions</p> <p>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.</p> <p>UFLI Foundations, Leveled Literacy Instruction (LLI), and iReady meet the Florida requirement for evidence.</p> <p>Phonics for Reading does not meet strong, moderate, or promising levels of evidence; however, the following IES Practice Guide Recommendation(s) support the program:</p> <ul style="list-style-type: none"> ● Foundational Skills to Support Reading for Understanding in Kindergarten Through 3rd Grade <ul style="list-style-type: none"> ○ 2 level 1 – Develop awareness of the segments of sound in speech and how they link to letters. ○ 3 level 1 – Teach student to decode words, analyze word parts, and write and recognize words. ○ 4 level 2 – Ensure that each student reads connected text every day to support reading accuracy, fluency, and comprehension. <p>These recommendations were built into the program by phonics instruction, fluency-building activities and vocabulary-building practice. The district will support and monitor implementation of this program by</p>

identifying and enrolling students and providing time for program implementation, including training and support from Phonics for Reading for professional learning.
<p>Indicate the evidence-based programs and practices implemented for students with a disability, students with an Individual Educational Plan (IEP), and students who are English language learners, as applicable.</p> <p>Direct, Explicit Instruction UFLI Foundations Heggerty Phonemic Awareness Saxon Phonics Magnetic Reading LLI iReady Toolbox Phonics for Reading FCRR Activities</p>
<p>For K-3 students who have a substantial reading deficiency, identify the multisensory interventions provided.</p> <p>Direct, Explicit Instruction UFLI Foundations Heggerty Phonemic Awareness Saxon Phonics Magnetic Reading LLI iReady Toolbox Phonics for Reading FCRR Activities</p>
<p>Number of times per week interventions are provided:</p> <p>3-5 times per week</p>
<p>Number of minutes per intervention session:</p> <p>20-30 minutes each session</p>
<p>Explain how the effectiveness of Tier 2 interventions are monitored.</p> <p>Effectiveness of Tier 2 interventions are monitored through data review by the school leadership team with teachers and District Teaching and Learning Team. Effectiveness is also monitored by reviewing weekly lesson plans, conducting monthly learning walks to ensure implementation of small group instruction and instructional support schedules are followed with fidelity.</p>
<p>What procedures are in place to identify and solve problems to improve effectiveness of Tier 2 interventions?</p> <p>The team reviews progress monitoring data and conducts monthly learning walks to identify and solve problems to improve effectiveness of tier instruction and alignment to curriculum. Based on progress monitoring data and information collected during learning walks, targeted professional development and/or coaching is implemented to assist teachers with improving tier instruction for students.</p>
<p>Performance criteria that prompt the addition of Tier 3 interventions for students not meeting expectations/benchmarks during the school year:</p> <p>iReady: PR \leq 10 and/or FAST STAR: PR \leq 10 and/or FAST Cambium: < Level 2 and/or Student has demonstrated, through consecutive formative assessments or teacher observation data, minimum skill levels for reading competency.</p>
Beginning of year data
IF: Student meets the following criteria at the beginning of the school year:

(Enter assessment criteria that will be used.)

Kindergarten: FAST STAR ≤10 PR and/or iReady ≤10 PR

1st grade: FAST STAR ≤10 PR and/or iReady ≤10 PR

2nd grade: FAST STAR ≤10 PR and/or iReady ≤10 PR

3rd grade: FAST Cambium ELA Level 1 and/or iReady ≤10 PR

4th grade: FAST Cambium ELA Level 1 and/or iReady ≤10 PR

5th grade: FAST Cambium ELA Level 1 and/or iReady ≤10 PR

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.

Sound Partners, LLI and iReady Toolkit meet the Florida requirement for evidence.

Phonics for Reading 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 Kindergarten Through 3rd Grade
 - 2 level 1 – Develop awareness of the segments of sound in speech and how they link to letters.
 - 3 level 1 – Teach students to decode words, analyze word parts, and write and recognize words.
 - 4 level 2 – Ensure that each student reads connected text every day to support reading accuracy, fluency, and comprehension.

These recommendations were built into the program by phonics instruction, fluency-building activities and vocabulary-building practice. The district will support and monitor implementation of this program by identifying and enrolling students and providing time for program implementation, including training and support from Phonics for Reading for professional learning.

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

Sound Partners

UFLI Foundations

LLI

iReady Toolbox

Phonics for Reading

FCRR Activities

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

Sound Partners

UFLI Foundations

LLI

iReady Toolbox

Phonics for Reading

FCRR Activities

Number of times per week interventions are provided:

4-5 times per week

Number of minutes per intervention session:

Minimum of 30 minutes per session

Explain how the effectiveness of Tier 3 interventions are monitored.

Effectiveness of Tier 3 interventions are monitored through data review by the school leadership team with teachers and District Teaching and Learning Team. Effectiveness is also monitored by reviewing weekly

lesson plans, conducting monthly learning walks to ensure implementation of small group instruction and instructional support schedules are followed with fidelity.

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

The team views progress monitoring data and conducts monthly learning walks to identify and solve problems to improve effectiveness of tier instruction, alignment to curriculum, and make adjustments to intervention procedures and/or practices as needed. Based on progress monitoring data and information collected during learning walks targeted professional development and/or coaching is implemented to assist teachers with improving tier instruction for students.

3. Summer Reading Camps ([Rule 6A-6.053\(12\)](#), F.A.C.)

Requirements of Summer Reading Camps pursuant to [s. 1008.25\(7\)](#), 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.

3a. Describe the district's plan to meet each requirement for Summer Reading Camps required by [s. 1008.25\(7\)](#), 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 District Reading Coach, Coordinator of Professional Development, District ELL Specialist, Elementary School Administration, and Summer Site Leader will review data to identify differentiated instructional groups, select materials/strategies, and determine the daily schedule of instructional activities. This team will jointly plan with appointed Summer Reading Camp teachers to ensure the summer program is implemented with fidelity.

Instructional materials will focus on the use of Guided Reading, individualized and small group instruction focusing on specific skill deficits which also include multi-sensory strategies utilizing Florida Center for Reading Research (FCRR) activities and iReady Toolbox lessons. Based on student need, direct, explicit instruction in phonics will be provided. iReady will be used as a direct instruction digital support program.

Only teachers meeting the criteria required for the provision of instruction will be hired to teach Summer Reading Camp. Summer Reading Camp is provided to grade 3 students who scored a level one and will be taught by a reading endorsed or certified teacher.

Evidence:

- iReady: What Works Clearinghouse – The Curriculum Associates Research team analyzed data from more than one million students who took the iReady Diagnostic during the 2017-2018 school year. In both reading and mathematics, students who used iReady Personalized Instruction demonstrated substantial learning gains compared to students who did not, and these gains were positive and statistically significant. This large-scale study provides additional support that iReady is a well-researched program that meets the criteria for “evidence-based” as outlined by the Every Student Succeeds Act (ESSA).
- Individualized/small group instruction: John Hattie Effect Size = 0.60 Direct Instruction; 0.57 Explicit Teaching Strategies

- 3b. Districts have the option of providing summer reading camps to students in grades K-2 who demonstrate a reading deficiency and students in grades 4-5 who score Level 1 on the statewide, standardized ELA assessment. Will the district implement this option?

Yes/No

Yes

- 3c. If yes, describe the district's instructional plan. Include a description of the evidence-based instructional materials that will be utilized.

Kindergarten through 2nd grade students with substantial reading deficits as well as 4th and 5th grade students who score a level 1 on FAST Cambium ELA Assessment will be offered the opportunity to participate in a summer program focusing on literacy instruction. Evidence-based instruction will be based on the use of explicit multisensory instructional strategies to assist struggling reading in attaining grade level proficiency. Instructional materials will include identified programs and strategies from the K-5 Decision Tree.

Grades 6-8

4. 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	<input checked="" type="checkbox"/> Grade 6 <input checked="" type="checkbox"/> Grade 7 <input checked="" type="checkbox"/> Grade 8	<input type="checkbox"/> Oral Language <input type="checkbox"/> Phonological Awareness <input type="checkbox"/> Phonics <input type="checkbox"/> Fluency <input checked="" type="checkbox"/> Vocabulary <input checked="" type="checkbox"/> Comprehension	<input checked="" type="checkbox"/> Screening <input checked="" type="checkbox"/> Progress Monitoring <input type="checkbox"/> Diagnostic <input checked="" type="checkbox"/> Summative	<input type="checkbox"/> Weekly <input type="checkbox"/> 2 x Month <input type="checkbox"/> Monthly <input type="checkbox"/> Quarterly <input checked="" type="checkbox"/> 3 x Year <input type="checkbox"/> Annually <input type="checkbox"/> As Needed <input type="checkbox"/> Other
Other District Assessment iReady	<input checked="" type="checkbox"/> Grade 6 <input checked="" type="checkbox"/> Grade 7 <input checked="" type="checkbox"/> Grade 8	<input type="checkbox"/> Oral Language <input type="checkbox"/> Phonological Awareness <input type="checkbox"/> Phonics <input checked="" type="checkbox"/> Fluency <input checked="" type="checkbox"/> Vocabulary <input checked="" type="checkbox"/> Comprehension	<input type="checkbox"/> Screening <input checked="" type="checkbox"/> Progress Monitoring <input checked="" type="checkbox"/> Diagnostic <input type="checkbox"/> Summative	<input type="checkbox"/> Weekly <input type="checkbox"/> 2 x Month <input type="checkbox"/> Monthly <input type="checkbox"/> Quarterly <input type="checkbox"/> 3 x Year <input type="checkbox"/> Annually <input type="checkbox"/> As Needed <input checked="" type="checkbox"/> Other
StudySync Assessments	<input checked="" type="checkbox"/> Grade 6 <input checked="" type="checkbox"/> Grade 7 <input checked="" type="checkbox"/> Grade 8	<input type="checkbox"/> Oral Language <input type="checkbox"/> Phonological Awareness <input type="checkbox"/> Phonics <input type="checkbox"/> Fluency <input checked="" type="checkbox"/> Vocabulary	<input type="checkbox"/> Screening <input checked="" type="checkbox"/> Progress Monitoring <input type="checkbox"/> Diagnostic <input checked="" type="checkbox"/> Summative	<input type="checkbox"/> Weekly <input type="checkbox"/> 2 x Month <input type="checkbox"/> Monthly <input type="checkbox"/> Quarterly <input type="checkbox"/> 3 x Year <input type="checkbox"/> Annually

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?
		<input checked="" type="checkbox"/> Comprehension		<input checked="" type="checkbox"/> As Needed <input type="checkbox"/> Other
District/School/Teacher Assessments	<input checked="" type="checkbox"/> Grade 6 <input checked="" type="checkbox"/> Grade 7 <input checked="" type="checkbox"/> Grade 8	<input type="checkbox"/> Oral Language <input type="checkbox"/> Phonological Awareness <input type="checkbox"/> Phonics <input type="checkbox"/> Fluency <input checked="" type="checkbox"/> Vocabulary <input checked="" type="checkbox"/> Comprehension	<input type="checkbox"/> Screening <input checked="" type="checkbox"/> Progress Monitoring <input type="checkbox"/> Diagnostic <input checked="" type="checkbox"/> Summative	<input type="checkbox"/> Weekly <input type="checkbox"/> 2 x Month <input type="checkbox"/> Monthly <input type="checkbox"/> Quarterly <input type="checkbox"/> 3 x Year <input type="checkbox"/> Annually <input checked="" type="checkbox"/> As Needed <input type="checkbox"/> Other

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

Tier 2 FAST Cambium ELA Level = 2 and/or iReady PR 11-24

Tier 3 FAST Cambium ELA Level 1 and/or iReady ≤10 PR

Grades 6-8 Decision Tree
Beginning of year data
IF: Student meets the following criteria at the beginning of the school year: (Enter assessment criteria that will be used.) FAST Cambium ELA Level ≥ 3 and/or iReady PR ≥25.
THEN TIER 1 Only
Core Instruction Indicate the core curriculum and how the program is supported by strong, moderate, or promising levels of evidence. McGraw-Hill StudySync – Florida State adopted curriculum
List performance criteria that indicate Tier 1 is sufficient for at least 80% of students. FAST Cambium ELA ≥ Level 3 iReady PR ≥ 25
Explain how the effectiveness of Tier 1 instruction is monitored. FAST Cambium: 3 times per year iReady Diagnostic: 2 times per year The District Teaching and Learning Team reviews progress monitoring data and conducts monthly learning walks to monitor implementation and effectiveness. Based on progress monitoring data and information collected during learning walks targeted professional development and/or coaching is implemented to assist teachers with improving tier instruction and increase student achievement.
What procedures are in place to identify and solve problems to improve effectiveness of Tier 1 instruction? Data is compiled and reviewed by the school leadership team and shared with the District Teaching and Learning Team. The school-level administration team meets with teachers during PLCs to review student data in order to identify and solve problems with Tier 1 instruction. Based on data, tiers of instruction are adjusted and plans for intervention support are developed. Administration team conducts weekly reviews of teacher lesson plans which includes Tier 1 instruction. The District Reading Coach meets monthly with grade level teams to plan for standards-based instruction.

<p>Performance criteria that prompt the addition of Tier 2 interventions for students not meeting expectations/benchmarks during the school year:</p> <p>FAST Cambium: < Level 3</p> <p>iReady: PR < 25</p> <p>Student has demonstrated, through consecutive formative assessments or teacher observation data, minimum skill levels for reading competency.</p>
Beginning of year data
<p>IF: Student meets the following criteria at the beginning of the school year:</p> <p>(Enter assessment criteria that will be used.)</p> <p>FAST Cambium ELA: < Level 3</p> <p>iReady: PR < 25</p>
THEN TIER 1 Instruction and TIER 2 Interventions
<p>Supplemental Instruction/Interventions</p> <p>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.</p> <p>StudySync – state adopted curriculum</p> <p>iReady Toolbox lessons - iReady meets the Florida requirement for evidence</p> <p>Direct, Explicit Instruction in Foundational Skills/Morphology</p> <p>LLI</p>
<p>Indicate the evidence-based programs and practices implemented for students with a disability, students with an Individual Educational Plan (IEP), and students who are English language learners, as applicable.</p> <p>StudySync</p> <p>iReady Toolbox lessons</p> <p>Direct, Explicit Instruction in Foundational Skills/Morphology</p> <p>LLI</p>
<p>Number of times per week interventions are provided:</p> <p>3-5 times per week</p>
<p>Number of minutes per intervention session:</p> <p>20-30 minutes per session</p>
<p>Explain how the effectiveness of Tier 2 interventions are monitored.</p> <p>Effectiveness of Tier 2 interventions are monitored through data review by the school leadership team with teachers and District Teaching and Learning Team. Effectiveness is also monitored by reviewing weekly lesson plans, conducting monthly learning walks to ensure implementation of small group instruction and instructional support schedules are followed with fidelity.</p>
<p>What procedures are in place to identify and solve problems to improve effectiveness of Tier 2 interventions?</p> <p>The team reviews progress monitoring data and conducts monthly learning walks to identify and solve problems to improve effectiveness of tier instruction and alignment to curriculum. Based on progress monitoring data and information collected during learning walks, targeted professional development and/or coaching is implemented to assist teachers with improving tier instruction for students.</p>
<p>Performance criteria that prompt the addition of Tier 3 interventions for students not meeting expectations/benchmarks during the school year:</p> <p>iReady: PR ≤ 10 and/or</p> <p>FAST Cambium: < Level 2 and/or</p> <p>Student has demonstrated, through consecutive formative assessments or teacher observation data, minimum skill levels for reading competency.</p>
Beginning of year data

IF: Student meets the following criteria at the beginning of the school year: (Enter assessment criteria that will be used.) iReady: PR ≤ 10 and/or FAST Cambium: Level 1
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. StudySync – state adopted curriculum iReady Toolbox lessons - iReady meets the Florida requirement for evidence. Direct, Explicit Instruction in Foundational Skills/Morphology LLI Phonics for Reading
Indicate the evidence-based programs and practices implemented for students with a disability, students with an Individual Educational Plan (IEP), and students who are English language learners, as applicable. StudySync iReady Toolbox lessons Direct, Explicit Instruction in Foundational Skills/Morphology LLI Phonics for Reading
Number of times per week interventions are provided: 4-5 days per week
Number of minutes per intervention session: 20-30 minutes per session
Explain how the effectiveness of Tier 3 interventions are monitored. Effectiveness of Tier 3 interventions are monitored through data review by the school leadership team with teachers and District Teaching and Learning Team. Effectiveness is also monitored by reviewing weekly lesson plans, conducting monthly learning walks to ensure implementation of small group instruction and instructional support schedules are followed with fidelity.
What procedures are in place to identify and solve problems to improve effectiveness of Tier 3 interventions? The team reviews progress monitoring data and conducts monthly learning walks to identify and solve problems to improve effectiveness of tier instruction and alignment to curriculum. Based on progress monitoring data and information collected during learning walks, targeted professional development and/or coaching is implemented to assist teachers with improving tier instruction for students.

Grades 9-12

6. 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	<input checked="" type="checkbox"/> Grade 9 <input checked="" type="checkbox"/> Grade 10 <input type="checkbox"/> Grade 11 <input type="checkbox"/> Grade 12	<input type="checkbox"/> Oral Language <input type="checkbox"/> Phonological Awareness <input type="checkbox"/> Phonics <input type="checkbox"/> Fluency <input checked="" type="checkbox"/> Vocabulary <input checked="" type="checkbox"/> Comprehension	<input checked="" type="checkbox"/> Screening <input checked="" type="checkbox"/> Progress Monitoring <input type="checkbox"/> Diagnostic <input checked="" type="checkbox"/> Summative	<input type="checkbox"/> Weekly <input type="checkbox"/> 2 x Month <input type="checkbox"/> Monthly <input type="checkbox"/> Quarterly <input checked="" type="checkbox"/> 3 x Year <input type="checkbox"/> Annually <input type="checkbox"/> As Needed <input type="checkbox"/> Other
StudySync Assessments	<input checked="" type="checkbox"/> Grade 9 <input checked="" type="checkbox"/> Grade 10 <input checked="" type="checkbox"/> Grade 11 <input checked="" type="checkbox"/> Grade 12	<input type="checkbox"/> Oral Language <input type="checkbox"/> Phonological Awareness <input type="checkbox"/> Phonics <input type="checkbox"/> Fluency <input checked="" type="checkbox"/> Vocabulary <input checked="" type="checkbox"/> Comprehension	<input type="checkbox"/> Screening <input checked="" type="checkbox"/> Progress Monitoring <input type="checkbox"/> Diagnostic <input checked="" type="checkbox"/> Summative	<input type="checkbox"/> Weekly <input type="checkbox"/> 2 x Month <input type="checkbox"/> Monthly <input type="checkbox"/> Quarterly <input type="checkbox"/> 3 x Year <input type="checkbox"/> Annually <input checked="" type="checkbox"/> As Needed <input type="checkbox"/> Other
District/School/Teacher Assessments	<input checked="" type="checkbox"/> Grade 9 <input checked="" type="checkbox"/> Grade 10 <input checked="" type="checkbox"/> Grade 11 <input checked="" type="checkbox"/> Grade 12	<input type="checkbox"/> Oral Language <input type="checkbox"/> Phonological Awareness <input type="checkbox"/> Phonics <input type="checkbox"/> Fluency <input checked="" type="checkbox"/> Vocabulary <input checked="" type="checkbox"/> Comprehension	<input type="checkbox"/> Screening <input checked="" type="checkbox"/> Progress Monitoring <input type="checkbox"/> Diagnostic <input checked="" type="checkbox"/> Summative	<input type="checkbox"/> Weekly <input type="checkbox"/> 2 x Month <input type="checkbox"/> Monthly <input type="checkbox"/> Quarterly <input type="checkbox"/> 3 x Year <input type="checkbox"/> Annually <input checked="" type="checkbox"/> As Needed <input type="checkbox"/> Other
ACT / SAT	<input checked="" type="checkbox"/> Grade 9 <input checked="" type="checkbox"/> Grade 10 <input checked="" type="checkbox"/> Grade 11 <input checked="" type="checkbox"/> Grade 12	<input type="checkbox"/> Oral Language <input type="checkbox"/> Phonological Awareness <input type="checkbox"/> Phonics <input type="checkbox"/> Fluency <input checked="" type="checkbox"/> Vocabulary <input checked="" type="checkbox"/> Comprehension	<input type="checkbox"/> Screening <input type="checkbox"/> Progress Monitoring <input type="checkbox"/> Diagnostic <input checked="" type="checkbox"/> Summative	<input type="checkbox"/> Weekly <input type="checkbox"/> 2 x Month <input type="checkbox"/> Monthly <input type="checkbox"/> Quarterly <input type="checkbox"/> 3 x Year <input type="checkbox"/> Annually <input type="checkbox"/> As Needed <input checked="" type="checkbox"/> Other

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

PM 1 and/or 2 FAST Cambium Assessment (level 1 or 2)
 Student is not on track to fulfill state graduation assessment requirements for reading and writing.

Grades 9-12 Decision Tree
Beginning of year data IF: Student meets the following criteria at the beginning of the school year: (Enter assessment criteria that will be used.) 9 th – 11 th grades = most recent FSA/FAST Cambium ELA \geq Level 3

12 th grade = most recent FSA/FAST Cambium ELA \geq Level 3 AND student has fulfilled state graduation assessment requirements for reading and writing
THEN TIER 1 Only
Core Instruction Indicate the core curriculum and how the program is supported by strong, moderate, or promising levels of evidence. McGraw-Hill StudySync – Florida State adopted curriculum
List performance criteria that indicate Tier 1 is sufficient for at least 80% of students. FSA/FAST Cambium ELA: \geq Level 3 and/or Fulfillment of state graduation requirement for reading and writing assessment
Explain how the effectiveness of Tier 1 instruction is monitored. FAST Cambium: 3 times per year The District Teaching and Learning Team reviews progress monitoring data and conducts monthly learning walks to monitor implementation and effectiveness. Based on progress monitoring data and information collected during learning walks targeted professional development and/or coaching is implemented to assist teachers with improving tier instruction and increase student achievement.
What procedures are in place to identify and solve problems to improve effectiveness of Tier 1 instruction and/or curriculum provided to students? Data is compiled and reviewed by the school leadership team and shared with the District Teaching and Learning Team. The school-level administration team meets with teachers during PLCs to review student data in order to identify and solve problems with Tier 1 instruction. Based on data, tiers of instruction are adjusted and plans for intervention support are developed. Administration team conducts weekly reviews of teacher lesson plans which includes Tier 1 instruction. The District Reading Coach meets monthly with grade level teams to plan for standards-based instruction.
Performance criteria that prompt the addition of Tier 2 interventions for students not meeting expectations/benchmarks during the school year: FSA/FAST Cambium ELA $<$ Level 3 and/or Student has demonstrated, through consecutive formative assessments or teacher observation data, minimum skill levels for reading competency.
Beginning of year data
IF: Student meets the following criteria at the beginning of the school year: (Enter assessment criteria that will be used.) 9 th – 11 th grades = FSA/FAST Cambium $<$ Level 3 and or Student has demonstrated, through consecutive formative assessments or teacher observation data, minimum skill levels for reading competency. 12 th grade = Student has not fulfilled state graduation assessment requirements for reading and writing.
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. McGraw-Hill StudySync – Florida State adopted curriculum Explicit Instruction in Foundational Skills, Vocabulary, Comprehension, and Morphology – John Hattie’s Effect size .60 Meta-cognitive strategies (graphic organizers) – John Hattie’s Effect size .60
Indicate the evidence-based programs and practices implemented for students with a disability, students with an Individual Educational Plan (IEP), and students who are English language learners, as applicable. McGraw-Hill StudySync – Florida State adopted curriculum Direct, Explicit Instruction in Foundational Skills, Vocabulary, Comprehension, and Morphology

Meta-cognitive strategies (graphic organizers)
Number of times per week interventions are provided: 3-5 times per week
Number of minutes per intervention session: 20-30 minutes per session
Explain how the effectiveness of Tier 2 interventions are monitored. Effectiveness of Tier 2 interventions are monitored through data review by the school leadership team with teachers and District Teaching and Learning Team. Effectiveness is also monitored by reviewing weekly lesson plans, conducting monthly learning walks to ensure implementation of small group instruction and instructional support schedules are followed with fidelity.
What procedures are in place to identify and solve problems to improve effectiveness of Tier 2 interventions? The team reviews progress monitoring data and conducts monthly learning walks to identify and solve problems to improve effectiveness of tier instruction and alignment to curriculum. Based on progress monitoring data and information collected during learning walks, targeted professional development and/or coaching is implemented to assist teachers with improving tier instruction for students.
Performance criteria that prompt the addition of Tier 3 interventions for students not meeting expectations/benchmarks during the school year: FSA/FAST Cambium = level 1 and/or Student has not fulfilled state graduation assessment requirements for reading and writing
Beginning of year data
IF: Student meets the following criteria at the beginning of the school year: (Enter assessment criteria that will be used.) 9th-11th = Most recent FSA ELA Level 1 or FAST Cambium equivalent and/or the student has demonstrated, through consecutive formative assessments or teacher observation data, minimum skill levels for reading competency. 12th = Student has not fulfilled state graduation assessment requirements for reading and writing
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. McGraw-Hill StudySync – Florida State adopted curriculum Explicit Instruction in Foundational Skills, Vocabulary, Comprehension, and Morphology – John Hattie’s Effect size .60 Meta-cognitive strategies (graphic organizers) – John Hattie’s Effect size .60
Indicate the evidence-based programs and practices implemented for students with a disability, students with an Individual Educational Plan (IEP), and students who are English language learners, as applicable. McGraw-Hill StudySync – Florida State adopted curriculum Explicit Instruction in Foundational Skills, Vocabulary, Comprehension, and Morphology Meta-cognitive strategies (graphic organizers)
Number of times per week interventions are provided: 4-5 times per week
Number of minutes per intervention session: 20-30 minutes per session
Explain how the effectiveness of Tier 3 interventions are monitored.

Effectiveness of Tier 3 interventions are monitored through data review by school leadership team with teachers and District Teaching and Learning Team. Effectiveness is also monitored by reviewing weekly lesson plans, conducting monthly learning walks to ensure implementation of small group instruction and instructional support schedules are followed with fidelity.

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

The team reviews progress monitoring data and conducts monthly learning walks to identify and solve problems to improve effectiveness of tier instruction and alignment to curriculum. Based on progress monitoring data and information collected during learning walks, targeted professional development and/or coaching is implemented to assist teachers with improving tier instruction for students.

6) Professional Development ([Rule 6A.6.053\(4\), F.A.C.](#))

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

- Provide professional development required by [s. 1012.98\(4\)\(b\)11., F.S.](#), which includes training to help teachers integrate phonemic awareness, phonics, word study and spelling, fluency, vocabulary, and text comprehension strategies into an explicit, systematic, and sequential approach to reading instruction, including multisensory intervention strategies;
- Provide professional learning in B.E.S.T. ELA standards and evidence-based reading practices and programs;
- Differentiate and intensify professional development for teachers based on progress monitoring data;
- Identify mentor teachers and establish model classrooms within the school; and
- Ensure that time is provided for teachers to meet weekly for professional development.

The district provides professional development sessions on three designated district-wide professional development days to address the elements of reading instruction, including multisensory intervention strategies and explicit strategies proven to be effective for all subgroups including students with disabilities and English language learners. On these days sessions are also provided to address areas of concern identified through data. Paraprofessionals and tutors will be provided training in the Science of reading and Foundational Strategies to effectively support all students in phonemic awareness, phonics, word study and spelling, and fluency.

Identified professional learning will include:

- Reading Endorsement Pathway
- NEFEC Rural Connect – Elementary (Phase 1 - Summer Literacy Institute; Phase 2 – 3 days during year)
- Middle School Regional Literacy Institute
- Practice Profile (role out from Train-the-Trainer)
- B.E.S.T. Standards Training to include Curriculum Mapping and Instructional Pacing
- ELA Expectations training for all teachers
- Information on accessing Literacy Micro-Credential Courses

Time will be designated weekly to conduct activities throughout the month which include reviewing progress monitoring data to plan for student instruction, to include flexible small group instruction along with studying, implementing, and examining the impact of evidence-based instructional strategies.

On-going PreK-12 monthly PLCs by grade level and/or departments will be used to review data and effectively plan for improving instruction.

School administrators and curriculum teams are made aware of available professional learning opportunities in the area of reading through other providers (JustRead, FL!, NEFEC, FDLRS, UF, Beacon Educator) in order to assist administrators in identifying and differentiating learning for teachers based on their individual needs.

The Director of Teaching and Learning, Coordinator of Professional Development, and District Reading Coach will work with school-based administrators to identify mentor teachers and establish model classrooms based on student performance data.

B. List the pathways that are available in your district for earning the Reading Endorsement.

District based FCRR Reading Endorsement Pathways Trainer
University of Florida Lastinger Center for Learning Flamingo Literacy Matrix
NEFEC
Beacon Educator
Schultz Center
EPI program through Florida Gateway College

7) Tutoring Programs to Accelerate Literacy Learning ([Rule 6A-6.053\(2\), F.A.C.](#))

Describe any tutoring programs available within your district and include targeted grade levels (e.g., K-3 Reading Tutoring, RAISE High School Tutoring, etc.).

Hamilton County High School initiated the RAISE High School Tutoring program this year. High school juniors and seniors had to meet specific qualifications to be accepted into the program. They then were required to attend an intense training focused on reading, primarily foundations, prior to being placed in a classroom and serving as a tutor. Students that receive tutoring from this program must be in Kindergarten through third grade only and have a reading deficit.

After-School tutoring at the elementary level targeted only literacy for the first semester for grades Kindergarten through 5th. The Reading Tutoring K-3 grant funding supported only K-3 teachers and paraprofessionals providing the tutoring. Staff were required to complete a one-hour training prior to tutoring. Other funding sources were used for staff providing tutoring to grades 4 and 5, along with additional support staff (ESE, ELL, Social Worker).

During the second semester the Reading Tutoring K-3 grant supported the funding for only Kindergarten and first grade teachers and paraprofessionals. These grades continued to focus on literacy. Teachers and paraprofessionals for 2nd through 5th grades focused on both literacy and math and were funded from another source.

During the summer 2023 tutoring will be offered to students K-12th grade. At the elementary level students in grade K-5 with deficits in reading, as identified by FAST STAR or FAST Cambium PM 3, will be invited to attend a three-week tutoring session. Grade 3 students scoring a Level 1 on FAST Cambium PM 3 will be offered Summer Reading Camp by Reading Endorsed effective or highly effective teachers.

8) Family Engagement ([Rule 6A-6.053\(11\), F.A.C.](#))

In accordance with [s. 1008.25\(5\)\(e\), F.S.](#), parents of students identified with a substantial reading deficiency must be provided a read-at-home plan, including multisensory strategies, that the parent can use to help with reading at home.

Describe the district's plan for providing a read-at-home plan to parents of students identified with a substantial 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).

Students in Kindergarten participate in a daily "Take a Bag Home" program which includes decodable books, Dolch/Fry word lists, and fluency practice.

Students in grades K-5 participate in the Accelerated Reader program which promotes opportunities for families to read at home with their child to increase literacy.

Participation in the New Worlds Reading Initiative provides monthly at-home books for K-5th grade students that have been identified as Tier 2 or Tier 3. The books are available in Spanish which supports our populations of ELLs.

Literacy Nights conducted for parents and children include multisensory literacy activities that parents can use at home with their children.

Parent Support Specialists and a paraprofessional that works extended hours conduct home visits for our homeless, migrant, and hard-to-reach parents with a focus on the provisions of literacy activities to support increased academic achievement.

Hamilton County Elementary School Book Fair offered extended hours for families to attend with their child to promote literacy.