

Hamilton County School District



2022-23 Reading Plan

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Contact Information, Communication Plan, and Student Achievement Goals

Contact Information - Part A

District Contact Information

Reading Contacts

Identify the name, position title, email address, and phone number for each member of the district reading team. The Main District Reading Contact will be the Florida Department of Education's (FDOE) contact for the District K-12 Comprehensive Evidence-Based Reading Plan and is responsible for the plan and its implementation. Other contacts are those who work primarily with an area covered within the plan.

| Contact | Name, Title, Email, Phone |
|--|--|
| Main District Reading Contact | Stone, Cherie District Reading Coach cherie.stone@hamiltonfl.com 3867928042 |
| Elementary English Language Arts (ELA) | Combass, Christopher Director of Teaching and Learning chris.combass@hamiltonfl.com 3867927814 |
| Secondary ELA | Combass, Christopher Director of Teaching and Learning chris.combass@hamiltonfl.com 3867927814 |
| Reading Endorsement | Milton, Carol Coordinator of Professional Development carol.milton@hamiltonfl.com 3867927812 |
| Reading Curriculum | Combass, Christopher Director of Teaching and Learning chris.combass@hamiltonfl.com 3867927814 |
| Professional Development | Milton, Carol Coordinator of Professional Development carol.milton@hamiltonfl.com 3867927812 |
| Assessment | Harris, Phyllis District Testing Coordinator phyllis.harris@hamiltonfl.com 3867928116 |
| Data Element | Norris, Samantha District MIS Specialist samantha.norris@hamiltonfl.com 3897927823 |
| Summer Reading Camp | Griffin, Kathy Principal of Hamilton County Elementary School kathy.griffin@hamiltonfl.com 3867928001 |
| Third Grade Promotion | Griffin, Kathy Principal of Hamilton County Elementary School kathy.griffin@hamiltonfl.com 3867928001 |
| 300 Lowest-Performing Elementary Schools | Combass, Christopher Director of Teaching and Learning chris.combass@hamiltonfl.com 3897927814 |
| Multi-Tiered System of Supports (MTSS) | Pinello, Annie Coordinator of Exceptional Student Education annie.pinello@hamiltonfl.com 3867927851 |

Communication of Plan Information

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

Communication of plan information is both formal and informal throughout the year. Hamilton County School District (HCSD) has only two schools, one elementary and one secondary. For the 2022-2023 school year the District Office will be located on the elementary school campus. All stakeholders have frequent, ongoing communication with the Superintendent, district staff, and school-based leadership. Contents of the plan are shared through Board workshops, discussed during monthly Teaching and Learning Curriculum meetings, and during PLC meetings at the school level. The CERP will be posted on the HCSD website as well as on each school's website. The plan will also be shared at SAC meetings and Parent Universities conducted throughout the year.

Student Achievement Goals - Part B

Measurable Student Achievement Goals

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

Previous School Year

Kindergarten - % of Students "Ready" on FLKRS 32%

Previous School Year

Kindergarten - % of Students "Ready" on FLKRS 51%

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

District Professional Development Coordinator, District PreK Coordinator, District Reading Coach, and ESE Staffing Specialist will conduct PLC's with PreK staff to review curriculum maps, align standards with instruction, review ongoing progress monitoring data, and plan for use of evidence-based strategies for differentiating instruction to meet the needs of students. Periodic Learning Walks will be conducted to monitor implementation.

Statewide English Language Arts Standardized Assessment:

| Grade | Previous School Year % of Students Scoring | | | | | Goal for Plan Year % of Students Scoring | | | | |
|-------|---|-------|-------|-------|-------|---|-------|-------|-------|-------|
| | Lvl 1 | Lvl 2 | Lvl 3 | Lvl 4 | Lvl 5 | Lvl 1 | Lvl 2 | Lvl 3 | Lvl 4 | Lvl 5 |
| 3 | 37 | 32 | 18 | 7 | 6 | 16 | 26 | 36 | 16 | 6 |
| 4 | 44 | 26 | 14 | 11 | 5 | 16 | 29 | 26 | 23 | 6 |
| 5 | 38 | 28 | 22 | 10 | 1 | 21 | 29 | 29 | 15 | 6 |
| 6 | 42 | 18 | 21 | 15 | 4 | 26 | 23 | 29 | 16 | 6 |
| 7 | 59 | 22 | 12 | 6 | 1 | 24 | 23 | 27 | 20 | 6 |
| 8 | 51 | 21 | 20 | 6 | 2 | 30 | 20 | 26 | 18 | 6 |
| 9 | 63 | 15 | 16 | 5 | 1 | 30 | 20 | 26 | 18 | 6 |
| 10 | 44 | 29 | 12 | 11 | 5 | 30 | 20 | 26 | 18 | 6 |

Include additional literacy goals based on screening, progress monitoring, and/or district summative assessments. At a minimum, include specific goals for K-2 students.

Example: For each grade, K-2, increase the percentage of students currently scoring at or above grade level on (the approved district progress monitoring assessment) by 5% this year, from (60%) to (65%).

For each grade, K-2, each student will meet typical growth based on iReady diagnostic. For each grade, 3-10, the percentage of students scoring Level 1 will decrease by 5% while the percentage of students scoring Level 3 and above will increase by 5%.

District Budget for Evidence-Based Reading Instruction Allocation

Budget

| | | | |
|----|---|-----|---------------------|
| 1 | Estimated proportional share distributed to district charter | | \$0.00 |
| 2 | Reading coaches assigned to elementary schools | | \$34,281.00 |
| | | FTE | 2022-23 |
| | | 0.4 | \$34,281.00 |
| 3 | Reading coaches assigned to secondary schools | | \$3,809.00 |
| | | FTE | 2022-23 |
| | | 0.1 | \$3,809.00 |
| 4 | Intervention teachers assigned to elementary schools | | \$130,000.00 |
| | | FTE | 2022-23 |
| | | 2.0 | \$130,000.00 |
| 5 | Intervention teachers assigned to secondary schools | | \$0.00 |
| 6 | Supplemental materials or interventions for elementary schools | | \$3,305.00 |
| | | FTE | 2022-23 |
| | | | \$3,305.00 |
| 7 | Supplemental materials or interventions for secondary schools | | \$3,304.00 |
| | | FTE | 2022-23 |
| | | | \$3,304.00 |
| 8 | Intensive interventions for elementary students reading below grade level | | \$0.00 |
| 9 | Intensive interventions for secondary students reading below grade level | | \$0.00 |
| 10 | Professional development | | \$6,000.00 |
| | | FTE | 2022-23 |
| | | | \$6,000.00 |
| 11 | Helping teachers earn the reading endorsement | | \$4,000.00 |
| | | FTE | 2022-23 |
| | | | \$4,000.00 |
| 12 | Summer reading camps | | \$10,000.00 |
| | | FTE | 2022-23 |

| | | |
|--------|---|--------------|
| | | \$10,000.00 |
| 13 | Additional hour for 300 lowest-performing elementary schools | \$0.00 |
| 14 | Early literacy instruction/intervention for VPK completers pursuant to s. 1008.25(8)(c), F.S. | \$0.00 |
| Total: | | \$194,699.00 |

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

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

Funds have been prioritized to fully support K-3 students by funding school-based intervention teachers at the elementary level targeting K-3 students identified with a substantial deficiency in reading. The school reviews quarterly progress monitoring data and the intervention teachers are deployed to provide additional support for the students with the most need. The District Reading Coach is housed at the elementary school with a primary focus of supporting elementary level teachers. Four full-time Intervention Teachers are employed at the elementary level to address the needs of students with reading deficiencies, with two being funded through the Reading Allocation.

School Literacy Leadership Teams

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

The School Literacy Leadership Team requirements are communicated to school-level administrators through the monthly Teaching and Learning Team meeting as well as ongoing email correspondence.

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

The roster of School Literacy Leadership Teams will be provided to the Superintendent, Director of Teaching and Learning, and the District Reading Coach.

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

The Superintendent, Director of Teaching and Learning, and District Reading Coach are responsible for supporting and monitoring School Literacy Leadership teams to ensure compliance.

Professional Development

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

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

The District Reading Coach is an on-site Just Read, FL! / FCRR Reading Endorsement Pathway trained instructor and is currently providing professional development for the Reading Endorsement. A team of district, elementary, and secondary representatives will attend the JRF Summer Literacy Institute as well as regional trainings offered throughout the year.

Initial training for NEFEC Rural Connect for Secondary (Middle School) was provided during the summer. The training addressed the implementation of B.E.S.T. Standards and reading strategies not only for ELA but also content area teachers. Three follow-up sessions will take place throughout the year to expand on strategies.

As part of Phase 3 of NEFEC Rural Connect the District Reading Coach will facilitate Practice Connected Support, specifically the Foundations Module.

Each school site conducted a three day Summer Symposium to review data and plan for effective implementation of B.E.S.T. Standards for the 2022-2023 school year.

During preplanning NEFEC provided professional development sessions to K-2 and 3-5 to reinforce the implementation of B.E.S.T. Standards and foundational skills including phonemic awareness, phonics, word study and spelling, and fluency. The State Regional Literacy Director provided professional development on implementing B.E.S.T. Standards to 6-12 ELA and Reading Teachers which included understanding and stacking standards and foundations skills at the secondary level.

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. 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.

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 K-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 (Just Read, 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, PD Coordinator, and District Reading Coach will work with school-based administrators to identify mentor teachers and establish model classrooms based on student performance data.

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

Professional Development requirements are shared at monthly Teaching and Learning meetings and at Administrative Staff meetings. Follow-up technical assistance is provided via email, phone call, and one-on-one meetings, as needed.

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

The Professional Development Coordinator and District Reading Coach are responsible for supporting and monitoring professional development requirements to ensure compliance.

Charter Schools

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

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

NA

Literacy Coaches

Literacy Coaches - Part A

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

Coaches must possess the following:

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

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

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 possesses a Masters Degree in Elementary Education as well as in Educational Leadership and is Reading Endorsed and or Certified. In addition, the district contracts with a Literacy Consultant specifically to provide support for K-3.

Upload rubric, if applicable

The following documents were submitted as evidence for this section:

No files were uploaded

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

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

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

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

Yes

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

The following documents were submitted as evidence for this section:

No files were uploaded

If yes, please complete the next section:

How are these requirements being communicated to principals?

Requirements for the District Reading Coach are communicated to principals through monthly Teaching and Learning meetings, school-level meetings, emails, and face-to-face as needed.

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 Teaching and Learning monthly 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.

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

The Coordinator of Professional Development is responsible for supporting and monitoring the coach time and tasks to align with the direction provided by the Superintendent and the Director of Teaching and Learning.

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

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.

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

As part of the data review and discussion at the monthly Teaching and Learning meetings, the team determines a plan of action and focus of activities for the District Reading Coach based on the most recent available data. If additional action is needed, the Superintendent provides direction to school-based administration.

District-Level Monitoring of Plan Implementation

District-Level Monitoring - Part A

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

- Provide an explanation of the data that will be collected, how it will be collected, and the frequency of review must be provided. Districts must also explain how concerns are communicated if it is determined that the District K-12 Comprehensive Evidence-Based Reading Plan is not being implemented in a systematic and explicit manner, based on data to meet the needs of students;
- Ensure all instruction in reading is systematic and explicit, based on data, and uses an evidence-based sequence of reading instruction and strategies to meet the needs of students at the school level and determining appropriate instructional adjustments;
- Ensure that data from formative assessments are used to guide differentiation of reading instruction;
- Ensure incorporation of reading and literacy instruction by all content area teachers into subject areas to extend and build discussions of text in order to deepen understanding; and
- Evaluate District K-12 Comprehensive Evidence-Based Reading Plan implementation and impact on student achievement.

Assessments

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

- the full name of the assessment;
- the grade level(s) the assessment is administered, and, where applicable, criteria for identifying students who will be assessed; and
- the components of reading (oral language, phonological awareness, phonics, fluency, vocabulary, comprehension) or the standards strand (reading, communication) that will be assessed, the type of assessment, and how often the data will be collected and analyzed to support instruction.

| Name of the Assessment | To whom is the assessment administered? | Assessment type | What component of the reading/strand of standard is being assessed? | How often is the data being collected? |
|---|---|---|--|---|
| FAST - STAR | PreK-2nd | Screener, Progress Monitoring, Summative | Oral Language, Phonological Awareness, Phonics, Fluency, Vocabulary, Comprehension | 3 x A Year |
| FAST - Cambium | 3rd-10th grade students | Screener, Progress Monitoring, Summative | Vocabulary, Comprehension | 3 x A Year |
| i-Ready | K-8th grade students | Progress Monitoring | Phonological Awareness, Phonics, Vocabulary, Comprehension | Annually |
| Performance Matters | 6th-12th grade students | Progress Monitoring | Vocabulary, Comprehension | Quarterly |
| Running Records | K-5th grade students | Progress Monitoring, Summative | Oral Language, Phonological Awareness, Phonics, Fluency, Vocabulary, Comprehension | 2 x A Month |
| easy CBM | Students identified Tier 2 / Tier 3 | Progress Monitoring | Oral Language, Phonological Awareness, Phonics, Fluency, Vocabulary, Comprehension | 2 x A Month |
| District/School/Teacher Formative Assessments | K-12, as needed | Screener, Progress Monitoring, Formative Assessment | Oral Language, Phonological Awareness, Phonics, Fluency, Vocabulary, Comprehension | Weekly, 2 x A Month, Monthly, Quarterly, 3 x A Year, Annually |
| StudySync assessments | 6-12 as needed | Progress Monitoring, Formative Assessment | Vocabulary, Comprehension | Weekly, 2 x A Month, Monthly |
| Wonders Benchmark Assessments | K-5 | Progress Monitoring, Formative Assessment | Oral Language, Phonological Awareness, Phonics, Fluency, Vocabulary, Comprehension | Weekly, 2 x A Month, Monthly |
| Phonics for Reading | k-5 as needed | Screener | Phonics | Weekly, 2 x A Month, Monthly |

District-Level Monitoring - Part B

Provide the following information to depict how the district will meet each of the requirements.

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

The District Teaching and Learning Team works together to write the plan, review assessment data throughout the year, plan professional development, and support the District Reading Coach in implementation of the plan.

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

The district purchases evidence-based reading curriculum and provides instructional resources for tiered instruction which encompasses systematic and explicit instruction. Small group instruction is planned

through PLCs including the identification of the materials to be used. District and school-based leadership teams conduct Learning Walks to ensure implementation.

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

All district and school level leadership teams review assessment data and meet with teachers and teams on an on-going basis to assure the Decision Tree is being followed to differentiate instruction. PLC time will be used for reviewing data, determining groups and planning for differentiation in classrooms or grade level teams.

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

Initial training for NEFEC Rural Connect for Secondary (Middle Grades) was provided during the summer to provide reading strategies for content area teachers. Three follow-up sessions will take place throughout the year to reinforce and expand on these strategies. Civic Literacy kits were purchased for classrooms based on the B.E.S.T. Standards booklist. The district will provide professional development to implement B.E.S.T. Standards and provide teachers with planning time to develop cross-curriculum units in Civics instruction at all grade levels. Professional development will also be provided to content area teachers with follow-up through PLCs for planning instruction to utilize evidence-based strategies to deepen understanding of texts through discussion.

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

Any concerns regarding plan implementation are discussed at monthly Teaching and Learning meetings. Results of Learning Walks conducted by school or district-based teams are discussed at the school level for follow-up implementation by the principal. Teachers or parents having concerns are encouraged to communicate those concerns to school/district staff for problem-solving. Due to the small size of our district, staff are easily accessible so that concerns can be shared, discussed, and addressed.

District-Level Monitoring - Part C

Districts must annually evaluate the implementation of their K-12 Reading plan on the form entitled District K-12 CERP Reflection Tool, after conducting a root-cause analysis of student performance data to evaluate the effectiveness of interventions. The evaluation must:

- Analyze elements of the district's plan, including literacy leadership, literacy coaching, standards, curriculum, instruction, intervention, assessment, professional learning and family engagement;
- Include input from teachers, literacy coaches and administrators at the school level;
- Identify elements in need of improvement and evidence-based strategies to increase literacy outcomes for students; and
- Analyze the effectiveness of interventions implemented in the prior year.

Describe how the district's K-12 Reading Plan has been revised to improve literacy outcomes for students based upon the analysis conducted as part of the District K-12 CERP Reflection Tool.

The K-12 Reading Plan is developed via a subcommittee from the Teaching and Learning Team. The Reading Plan is evaluated using the Reflection Tool. Any area that receives a rating of 1 or 2 becomes the priority of the district for improvement. The 2021-22 school year focused on improving Tier I instruction to increase overall literacy outcomes. For the 2022-2023 school year, continue working on

improving Tier 1 instruction and focus on the implementation of Tier 2 and Tier 3 interventions with fidelity.

Based on the group discussion for the 21-22 Reflection Tool there were three strategies identified for improving literacy outcomes. These include: 1) Effective planning for ELA/Reading instruction; 2) Implement scheduled monthly learning walks to monitor instruction; 3) Utilize PLCs to effectively analyze data and plan instruction.

School-Level Monitoring of Plan Implementation

School-level Reading Plan implementation - Part A

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

What process is in place to ensure effective implementation?

The principals conduct learning walks and share the overall results of those at the monthly Teaching and Learning meetings to identify strengths, weaknesses, and trends which may reflect a need for ongoing professional development. Data from periodic progress monitoring assessments is shared with the Teaching and Learning Team and presented quarterly to the School Board.

Who at the district level supports effective implementation?

The district administrative team supports the schools in the effective implementation of the plan which includes the Superintendent, Directors, and Coordinators. The District Reading Coach reviews data with teachers monthly and discusses progress/action steps with the Teaching and Learning Team to ensure implementation.

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

Data is maintained to document individual student interventions and an analysis is conducted to determine the programs, interventions, and activities which resulted in the most growth for students. This information is used to direct the district in areas of improvement.

Weekly reading walkthroughs by administrators - Part B

What process is in place to ensure effective implementation?

Principals will maintain a log of classroom walk-throughs. This information will be used in identifying model classrooms by grade level which will provide job-embedded professional growth for teachers that need to observe another teacher model effective-based practices.

Who at the district level supports effective implementation?

The Superintendent and District Teaching and Learning Team will support implementation of the plan.

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

Analysis of classroom walkthroughs, student response to targeted interventions, and progress monitoring data are used to identify areas in need of improvement.

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

What process is in place to ensure effective implementation?

The school-level administration team along with the District Reading Coach and MTSS Specialist meet monthly with teachers during PLCs to review student data, determine tier of instruction, and design a plan for intervention support. Administration teams at each school site conducts weekly reviews of teacher lesson plans which includes Tier 2 and Tier 3 interventions.

Who at the district level supports effective implementation?

The district Teaching and Learning Team supports the school with effective implementation in addition to the ongoing support provided by the District Reading Coach and MTSS Specialist.

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

The district Teaching and Learning Team reviews progress monitoring data and conducts monthly learning walks to monitor implementation and determine areas of improvement. Based on progress monitoring data and information collected during learning walks targeted professional development and/or coaching is implemented to assist teachers with improving instruction and increase student achievement.

Summer Reading Camp

Reading Camp - Part A

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

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

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

Yes

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

The District Reading Coach, the Coordinator of Professional Development, and the Elementary School Principal 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 may be utilize using the program Phonics for Reading (see 11c). iReady will be used as direct instruction digital support programs. For our students with greatest need, additional instruction will be given using Sound Partners, which meets Florida requirements for evidence levels.

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

Evidence: WWC iReady (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 student 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).

Sound Partners (ESSA = strong; effect size 0.58)

Individualized/Small Group Instruction – John Hattie Effect Size=.77

Direct, Explicit instruction -- John Hattie Effect Size =0.60 Direct Instruction; 0.57 Explicit Teaching Strategies

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

Will the district implement this option?

Yes

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

Rising 2nd and 3rd grade students with substantial reading deficits 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 readers in attaining grade level proficiency. Instructional materials will include iReady (computer and teacher-directed lessons), FCRR activities, and Sound Partners.

Attendance - Part B

Complete below depicting the number and percentage of students attending summer reading camps.

Number of Students Attending Summer Reading Camp

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

42

Students who demonstrate a reading deficiency in grades K-2

44

Students who score Level 1 in grades 4-5

0

Percentage of Students Attending Summer Reading Camp

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

59%

Students who demonstrate a reading deficiency in grades K-2

40%

Students who score Level 1 in grades 4-5

0%

Family Engagement through a Read-At-Home Plan

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

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

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

Students receiving Tier 2 and 3 intervention via Leveled Literacy Intervention take home a reader every night.

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.

Literacy Nights conducted for parents and children include multisensory literacy activities.

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

Who at the district is responsible for monitoring this requirement?

The Federal Program office is responsible for working with administrators to monitor this requirement. The District Reading Coach assists by reviewing data to identify students with a substantial reading deficiency (Tier 2/3) and refers them to participate in the New Worlds Reading Initiative.

Assessment, Curriculum, and Instruction

Requirements - Part A

Elementary schools (K-5) must teach reading in a dedicated, uninterrupted block of time of at least 90 minutes daily to all students. The reading block will include whole group instruction utilizing an evidence-based sequence of reading instruction and small group differentiated instruction in order to meet individual student needs.

Provide whole group instruction utilizing an evidence-based sequence of reading instruction.

How does the district support and monitor implementation?

The Teaching and Learning Team will support the school-level administration in ensuring reading instruction is provided during the 90 minute reading block which includes whole group instruction that follows an evidence based sequence of reading instruction using the core curriculum and flexible small group differentiated instruction to meet the individual student need. The district also reviews Master Schedules, teacher assignments, and lesson plans as well as conducting learning walks with school-level administrators to monitor implementation.

Wonders, a Florida state adopted material, is used as the core curriculum for grades K-5.

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

The Teaching and Learning Team, which is led by the Director of Teaching and Learning, is responsible for monitoring.

Use texts to increase students' background knowledge and literacy skills in social studies, science, and the arts.

How does the district support and monitor implementation?

The district purchases curriculum from approved list. The district continues to purchase Civics texts for all grade levels according to the B.E.S.T. Standards Civics recommended reading list. Teachers are provided with opportunities during the summer and on district designated professional development days to create cross-curricular units using these materials. Professional Development is provided to ensure teachers have a repertoire of evidence-based strategies for vocabulary acquisition and comprehension for implementation based on the instructional task during instruction of Social Studies, Science, and the Arts.

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

The Teaching and Learning Team is responsible for assisting school-level administrators with monitoring this requirement.

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

How does the district support and monitor implementation?

The District Reading Coach and K-2 Literacy Consultant will provide support to teachers in designing and implementing small group instruction to meet the individual needs of students utilizing programs such as Wonders, Sound Partners, iReady and Phonics for Reading (see 11c) as needed. Teachers will maintain lists with student groupings for differentiated instruction for review by school and district personnel during learning walks.

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

The District and School-based Administrators are responsible for supporting and monitoring this requirement.

Florida's Revised Formula For Success - Part B

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

- **Six components of reading:** oral language, phonological awareness, phonics, fluency, vocabulary, and comprehension;
- **Four types of classroom assessments:** screening, progress monitoring, diagnostic, and summative assessment;
- **Core Instruction (Tier 1):** is standards-aligned; includes accommodations for students with a disability, students with an Individual Educational Plan (IEP), and students who are English language learners; provides print-rich explicit and systematic, scaffolded, differentiated instruction, and corrective feedback; builds background and content knowledge; incorporates writing in response to reading; and incorporates the principles of Universal Design for Learning as defined in 34 C.F.R. 200.2(b)(2)(ii);
- **Supplemental Instruction/Intervention (Tier 2):** is standards-aligned; includes accommodations for students with a disability, students with an IEP, and students who are English language learners; provides explicit, systematic, small group teacher-led instruction matched to student need, targeting gaps in learning to reduce barriers to students' ability to meet Tier 1 expectations; provides multiple opportunities to practice the targeted skill(s) and receive corrective feedback; and occurs in addition to core instruction; and
- **Intensive, Individualized Instruction/Intervention (Tier 3):** is standards-aligned; includes accommodations for students with a disability, students with an IEP, and students who are English language learners; provides explicit, systematic, individualized instruction based on student need, one-on-one or very small group instruction with more guided practice, immediate corrective feedback, and frequent progress monitoring; and occurs in addition to core instruction and Tier 2 interventions. In accordance with Section 1011.62(8)(d), F.S., intensive reading interventions must be delivered by instructional personnel who are certified or endorsed in reading.

Describe how the district will align K-12 reading instruction with Florida's Revised Formula for Success.

The District Professional Development Coordinator, Director of Teaching and Learning, District Reading Coach, and MTSS Specialist will collaborate to conduct professional development and ongoing work through school site PLCs to ensure teachers have a comprehensive understanding of Florida's Revised Formula for Success and utilize this information in aligning reading instruction. The six components of reading: oral language, phonological awareness, phonics, fluency, vocabulary, and comprehension in grades K-5 will be provided utilizing the evidence based programs such as, Wonders, Sound Partners, iReady and Phonics for Reading (see 11c) as needed.

For grades 6-8, Study Sync and iReady are used as reading instructional programs that meet Florida's requirements for evidence levels. For grades 9-12, Study Sync, ChalkTalk (see 11c), LightStail (see 11C) and Mindplay (see 11C) are used. 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 need. In addition, teams will assign students to tiers and plan for appropriate interventions. Teachers implementing interventions will maintain ongoing data on student progress to address the needs of English language learners and students with disabilities. During preplanning NEFEC provided professional development sessions to K-2 and 3-5 to reinforce the implementation of B.E.S.T. Standards and foundational skills including phonemic awareness, phonics, word study and spelling, and fluency. The State Regional Literacy Director provided professional development on implementing B.E.S.T.

Standards to 6-12 ELA and Reading Teachers which included understanding and stacking standards and foundations skills at the secondary level.

How does the district support and monitor implementation?

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

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

The Teaching and Learning Team will support and monitor implementation of reading instruction in collaboration with school-level administration. Monthly reports will be provided to the Superintendent.

Assessment/Curriculum Decision Trees - Part C

Requirements

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

The Decision Trees must contain the following information:

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

Tier 1

Core Instruction:

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

Grade Levels: K-5**IF Student meets the following criteria at the beginning of the school year:***(Enter assessment criteria that will be used)*

Student meets the following criteria at beginning of school year:

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: iReady PR ≥ 25 4th grade: FSA ELA Level ≥ 3 and/or iReady PR ≥ 25 5th grade: FSA ELA Level ≥ 3 and/or iReady PR ≥ 25 **THEN TIER 1 Only****Core Curriculum**

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

McGaw-Hill Wonders – Florida
State adopted curriculum

Progress Monitoring**Assessment & Frequency**

Kindergarten-2nd = FAST STAR - 3 times per year; iReady - 2 times per year

3rd-5th = Cambium - 3 times per year; iReady - 2 times per year

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

K-2nd: FAST STAR at/above 25PR and/or iReady at/above 25PR

3rd: iReady at/above 25PR

4th-5th: FSA ELA Level at/above 3 and/ or iReady at/above 25PR

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

iReady: Below 25PR and or

FAST STAR: Below 25PR and or

FSA ELA Level: Below 3 and or the student has demonstrated, through consecutive formative assessments or teacher observation data, minimum skill levels for reading competency.

How is the effectiveness of Tier 1 instruction being monitored?

STAR Early Literacy, STAR Reading, Cambium = 3 times per year

iReady Diagnostic = 2 times per year

iReady instruction percentages monitored weekly

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 provided to in-person students? Provided to distance learning students?

Grade Levels: K-5

Data reviewed by school leadership team with teachers, District Teaching and Learning Team, District Reading Coach, and MTSS Specialist. The school-level administration team along with the District Reading Coach and MTSS Specialist meet monthly with teachers during PLCs to review student data, determine tier of instruction, and design a plan for intervention support. Administration teams at each school site conducts weekly reviews of teacher lesson plans which includes Tier 1 instruction.

Hamilton district provides students with information to Florida Virtual School as their option for distance learning; Hamilton provides the brick and mortar option for students.

If needed, based on state mandates, the curriculum will be narrowed and focused on the specific standards that are most needed by the student, eliminating extraneous material. Students will be given the choice of paper packets or using a school-provided Chromebook based on internet access.

Teachers will utilize Google Classroom for assignments, monitor progress and provide periodic phone calls and virtual meetings.

How is the effectiveness of Tier 1 curriculum being monitored?

School leadership team walk-throughs

Data chats

FAST STAR and Cambium Progress Monitoring

iReady Progress Monitoring

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

Grade level meetings

Data chats

Targeted professional development

The district purchases evidence-based reading curriculum and provides instructional resources for tiered instruction which encompasses systematic and explicit instruction. Small group instruction is planned through PLCs including the identification of the materials to be used. District and school-based leadership teams conduct Learning Walks to ensure implementation.

Hamilton district provides students with information to Florida Virtual School as their option for distance learning; Hamilton provides the brick and mortar option for students.

If needed, based on state mandates, the curriculum will be narrowed and focused on the specific standards that are most needed by the student, eliminating extraneous material. Students will be given the choice of paper packets or using a school-provided Chromebook based on internet access.

Teachers will utilize Google Classroom for assignments, monitor progress and provide periodic phone calls and virtual meetings.

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

Hamilton district provides students with information to Florida Virtual School as their option for distance learning; Hamilton provides the brick and mortar option for students.

If needed, based on state mandates, the curriculum will be narrowed and focused on the specific standards that are most needed by the student, eliminating extraneous material. Students will be given the choice of paper packets or using a school-provided Chromebook based on internet access.

Teachers will utilize Google Classroom for assignments, monitor progress and provide periodic phone calls and virtual meetings.

Grade Levels: Middle Grades (6-8)**IF Student meets the following criteria at the beginning of the school year:***(Enter assessment criteria that will be used)*Most recent FSA ELA Level ≥ 3 and/or iReady = PR ≥ 25 **THEN TIER 1 Only****Core Curriculum**

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

McGraw-Hill Florida- Study Sync-State adopted curriculum. i-Ready

Progress Monitoring**Assessment & Frequency**

iReady Diagnostic - 2 times per year

FAST Cambium - 3 times per year

EOY FSA ELA

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

iReady = PR at/above 25 and or

FSA ELA Level at/above 3

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

iReady = PR below 25 and or

FSA ELA Level below 3 and or FAST Cambium below satisfactory (orange) and or the student has demonstrated, through consecutive formative assessments or teacher observation data, minimum skill levels for reading competency.

How is the effectiveness of Tier 1 instruction being monitored?

Cambium: 3 times per year

iReady Diagnostic: 2 times per year

iReady instruction percentages monitored weekly

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 provided to in-person students? Provided to distance learning students?

Data review by school leadership team with teachers, District Teaching and Learning Team, Reading Coach, 6th-8th grade Dean who monitors behavior. This team views progress monitoring data and conducts monthly learning walks to identify and solve problems to improve effectiveness of tier instruction. 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. Hamilton currently provides the brick and mortar option for students. If needed, the monitoring of effectiveness of Tier instruction provided to distance learning students could be adapted using a virtual platform.

Grade Levels: Middle Grades (6-8)

How is the effectiveness of Tier 1 curriculum being monitored?

The effectiveness of tier curriculum is monitored through:

School Leadership team walk-throughs

Data chats

Cambium Progress Monitoring

iReady Progress Monitoring

Based on progress monitoring data and information collected during learning walks targeted professional development and/or coaching is implemented to assist teachers with program and curriculum training to increase fidelity and appropriate use of materials. Hamilton currently provides the brick and mortar option for students. If needed, the monitoring of effectiveness of Tier instruction provided to distance learning students could be adapted using a virtual platform.

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

The district purchases evidence-based reading curriculum and provides instructional resources for tiered instruction which encompasses systematic and explicit instruction. Small group instruction is planned through PLCs including the identification of the materials to be used. District and school-based leadership teams conduct Learning Walks to ensure implementation. To identify and solve problems to improve effectiveness in Tier curriculum, the following procedures are in place: data chats, grade level meetings after PLC curriculum planning. The Reading Coach, Interventionist and Literacy Team members discuss ways to improve effectiveness of tier curriculum and provide targeted professional development if needed, to solve the problems observed in the learning walks.

Hamilton currently provides the brick and mortar option for students. If needed, the monitoring of effectiveness of Tier 1 instruction provided to distance learning students could be adapted using a virtual platform.

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

Hamilton district provides students with information to Florida Virtual School as their option for distance learning; Hamilton provides the brick and mortar option for students.

If needed, based on state mandates, the curriculum will be narrowed and focused on the specific standards that are most needed by the student, eliminating extraneous material. Students will be given the choice of paper packets or using a school-provided Chromebook based on internet access.

Teachers will utilize Google Classroom for assignments, monitor progress and provide periodic phone calls and virtual meetings.

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

Student meets the following criteria at beginning of school year:

9th-11th grades: Most recent FSA ELA level /FAST ≥ 3 .12th grade: Most recent FSA ELA level/ FAST ≥ 3 AND student has fulfilled state graduation assessment requirements for reading and writing.**THEN TIER 1 Only****Core Curriculum**

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

McGraw-Hill Florida- Studysync
State adopted curriculum**Progress Monitoring****Assessment & Frequency**

FAST Cambium: 3 times per year through 10th grade or concordant score is earned (ACT, SAT)

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

FSA ELA Score at/above Level 3 and/or FAST equivalent and/or fulfillment of state graduation requirement for reading and writing assessment.

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

FSA ELA Level below 3 and or FAST Cambium below satisfactory (orange) and or the student has demonstrated, through consecutive formative assessments or teacher observation data, minimum skill levels for reading competency.

How is the effectiveness of Tier 1 instruction being monitored?

Cambium Progress Monitoring student data

Classroom walk-throughs

Lesson Plans

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 provided to in-person students? Provided to distance learning students?

Data monitoring

Classroom walk-throughs

Monthly team meetings to review data

Professional development days to support identified teacher needs.

Hamilton currently provides the brick and mortar option for students. If needed, the monitoring of effectiveness of Tier 1 instruction provided to distance learning students could be adapted using a virtual platform.

Grade Levels: High School (9-12)**How is the effectiveness of Tier 1 curriculum being monitored?**

Grade level success on quarterly and semester progress monitoring, and year-end summative.
FSA, AP exam scores

Fulfillment of Reading and Writing graduation requirements

The district Teaching and Learning Team reviews progress monitoring data and conducts monthly learning walks to monitor implementation of 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 and increase student achievement.

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

The district purchases evidence-based reading curriculum and provides instructional resources for tiered instruction which encompasses systematic and explicit instruction. Small group instruction is planned through PLCs including the identification of the materials to be used. District and school-based leadership teams conduct Learning Walks to ensure implementation. To identify and solve problems to improve effectiveness in Tier curriculum, the following procedures are in place: Instructional Leadership team meetings, Teacher coaching, data chats, grade level meetings after PLC curriculum planning. The Reading Coach, Interventionist and Literacy Team members discuss ways to improve effectiveness of tier curriculum and provide targeted professional development if needed, to solve the problems observed in the learning walks. Hamilton currently provides the brick and mortar option for students. If needed, the monitoring of effectiveness of Tier 1 instruction provided to distance learning students could be adapted using a virtual platform.

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

Hamilton district provides students with information to Florida Virtual School as their option for distance learning; Hamilton provides the brick and mortar option for students.

If needed, based on state mandates, the curriculum will be narrowed and focused on the specific standards that are most needed by the student, eliminating extraneous material. Students will be given the choice of paper packets or using a school-provided Chromebook based on internet access.

Teachers will utilize Google Classroom for assignments, monitor progress and provide periodic phone calls and virtual meetings.

Tier 2***Supplemental Instruction/Intervention:***

- *is standards-aligned;*
- *address gaps and reduce barriers to students' ability to meet Tier 1 expectations;*
- *provide systematic, explicit, and interactive small group instruction targeting foundational/barrier skills;*
- *are matched to the needs of the students;*
- *provide multiple opportunities to practice the targeted skill(s) and receive corrective feedback;*
- *occurs during time allotted in addition to core instruction; and*
- *includes accommodations (IEP, ESOL, or 504).*

Grade Levels: K-5**IF Student meets the following criteria at the beginning of the school year:***(Enter assessment criteria that will be used)*

Kindergarten: iReady PR 11-24 and/or FAST STAR PR 11-24

1st grade: iReady PR 11-24 and/or FAST STAR PR 11-24

2nd grade: iReady PR 11-24 and/or FAST STAR PR 11-24

3rd grade: iReady PR 11-24

4th grade: FSA ELA Level =2 and/or iReady PR 11-24

5th grade: FSA ELA Level =2 and/or iReady PR 11-24

THEN TIER 1 Instruction and TIER 2 Interventions**Progress Monitoring****Tier 2 Programs/Materials/Strategies & Duration**

Leveled Literacy Intervention

iReady Teacher Toolbox with resources for teacher to work in small group on targeted deficiencies

Phonics for Reading (see 11c)

Assessment & Frequency

FAST Cambium 3 times or FAST STAR 3 times

Wonders formative assessments as needed

i-Ready assessments as needed-Bi-weekly benchmark

Performance Criteria to discontinue Tier 2 interventions

iReady = PR at/above 24 and/or

FAST STAR PR at/above 24 OR FSA ELA Level at/above 3 or FAST equivalent and/or the student has demonstrated, through consecutive formative assessments or teacher observation data, appropriate skill levels for reading competency.

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

iReady = PR at/below 24 and/or

FAST STAR PR at/below 24 and/or

FSA ELA level 2 or FAST Cambium equivalent and/or the student has demonstrated, through consecutive formative assessments or teacher observation data, minimum skill levels for reading competency.

Student has fulfilled state graduation assessment requirements for reading and writing

Performance Criteria that prompts the addition of Tier 3 interventions

iReady = PR at/below 10 and/or

FAST STAR PR at/below 10 and/or

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.

Student has fulfilled state graduation assessment requirements for reading and writing

Number of times per week intervention provided

Intervention will be provided 3-5 times per week.

Number of minutes per intervention session

Grade Levels: K-5

Intervention will be provided 20-30 minutes each week.

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

Data review by school leadership team with teachers, District Teaching and Learning Team, and Reading Coach. This team views 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 and increase student achievement. Hamilton currently provides the brick and mortar option for students. If needed, the monitoring of effectiveness of Tier instruction provided to distance learning students could be adapted using a virtual platform.

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

LLI and iReady 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: Providing Reading Interventions for Students in Grades Recommendation(s) 2 level 1, 3 level 1 and 4 level 2. Develop awareness of the segments of sounds in speech and how they link to letters. Teach students to decode words, analyze word parts, and write and recognize words. Ensure that each student reads connected text every day to support reading accuracy, fluency, and comprehension. These recommendation(s) 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.

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

Hamilton district provides students with information to Florida Virtual School as their option for distance learning; Hamilton provides the brick and mortar option for students.

If needed, based on state mandates, the curriculum will be narrowed and focused on the specific standards that are most needed by the student, eliminating extraneous material. Students will be given the choice of paper packets or using a school-provided Chromebook based on internet access. Teachers will utilize Google Classroom for assignments, monitor progress and provide periodic phone calls and virtual meetings.

Grade Levels: Middle Grades (6-8)**IF Student meets the following criteria at the beginning of the school year:***(Enter assessment criteria that will be used)*

iReady = PR 11-24 and or

FSA ELA Level below 3 and or FAST Cambium below satisfactory (orange) and or the student has demonstrated, through consecutive formative assessments or teacher observation data, minimum skill levels for reading competency.

THEN TIER 1 Instruction and TIER 2 Interventions**Progress Monitoring****Tier 2 Programs/Materials/Strategies & Duration**

Study Sync and iReady Teacher Toolbox lessons

LightSail (see 11c) Mindplay (see 11c)

Assessment & Frequency

iReady 2 times

FAST Cambium 3 times

Study Sync formative assessments as needed

Performance Criteria to discontinue Tier 2 interventions

iReady = PR at/above 24 and or

FSA ELA Level at/above 3 or FAST equivalent and or the student has demonstrated, through consecutive formative assessments or teacher observation data, appropriate skill levels for reading competency.

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

iReady = PR at/below 24 and or

FSA ELA level 2 or FAST Cambium equivalent and/or the student has demonstrated, through consecutive formative assessments or teacher observation data, minimum skill levels for reading competency.

Student has fulfilled state graduation assessment requirements for reading and writing

Performance Criteria that prompts the addition of Tier 3 interventions

iReady = PR below 11 and or

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.

Student has fulfilled state graduation assessment requirements for reading and writing

Progress Monitoring**Tier 2 Programs/Materials/Strategies & Duration**

Study Sync and iReady Teacher Toolbox lessons

LightSail (see 11c) Mindplay (see 11c)

Assessment & Frequency

iReady 2 times FAST Cambium 3 times

StudySyn formative assessments as needed

Performance Criteria to discontinue Tier 2 interventions

iReady = PR at/above 24 and or

FSA ELA Level at/above 3 or FAST equivalent and or the student has demonstrated, through

Grade Levels: Middle Grades (6-8)**Progress Monitoring**

consecutive formative assessments or teacher observation data, appropriate skill levels for reading competency.

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

iReady = PR at/below 24 and or

FSA ELA level 2 or FAST Cambium equivalent and/or the student has demonstrated, through consecutive formative assessments or teacher observation data, minimum skill levels for reading competency.

Student has fulfilled state graduation assessment requirements for reading and writing

Performance Criteria that prompts the addition of Tier 3 interventions

iReady = PR below 11 and or

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.

Student has fulfilled state graduation assessment requirements for reading and writing

Number of times per week intervention provided

Intervention will be provided 3-5 times per week

Number of minutes per intervention session

Intervention will be provided 20-30 minutes per week

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

Data review by school leadership team with teachers, District Teaching and Learning Team, and Reading Coach. This team views 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 and increase student achievement. Hamilton currently provides the brick and mortar option for students. If needed, the monitoring of effectiveness of Tier instruction provided to distance learning students could be adapted using a virtual platform.

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

Study Sync and iReady are used as reading instructional programs that meet Florida's requirements for evidence levels.

MindPlay does not meet strong, moderate or promising levels of evidence; however, the following IES Practice Guide Recommendation(s) support the program: Teaching Academic Content and Literacy to English Learners in Elementary and Middle School Recommendation(s) 2 level 1; 4 level 2. Integrate oral and written English language instruction into content-area teaching and provide small-group instructional intervention to students struggling in areas of literacy and English language development. These recommendation(s) were built into the program by addressing phonics, oral language instruction

Grade Levels: Middle Grades (6-8)

in a small group setting. 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 MindPlay for professional learning.

LightSail does not meet strong, moderate or promising levels of evidence; however, the following IES Practice Guide Recommendation(s) support the program: Providing Reading Interventions for Students in Grades 4-9 Recommendation(s) 2 level 1; 3 level 1; 4 level 2. Provide purposeful fluency-building activities to help students read effortlessly. Routinely use a set of comprehension-building practices to help students make sense of the text. Provide students with opportunities to practice making sense of stretch text (i.e., challenging text) that will expose them to complex ideas and information. These recommendation(s) were built into the program by fluency-building activities, comprehension-building practices, and exposure to complex text. 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 LightSail for professional learning.

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

Hamilton district provides students with information to Florida Virtual School as their option for distance learning; Hamilton provides the brick and mortar option for students.

If needed, based on state mandates, the curriculum will be narrowed and focused on the specific standards that are most needed by the student, eliminating extraneous material. Students will be given the choice of paper packets or using a school-provided Chromebook based on internet access.

Teachers will utilize Google Classroom for assignments, monitor progress and provide periodic phone calls and virtual meetings.

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

9th-11th = FSA ELA Level below 3 and/or FAST Cambium below satisfactory (orange) 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 and TIER 2 Interventions**Progress Monitoring****Tier 2 Programs/Materials/Strategies & Duration**

McGraw-Hill Florida- Study Sync-State adopted curriculum

LightSail (see 11c)

MindPlay (see 11c)

ChalkTalk (see 11c)

Assessment & Frequency

FAST Cambium 3 times

StudySyn formative assessments as needed

Performance Criteria to discontinue Tier 2 interventions

FSA ELA Level at/above 3 or FAST equivalent and or the student has demonstrated, through consecutive formative assessments or teacher observation data, appropriate skill levels for reading competency.

Student has fulfilled state graduation assessment requirements for reading and writing

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

FSA ELA level 2 or FAST Cambium equivalent and or

Student has not fulfilled state graduation assessment requirements for reading and writing

Performance Criteria that prompts the addition of Tier 3 interventions

FSA ELA level 1 or FAST Cambium equivalent and or

Student has not fulfilled state graduation assessment requirements for reading and writing

Number of times per week intervention provided

Intervention will be provided 3-5 times per week

Number of minutes per intervention session

Intervention will be provided 20-30 minutes per week

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

Data review by school leadership team with teachers, District Teaching and Learning Team, Reading Coach, 9th-12th grade Dean who monitors instruction and behavior. This team views 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

Grade Levels: High School (9-12)

information collected during learning walks targeted professional development and/or coaching is implemented to assist teachers with improving tier instruction and increase student achievement. Hamilton currently provides the brick and mortar option for students. If needed, the monitoring of effectiveness of Tier instruction provided to distance learning students could be adapted using a virtual platform.

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

McGraw-Hill Florida- Study Sync-State adopted curriculum.

MindPlay does not meet strong, moderate or promising levels of evidence; however, the following IES Practice Guide Recommendation(s) support the program: Teaching Academic Content and Literacy to English Learners in Elementary and Middle School Recommendation(s) 2 level 1; 4 level 2. Integrate oral and written English language instruction into content-area teaching and provide small-group instructional intervention to students struggling in areas of literacy and English language development. These recommendation(s) were built into the program by addressing phonics, oral language instruction in a small group setting. 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 MindPlay for professional learning.

LightSail does not meet strong, moderate or promising levels of evidence; however, the following IES Practice Guide Recommendation(s) support the program: Providing Reading Interventions for Students in Grades 4-9 Recommendation(s) 2 level 1; 3 level 1; 4 level 2. Provide purposeful fluency-building activities to help students read effortlessly. Routinely use a set of comprehension-building practices to help students make sense of the text. Provide students with opportunities to practice making sense of stretch text (i.e., challenging text) that will expose them to complex ideas and information. These recommendation(s) were built into the program by fluency-building activities, comprehension-building practices, and exposure to complex text. 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 LightSail for professional learning.

ChalkTalk does not meet strong, moderate or promising levels of evidence; however, the following IES Practice Guide Recommendation(s) support the program: Providing Reading Interventions for Students in Grades 4-9 Recommendation(s) 3 level 1. Routinely use a set of comprehension-building practices to help students make sense of the text. Build students' world and word knowledge so they can make sense of the text. These recommendation(s) were built into the program by fluency-building activities, comprehension-building practices, and exposure to complex text. 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 ChalkTalk for professional learning.

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

Hamilton district provides students with information to Florida Virtual School as their option for distance learning; Hamilton provides the brick and mortar option for students.

If needed, based on state mandates, the curriculum will be narrowed and focused on the specific standards that are most needed by the student, eliminating extraneous material. Students will be given the choice of paper packets or using a school-provided Chromebook based on internet access. Teachers will utilize Google Classroom for assignments, monitor progress and provide periodic phone calls and virtual meetings.

Tier 3

Intensive, Individualized Instruction/Intervention:

- *is targeted instruction based on student need;*
- *provides small group or one-on-one instruction;*
- *includes accommodations (IEP, ESOL, or 504);*
- *includes more frequent progress monitoring than Tier 1 instruction and Tier 2 interventions; and*
- *ensures additional **time allotted is in addition** to core instruction and Tier 2 interventions.*

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

Grade Levels: K-5**IF Student meets the following criteria at the beginning of the school year:***(Enter assessment criteria that will be used)*Kindergarten: iReady PR \leq 10 and/or FAST STAR PR \leq 101st grade: iReady PR \leq 10 and/or FAST STAR PR \leq 102nd grade: iReady PR \leq 10 and/or FAST STAR PR \leq 103rd grade: iReady PR \leq 104th grade: FSA ELA Level \leq 1 and/or iReady PR \leq 105th grade: FSA ELA Level \leq 1 and/or iReady PR \leq 10**THEN TIER 1 instruction, TIER 2 interventions, and TIER 3 intensive interventions****Progress Monitoring****Tier 3 Programs/Materials/Strategies & Duration**

Leveled Literacy Intervention

Sound Partners

iReady Teacher Toolbox with resources for teacher to work in small group on targeted deficiencies

Phonics for Reading (see 11c)

Assessment & Frequency

FAST Cambium 3 times or FAST STAR 3 times

Wonders formative assessments as needed

i-Ready as needed; Bi-weekly benchmark

Performance Criteria to discontinue Tier 3 interventions

iReady = PR at/above 11 and/or

FAST STAR PR at/above 11 OR FSA ELA Level at/above 2 or FAST equivalent and/or the student has demonstrated, through consecutive formative assessments or teacher observation data, the appropriate skill levels for reading competency.

Performance Criteria indicating continuation of Tier 3 interventions

iReady = PR at/below 10 and/or

FAST STAR PR at/below 10 and/or

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.

Student has fulfilled state graduation assessment requirements for reading and writing

Performance Criteria that prompts intensified Tier 3 interventions

iReady = PR at/below 5 and/or

FAST STAR PR at/below 5 and/or

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.

Student has fulfilled state graduation assessment requirements for reading and writing

Number of times per week intervention provided

Interventions will be provided 4-5 times per week

Number of minutes per intervention session

Grade Levels: K-5

Interventions will be provided 20-30 minutes per day

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

Data review by school leadership team with teachers, District Teaching and Learning Team, and Reading Coach. This team views 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 and increase student achievement. Hamilton currently provides the brick and mortar option for students. If needed, the monitoring of effectiveness of Tier instruction provided to distance learning students could be adapted using a virtual platform.

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

LLI, Sound Partners, and iReady 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: Providing Reading Interventions for Students in Grades Recommendation(s) 2 level 1, 3 level 1 and 4 level 2. Develop awareness of the segments of sounds in speech and how they link to letters. Teach students to decode words, analyze word parts, and write and recognize words. Ensure that each student reads connected text every day to support reading accuracy, fluency, and comprehension. These recommendation(s) 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.

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

Hamilton district provides students with information to Florida Virtual School as their option for distance learning; Hamilton provides the brick and mortar option for students. If needed, based on state mandates, the curriculum will be narrowed and focused on the specific standards that are most needed by the student, eliminating extraneous material. Students will be given the choice of paper packets or using a school-provided Chromebook based on internet access. Teachers will utilize Google Classroom for assignments, monitor progress and provide periodic phone calls and virtual meetings.

Grade Levels: Middle Grades (6-8)**IF Student meets the following criteria at the beginning of the school year:***(Enter assessment criteria that will be used)*

iReady = PR at/below 10 and or

FSA ELA Level 2 and or FAST Cambium below satisfactory (orange) and or the student has demonstrated, through consecutive formative assessments or teacher observation data, minimum skill levels for reading competency.

THEN TIER 1 instruction, TIER 2 interventions, and TIER 3 intensive interventions**Progress Monitoring****Tier 3 Programs/Materials/Strategies & Duration**

Study Sync and iReady Teacher Toolbox lessons

LightSail (see 11C)

MindPlay (see 11C)

Assessment & Frequency

iReady 2 times

FAST Cambium 3 times

StudySyn formative assessments as needed

Performance Criteria to discontinue Tier 3 interventions

iReady = PR at/above 11 and or

FSA ELA Level at/above 3 or FAST equivalent and or the student has demonstrated, through consecutive formative assessments or teacher observation data, appropriate skill levels for reading competency.

Performance Criteria indicating continuation of Tier 3 interventions

iReady = PR at/below 10 and or

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.

Student has fulfilled state graduation assessment requirements for reading and writing

Performance Criteria that prompts intensified Tier 3 interventions

iReady = PR at/below 5 and/or

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.

Student has fulfilled state graduation assessment requirements for reading and writing

Number of times per week intervention provided

Intervention will be provided 4-5 days

Number of minutes per intervention session

Intervention will be provided 20-30 minutes

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

Grade Levels: Middle Grades (6-8)

Data review by school leadership team with teachers, District Teaching and Learning Team, and Reading Coach. This team views 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 and increase student achievement. Hamilton currently provides the brick and mortar option for students. If needed, the monitoring of effectiveness of Tier instruction provided to distance learning students could be adapted using a virtual platform.

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

Study Sync and iReady meet the Florida requirement for evidence.

MindPlay does not meet strong, moderate or promising levels of evidence; however, the following IES Practice Guide Recommendation(s) support the program: Teaching Academic Content and Literacy to English Learners in Elementary and Middle School Recommendation(s) 2 level 1; 4 level 2. Integrate oral and written English language instruction into content-area teaching and provide small-group instructional intervention to students struggling in areas of literacy and English language development. These recommendation(s) were built into the program by addressing phonics, oral language instruction in a small group setting. 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 MindPlay for professional learning.

LightSail does not meet strong, moderate or promising levels of evidence; however, the following IES Practice Guide Recommendation(s) support the program: Providing Reading Interventions for Students in Grades 4-9 Recommendation(s) 2 level 1; 3 level 1; 4 level 2. Provide purposeful fluency-building activities to help students read effortlessly. Routinely use a set of comprehension-building practices to help students make sense of the text. Provide students with opportunities to practice making sense of stretch text (i.e., challenging text) that will expose them to complex ideas and information. These recommendation(s) were built into the program by fluency-building activities, comprehension-building practices, and exposure to complex text. 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 LightSail for professional learning.

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

Hamilton district provides students with information to Florida Virtual School as their option for distance learning; Hamilton provides the brick and mortar option for students.

If needed, based on state mandates, the curriculum will be narrowed and focused on the specific standards that are most needed by the student, eliminating extraneous material. Students will be given the choice of paper packets or using a school-provided Chromebook based on internet access. Teachers will utilize Google Classroom for assignments, monitor progress and provide periodic phone calls and virtual meetings.

Grade Levels: High School (9-12)**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**Progress Monitoring****Tier 3 Programs/Materials/Strategies & Duration**

Study Sync State adopted Curriculum

LightSail (see 11C)

MindPlay (see 11C)

Assessment & Frequency

FAST Cambium 3 times

StudySyn formative assessments as needed

Performance Criteria to discontinue Tier 3 interventions

FSA ELA Level at/above 2 or FAST equivalent and or the student has demonstrated, through consecutive formative assessments or teacher observation data, appropriate skill levels for reading competency.

Performance Criteria indicating continuation of Tier 3 interventions

FSA ELA level 1 or FAST Cambium equivalent

Student has not fulfilled state graduation assessment requirements for reading and writing and or the student has demonstrated, through consecutive formative assessments or teacher observation data, minimum skill levels for reading competency.

Performance Criteria that prompts intensified Tier 3 interventions

FSA ELA level 1 or FAST Cambium equivalent

Student has not fulfilled state graduation assessment requirements for reading and writing and or the student has demonstrated, through consecutive formative assessments or teacher observation data, minimum skill levels for reading competency.

Number of times per week intervention provided

Intervention will be provided 4-5 days

Number of minutes per intervention session

Intervention will be provided 20-45

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

Data review by school leadership team with teachers, District Teaching and Learning Team, and Reading Coach. This team views progress monitoring data and conducts monthly learning walks to identify and solve problems to improve effectiveness of tier instruction and alignment to curriculum.

Grade Levels: High School (9-12)

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. Hamilton currently provides the brick and mortar option for students. If needed, the monitoring of effectiveness of Tier instruction provided to distance learning students could be adapted using a virtual platform.

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

Study Sync State adopted Curriculum meets Florida's requirement for evidence levels.

MindPlay does not meet strong, moderate or promising levels of evidence; however, the following IES Practice Guide Recommendation(s) support the program: Teaching Academic Content and Literacy to English Learners in Elementary and Middle School Recommendation(s) 2 level 1; 4 level 2. Integrate oral and written English language instruction into content-area teaching and provide small-group instructional intervention to students struggling in areas of literacy and English language development. These recommendation(s) were built into the program by addressing phonics, oral language instruction in a small group setting. 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 MindPlay for professional learning.

LightSail does not meet strong, moderate or promising levels of evidence; however, the following IES Practice Guide Recommendation(s) support the program: Providing Reading Interventions for Students in Grades 4-9 Recommendation(s) 2 level 1; 3 level 1; 4 level 2. Provide purposeful fluency-building activities to help students read effortlessly. Routinely use a set of comprehension-building practices to help students make sense of the text. Provide students with opportunities to practice making sense of stretch text (i.e., challenging text) that will expose them to complex ideas and information. These recommendation(s) were built into the program by fluency-building activities, comprehension-building practices, and exposure to complex text. 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 LightSail for professional learning.

ChalkTalk does not meet strong, moderate or promising levels of evidence; however, the following IES Practice Guide Recommendation(s) support the program: Providing Reading Interventions for Students in Grades 4-9 Recommendation(s) 3 level 1. Routinely use a set of comprehension-building practices to help students make sense of the text. Build students' world and word knowledge so they can make sense of the text. These recommendation(s) were built into the program by fluency-building activities, comprehension-building practices, and exposure to complex text. 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 ChalkTalk for professional learning.

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

Hamilton district provides students with information to Florida Virtual School as their option for distance learning; Hamilton provides the brick and mortar option for students.

If needed, based on state mandates, the curriculum will be narrowed and focused on the specific standards that are most needed by the student, eliminating extraneous material. Students will be given the choice of paper packets or using a school-provided Chromebook based on internet access. Teachers will utilize Google Classroom for assignments, monitor progress and provide periodic phone calls and virtual meetings.

Identification of Students with a Substantial Reading Deficiency

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

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

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

For grades K-3, the student scores at the lowest achievement level/benchmark as identified by the publisher during a universal screening period, on an assessment listed in the district's approved District K-12 Comprehensive Evidence-Based Reading Plan; and beginning in 2022-2023 school year, students scoring at the lowest achievement level/benchmark on the coordinated screening and progress monitoring system.

For grade 4- 12, the student scores at the lowest achievement level/benchmark as identified by the publisher during a universal screening period, on an assessment listed in the district's approved District K-12 Comprehensive Evidence-Based Reading Plan; and beginning in 2022-2023 school year, students scoring at the lowest achievement level/benchmark on the coordinated screening and progress monitoring system and or the student has demonstrated, through consecutive formative assessments or teacher observation data, minimum skill levels for reading competency.