

What has been changed/updated	Rationale	Strategic Plan Alignment
Reading Allocation Funds	State Rule Rule 6A-6.053(8)(b)3.b., F.A.C. states that expenditures must prioritize K-3 students who have a substantial reading deficiency or characteristics of dyslexia. Our reading allocation will be used to fund 23 Literacy Interventionists at each elementary school.	1.2 Expect Literacy for All
Dyslexia Screening	Rule 6A-6.053(6), F.A.C. Students who have characteristics of dyslexia are screened for further problem solving.	1.2 Expect Literacy for All
Addition of Literacy Coaches	Rule 6A-6.053(4), F.A.C. Literacy Coaches will provide targeted support to support all Teachers give the highest quality Tier 1 instruction, which would ultimately lead to student achievement and closing the achievement gap. Literacy Coaches will use a student-centered coaching model to have a laser-like focus on student learning targets with measurement of impact in the coaching cycles. Coaches will go through the Literacy Coach Endorsement through FLDOE’s pathways within the next two years.	1.2 Expect Literacy for All 1.3 Embrace Strong Instruction
Decision Trees • Resources	Addition of UFLI for Supplemental Tier 1 to address phonics deficits in the cleanest path of best practices in an explicit/systematic way which provide both student and facing materials. Addition of Benchmark Hello is supplemental to be used with the core for ELL students, for strategic oral language development that is knowledge building and culturally responsive.	1.2 Expect Literacy for All 1.3 Embrace Strong Instruction
Professional Learning • Science of Reading • ESE Teachers focus • ELL Teachers Focus	Science of Reading will allow teachers to build pedagogy in Science of Reading practices that will be demonstrated in explicit instruction and help them with their response to instruction. It is our aim to provide school leaders, teachers, and paraprofessional to build content-based language instruction that is diversified, intensified, and culturally and linguistically sustaining. SCS must do a better job of providing equipping teachers with daily instructional practices that support both newcomers and multi-lingual learners. PL for ESE teachers requires teachers to possess a deep and comprehensive understanding of the standards, the curriculum, and their students. This allows them to develop highly responsive, explicit, and systematic instructional and behavioral supports that lead to student success and allow for responsiveness to students’ diverse and complex needs. Teachers of students with disabilities must be flexible problem solvers who have expertise in using highly effective practices and are proficient in monitoring the effectiveness of these practices with the individual students and making decisions regarding changes in practice as needed..	1.2 Expect Literacy for All 1.3 Embrace Strong Instruction
Comprehensive Tiered Intervention Plan	We did an overhaul to help ALL Stakeholders understand the need for problem-solving in addition with all Tiers of instruction in a robust way. This will help intensification and extension. This is based on the understanding that all educators are teachers of all students and that collective responsibility is essential for student success. This was guided by a sense of urgency and needed results.	1.2 Expect Literacy for All 1.3 Embrace Strong Instruction

<p>Instructional Resources Grades 6-8</p>	<p>Phonics for Reading is a research-based tool to support our 6-8 students who still need additional work with critical foundational skills. This explicit and systematic intervention program honors grade-level thinkers and accelerates learning using the Science of Reading.</p> <p>Standards Mastery and Common Lit 360 provide tools for ongoing progress monitoring of standards based on grade level reading materials. Teachers scaffold as necessary to meet the needs of our striving readers and adjust and monitor instruction and intervention as needed.</p> <p>The Writing Rope weaves multiple skills and strategies into five fundamentals of a comprehensive writing curriculum including critical thinking syntax (sentence structure), text structure, writing craft, and transcription (spelling and handwriting). Teachers will understand the process of helping students learn to write and write to learn across academic content areas.</p> <p>Lift prepares ELLs with the academic language and literacy skills they need to study cross-curricular subjects and literature that directly correlate to Florida's B.E.S.T. Standards. These materials are needed to support our ELL students who are levels 1-3 on WIDA and enrolled in English through ESOL ELA classes. This is a supplement to enhance the current ELA district curriculum (StudySync) in the double block setting.</p>	<p>1.2 Expect Literacy for All</p> <p>1.3 Embrace Strong Instruction</p>
<p>Instructional Resources 9-12</p>	<p>READ 180 – Implementation of Core Curriculum Grades 9-10</p> <ul style="list-style-type: none"> Implementation of Core Curriculum for 9th and 10th Grade Intensive Reading – READ 180 <p>CHALK TALK – Grades 11-12</p>	