

JUN 12 2023

District K-12 Comprehensive Evidence-Based Reading Plan

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

The District K-12 CERP depicts and details the role of administration (both district and school level), professional development, assessment, curriculum, and instruction in the improvement of student learning of the B.E.S.T. English Language Arts Standards as provided in [Rule 6A-1.09401, Student Performance Standards, Florida Administrative Code \(F.A.C.\)](#). This information is reflected for all schools and grade levels and shared with all stakeholders, including school administrators, literacy leadership teams, literacy coaches, classroom instructors, support staff, and parents.

1) Contact Information

The Main District Reading Contact will be the Florida Department of Education's contact for the District K-12 CERP and is responsible for the plan and its implementation. Other contacts are those who work primarily with an area covered within the plan. **Indicate the contacts for your district.**

| Point of Contact | Name | Email | Phone |
|------------------------------------|---|--------------------------------|----------------|
| Main Reading Contact | Susan Saunders, Director of Curriculum and Instruction | Susan.saunders@wcsdschools.com | (850) 638-6222 |
| Data Element | Becky Dickson, Director of Assessments and Accountability | becky.dickson@wcsdschools.com | (850) 638-6222 |
| Third Grade Promotion | Becky Dickson, Director of Assessments and Accountability | becky.dickson@wcsdschools.com | 850) 638-6222 |
| Multi-Tiered System of Supports | Becky Dickson, Director of Assessments and Accountability | becky.dickson@wcsdschools.com | (850) 638-6222 |
| K-5 Reading Tutoring | Jiranda White, Director of Federal Programs | jiranda.white@wcsdschools.com | (850) 638-6222 |
| VPK Programs | Julie Jeffries, Director of ESE programs | julie.jeffries@wcsdschols.com | (850) 638-6222 |

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

Reading Allocation Budget Items

The evidence-based reading instruction allocation is created to provide comprehensive reading instruction to students in prekindergarten (PreK) through grade 12. Districts will include salaries and benefits, professional

development, assessment, programs/materials, tutoring, and incentives required to effectively implement the district's plan. Budget must prioritize K-3 students with substantial deficiencies in reading.

| Reading Allocation Budget Item | Amount | FTE (where applicable) |
|--|-------------------|------------------------|
| Amount of District Evidence-Based Reading Instruction Allocation | 286,747.00 | |
| Estimated proportional share distributed to district charters <i>*Charter schools must utilize their proportionate share of the evidence-based reading allocation in accordance with Section (s.) 1002.33(7)(a)2.a. and s. 1008.25(3)(a), Florida Statutes (F.S.). Note: All intensive reading interventions specified by the charter must be delivered by a teacher who has a literacy micro-credential or is certified or endorsed in reading.</i> | NA | |
| Elementary Expenses | | |
| Literacy coaches | 81,261.00 | |
| Intervention teachers | | |
| Scientifically researched and evidence-based supplemental instructional materials | 29,441.00 | |
| Summer reading camps for grade 3 students | 24,000.00 | |
| Secondary Expenses | | |
| Literacy coaches | | |
| Intervention teachers | 76,545.00 | |
| Scientifically researched and evidence-based supplemental instructional materials | 20,000.00 | |
| K-12/PreK Expenses | | |
| Professional development to help K-12 instructional personnel and certified PreK teachers earn a certification, a credential, an endorsement or an advanced degree in scientifically researched and evidence-based reading instruction | 20,000.00 | |
| Incentives for K-12 instructional personnel and certified PreK teachers who possess the Reading Endorsement or Certification | | |
| Incentives for K-12 instructional personnel and certified PreK teachers who possess the Emergent, Elementary, or Secondary Literacy Micro-Credential | | |
| Additional time per day of evidence-based intensive reading instruction for extended literacy learning (before or after school, summer, etc.) | | |
| Tutoring programs to accelerate literacy learning | | |
| Family engagement activities | 1,000.00 | |
| Other – Please Describe | | |
| Paraprofessional K-5 | 34,500.00 | |
| Sum of Expenditures | 286,747.00 | |

3) Literacy Leadership – District and School

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

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

| Florida Assessment of Student Thinking (FAST) | | | | |
|---|---|---|---|---|
| Grade | Previous School Year – % of Students Scoring | | Goal for Plan Year – % of Students Scoring | |
| | Urgent Intervention <10 th percentile | At & Above Benchmark 40 th percentile & above | Urgent Intervention <10 th percentile | At & Above Benchmark 40 th percentile & above |
| PreK | 2 | 77 | 1 | 79 |
| K | 11 | 64 | 9 | 66 |
| 1 | 15 | 68 | 13 | 70 |
| 2 | 15 | 62 | 13 | 64 |
| Florida Assessment of Student Thinking (FAST) | | | | |
| Grade | Previous School Year – % of Students Scoring | | Goal for Plan Year – % of Students Scoring | |
| | Level 1 | Levels 3-5 | Level 1 | Levels 3-5 |
| 3 | 26 | 49 | 24 | 56 |
| 4 | 20 | 58 | 18 | 60 |
| 5 | 20 | 59 | 18 | 61 |
| 6 | 33 | 42 | 31 | 56 |
| 7 | 32 | 42 | 30 | 56 |
| 8 | 36 | 46 | 34 | 56 |
| 9 | 30 | 47 | 28 | 56 |
| 10 | 21 | 49 | 19 | 56 |

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

Schools are required to establish a School Literacy Leadership Team.

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

The principal will form a School Literacy Leadership Team consisting of administrators, academic analysts, media specialists, lead teachers and guidance counselors to meet bi-monthly to implement the district and state literacy requirements and goals. Agendas and calendars will be shared with the District Leadership team.

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

The Board approved district reading plan is reviewed and shared at a School Administrators meeting after approval.

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

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

1. Provide an explanation of the following:

| Grades K-5 | District Level | School Level |
|---|--|--|
| Data that will be collected and frequency of review | District Leadership meets monthly with principals and analysts to review and analyze data. | Academic Analysts meet with teachers monthly to review and analyze data for instructional planning and goal setting. Principals and analysts meet regularly to review and revise instructional decisions based on data. |
| Actions for continuous support and improvement | District Leadership and principals monitor and support evidence-based reading instruction with walkthroughs and scheduling. | Analysts and principals implement the coaching cycle to ensure support for teachers providing literacy instruction based on student achievement. |

| Grades 6-8 | District Level | School Level |
|---|--|--|
| Data that will be collected and frequency of review | District Leadership meets monthly with principals and analysts to review and analyze data. | Academic Analysts meet with teachers quarterly to review and analyze data for instructional planning and goal setting. Principals and analysts meet regularly to review and revise instructional decisions based on data. |
| Actions for continuous support and improvement | District Leadership and principals monitor and support evidence-based reading instruction with walkthroughs and scheduling. | Analysts and principals implement the coaching cycle to ensure support for teachers providing literacy instruction based on student achievement. |
| Grades 9-12 | District Level | School Level |
| Data that will be collected and frequency of review | District Leadership meets monthly with principals and analysts to review and analyze data. | Academic Analysts meet with teachers quarterly to review and analyze data for instructional planning and goal setting. Principals and analysts meet regularly to review and revise instructional decisions based on data. |
| Actions for continuous support and improvement | District Leadership and principals monitor and support evidence-based reading instruction with walkthroughs and scheduling. | Analysts and principals implement the coaching cycle to ensure support for teachers providing literacy instruction based on student achievement. |

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

Analysts and principals have an open door policy so teachers can share concerns regarding Reading plan procedures. Analysts, school administrators, and district leaders communicate concerns during grade level meetings, department meetings, and/or School Literacy Leadership Team meetings and any other time deemed necessary. Analysts and principals meet regularly to review student progress and revise instructional goals as needed. Analysts and principals meet separately with the District Leadership Team monthly.

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

The development and implementation of read at home plans will be extended to all K-12 students with significant reading deficiencies. Tier 2 and Tier 3 instructional materials and strategies have been updated. A review of instructional materials ensures that supplemental and intervention curriculum is researched based, prioritizing those materials that show strong evidence. Professional Learning focusing on instruction and literacy strategies are incorporated into the plan. SRLD and JRF! can provide continued support to teachers with professional learning for teachers specific to grade level needs.

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

Principals conduct regular classroom walkthroughs utilizing the Practice Profiles tool to monitor reading instruction.

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

Principals can access various school data through online portals. Academic analysts regularly pull and analyze data to provide summaries for the principals and teachers to use in planning instructional strategies that support student improvement.

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

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

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

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

The District Leadership Team, consisting of the Director of Curriculum, the Director of Assessment and the Director of Federal Programs, analyze school wide and district data to determine needs. Problem

solving and continuous data review is conducted at meetings held monthly with Academic Analysts. Summer professional development is utilized to analyze data and make changes according to need. The two elementary schools have reading endorsed and literacy coach endorsed academic analysts assigned to them. Primary consideration is given to allocating resources to identified RAISE schools.

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

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

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

Literacy coaches must possess the following:

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

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

1. Is the district using the Just Read, Florida! literacy coach model?

Yes/No

Yes

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

NA

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

The District Leadership team has separate monthly meetings with the academic analysts, guidance, and principals. At these meetings the expectations for each position are clarified, addressing long term and short term responsibilities. Each group is explicitly told what duties they are and are not expected to carry out. Principals and guidance are expected to keep academic analysts time focused on providing coaching and professional learning with teachers.

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

The district provides professional learning opportunities throughout the school year and the summer, such as Summer Literacy Institutes and PAEC Coaching and Leadership Cadres.

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

Monthly academic analyst meetings allow time to analyze data, as well as time for planning and collaboration with the District leadership team. School Literacy Leadership team meetings allow time to establish goals and plan for school level professional development based on specific needs. The district provides resources for the school analysts to provide professional learning opportunities to teachers throughout the school year and the summer.

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

Literacy Coach endorsed Analysts have in place a signed contract with school level administration outlining the implementation of the coaching cycle. All analysts participated in the PAEC Coaches Cadre and the PAEC Leadership Cadre. Academic Analysts will collaborate with district and school administration on plans for coaching and professional learning. They will collect sign in sheets and agendas for all sessions.

5) K-12 Assessment, Curriculum, and Instruction

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

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

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

- **Four types of classroom assessments:** screening, progress monitoring, diagnostic, and summative assessment;
- **Three tiers of instruction that are standards-aligned;** include accommodations for students with a disability, students with an Individual Educational Plan (IEP), and students who are English language learners; and incorporate the principles of Universal Design for Learning as defined in [34 C.F.R. 200.2\(b\)\(2\)\(ii\)](#);
 - **Core Instruction (Tier 1):** provides print-rich explicit and systematic, scaffolded, differentiated instruction, and corrective feedback; builds background and content knowledge; incorporates writing in response to reading;
 - **Supplemental Instruction/Interventions (Tier 2):** provides explicit, systematic, small group teacher-led instruction matched to student need, targeting gaps in learning to reduce barriers to students' ability to meet Tier 1 expectations; provides multiple opportunities to practice the targeted skill(s) and receive corrective feedback; occurs in addition to core instruction; and
 - **Intensive, Individualized Instruction/Interventions (Tier 3):** provides explicit, systematic individualized instruction based on student need, one-on-one or very small group instruction with more guided practice, immediate corrective feedback, and frequent progress monitoring; and occurs in addition to core instruction and Tier 2 interventions. Tier 3 interventions must be provided to students identified as having a substantial reading deficiency. All intensive reading interventions must be delivered by instructional personnel who possess a literacy micro-credential as provided in [s. 1003.485, F.S.](#), or are certified or endorsed in reading.

1. Describe how the district will align K-12 reading instruction to Florida's Formula for Success for all students including students with a disability and students who are English language learners.

All students will have access to evidence based core, supplemental and intervention curriculum and programs. A district-wide assessment plan will be used. The MTSS (Multi-Tiered System of Support) approach will ensure all students receive tiered ELA support. Students with disabilities and ELL students will receive applicable support and accommodations for core instruction, interventions, and assessments.

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

All PreK students will have access to evidence based core, supplemental and intervention curriculum and programs. PreK students will participate in statewide progress monitoring using STAR Early Literacy. Early intervention and support will be provided for students as needed.

B. Assessment/Curriculum Decision Trees ([Rule 6A-6.053\(9\)\(d\), F.A.C.](#))

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

The Decision Trees must contain the following information:

- Name of screening, progress monitoring, diagnostic, local assessment, statewide assessment, or teacher observations used within the district. For students in the Voluntary Prekindergarten Education Program through grade 10, the coordinated screening and progress monitoring system

must be administered pursuant to [s. 1008.25\(8\)\(b\), F.S.](#), and included as a component of the Assessment/Curriculum Decision Trees.

- Targeted audience (grade level);
- Performance criteria used for decision-making for each instrument at each grade level;
- Assessment/curriculum connection, including evidence-based curriculum materials and practices used in instruction and interventions that address the six components of reading: oral language, phonological awareness, phonics, fluency, vocabulary, and comprehension;
- Specific criteria for when a student is identified to receive intensive reading interventions, what intensive reading interventions will be used, how the intensive reading interventions are provided, and assurance that intensive reading interventions are delivered by a teacher who is certified or endorsed in reading or instructional personnel who possess a literacy micro-credential; and
- Identification of the multisensory interventions provided to students in grades K-3 who have a substantial reading deficiency, including a description of the intensive, explicit, systematic, and multisensory reading interventions which will be provided to students in grades K-3.

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

(A) ...an activity, strategy or intervention that –

(i) demonstrates a statistically significant effect on improving student outcomes or other relevant outcomes based on –

(I) strong evidence from at least 1 well-designed and well-implemented experimental study;

(II) moderate evidence from at least 1 well-designed and well-implemented quasi-experimental study; or

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

Grades PreK-5

1. Grades PreK-5 Assessments

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

| Name of the Assessment | Target Audience (Grades PreK-5) | What component of reading is being assessed? (Each component should be addressed.) | Assessment Type (Each type of assessment should be represented.) | How often is the data being collected? |
|-----------------------------|--|--|--|--|
| FAST Star Early Literacy | <input checked="" type="checkbox"/> PreK <input checked="" type="checkbox"/> Grade K <input checked="" type="checkbox"/> Grade 1 <input type="checkbox"/> Grade 2 <input type="checkbox"/> Grade 3 <input type="checkbox"/> Grade 4 <input type="checkbox"/> Grade 5 | <input checked="" type="checkbox"/> Oral Language <input checked="" type="checkbox"/> Phonological Awareness <input checked="" type="checkbox"/> Phonics <input checked="" type="checkbox"/> Fluency <input checked="" type="checkbox"/> Vocabulary <input checked="" type="checkbox"/> Comprehension | <input checked="" type="checkbox"/> Screening <input checked="" type="checkbox"/> Progress Monitoring <input type="checkbox"/> Diagnostic <input checked="" type="checkbox"/> Summative | <input type="checkbox"/> Weekly <input type="checkbox"/> 2 x Month <input type="checkbox"/> Monthly <input type="checkbox"/> Quarterly <input checked="" type="checkbox"/> 3 x Year <input type="checkbox"/> Annually <input type="checkbox"/> As Needed |

| Name of the Assessment | Target Audience (Grades PreK-5) | What component of reading is being assessed? (Each component should be addressed.) | Assessment Type (Each type of assessment should be represented.) | How often is the data being collected? |
|-----------------------------------|---|--|--|---|
| | | | | <input type="checkbox"/> Other |
| FAST Star Reading | <input type="checkbox"/> PreK <input checked="" type="checkbox"/> Grade K <input checked="" type="checkbox"/> Grade 1 <input checked="" type="checkbox"/> Grade 2 <input checked="" type="checkbox"/> Grade 3 <input checked="" type="checkbox"/> Grade 4 <input checked="" type="checkbox"/> Grade 5 | <input type="checkbox"/> Oral Language <input type="checkbox"/> Phonological Awareness <input type="checkbox"/> Phonics <input type="checkbox"/> Fluency <input checked="" type="checkbox"/> Vocabulary <input checked="" type="checkbox"/> Comprehension | <input checked="" type="checkbox"/> Screening <input checked="" type="checkbox"/> Progress Monitoring <input type="checkbox"/> Diagnostic <input checked="" type="checkbox"/> Summative | <input type="checkbox"/> Weekly <input type="checkbox"/> 2 x Month <input type="checkbox"/> Monthly <input type="checkbox"/> Quarterly <input checked="" type="checkbox"/> 3 x Year <input type="checkbox"/> Annually <input checked="" type="checkbox"/> As Needed (Kdg) <input type="checkbox"/> Other |
| FAST ELA Reading | <input type="checkbox"/> PreK <input type="checkbox"/> Grade K <input type="checkbox"/> Grade 1 <input type="checkbox"/> Grade 2 <input checked="" type="checkbox"/> Grade 3 <input checked="" type="checkbox"/> Grade 4 <input checked="" type="checkbox"/> Grade 5 | <input type="checkbox"/> Oral Language <input type="checkbox"/> Phonological Awareness <input type="checkbox"/> Phonics <input type="checkbox"/> Fluency <input checked="" type="checkbox"/> Vocabulary <input checked="" type="checkbox"/> Comprehension | <input checked="" type="checkbox"/> Screening <input checked="" type="checkbox"/> Progress Monitoring <input type="checkbox"/> Diagnostic <input checked="" type="checkbox"/> Summative | <input type="checkbox"/> Weekly <input type="checkbox"/> 2 x Month <input type="checkbox"/> Monthly <input type="checkbox"/> Quarterly <input checked="" type="checkbox"/> 3 x Year <input type="checkbox"/> Annually <input type="checkbox"/> As Needed <input type="checkbox"/> Other |
| Amira | <input type="checkbox"/> PreK <input type="checkbox"/> Grade K <input checked="" type="checkbox"/> Grade 1 <input checked="" type="checkbox"/> Grade 2 <input checked="" type="checkbox"/> Grade 3 <input type="checkbox"/> Grade 4 <input type="checkbox"/> Grade 5 | <input checked="" type="checkbox"/> Oral Language <input checked="" type="checkbox"/> Phonological Awareness <input checked="" type="checkbox"/> Phonics <input checked="" type="checkbox"/> Fluency <input checked="" type="checkbox"/> Vocabulary <input checked="" type="checkbox"/> Comprehension | <input checked="" type="checkbox"/> Screening <input checked="" type="checkbox"/> Progress Monitoring <input checked="" type="checkbox"/> Diagnostic <input type="checkbox"/> Summative | <input type="checkbox"/> Weekly <input type="checkbox"/> 2 x Month <input type="checkbox"/> Monthly <input type="checkbox"/> Quarterly <input type="checkbox"/> 3 x Year <input type="checkbox"/> Annually <input checked="" type="checkbox"/> As Needed <input type="checkbox"/> Other |
| HMH Into Reading / Growth Measure | <input type="checkbox"/> PreK <input checked="" type="checkbox"/> Grade K <input checked="" type="checkbox"/> Grade 1 <input checked="" type="checkbox"/> Grade 2 <input checked="" type="checkbox"/> Grade 3 <input checked="" type="checkbox"/> Grade 4 <input checked="" type="checkbox"/> Grade 5 | <input checked="" type="checkbox"/> Oral Language <input checked="" type="checkbox"/> Phonological Awareness <input checked="" type="checkbox"/> Phonics <input checked="" type="checkbox"/> Fluency <input checked="" type="checkbox"/> Vocabulary <input checked="" type="checkbox"/> Comprehension | <input checked="" type="checkbox"/> Screening <input checked="" type="checkbox"/> Progress Monitoring <input checked="" type="checkbox"/> Diagnostic <input type="checkbox"/> Summative | <input type="checkbox"/> Weekly <input type="checkbox"/> 2 x Month <input type="checkbox"/> Monthly <input type="checkbox"/> Quarterly <input checked="" type="checkbox"/> 3 x Year <input type="checkbox"/> Annually <input type="checkbox"/> As Needed <input type="checkbox"/> Other |

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

In accordance with [s. 1008.25\(4\)\(c\), F.S.](#), students identified with a substantial reading deficiency must be covered by a federally required student plan, such as an individual education plan (IEP) or an

individualized progress monitoring plan, or both, as necessary. A kindergarten through grade 3 student is identified as having a substantial reading deficiency if the following criteria are met:

- For kindergarten, the student scores below the tenth (10th) percentile or is unable to complete the practice items on the designated grade-level assessment at the beginning, middle, or end of the year on the coordinated screening and progress monitoring system pursuant to [s. 1008.25\(8\), F.S.](#), and the student has demonstrated, through progress monitoring, formative assessments, or teacher observation data, minimum skill levels for reading competency in one or more of the areas of phonological awareness; phonics; vocabulary, including oral language skills; fluency; and comprehension;
- For grades 1 and 2, the student scores below the tenth (10th) percentile or is unable to complete the practice items on the designated grade-level assessment for the specified testing window of the coordinated screening and progress monitoring system pursuant to [s. 1008.25\(8\), F.S.](#), and the student has demonstrated, through progress monitoring, formative assessments, or teacher observation data, minimum skill levels for reading competency in one or more of the areas of phonological awareness; phonics; vocabulary, including oral language skills; fluency; and comprehension; or
- For grade 3, the student scores:
 - Below the twentieth (20th) percentile at the beginning or middle of the year on the coordinated screening and progress monitoring system pursuant to [s. 1008.25\(8\), F.S.](#), and the student has demonstrated, through progress monitoring, formative assessments, or teacher observation data, minimum skill levels for reading competency in one or more of the areas of phonological awareness; phonics; vocabulary, including oral language skills; fluency; and comprehension; or
 - Level 1 on the end of the year statewide, standardized English Language Arts assessment pursuant to [s. 1008.22\(3\)\(a\), F.S.](#)

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

Prior end of year assessment data is reviewed to identify Tier 3 students in Kdg-2nd grade that are scoring below the 10th percentile, as well as, 3rd graders scoring below the 20th percentile or a Level 1 on the end of the year statewide ELA assessment. Students identified to receive Tier 2 interventions in Kdg-2nd grade score at or below the 49th percentile, while 3rd graders score at or below Level 2 on FAST PM1 and/or PM2 or at or below the 49th percentile on STAR Reading.

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

Prior end of year assessment data is reviewed to identify Tier 3 students in 4th-5th grade scoring below the 20th percentile or a Level 1 on the end of the year statewide ELA assessment. Students identified to receive Tier 2 interventions score at or below Level 2 on FAST PM1 and/or PM2 or at or below the 49th percentile on STAR Reading.

| |
|--|
| Elementary schools (K-5) must teach reading in a dedicated, uninterrupted block of time of at least 90 minutes daily to all students. The reading block will include whole group instruction utilizing an evidence-based sequence of reading instruction and small group differentiated instruction in order to meet individual student needs. |
| Beginning of year data |
| IF: Student meets the following criteria at the beginning of the school year: K-5 students will score Level 3, 4, or 5 on the FAST Progress Monitoring and/or first graders will read Level 4 DRA or above. |
| THEN TIER 1 Only |
| Core Instruction Indicate the core curriculum and how the program is supported by strong, moderate, or promising levels of evidence. Houghton Mifflin Harcourt's Into Reading program is used as the core reading program in grades K-5. Small group reading instruction is used with all students in K-5. Teachers include daily whole group instruction using Houghton Mifflin Harcourt's Into Reading where they instruct students in phonological awareness, phonics, vocabulary, fluency and comprehension. Oral language skills are practiced to help build vocabulary and comprehension. These skills are reinforced through whole group differentiation and small differentiated reading groups daily, where a variety of text is used. There is an emphasis on text-based evidence, close reading of text, and high-level questioning. High impact strategies for comprehending text will be used. High effect strategies are used by teachers and are included in professional development. Explicit instruction in writing narrative, expository and opinion essays will occur through a daily writing exercise using text based evidence from multiple sources. Students are given the opportunity to read and practice skills in literacy centers using many multisensory approaches. Classrooms are set up with print rich environments such as anchor charts and a variety of text. Teachers are mindful of their students' diversities and their specific needs. Classrooms are structured accordingly. Houghton Mifflin Harcourt Into Reading https://edreports.org/reports/overview/into-reading-2020 |
| List performance criteria that indicate Tier 1 is sufficient for at least 80% of students. K-5 students will score Level 3, 4, or 5 on the FAST Progress Monitoring and/or first graders will read Level 4 DRA or above. |
| Explain how the effectiveness of Tier 1 instruction is monitored. Kindergarten and first grade have a checklist report card in place that is based on Florida standards that are checked every 4 weeks. Students in grades 1-5 regularly take reading tests that monitor the skills being taught in the core curriculum (at least every ten days). During small reading groups (K-5), teachers monitor the student's skills. Regular classroom observations and grade level meetings with teachers occur to plan instructional needs of students. |
| What procedures are in place to identify and solve problems to improve effectiveness of Tier 1 instruction? Teachers meet with grade groups and Academic Analysts monthly to monitor students' progress and discuss any changes in the CMAPS (Curriculum Maps) that might need to be adjusted to ensure skills are being taught and standards met. |
| Performance criteria that prompt the addition of Tier 2 interventions for students not meeting expectations/benchmarks during the school year: Students scoring at or below Level 2 on FAST PM1 and/or PM2, at or below the 49th percentile on STAR Reading, review of historical data and report card grades, and teacher observation. |

| |
|--|
| Beginning of year data |
| <p>IF: Student meets the following criteria at the beginning of the school year: Students scoring at or below Level 2 on FAST PM1 and/or PM2, or at or below the 49th percentile on STAR Reading.</p> |
| THEN TIER 1 Instruction and TIER 2 Interventions |
| <p>Supplemental Instruction/Interventions Indicate the programs and practices used in Tier 2 interventions and how the programs and practices are supported by strong, moderate, or promising levels of evidence.</p> <p>Tyner Differentiated Reading Model http://www.bestevidence.org/word/strug_read_jun_02_2010.pdf</p> <p>Connect to Comprehension https://www.connectcomprehension.com/research-study</p> <p>Heggerty Phonemic Awareness https://heggerty.org/curriculum/kindergarten/</p> <p>Great Leaps https://digital.greatleaps.com/about/research#supportingGL</p> <p>PAL - Promising support for this program is phonics with mixed support in comprehension https://frg.vkcsites.org/what-is-pals/pals_reading_manuals/reading_research_articles/</p> <p>Houghton Mifflin Harcourt Into Reading https://edreports.org/reports/pverview/into-reading-2020</p> <p>Phonics for Reading https://www.curriculumassociates.com/-/media/mainsite/files/additional-products/phonics-for-readingresearch-summary.pdf</p> <p>The use of programs, materials and strategies identified in this curriculum, instruction, and assessment decision tree were chosen because they are research and evidence based. Studies available through What Works Clearinghouse identify the programs, materials and strategies with moderate to strong evidence to improve the effectiveness of Tier 2 instruction.</p> <p>IES Practice Guide re MTSS, https://ies.ed.gov/ncee/wwc/PracticeGuide/3 IES Practice Guide re Foundational Skills K-3rd, https://ies.ed.gov/ncee/wwc/PracticeGuide/21 IES Practice Guide re Reading Comprehension K-3rd, https://ies.ed.gov/ncee/wwc/PracticeGuide/14 IES Practice Guide re Elementary Students and Writing, https://ies.ed.gov/ncee/wwc/PracticeGuide/17</p> <ul style="list-style-type: none"> ● Provide intensive, systematic instruction on up to three foundational reading skills in small groups to students who score below the benchmark score on universal screening. (IES/WWC strong evidence) ● Develop awareness of the segments of sounds in speech and how they link to letters. (IES/WWC strong evidence) ● Teach students to decode words, analyze word parts, and write and recognize words. (IES/WWC strong evidence) ● Ensure that each student reads connected text every day to support reading accuracy, fluency, and comprehension. (IES/WWC moderate evidence) ● Provide intensive small-group reading interventions. (IES/WWC strong evidence) ● Provide extensive and varied vocabulary instruction. (IES/WWC strong evidence) ● Teach students how to use reading comprehension strategies. (IES/WWC strong evidence) ● Teach students to identify and use the text's organizational structure to comprehend, learn, and remember content. (IES/WWC strong evidence) |

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| <ul style="list-style-type: none"> ● Establish an engaging and motivating context in which to teach reading comprehension. (IES/WWC moderate evidence) ● Teach students to use the writing process for a variety of purposes. (IES/WWC strong evidence) |
| <p>Indicate the evidence-based programs and practices implemented for students with a disability, students with an Individual Educational Plan (IEP), and students who are English language learners, as applicable.</p> <p>All students and teachers have access to evidence-based programs and practices.</p> |
| <p>For K-3 students who have a substantial reading deficiency, identify the multisensory interventions provided.</p> <p>Activities to include listening, speaking, reading, and tactile or kinesthetic activities will be implemented to meet the needs of students (i.e. music, magnetic letters, play-doh, magnetic sand, anchor charts, and other manipulatives).</p> |
| <p>Number of times per week interventions are provided:</p> <p>3-5</p> |
| <p>Number of minutes per intervention session:</p> <p>20-30</p> |
| <p>Explain how the effectiveness of Tier 2 interventions are monitored.</p> <p>Student progress monitoring data will be reviewed to ensure performance growth for students receiving Tier 2 interventions.</p> |
| <p>What procedures are in place to identify and solve problems to improve effectiveness of Tier 2 interventions?</p> <p>Data will be analyzed. Every four to six weeks, teachers will meet with the Academic Analyst in small groups of two or three to discuss class data and progress. During this meeting, students' data and progress will be looked at closely. Data will be broken down by reading components. Students' deficiencies will be reviewed and changes to ongoing interventions will be made if needed.</p> |
| <p>Performance criteria that prompt the addition of Tier 3 interventions for students not meeting expectations/benchmarks during the school year:</p> <p>Students scoring Level 1 on FAST PM1 and/or PM2, at or below the 10th percentile on STAR Reading, review of historical data and report card grades, and teacher observation.</p> |
| <p>Beginning of year data</p> |
| <p>IF: Student meets the following criteria at the beginning of the school year:</p> <p>Students scoring Level 1 on FAST PM1 and/or PM2, or at or below the 10th percentile on STAR Reading.</p> |
| <p>THEN TIER 1 Instruction, TIER 2 Interventions, and TIER 3 Intensive Interventions</p> |
| <p>Intensive, Individualized Instruction/Interventions</p> <p>Indicate the programs and practices used in Tier 3 interventions and how the programs and practices are supported by strong, moderate, or promising levels of evidence.</p> <p>One on One reading practice and/or differentiated, individualized instructions</p> <p>Fast Forward - promising evidence https://www.evidenceforessa.org/programs/reading/fast-forward-elementary-whole-class</p> <p>QuickReads - strong evidence https://www.evidenceforessa.org/programs/reading/quickreads-whole-class</p> |

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|---|
| Reading Assistant (component of Fast Forward) - moderate support to improve fluency and comprehension https://cdn2.hubspot.net/hubfs/363641/30524raeerpiedubrief.pdf https://www.scilearn.com/wp-content/uploads/ESSA Fast Forward StrongEvidence.pdf |
| Indicate the evidence-based programs and practices implemented for students with a disability, students with an Individual Educational Plan (IEP), and students who are English language learners, as applicable. All students and teachers have access to evidence-based programs and practices. |
| For K-3 students who have a substantial reading deficiency, identify the multisensory interventions provided. Activities to include listening, speaking, reading, and tactile or kinesthetic activities will be implemented to meet the needs of students (i.e. music, magnetic letters, play-doh, magnetic sand, anchor charts, and other manipulatives). |
| Number of times per week interventions are provided: 5 |
| Number of minutes per intervention session: 20-30 |
| Explain how the effectiveness of Tier 3 interventions are monitored. Student progress monitoring data will be reviewed to ensure performance growth for students receiving Tier 3 interventions. |
| What procedures are in place to identify and solve problems to improve effectiveness of Tier 3 interventions? Data will be analyzed. Every four to six weeks, teachers will meet with the Academic Analyst in small groups of two or three to discuss class data and progress. During this meeting, students' data and progress will be looked at closely. Data will be broken down by reading components. Students' deficiencies will be reviewed and changes to ongoing interventions will be made if needed. |

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

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

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

3a. Describe the district's plan to meet each requirement for Summer Reading Camps required by [s. 1008.25\(7\), F.S.](#) Include a description of the evidence-based instructional materials that will be utilized, as defined in [20 U.S.C. s. 7801\(21\)\(A\)\(i\)](#).

Both elementary schools will offer Summer Reading Camps. Third grade summer camps will begin in June and last 6 weeks, 4 days a week. The time is 8:00 - 2:00. Students will be instructed in the 5 components of reading. A scheduled routine for the day will be decided before this time by a team. FAST Progress Monitoring data will be available in May and will be combined with report card grades, STAR data and teacher recommendation to select targeted students. If third graders have not scored level 2 or higher on FAST, have not met the 50th percentile score requirement on STAR or Amira, or have failing grades,

they will be able to take SAT 10 prior to summer school beginning. At the end of Summer Reading Camp, a student will be retained if ineligible to promote.

Quick Reads - Fluency: prosody, accuracy, rate, Comprehension, Vocabulary - .21 effect size
<https://www.evidenceforessa.org/programs/reading/quickreads-whole-class>

Phonics for Reading - Phonics, Vocabulary, Decoding <https://www.curriculumassociates.com/-/media/mainsite/files/i-ready/researchoverview-proven-to-workbrochure2019.pdf>

Close Reading Strategy - (variety of passages and question sets) - high effect strategy
<https://medium.com/inspired-ideas-prek-12/research-spotlight-dr-douglas-fisher-on-closereading6c04cb623ca1>

Voyager Passport
Studies Weekly Summer Program
Freckle
Waggle
Winning

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

Yes/No

Yes

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

Both elementary schools will offer Summer Reading Camps that will begin in June and last 6 weeks, 4 days a week. The time is 8:00 - 2:00. Students will be instructed in the 5 components of reading. A scheduled routine for the day will be decided before this time by a team. FAST Progress Monitoring data will be available in May and will be combined with report card grades, STAR data and teacher recommendation to select targeted students.

Quick Reads - Fluency: prosody, accuracy, rate, Comprehension, Vocabulary - .21 effect size
<https://www.evidenceforessa.org/programs/reading/quickreads-whole-class>

Phonics for Reading - Phonics, Vocabulary, Decoding <https://www.curriculumassociates.com/-/media/mainsite/files/i-ready/researchoverview-proven-to-workbrochure2019.pdf>

Close Reading Strategy - (variety of passages and question sets) - high effect strategy
<https://medium.com/inspired-ideas-prek-12/research-spotlight-dr-douglas-fisher-on-closereading6c04cb623ca1>

Voyager Passport

Studies Weekly Summer Program
 Freckle
 Waggle
 Winning by Songs That Teach

Grades 6-8

4. Grades 6-8 Assessments

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

| Name of the Assessment | Target Audience (Grades 6-8) | What component of reading is being assessed? | Assessment Type (Each type of assessment should be represented.) | How often is the data being collected? |
|------------------------------------|---|--|---|--|
| FAST ELA Reading | <input checked="" type="checkbox"/> Grade 6 <input checked="" type="checkbox"/> Grade 7 <input checked="" type="checkbox"/> Grade 8 | <input type="checkbox"/> Oral Language <input type="checkbox"/> Phonological Awareness <input type="checkbox"/> Phonics <input type="checkbox"/> Fluency <input checked="" type="checkbox"/> Vocabulary <input checked="" type="checkbox"/> Comprehension | <input checked="" type="checkbox"/> Screening <input checked="" type="checkbox"/> Progress Monitoring <input type="checkbox"/> Diagnostic <input checked="" type="checkbox"/> Summative | <input type="checkbox"/> Weekly <input type="checkbox"/> 2 x Month <input type="checkbox"/> Monthly <input type="checkbox"/> Quarterly <input checked="" type="checkbox"/> 3 x Year <input type="checkbox"/> Annually <input type="checkbox"/> As Needed <input type="checkbox"/> Other |
| HMH Into Literature Growth Measure | <input checked="" type="checkbox"/> Grade 6 <input checked="" type="checkbox"/> Grade 7 <input checked="" type="checkbox"/> Grade 8 | <input type="checkbox"/> Oral Language <input type="checkbox"/> Phonological Awareness <input type="checkbox"/> Phonics <input type="checkbox"/> Fluency <input checked="" type="checkbox"/> Vocabulary <input checked="" type="checkbox"/> Comprehension | <input type="checkbox"/> Screening <input checked="" type="checkbox"/> Progress Monitoring <input type="checkbox"/> Diagnostic <input type="checkbox"/> Summative | <input type="checkbox"/> Weekly <input type="checkbox"/> 2 x Month <input type="checkbox"/> Monthly <input type="checkbox"/> Quarterly <input checked="" type="checkbox"/> 3 x Year <input type="checkbox"/> Annually <input type="checkbox"/> As Needed <input type="checkbox"/> Other |
| Read 180 / System 44 | <input checked="" type="checkbox"/> Grade 6 <input checked="" type="checkbox"/> Grade 7 <input checked="" type="checkbox"/> Grade 8 | <input checked="" type="checkbox"/> Oral Language <input checked="" type="checkbox"/> Phonological Awareness <input checked="" type="checkbox"/> Phonics <input checked="" type="checkbox"/> Fluency <input checked="" type="checkbox"/> Vocabulary <input checked="" type="checkbox"/> Comprehension | <input checked="" type="checkbox"/> Screening <input checked="" type="checkbox"/> Progress Monitoring <input checked="" type="checkbox"/> Diagnostic <input checked="" type="checkbox"/> Summative | <input checked="" type="checkbox"/> Weekly <input type="checkbox"/> 2 x Month <input type="checkbox"/> Monthly <input checked="" type="checkbox"/> Quarterly <input type="checkbox"/> 3 x Year <input type="checkbox"/> Annually <input checked="" type="checkbox"/> As Needed <input type="checkbox"/> Other |

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

Prior end of year assessment data is reviewed to identify Tier 3 students in grades 6-8 scoring a Level 1 on the FAST PM3 ELA assessment. Students identified to receive Tier 2 interventions score at or below Level 2 on FAST PM1 and/or PM2, report grades, and/or teacher observations.

| Grades 6-8 Decision Tree | |
|---|--|
| Beginning of year data | |
| IF: Student meets the following criteria at the beginning of the school year: All students are placed in Tier 1 instruction because it is instruction for all students. However, we use the following data points to refer for Tier 2 instruction/interventions: *ELA-FSA (historical data) * FAST State Progress Monitoring *Report Card Grades | |
| THEN TIER 1 Only | |
| Core Instruction Indicate the core curriculum and how the program is supported by strong, moderate, or promising levels of evidence. The core curriculum we will use for 6-8 Tier 1 instruction is Into Literature published by HMH. Instruction is aligned to the Florida B.E.S.T. Standards with reading, language and writing standards being the instructional focus for each unit. Core instruction is provided using district and supplemental resources and delivered in multiple formats/differentiated instruction to make the learning accessible to all students. | |
| List performance criteria that indicate Tier 1 is sufficient for at least 80% of students. The core curriculum for 6-8 Tier 1 instruction is Into Literature published by HMH. Instruction is aligned to the Florida B.E.S.T. Standards with reading, language, and writing standards being the instructional focus for each unit. Core instruction is provided using district and supplemental resources and delivered in multiple formats/differentiated instruction to make the learning accessible to all students. | |
| Explain how the effectiveness of Tier 1 instruction is monitored. Through FAST Progress Monitoring testing, progress reports, report cards, HMH Growth measurements, monitoring D/F reports, formative and summative assessments, and historical FSA-ELA scores. Administrative walkthroughs focusing on literacy instruction. | |
| What procedures are in place to identify and solve problems to improve effectiveness of Tier 1 instruction? Professional Development working on Orders of Instruction and Curriculum maps as they align to BEST standards, Professional Development through PAEC, school wide and at the district level, vertical and horizontal sharing, MTSS meetings including parents, Child Study Teams, Professional learning communities, and Faculty meetings. | |
| Performance criteria that prompt the addition of Tier 2 interventions for students not meeting expectations/benchmarks during the school year: Students identified to receive Tier 2 interventions score at or below Level 2 on FAST PM1 and/or PM2, report grades, and/or teacher observations. | |
| Beginning of year data | |
| IF: Student meets the following criteria at the beginning of the school year: *FAST Progress Monitoring/FSA-ELA (historical data) - Level 1 or 2 (All students who score a Level 1 on FAST Progress Monitoring-ELA are automatically placed in a Reading Intervention class). If students score a Level 2 on FAST Progress Monitoring-ELA, then the following criteria is considered, as well: *State Progress Monitoring – Below Satisfactory/Inadequate | |

*ELA Report Card Grades D or F (historical)
 *Absences
 *Retentions

THEN TIER 1 Instruction and TIER 2 Interventions

Supplemental Instruction/Interventions

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

The programs/curriculum we use are Into Literature and Read 180 published by HMH . Lessons scaffold to build students' confidence as they develop important critical thinking and analytical skills. Read180 is supported by strong evidence that students who use this curriculum score higher on state testing than those who do not. Instruction is aligned to the B.E.S.T reading Florida Standards with reading, language and writing standards being the instructional focus for each nine weeks. Core instruction is provided using district and supplemental resources and delivered in multiple formats/differentiated instruction to make the learning accessible to all students.

Read 180 – strong evidence <https://www.evidenceforessa.org/programs/reading/read-180-secondary-reading>

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

All students and teachers have access to evidence-based programs and practices.

Number of times per week interventions are provided:

3-5 times each week

Number of minutes per intervention session:

20-30 minutes

Explain how the effectiveness of Tier 2 interventions are monitored.

Student progress monitoring data will be reviewed to ensure performance growth for students receiving Tier 2 interventions. The Reading Inventory is also given to students in Tier 2/Read 180 at least 3 times a year.

What procedures are in place to identify and solve problems to improve effectiveness of Tier 2 interventions?

MTSS meetings held with the MTSS team (to include parents) to assess progress. Monitor on-level core instruction using combined data of FAST state progress monitoring, STAR, ELA report card grades, teacher input, and classroom observation to determine continuation and progress of Tier 2 instruction. Place students strategically in Reading Intervention (Tier 2) instruction with a certified Reading Endorsed Teacher. All teachers follow B.E.S.T. standards to teach and align curriculum with instruction through OOI's and C-Maps. Intervention teachers use B.E.S.T standards and resources as well for instruction.

Performance criteria that prompt the addition of Tier 3 interventions for students not meeting expectations/benchmarks during the school year:

If students aren't successful with Tier 2 interventions with frequent progress monitoring (as indicated through the Reading Inventory) and addressing deficits through interventions, then the MTSS team will make a decision to move students to Tier 3 instruction, based on FAST Progress Monitoring and D's or F's in ELA class.

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

*FAST Progress Monitoring - ELA (historical data) - Level 1 or 2

(All students who score a Level 1 on FAST Progress Monitoring - ELA are automatically placed in a Reading Intervention class).

If students score a Level 2 on FAST Progress Monitoring - ELA, then the following criteria is looked at, as well:

*Performance on READ180 Reading Inventory (meets System 44 eligibility)

*FAST State Progress Monitoring (Inadequate range)

*ELA Report Card Grades D or F (historical)

*Absences

*Retentions

* If students aren't successful with Tier 2 interventions with frequent progress monitoring and addressing deficits through interventions, then the MTSS team will make a decision to move students to Tier 3 instruction, based on APM Score and D's or F's in ELA class.

THEN TIER 1 Instruction, TIER 2 Interventions, and TIER 3 Intensive Interventions**Intensive, Individualized Instruction/Interventions**

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

Instruction/Placement:

- Remediation/Intervention may be provided in either a course identified through state required coding by a Reading certified/endorsed teacher or a Core Content Course with Intensive ELA Teacher support. ESE students may also be in a support/push-in ELA class.
- Provide additional strategies for text reading efficiency (vocabulary, comprehension and fluency) aligned with B.E.S.T. standards
- Students not responding and not making progress will be further evaluated through our MTSS process and instruction will be modified to be more explicit through smaller groups and/or individualized instruction.

Programs and Possible Materials:

Read 180/System 44 Direct instruction

Read 180/System 44 – strong evidence <https://www.evidenceforessa.org/programs/reading/read-180-secondary-reading> Read Theory – moderate evidence <https://readtheory.org/static/pdf/RTStudy2.pdf>

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

All students and teachers have access to evidence-based programs and practices. Read 180 / System 44 tailors interventions to each student's individual successes and deficits.

Number of times per week interventions are provided:

2-3 times per week

Number of minutes per intervention session:

20-30 minutes

Explain how the effectiveness of Tier 3 interventions are monitored.

MTSS meetings held with the MTSS team (to include parents) to assess progress. Monitor on-level core instruction using combined data of FAST state progress monitoring, STAR, ELA report card grades, teacher input, and classroom observation to determine continuation and progress of Tier 3 instruction. Place students strategically in Reading Intervention (Tier 3) instruction with a certified Reading Endorsed Teacher. All teachers follow B.E.S.T. standards to teach and align curriculum with instruction through OOI's and C-Maps. Intervention teachers use B.E.S.T standards and resources, as well, for instruction.

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

Data will be analyzed. Reading intervention teachers will meet with the Academic Analyst (and invited parent) to discuss class data and progress. During this meeting, students' data and progress will be looked at closely. Data will be broken down by reading components. Students' deficiencies will be reviewed and changes to ongoing interventions will be made if needed.

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| Grades 9-12 |
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6. Grades 9-12 Assessments

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

| Name of the Assessment | Target Audience (Grades 9-12) | What component of reading is being assessed? | Assessment Type (Each type of assessment should be represented.) | How often is the data being collected? |
|------------------------|---|--|--|--|
| FAST ELA Reading | <input checked="" type="checkbox"/> Grade 9 <input checked="" type="checkbox"/> Grade 10 <input type="checkbox"/> Grade 11 <input type="checkbox"/> Grade 12 | <input type="checkbox"/> Oral Language <input type="checkbox"/> Phonological Awareness <input type="checkbox"/> Phonics <input type="checkbox"/> Fluency <input checked="" type="checkbox"/> Vocabulary <input checked="" type="checkbox"/> Comprehension | <input checked="" type="checkbox"/> Screening <input checked="" type="checkbox"/> Progress Monitoring <input type="checkbox"/> Diagnostic <input checked="" type="checkbox"/> Summative | <input type="checkbox"/> Weekly <input type="checkbox"/> 2 x Month <input type="checkbox"/> Monthly <input type="checkbox"/> Quarterly <input checked="" type="checkbox"/> 3 x Year <input type="checkbox"/> Annually <input type="checkbox"/> As Needed <input type="checkbox"/> Other |
| Achieve 3000 | <input checked="" type="checkbox"/> Grade 9 <input checked="" type="checkbox"/> Grade 10 <input checked="" type="checkbox"/> Grade 11 <input checked="" type="checkbox"/> Grade 12 | <input type="checkbox"/> Oral Language <input type="checkbox"/> Phonological Awareness <input checked="" type="checkbox"/> Phonics <input checked="" type="checkbox"/> Fluency <input checked="" type="checkbox"/> Vocabulary <input checked="" type="checkbox"/> Comprehension | <input checked="" type="checkbox"/> Screening <input checked="" type="checkbox"/> Progress Monitoring <input type="checkbox"/> Diagnostic <input checked="" type="checkbox"/> Summative | <input type="checkbox"/> Weekly <input type="checkbox"/> 2 x Month <input checked="" type="checkbox"/> Monthly <input checked="" type="checkbox"/> Quarterly <input type="checkbox"/> 3 x Year <input type="checkbox"/> Annually <input checked="" type="checkbox"/> As Needed <input type="checkbox"/> Other |

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

Prior end of year assessment data is reviewed to identify Tier 3 students in grades 9-12 scoring a Level 1 on the FAST PM3 ELA assessment. Students identified to receive Tier 2 interventions score at or below Level 2 on FAST Progress Monitoring, report grades, and/or teacher observations.

| Grades 9-12 Decision Tree | |
|--|--|
| Beginning of year data | |
| <p>IF: Student meets the following criteria at the beginning of the school year:</p> <p>All students are placed in Tier 1 instruction because it is instruction for all students. However, we use the following data points to refer for Tier 2 instruction/interventions:</p> <ul style="list-style-type: none"> *ELA-FSA (historical data - Level 3 or above) *FAST State Required Progress Monitoring *Report Card Grades | |
| THEN TIER 1 Only | |
| <p>Core Instruction</p> <p>Indicate the core curriculum and how the program is supported by strong, moderate, or promising levels of evidence.</p> <p>Core=Tier 1=Instruction every student receives in ELA courses</p> <ul style="list-style-type: none"> · High quality core ELA Instruction-occurs daily and reaches all students using myPerspectives · At least 80% of students are demonstrating proficiency on grade level standards by earning an average grade of C or higher on standards-based assignments associated with the ELA course code. · If the criteria are not met, then teachers engage in the MTSS problem-solving process with administrators and the Academic Analyst to address the needs of the core. <p>Savvas Learning Corporation, myPerspectives Florida, 2022, 1st Edition – strong evidence</p> <p>9th grade subject standards score: 4.6, 98.34% aligned to B.E.S.T standards 10th grade subject standards score: 4.2, 90% aligned to B.E.S.T standards 11th grade subject standards score: 4.3, 91.76% aligned to B.E.S.T standards 12th grade subject standards score: 4.8, 95% aligned to B.E.S.T standards</p> | |
| <p>List performance criteria that indicate Tier 1 is sufficient for at least 80% of students.</p> <p>Performance that falls on grade level or higher range on the FAST state progress monitoring.</p> | |
| <p>Explain how the effectiveness of Tier 1 instruction is monitored.</p> <p>Through FAST State Progress Monitoring, progress reports, report cards, monitoring D/F reports, formative and summative assessments, and FSA-ELA scores (2020-21 cohort only). Administrative walkthroughs focusing on literacy instruction.</p> | |
| <p>What procedures are in place to identify and solve problems to improve effectiveness of Tier 1 instruction and/or curriculum provided to students?</p> <p>Professional Development working on Orders of Instruction and Curriculum maps as they align to BEST standards, Professional Development through PAEC, school wide and at the district level, vertical and horizontal sharing, MTSS meetings including parents, Child Study Teams, Professional learning communities, and Faculty meetings.</p> | |

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

Performance in the inadequate range on the FAST state required progress monitoring in addition to a review of FSA-ELA historical and/or current retake data in addition to report card grades.

Beginning of year data

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

*FSA-ELA (historical data) - Level 1 or 2

(All students who score a Level 1 on FSA-ELA are automatically placed in a Reading Intervention class).

If students score a Level 2 on FSA-ELA, then the following criteria is considered, as well:

*FAST State Progress Monitoring – Below Satisfactory/Inadequate

*ELA Report Card Grades D or F (historical)

*Reading far below proficiency based on Achieve 3000 Level Set reading assessment

*Absences

*Retentions

THEN TIER 1 Instruction and TIER 2 Interventions

Supplemental Instruction/Interventions

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

- T2 must happen daily in addition to ELA course
- T2 should be less than 20% of school population, if more, engage in ELA Core problem solving
- T2 groups focus on reading components that are getting in the student's way of reading progress.

Reading components include: oral language development, phonemic awareness, phonics/word analysis, decoding strategies; fluency; vocabulary; in context and comprehension strategies: strategies for analyzing and understanding multiple texts, strategies for understanding (paraphrasing, notetaking, chunking, etc.) with practice in authentic text, building broad knowledge

- Use a multi-sensory approach: Academic Analyst can provide support via coaching, co-teaching, and demonstration
- Positive reinforcement: T2 should not be a punishment; the goal is to build confidence through success with instructional level text; we need to genuinely praise effort and problem solving (using literacy strategies with grade level text)
- Specific feedback: Timely, ongoing feedback that emphasizes the use of specific reading strategies taught and standards assessed
- Interruptions should be kept to a minimum-routines and procedures in place on the best use of instructional time

MTSS meetings held with the MTSS team (to include parents) to assess progress.

Evidence to support high quality, small group, differentiated instruction addressing student's reading needs aimed at accelerating student's ability to comprehend increasingly complex text utilizing Achieve 3000 and Savvas core curriculum intervention resources. Administrator conducts frequent ELA and Intensive Reading classroom walkthroughs and provides feedback to support standards based instruction, assessment, and monitoring of student progress.

Achieve3000 – strong evidence <https://www.evidenceforessa.org/programs/reading/achieve3000-secondary>

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| <p>Indicate the evidence-based programs and practices implemented for students with a disability, students with an Individual Educational Plan (IEP), and students who are English language learners, as applicable.</p> <p>All students and teachers have access to evidence-based programs and practices.</p> |
| <p>Number of times per week interventions are provided:</p> <p>2-3 times</p> |
| <p>Number of minutes per intervention session:</p> <p>20-30 minutes</p> |
| <p>Explain how the effectiveness of Tier 2 interventions are monitored.</p> <p>Student progress monitoring data will be reviewed to ensure performance growth for students receiving Tier 2 interventions.</p> |
| <p>What procedures are in place to identify and solve problems to improve effectiveness of Tier 2 interventions?</p> <p>MTSS meetings held with the MTSS team (to include parents) to assess progress. Monitor on-level core instruction using combined data of FAST state progress monitoring, ELA report card grades, teacher input, and classroom observation to determine continuation and progress of Tier 2 instruction. Place students strategically in Reading Intervention (Tier 2) instruction with a certified Reading Endorsed Teacher. All teachers follow B.E.S.T. standards to teach and align curriculum with instruction through OOI's and C-Maps. Intervention teachers use B.E.S.T standards and resources as well for instruction.</p> |
| <p>Performance criteria that prompt the addition of Tier 3 interventions for students not meeting expectations/benchmarks during the school year:</p> <p>If students aren't successful with Tier 2 interventions with frequent progress monitoring (as indicated through FAST Progress monitoring) and addressing deficits through interventions, then the MTSS team will make a decision to move students to Tier 3 instruction, based on FAST Progress Monitoring and D's or F's in ELA class.</p> |
| <p>Beginning of year data</p> |
| <p>IF: Student meets the following criteria at the beginning of the school year:</p> <p>*FAST Progress Monitoring - ELA (historical data) - Level 1 or 2 (All students who score a Level 1 on FAST Progress Monitoring - ELA are automatically placed in a Reading Intervention class).</p> <p>If students score a Level 2 on FAST Progress Monitoring - ELA, then the following criteria is looked at, as well:</p> <p>*Performance on Achieve 3000 Assessments *FAST State Progress Monitoring (Inadequate range) *ELA Report Card Grades D or F (historical) *Absences *Retentions * If students aren't successful with Tier 2 interventions with frequent progress monitoring and addressing deficits through interventions, then the MTSS team will make a decision to move students to Tier 3 instruction, based on APM Score and D's or F's in ELA class.</p> |

THEN TIER 1 Instruction, TIER 2 Interventions, and TIER 3 Intensive Interventions**Intensive, Individualized Instruction/Interventions**

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

The MTSS Team, including the classroom teacher, Academic Analyst, and School Administrator determine the best interventions and develop a deficit specific intervention plan.

- Teachers must participate in training in order to use the district approved programs.
- All teachers delivering Tier 3 instruction must have a reading endorsement and actively participate in ongoing MTSS process professional development.

Interventions include high quality, small group, differentiated instruction addressing student's reading needs aimed at accelerating student's ability to comprehend increasingly complex text utilizing Achieve 3000 and Savvas core curriculum intervention resources. Administrators conducts frequent ELA and Intensive Reading classroom walkthroughs and provide feedback to support standards based instruction, assessment, and monitoring of student progress. MTSS Team, including the classroom teacher, Academic Analyst, and school administrator determine the best interventions and analyze data to determine if students are making adequate progress.

Achieve3000 – strong evidence

<https://www.evidenceforessa.org/programs/reading/achieve3000-secondary>

<https://www.achieve3000.com/community-resources/research/>

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

All students and teachers have access to evidence-based programs and practices.

Number of times per week interventions are provided:

2-3 times

Number of minutes per intervention session:

20-30 minutes

Explain how the effectiveness of Tier 3 interventions are monitored.

MTSS meetings held with the MTSS team (to include parents) to assess progress. Monitor on-level core instruction using combined data of FAST state progress monitoring, ELA report card grades, teacher input, and classroom observation to determine continuation and progress of Tier 3 instruction. Place students strategically in Reading Intervention (Tier 3) instruction with a certified Reading Endorsed Teacher. All teachers follow B.E.S.T. standards to teach and align curriculum with instruction through OOI's and C-Maps. Intervention teachers use B.E.S.T standards and resources, as well, for instruction.

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

Data will be analyzed. Reading intervention teachers will meet with the Academic Analyst (and invited parent) to discuss class data and progress. During this meeting, students' data and progress will be looked at closely. Data will be broken down by reading components. Students' deficiencies will be reviewed and changes to ongoing interventions will be made if needed.

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

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

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

Interpreting HMH Growth measure data professional learning and FAST Progress monitoring data chats with ELA teams. Literacy Leadership Team meetings plan and suggest professional learning needs based on student data.

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

Reading Competencies are available through PAEC to all district personnel and through the UF Literacy Matrix.

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

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

Both elementary schools participate in the state K-3 Reading Tutoring program and RAISE High School Tutoring is implemented at RAISE schools.
After school tutoring is available for all students at all schools throughout the school year and during the summer learning programs.

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

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

Describe the district's plan for providing a read-at-home plan to parents of students identified with a substantial reading deficiency. Include literacy partnerships or programs the district utilizes to increase support for families to engage in literacy activities and reading at home (e.g., New Worlds Reading Initiative).

Schools share Reading resources with parents during orientations, scheduling conferences and parent conferences.
Schools participate in Celebrate Literacy Week Activities.

The district plans and sponsors community wide events where reading plans and resources are showcased, including the New Worlds Reading Initiative and read at home plans for K-12 students and families.