District Comprehensive Evidence-Based Reading Plan

Annually, school districts must develop a Comprehensive Evidence-Based Reading Plan (CERP) that outlines the components of the district's comprehensive system of reading instruction. In order to assist districts, the Florida Department of Education (Department) has developed the format below for district reading plans. Districts may utilize the Department's format or an alternative developed by the district. The CERP must be approved by the governing board or authority prior to being submitted to the Department by August 1 for approval. A charter school that elects to develop its own CERP must submit its CERP, approved by the governing board or authority, to the sponsoring district by July 15 and meet the requirements of sections (ss.) 1002.33(7)(a)2.a. and 1003.4201, Florida Statutes (F.S.).

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

1) Contact Information

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

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	Jessica Stephens, Director of Assessments and Accountability	jessica.stephens@wcsdschools.com	(850) 638-6222
Third Grade Promotion	Jessica Stephens, Director of Assessments and Accountability	jessica.stephens@wcsdschools.com	(850) 638-6222
Multi-Tiered System of Supports	Jessica Stephens, Director of Assessments and Accountability	jessica.stephens@wcsdschools.com	(850) 638-6222
K-5 Reading Tutoring	Jiranda White, Director of Federal Programs	jiranda.white@wcsdschools.com	(850) 638-6222
VPK Programs	Chris Williams, Director of ESE programs	chris.williams@wcsdschols.com	(850) 638-6222

2) District Expenditures

Comprehensive System of Reading Instruction Expenditures (Rule 6A-6.053(9)(b)3.b., F.A.C.)
The reading funding included in the Florida Education Finance Program (FEFP) base funding is intended to provide comprehensive reading instruction to students in prekindergarten (PreK) through grade 12. Districts will include salaries and benefits, professional learning, assessment, programs/materials, tutoring and incentives required to effectively implement the district's plan. The expenditures must prioritize Voluntary Prekindergarten (VPK) students who have a substantial deficiency in early literacy skills and K-3 students who have a substantial reading deficiency or characteristics of dyslexia.

Charter schools must utilize their proportionate share in accordance with ss. 1002.33(7)(a)2.a., 1003.4201 and 1008.25(3)(a), 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.*

Comprehensive System of Reading Instruction Expenditures	Amount	FTE (where applicable)
Elementary Expenses		
Literacy coaches	**$87,000.00**	**1**
Intervention teachers		
Scientifically researched and evidence-based supplemental instructional materials	**$68,000.00**	
Third grade summer reading camps	**$10,000.00**	
Summer reading camps		
Secondary Expenses		
Literacy coaches		
Intervention teachers		
Scientifically researched and evidence-based supplemental instructional materials	**$29,000.00**	
PreK-Grade 12 Expenses		
Professional learning to help K-12 instructional personnel and certified PreK teachers earn a certification, a credential, an endorsement or an advanced degree in scientifically researched and evidence-based reading instruction	**$9,000.00**	
Incentives for K-12 instructional personnel and certified PreK teachers who obtain the Reading Endorsement or Certification		
Incentives for PreK-12 instructional personnel who obtain an 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		
Other – Please Describe (Add additional rows as needed.)		
Estimated Sum of Expenditures	**$203,000.00**	

3) Literacy Leadership – District and School

A. Measurable Student Achievement Goals ([Rule 6A-6.053(9)(b)3.d., F.A.C.](#))
Goals for the plan year should increase from the previous year in order to meet statewide literacy achievement goals.

For VPK, establish clear and measurable student literacy achievement goals based on percentiles from the Florida Assessment of Student Thinking (FAST).

FAST				
Grade	Previous School Year – % of Students Scoring	Goal for Plan Year – % of Students Scoring	Previous School Year – % of Students Scoring	Goal for Plan Year – % of Students Scoring
	Urgent Intervention <10th percentile	Urgent Intervention <10th percentile	At & Above Benchmark 40th percentile & above	At & Above Benchmark 40th percentile & above
VPK	5%	2%	76%	79%

1. Describe how the district will improve literacy outcomes for VPK students based on an analysis of student performance data.

The District Literacy Team worked with the State Regional Literacy Director analyzing the VPK performance data. A plan has been developed to provide more professional learning to VPK teachers on what assessment looks like in the classroom for the VPK Literacy standards and how to plan for specific assessments to ensure the teachers are assessing student performance that accurately reflects successful mastery of standards. The district will work with the Panhandle Area Educational Consortium (PAEC) to provide professional learning for the VPK teachers.

For K-10, establish clear and measurable student literacy achievement goals based on achievement levels from the FAST.

FAST				
Grade	Previous School Year – % of Students Scoring	Goal for Plan Year – % of Students Scoring	Previous School Year – % of Students Scoring	Goal for Plan Year – % of Students Scoring
	Level 1	Level 1	Levels 3-5	Levels 3-5
K	12%	10%	68%	72%
1	16%	14%	66%	70%
2	14%	12%	63%	67%
3	22%	20%	51%	55%
4	24%	22%	48%	52%
5	24%	22%	42%	51%
6	20%	18%	55%	59%
7	29%	22%	42%	51%
8	19%	17%	45%	51%
9	23%	21%	49%	53%
10	20%	18%	45%	51%

B. Plan Implementation and Monitoring (Rule 6A-6.053(10), F.A.C.)
Districts must monitor the implementation of the District CERP at the district and school level, including charter schools sponsored by a district.

1. **Provide an explanation of the following:**

Grades K-5	District Level	School Level
Data that will be collected and frequency of review	District Leadership meets monthly with principals and analysts to review and analyze STAR Early Literacy, STAR Reading, and F.A.S.T. Reading data.	Academic Analysts meet with teachers monthly to review and analyze STAR Early Literacy, STAR Reading, and F.A.S.T. Reading 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, professional learning 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 NWEA MAP Growth, STAR Reading, HMH Growth Measure, and F.A.S.T. Reading data.	Academic Analysts meet with teachers quarterly to review and analyze NWEA MAP Growth, HMH Growth Measure, STAR Reading and F.A.S.T. Reading 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, professional learning 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 Achieve 3000 Level Set and F.A.S.T. ELA data.	Academic Analysts meet with teachers quarterly to review and analyze Achieve 3000 Level Set and F.A.S.T. ELA 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, professional learning and scheduling.	Analysts and principals implement the coaching cycle to ensure support for teachers providing literacy instruction based on student achievement.

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

The district Literacy Leadership team met to revise and improve the current plan. The school Literacy Leadership teams will collaborate with school grade level teams to ensure students are provided with the necessary components for success with Tier 1, Tier 2, and Tier 3 instruction. Intervention materials and resources were re-aligned with the state approved list of intervention instructional materials for use at specific grade levels and Tiers of intervention. In addition, the district and the schools will continue to support PLCs and Coaches' training, especially with instruction in the Foundational Reading Skills in Grades PreK-2, to strengthen teacher's ability to provide instruction targeted to the needs of each student.

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

Principals are provided with a copy of the District Reading Plan at the beginning of the school year, where it is reviewed. Principals are expected to ensure the Reading Plan is reviewed and implemented by all instructors at their school site. Principals are expected to conduct weekly classroom walkthroughs, utilizing walkthrough tools such as the Practice Profiles tool to monitor reading instruction. The District Reading plan is accessible to all stakeholders on the district website.

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

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.

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

   1. **Is the district using the Just Read, Florida! literacy coach model as defined in Rule 6A-6.053(4), F.A.C.?**

   ☒Yes   ☐No

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

   N/A

   3. **How is the district's literacy coach model communicated to principals?**

The District Leadership team has separate monthly meetings with the academic analysts, school counselors, 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 school counselors 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 learning 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 literacy coach model?**

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.

7. **How does the district measure the effectiveness of literacy coaches?**

The instructional evaluation of literacy coaches includes student performance measures as required by the state.

4) Assessment, Curriculum and Reading Instruction

A. **Florida's Formula for Reading Success (Rule 6A-6.053(3)(a), F.A.C.)**

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

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

- **Four types of classroom assessments**: screening, progress monitoring, diagnostic and summative assessment.

- **Three tiers of instruction that are standards-aligned**; include accommodations for students with a disability, students with an Individual Educational Plan (IEP) and students who are English language learners; and incorporate the principles of Universal Design for Learning as defined in 34 Code of Federal Regulations 200.2(b)(2)(ii).
  - o **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.
  - o **Supplemental Instruction/Interventions (Tier 2)**: provides explicit, systematic, small group teacher-led instruction matched to student need, targeting gaps in learning to reduce barriers to students' ability to meet Tier 1 expectations; provides multiple opportunities to practice the targeted still(s) and receive corrective feedback; occurs in addition to core instruction.
  - o **Intensive, Individualized Instruction/Interventions (Tier 3)**: provides explicit, systematic individualized instruction based on student need, one-on-one or very small group instruction with more guided practice, immediate corrective feedback and frequent progress monitoring; occurs in addition to core instruction and Tier 2 interventions. Tier 3 interventions must be provided to students identified as having a substantial deficiency in reading. All intensive reading interventions must be delivered by instructional personnel who are certified or endorsed in reading or possess a literacy micro-credential as provided in s. 1003.485, F.S.

1. **How does the district's strategic plan align with Florida's Formula for Reading Success for all students, including students with disabilities 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 (VPK, Exceptional Student Education (ESE) and other PreK) program's plan for assessment, standards, 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.

2a. **Describe the instructional materials your public school PreK (VPK, ESE and other PreK) program utilizes.**

Frog Street is the core curriculum. The curriculum is divided into 4 levels, which include Infant (0-18), Toddler (18-36), Preschool (36-48), and PreK (4-5). The district utilizes the Preschool and Pre-K levels in our VPK programs. Frog Street supports literacy development with routines, daily lessons across key learning domains, visual schedules for smooth transitions, pacing, scripting, observation tools, whole-group, small-group, center-based activities, and at-home English and Spanish materials. Heggerty is used as a supplementary reading instruction curriculum to build a strong foundation in phonemic awareness.

3. **Describe the interventions provided to public school VPK students identified as having a substantial deficiency in early literacy skills as defined in Rule 6A-6.053(5), F.A.C.**

Frog Street provides Reading interventions to be used within the classroom with an adaptable curriculum to diverse student needs. Students identified with a substantial deficiency in early literacy skills receive targeted intervention in phonological awareness, emergent reading, and emergent writing. Instruction emphasizes letter recognition, letter sounds, and foundational letter formation skills. Heggerty is used in small-group settings to strengthen students' ability to manipulate speech sounds orally.

B. Assessment/Curriculum Decision Trees (Rule 6A-6.053(9)(b)4., F.A.C.)

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

The Decision Trees must contain the following information:

● Name of each assessment, targeted audience, component(s) of reading assessed, type of assessment, the frequency of data collection and the method and timeframes by which assessment data will be provided to teachers and parents. For students in VPK through grade 10, the FAST must be administered pursuant to s. 1008.25(9)(b), F.S., and included as a component of the Assessment/Curriculum Decision Trees.

● Performance criteria used for decision-making for each assessment at each grade level.

● Evidence-based instructional materials and strategies.

● Specific criteria for when a student is identified to receive intensive reading interventions (Tier 3), what intensive reading interventions will be used, how the intensive reading interventions are provided and assurance that intensive reading interventions are delivered by a teacher who is certified or endorsed in reading or instructional personnel who possess a literacy micro-credential.

● Identification of the multisensory interventions provided to students in grades K-3 who have a substantial deficiency in reading or characteristics of dyslexia, including a description of the intensive, explicit, systematic and multisensory reading interventions which will be provided to students in grades K-3.

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

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

1. **Grades VPK-5 Assessments**

FAST				
Name of the Assessment	**Target Audience**	**What component of reading is assessed?**	**Assessment Type**	**How often is the data collected?**
FAST Star Early Literacy	☒ VPK ☒ Grade K ☒ Grade 1	☒ Oral Language ☒ Phonological Awareness ☒ Phonics ☒ Fluency ☒ Vocabulary ☒ Comprehension	☒ Screening ☒ Progress Monitoring ☒ Summative	☒ 3 x Year
FAST Star Reading	☒ Grade 1 ☒ Grade 2	☒ Vocabulary ☒ Comprehension	☒ Screening ☒ Progress Monitoring ☒ Summative	☒ 3 x Year
FAST ELA Reading	☒ Grade 3 ☒ Grade 4 ☒ Grade 5	☒ Vocabulary ☒ Comprehension	☒ Screening ☒ Progress Monitoring ☒ Summative	☒ 3 x Year

Indicate in the chart below any additional assessment(s) used to guide instructional decision-making for grades PreK-5 students. Add additional rows as needed.

Additional Assessment(s)				
Name of the Assessment	**Target Audience (Grades PreK-5) (Select all that apply.)**	**What component of reading is assessed? (Select all that apply.)**	**Assessment Type (Select all that apply.)**	**How often is the data collected?**
Star Early Literacy	☒ VPK ☒ PreK ☒ Grade K ☒ Grade 1 ☐ Grade 2 ☐ Grade 3 ☐ Grade 4 ☐ Grade 5 ☐ All Students ☒ Select Students	☒ Oral Language ☒ Phonological Awareness ☒ Phonics ☒ Fluency ☒ Vocabulary ☒ Comprehension	☒ Screening ☒ Progress Monitoring ☒ Diagnostic ☒ Summative	☐ Weekly ☐ 2 x Month ☐ Monthly ☐ Quarterly ☐ 3 x Year ☐ Annually ☒ As Needed ☐ Other
Star Reading	☐ VPK ☐ PreK ☐ Grade K ☒ Grade 1 ☒ Grade 2 ☐ Grade 3 ☐ Grade 4	☐ Oral Language ☐ Phonological Awareness ☐ Phonics ☒ Fluency ☒ Vocabulary ☒ Comprehension	☒ Screening ☒ Progress Monitoring ☒ Diagnostic ☒ Summative	☐ Weekly ☐ 2 x Month ☐ Monthly ☐ Quarterly ☐ 3 x Year ☐ Annually ☒ As Needed

Additional Assessment(s)				
Name of the Assessment	Target Audience (Grades PreK-5) (Select all that apply.)	What component of reading is assessed? (Select all that apply.)	Assessment Type (Select all that apply.)	How often is the data collected?
	☐ Grade 5 ☐ All Students ☒ Select Students			☐ Other
Star Reading	☐ VPK ☐ PreK ☐ Grade K ☐ Grade 1 ☐ Grade 2 ☒ Grade 3 ☒ Grade 4 ☒ Grade 5 ☐ All Students ☒ Select Students	☐ Oral Language ☐ Phonological Awareness ☒ Phonics ☒ Fluency ☒ Vocabulary ☒ Comprehension	☒ Screening ☒ Progress Monitoring ☒ Diagnostic ☒ Summative	☐ Weekly ☐ 2 x Month ☐ Monthly ☐ Quarterly ☒ 3 x Year ☐ Annually ☒ As Needed ☐ Other
Amira	☐ VPK ☒ Grade K ☒ Grade 1 ☒ Grade 2 ☒ Grade 3 ☒ Grade 4 ☒ Grade 5	☒ Oral Language ☒ Phonological Awareness ☒ Phonics ☒ Fluency ☒ Vocabulary ☒ Comprehension	☒ Screening ☒ Progress Monitoring ☒ Diagnostic ☒ Summative	☐ Weekly ☐ 2 x Month ☐ Monthly ☐ Quarterly ☒ 3 x Year ☐ Annually ☒ As Needed ☐ Other
HMH Into Reading / Growth Measure	☒ Grade K ☒ Grade 1 ☒ Grade 2 ☒ Grade 3 ☒ Grade 4 ☒ Grade 5 ☒ All Students ☐ Select Students	☒ Oral Language ☒ Phonological Awareness ☒ Phonics ☒ Fluency ☒ Vocabulary ☒ Comprehension	☐ Screening ☒ Progress Monitoring ☒ Diagnostic ☒ Summative	☐ Weekly ☐ 2 x Month ☐ Monthly ☐ Quarterly ☒ 3 x Year ☐ Annually ☐ As Needed ☐ Other
DIBELS	☒ Grade K ☒ Grade 1 ☒ Grade 2 ☒ Grade 3 ☒ Grade 4 ☒ Grade 5 ☐ All Students ☒ Select Students	☒ Oral Language ☒ Phonological Awareness ☒ Phonics ☒ Fluency ☒ Vocabulary ☒ Comprehension	☒ Screening ☒ Progress Monitoring ☒ Diagnostic ☒ Summative	☐ Weekly ☐ 2 x Month ☐ Monthly ☐ Quarterly ☐ 3 x Year ☐ Annually ☒ As Needed ☐ Other

2. **Students with a Substantial Deficiency in Reading ([Rule 6A-6.053(6), F.A.C.](#))**
    Students identified with a substantial deficiency in reading must have an individualized progress monitoring plan that is designed to address the student's specific reading deficiency and that meets the minimum requirements set forth in [s. 1008.25(4)(c), F.S.](#) The individualized progress monitoring plan must be developed within forty-five (45) days after the results of the coordinated screening and progress monitoring system become available, and parents must be consulted in the development of the plan.

    Students with qualifying disabilities covered by an IEP or a 504 Plan are exempt from the requirement to have a progress monitoring plan, if the IEP or 504 Plan addresses the student's reading deficiency. Nothing in [Rule 6A-6.053, F.A.C.](#), should be construed to require or prohibit an IEP or 504 Plan or the contents of the CERP.

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

    ● The student is identified as in need of Tier 3 interventions;

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

    ● A student in grade 3 scores Level 1 on the end-of-year statewide, standardized ELA assessment pursuant to [s. 1008.22(3)(a), F.S.](#)

    Tier 3 interventions must be provided to students identified as having a substantial reading deficiency.

2a. **Describe the district's process (e.g., Multi-Tiered System of Supports (MTSS)) for identifying grades K-3 students in need of Tier 2/Tier 3 interventions.**

The MTSS team meets to discuss data from each student's prior year PM3 STAR assessment data. In addition, schools administer beginning of year screening to identify students who may need Tier 2/Tier 3 interventions or additional support. Data from HMH Growth Measure, current PM1/PM2 and STAR data are evaluated to help determine the plan of action. Teachers monitor classroom performance in relation to peers and document progress. When student data suggests a need for interventions, additional diagnostic assessment data is reviewed by the MTSS team. Using multiple data points allows for more precise identification of specific reading deficits and intentional planning for intervention.

2b. Describe the district's process (e.g., MTSS) for identifying grades 4-5 students in need of Tier 2/Tier 3 interventions.

The MTSS team meets to discuss data from each student's prior year PM3 F.A.S.T. assessment data in combination with current data from beginning of year screening tools to identify students who may need Tier 2/Tier 3 interventions or additional support. Data from HMH Growth Measure, current PM1/PM2 data and STAR data are evaluated to help determine the plan of action. Teachers monitor classroom performance in relation to peers and document progress. When student data suggests a need for interventions, additional diagnostic assessment data is reviewed by the MTSS team. Using multiple data points allows for more precise identification of specific reading gaps and targeted planning for intervention.

3. **Students with Characteristics of Dyslexia (Rule 6A-6.053(7), F.A.C.)**
   Students who have characteristics of dyslexia must be covered by one of the plans described in s. 1008.25(4)(b), F.S., and parents must be consulted in the development of the plan.
3a. **If not included within the Decision Tree, describe the district's process (i.e., actionable steps) for identifying grades K-3 students with characteristics of dyslexia. Tier 3 interventions must be provided to students identified as having characteristics of dyslexia.**

The MTSS team will analyze data to identify K-3 students who may exhibit reading difficulties, specifically those with characteristics of dyslexia. K-3 screening tools are used to collect relevant data, including the use of Amira, prior and current year STAR results. Multiple points of data help identify and address specific reading deficiencies so that identified students may receive Tier 3 interventions.

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

The schools will initially use Amira's Dyslexia Screener. If the student displays characteristics of Dyslexia, then the Renaissance CBM will be used as an additional screener. Identified students may receive Tier 3 interventions.

4. **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 K-5 regularly take HMH Into Reading assessments that monitor the skills being taught in the core curriculum (at least every ten days). The expectation for effective Tier 1 instruction is 80% of students class-wide are making adequate progress and demonstrate proficiency on grade level standards. During small reading groups (K-5), teachers monitor the students' skills. Regular classroom observations and grade level meetings with teachers occur to plan instructional needs of students.

5. **Explain how the effectiveness of Tier 2 interventions is monitored.**

Student progress monitoring data will be reviewed to ensure performance growth, ensure fidelity and plan for future instruction for students receiving Tier 2 interventions. Academic Analysts will support teachers with implementation of approved interventions using research, evidence-based materials. Non-evaluative walkthroughs will be conducted by analysts, school and district literacy team members to ensure fidelity, group size, effective instruction, strong routines and procedures.

6. **Explain how the effectiveness of Tier 3 interventions is monitored.**

Student progress monitoring data will be reviewed to ensure performance growth for students receiving Tier 3 interventions focusing on specific deficits using research, evidence-based materials. The MTSS team will meet to collaborate and create an action plan and monitor student progress. Academic Analysts will support teachers with implementation of approved interventions. Non-evaluative walkthroughs will be conducted by analysts, school and district literacy team members to ensure fidelity, group size, effective instruction, strong routines and procedures

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

Tier 1 (Core) Only
Beginning of Year Data
Students must meet the following criteria at the beginning of the school year: K-5 students will score Level 3, 4, or 5 on prior year PM3 ELA F.A.S.T. and/or at or above the 50th percentile on STAR Early Literacy/Reading.
List performance criteria that indicate Tier 1 instruction is sufficient for at least 80% of students. K-5 students will demonstrate adequate growth toward grade-level expectations on progress monitoring assessments (F.A.S.T. PM1, PM2, PM3; HMH Growth Measure, STAR). At least 80% of students should meet or exceed expectations on standards-based HMH Into Reading assessments. K-2 students will meet or exceed grade level expectations on phonics assessments, focusing on decoding and encoding.
What processes and 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.

Core Instruction
Indicate the core curriculum utilized. Add additional rows as needed.

Name of Program	Year of Program Adoption
Houghton Mifflin Harcourt's Into Reading	2021

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.

Tier 1 Instruction + Tier 2 Interventions
Beginning of Year Data
Students who meet the following criteria at the beginning of the school year: Students scoring at or below Level 2 on FAST Progress Monitoring/FSA-ELA (historical data) or, at or below the 49th percentile on STAR Early Literacy/Reading. If students score a Level 2 on FAST Progress Monitoring-ELA, then the following criteria are considered, as well: *FAST Progress Monitoring – Below Satisfactory/Inadequate (Level 1 and Level 2) and/or *FSA-ELA (historical data - Level 1 and Level 2)) and/or *ELA Report Card Grades D or F (historical) and/or *Retentions

Number of times per week interventions are provided:
3-5
Number of minutes per intervention session:
20-30

<table>
<tr><td colspan="3">**Supplemental Instruction/Interventions**
Indicate the evidence-based programs and/or practices used for Tier 2 interventions and how the programs and practices are supported by strong, moderate or promising levels of evidence. Add additional rows as needed.</td></tr>
<tr><td>**Name of Program**</td><td>**ESSA Evidence Level**</td><td>**Verbiage (as needed)**</td></tr>
<tr><td>Passport to Literacy/Voyager Passport</td><td>strong evidence</td><td></td></tr>
<tr><td>Quick Reads Struggling Readers</td><td>strong evidence</td><td></td></tr>
<tr><td>Amira</td><td>promising</td><td></td></tr>
<tr><td>Magnetic Reading</td><td>moderate evidence</td><td></td></tr>
<tr><td>UFLI Foundations</td><td></td><td>UFLI does not meet strong, moderate, or promising levels of evidence; however, the following IES Practice Guide(s) Recommendation(s) support the program:

IES Practice Guide Assisting Students Struggling with Reading: Response to Intervention (RtI) and Multi-Tier Intervention in the Primary Grades,

IES Practice Guide Foundational Skills to Support Reading for Understanding in Kindergarten Through 3rd Grade,

IES Practice Guide Improving Reading Comprehension in Kindergarten Through 3rd Grade,

Recommendation(s) AND level(s) of evidence:
● 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)</td></tr>
</table>

		● Provide intensive small-group reading interventions. (IES/WWC strong evidence) ● Teach students to use the writing process for a variety of purposes. (IES/WWC strong evidence) These recommendations were built into the program. UFLI can be used as an intervention program that supports struggling beginning readers in all foundational areas. Instruction is explicit and systematic, reinforcing letter recognition, letter sounds, blending, decoding, and use of multisyllabic words. The district will support and monitor implementation of this program by analyzing progress monitoring data to ensure program effectiveness, including but not limited to fluid student groupings. Professional learning will be provided at the school and district levels
Houghton Mifflin Harcourt Into Reading		HMH Into Reading does not meet strong, moderate, or promising levels of evidence; however, the following IES Practice Guide(s) Recommendation(s) support the program: IES Practice Guide Assisting Students Struggling with Reading: Response to Intervention (RtI) and Multi-Tier Intervention in the Primary Grades, IES Practice Guide Foundational Skills to Support Reading for Understanding in Kindergarten Through 3rd Grade, IES Practice Guide Improving Reading Comprehension in Kindergarten Through 3rd Grade, Recommendation(s) AND level(s) of evidence: ● 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)
● Teach students to use the writing process for a variety of purposes. (IES/WWC strong evidence)

These recommendations were built into the program. HMH Into Reading can be used as an intervention program that supports struggling beginning readers in all foundational areas. Instruction is explicit and systematic, reinforcing letter recognition, letter sounds, blending, decoding, and use of multisyllabic words.

The district will support and monitor implementation of this program by analyzing progress monitoring data to ensure program effectiveness, including but not limited to fluid student groupings. Professional learning will be provided at the school and district levels

Indicate the evidence-based programs and/or practices implemented for students with a disability, students with an IEP and students who are English language learners, if used instead of or in addition to programs above. Add additional rows as needed.

Students with Disabilities

Name of Program	ESSA Evidence Level	Verbiage (as needed)

English Language Learners

Name of Program	ESSA Evidence Level	Verbiage (as needed)

For K-3 students who have a substantial deficiency in reading or characteristics of dyslexia, 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).

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

For grades K-2, students scoring Level 1 on FAST PM1 and/or PM2, or below the 10th percentile on STAR Early Literacy/Reading, review of historical data and report card grades, and teacher observation.

For grades 3-5, students scoring Level 1 on FAST PM1 and/or PM2, or below the 20th percentile on STAR Reading, review of historical data and report card grades, and teacher observation.

Tier 1 Instruction + Tier 2 Interventions + Tier 3 Intensive Interventions		
Beginning of Year Data		
Students who meet the following criteria at the beginning of the school year: K-5 students scoring at a Level 1 on the prior year's ELA F.A.S.T. PM3 and/or below the 10th percentile on STAR Early Literacy/Reading. The following criteria are considered, as well: *F.A.S.T. Progress Monitoring – Below Satisfactory/Inadequate (Level 1 and Level 2) and/or *previously retained and/or *ELA Report Card Grades D or F (historical)		
Number of times per week interventions are provided: 5 **Number of minutes per intervention session:** 20 – 30		
Intensive, Individualized Instruction/Interventions **Indicate the evidence-based programs and/or practices used for Tier 3 interventions and how the programs and practices are supported by strong, moderate or promising levels of evidence. Add additional rows as needed.**		
Name of Program	**ESSA Evidence Level**	**Verbiage (as needed)**
Passport to Literacy/Voyager Passport- Teacher Led Small Group Lessons	strong evidence	
Quick Reads-Teacher Led Small Group Lessons	strong evidence	
Magnetic Reading	moderate evidence	
UFLI Foundations		UFLI does not meet strong, moderate, or promising levels of evidence; however, the following IES Practice Guide Recommendation(s) support the program: IES Practice Guide Assisting Students Struggling with Reading: Response to Intervention (RtI) and Multi-Tier Intervention in the Primary Grades, IES Practice Guide Foundational Skills to Support Reading for Understanding in Kindergarten Through 3rd Grade, IES Practice Guide Improving Reading Comprehension in Kindergarten Through 3rd Grade, Recommendation(s) AND level(s) of evidence: ● 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) ● Teach students to use the writing process for a variety of purposes. (IES/WWC strong evidence) These recommendations were built into the program. UFLI can be used as an intervention program that supports struggling beginning readers in all foundational areas. Instruction is explicit and systematic, reinforcing letter recognition, letter sounds, blending, decoding, and use of multisyllabic words. The district will support and monitor implementation of this program by analyzing progress monitoring data to ensure program effectiveness, including but not limited to fluid student groupings. Professional learning will be provided at the school and district levels
Houghton Mifflin Harcourt Into Reading	State adopted curriculum	HMH Into Reading does not meet strong, moderate, or promising levels of evidence; however, the following IES Practice Guide(s) Recommendation(s) support the program: IES Practice Guide Assisting Students Struggling with Reading: Response to Intervention (RtI) and Multi-Tier Intervention in the Primary Grades, IES Practice Guide Foundational Skills to Support Reading for Understanding in Kindergarten Through 3rd Grade, IES Practice Guide Improving Reading Comprehension in Kindergarten Through 3rd Grade, Recommendation(s) AND level(s) of evidence: ● 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) ● Teach students to use the writing process for a variety of purposes. (IES/WWC strong evidence) These recommendations were built into the program. HMH Into Reading can be used as an intervention program that supports struggling beginning readers in all foundational areas. Instruction is explicit and systematic, reinforcing letter recognition, letter sounds, blending, decoding, and use of multisyllabic words. The district will support and monitor implementation of this program by analyzing progress monitoring data to ensure program effectiveness, including but not limited to fluid student groupings. Professional learning will be provided at the school and district levels

Indicate the evidence-based programs and/or practices implemented for students with a disability, students with an IEP and students who are English language learners, if used instead of or in addition to programs above. Add additional rows as needed.

Students with Disabilities

Name of Program	ESSA Evidence Level	Verbiage (as needed)

English Language Learners

Name of Program	ESSA Evidence Level	Verbiage (as needed)

For K-3 students who have a substantial deficiency in reading or characteristics of dyslexia, 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).

What processes and 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.

7. **Summer Reading Camps (Rule 6A-6.053(8), F.A.C.)**
   Requirements of Summer Reading Camps pursuant to s. 1008.25(8), F.S., include:

   ● Providing instruction to grade 3 students who score Level 1 on the statewide, standardized ELA assessment;

   ● Implementing evidence-based explicit, systematic and multisensory reading instruction in phonemic awareness, phonics, fluency, vocabulary and comprehension; and

   ● Providing instruction by a highly effective teacher endorsed or certified in reading.
     o *Note: Instructional personnel who possess a literacy micro-credential **may not** be assigned to these students.*

7a. Provide a description of the district's plan to meet each requirement for Summer Reading Camps required by s. 1008.25(8), F.S. As a reminder, instructional personnel providing services to retained third grade students, including those attending Summer Reading Camp, must be certified or endorsed in reading and rated highly effective as determined by the teacher's performance evaluation under s. 1012.34, F.S.

Summer Reading Camps for Retained Grade 3 Students
Schedule: June 9-July 17, Monday - Thursday, 8:00 AM - 2:00 PM
Evidence-Based Instructional Materials to be used, as defined in 20 U.S.C. s. 7801(21)(A)(i): Passport to Literacy/Voyager Passport - strong evidence Quick Reads Struggling Readers - strong evidence Amira - Strong evidence UFLI Foundations - UFLI does not meet strong, moderate, or promising levels of evidence; however, the following IES Practice Guide Recommendation(s) support the program: IES Practice Guide Assisting Students Struggling with Reading: Response to Intervention (RtI) and Multi-Tier Intervention in the Primary Grades, IES Practice Guide Foundational Skills to Support Reading for Understanding in Kindergarten Through 3rd Grade, IES Practice Guide Improving Reading Comprehension in Kindergarten Through 3rd Grade, Recommendation(s) AND level(s) of evidence: ● 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)
● Teach students to use the writing process for a variety of purposes. (IES/WWC strong evidence)

These recommendations were built into the program. UFLI can be used as an intervention program that supports struggling beginning readers in all foundational areas. Instruction is explicit and systematic, reinforcing letter recognition, letter sounds, blending, decoding, and use of multisyllabic words.

The district will support and monitor implementation of this program by analyzing progress monitoring data to ensure program effectiveness, including but not limited to fluid student groupings. Professional learning will be provided at the school and district levels

Savvas Summer Impact does not meet strong, moderate, or promising levels of evidence; however, the following IES Practice Guide Recommendation(s) support the programs:

IES Practice Guide Assisting Students Struggling with Reading: Response to Intervention (RtI) and Multi-Tier Intervention in the Primary Grades,
IES Practice Guide Foundational Skills to Support Reading for Understanding in Kindergarten Through 3rd Grade,
IES Practice Guide Improving Reading Comprehension in Kindergarten Through 3rd Grade,

Recommendation(s) AND level(s) of 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)
● Provide extensive and varied vocabulary instruction. (IES/WWC strong evidence)
● Teach students how to use reading comprehension strategies. (IES/WWC strong evidence)

These recommendations were built into Savvas Summer Impact providing summer learning curricula for reading that focus on critical instructional priorities. The summer curriculum uses the science of reading, with high-quality literature and informational texts, systematic skills instruction, and highly engaging interactive digital lessons to offer curated, sequenced content, along with assessments, planning guides, and print, digital and blended options incorporating multi-sensory activities.

Alternative Assessment Used:
Star Reading
Stanford - 10
Amira

Additional Information (optional):
Students will participate in the FAST Grade 3 FAST ELA Summer Administration in July.

7b. Districts have the option of providing Summer Reading Camps to students in grades K-5 with a reading deficiency.

Summer Reading Camps for Students in Grades K-5
Will the district implement this option?
☐Yes   ☒No
If yes, please describe the grade level(s) that will be invited to participate.
N/A

8. **Grades 6-8 Assessments**

FAST				
Name of the Assessment	**Target Audience**	**What component of reading is assessed?**	**Assessment Type**	**How often is the data collected?**
FAST ELA Reading	☒ Grade 6 ☒ Grade 7 ☒ Grade 8	☒ Vocabulary ☒ Comprehension	☒ Screening ☒ Progress Monitoring ☒ Summative	☒ 3 x Year

Indicate in the chart below the assessment(s) used to guide instructional decision-making for grades 6-8 students. Add additional rows as needed.

Additional Assessment(s)				
Name of the Assessment	**Target Audience (Grades 6-8) (Select all that apply.)**	**What component of reading is assessed? (Select all that apply.)**	**Assessment Type (Select all that apply.)**	**How often is the data collected?**
HMH Into Literature Growth Measure	☒ Grade 6 ☒ Grade 7 ☒ Grade 8 ☒ All Students ☐ Select Students	☐ Oral Language ☐ Phonological Awareness ☐ Phonics ☐ Fluency ☒ Vocabulary ☒ Comprehension	☐ Screening ☒ Progress Monitoring ☐ Diagnostic ☒ Summative	☐ Weekly ☐ 2 x Month ☐ Monthly ☐ Quarterly ☒ 3 x Year ☐ Annually ☐ As Needed ☐ Other
Read 180 NWEA MAP Growth	☒ Grade 6 ☒ Grade 7 ☒ Grade 8 ☐ All Students ☒ Select Students	☒ Oral Language ☒ Phonological Awareness ☒ Phonics ☒ Fluency ☒ Vocabulary ☒ Comprehension	☒ Screening ☒ Progress Monitoring ☒ Diagnostic ☒ Summative	☐ Weekly ☐ 2 x Month ☐ Monthly ☐ Quarterly ☒ 3 x Year ☐ Annually ☐ As Needed ☐ Other
Read 180 Skills Check	☒ Grade 6 ☒ Grade 7 ☒ Grade 8 ☐ All Students ☒ Select Students	☒ Oral Language ☒ Phonological Awareness ☒ Phonics ☒ Fluency ☒ Vocabulary ☒ Comprehension	☐ Screening ☒ Progress Monitoring ☒ Diagnostic ☒ Summative	☒ Weekly ☐ 2 x Month ☐ Monthly ☐ Quarterly ☐ 3 x Year ☐ Annually ☒ As Needed ☐ Other
Star Reading	☒ Grade 6 ☒ Grade 7	☐ Oral Language ☒ Phonological Awareness	☒ Screening ☒ Progress Monitoring	☐ Weekly ☐ 2 x Month

Additional Assessment(s)				
Name of the Assessment	**Target Audience (Grades 6-8) (Select all that apply.)**	**What component of reading is assessed? (Select all that apply.)**	**Assessment Type (Select all that apply.)**	**How often is the data collected?**
	☒ Grade 8 ☒ All Students ☐ Select Students	☒ Phonics ☒ Fluency ☒ Vocabulary ☒ Comprehension	☒ Diagnostic ☒ Summative	☐ Monthly ☐ Quarterly ☒ 3 x Year ☐ Annually ☐ As Needed ☐ Other

9. **Describe the district's process (e.g., MTSS) for identifying grades 6-8 students in need of Tier 2/Tier 3 interventions.**

Students identified to receive Tier 2 interventions score at or below Level 2 on FAST PM3 and/or PM1 and 2. Report card grades and/or teacher observations are also reviewed. Prior end-of-year assessment data and READ 180 NWEA MAP Growth Assessment are reviewed by the MTSS team to identify Tier 3 students in grades 6-8 scoring a Level 1 on the FAST PM3 ELA assessment.

10. **Explain how the effectiveness of Tier 1 instruction is monitored.**

Tier 1 instruction is monitored through FAST Progress Monitoring testing, progress reports, HMH Growth measurements, monitoring D/F reports, and STAR Reading assessments. Administrative walkthroughs focus on literacy instruction. All teachers follow B.E.S.T. standards to teach and align curriculum with instruction through orders of instructions and curriculum maps.

11. **Explain how the effectiveness of Tier 2 interventions is monitored.**

Student FAST progress monitoring data and READ 180 data reports will be reviewed in MTSS meetings (to include parents) to ensure performance growth for students receiving Tier 2 interventions. The NWEA MAP Assessment is given to students in Tier 2/Read 180 at least 3 times a year.

12. **Explain how the effectiveness of Tier 3 interventions is monitored.**

MTSS meetings are held with the MTSS team (to include parents) to assess progress. Student progress is monitored using on-level core instruction by analyzing the combined data of FAST state progress monitoring, READ 180 NWEA MAP Growth Assessments, CODE data, STAR, ELA report card grades, teacher input, and classroom observations to determine continuation and progress of Tier 3 instruction. Students are strategically placed in Reading Intervention (Tier 3) instruction with a certified Reading Endorsed Teacher.

Grades 6-8 Decision Tree
Tier 1 (Core) Only
Beginning of Year Data
Students must meet the following criteria at the beginning of the school year: 6-8 students who score a Level 3, 4, or 5 on the FAST PM3 Progress Monitoring from the previous year. Current STAR scaled scores (SS) indicating "At or Above Benchmark" (if available) Promotions/Retentions
List performance criteria that indicate Tier 1 is sufficient for at least 80% of students. At or above grade level mastery in Reading/ELA * FAST Progress Monitoring, including historical data (Level 3, 4 or 5) on PM 1, PM2 and PM3

*Report Card Grades and Progress Reports
*At least 80% of students should meet or exceed graded level expectations on standards-based HMH Into Literature Assessments

What procedures are in place to identify and solve problems to improve effectiveness of Tier 1 instruction?
District Professional Learning focuses on Orders of Instruction and Curriculum maps as they align to BEST standards. Professional Learning is provided through PAEC, through school wide PLCs and district level sessions. School and district level vertical and horizontal alignment team meetings are planned throughout the year.

Core Instruction	
Indicate the core curriculum utilized. Add additional rows as needed.	
Name of Program	**Year of Program Adoption**
HMH Into Literature	2021

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 PM3. In addition, report card grades, historical testing data, and/or teacher observations are taken into consideration. Below grade level performance on classroom formative and summative core curriculum assessments is considered. Teachers look at PM1 and PM2 data to inform the addition of Tier 2 interventions. Teachers also look at STAR Reading and HMH Growth Measure given three times a year. Students enrolled in intensive reading courses are given the NWEA Map growth placement test to determine Tier 2 interventions.

Tier 1 Instruction + Tier 2 Interventions
Beginning of Year Data

Students who meet the following criteria at the beginning of the school year:
FAST Progress Monitoring (historical data) - Level 1 or 2
If students score a Level 2 on FAST Progress Monitoring-ELA, then the following criteria are considered, as well:
*FAST Progress Monitoring – Below Satisfactory/Inadequate (Level 1 and Level 2) and/or
*ELA Report Card Grades D or F (historical) and/or
*Retentions

Number of times per week interventions are provided:
3-5 times each week
Number of minutes per intervention session:
20-30 minutes
Course(s) where interventions take place:
M/J Intensive Reading 1-3
M/J English 1-3

Supplemental Instruction/Interventions		
Indicate the evidence-based programs and/or practices used for Tier 2 interventions and how the programs and practices are supported by strong, moderate or promising levels of evidence. Add additional rows as needed.		
Name of Program	**ESSA Evidence Level**	**Verbiage (as needed)**
READ 180	strong evidence	

Indicate the evidence-based programs and/or practices implemented for students with a disability, students with an IEP and students who are English language learners, as applicable. Add additional rows as needed.		
Students with Disabilities		
Name of Program	**ESSA Evidence Level**	**Verbiage (as needed)**
English Language Learners		
Name of Program	**ESSA Evidence Level**	**Verbiage (as needed)**

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

If students are not meeting grade level expectations with Tier 2 interventions (as indicated through the READ 180 Reading Inventory and Phonics Inventory) and addressing deficits through interventions, then the MTSS team will make a decision to move students to Tier 3 instruction (CODE), based on FAST Progress Monitoring and D's or F's in ELA class.

Tier 1 Instruction + Tier 2 Interventions + Tier 3 Intensive Interventions
Beginning of Year Data

Students who meet the following criteria at the beginning of the school year:

*FAST Progress Monitoring PM3 from previous year - ELA (historical data) - Level 1 or 2
(All students who score 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 PM3 - ELA, then the following data is reviewed:
*FAST State Progress Monitoring (PM3) (Level 1 and Level 2) and/or
*ELA Report Card Grades D or F (historical) and/or
*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 progress monitoring (NWEA MAP Growth) and D's or F's in ELA and/or Reading classes.

Number of times per week interventions are provided:
at least 4-5 times per week
Number of minutes per intervention session:
A minimum of 50 minutes per time
Course(s) where interventions take place:
M/J Intensive Reading 1-3

Intensive, Individualized Instruction/Interventions
Indicate the evidence-based programs and/or practices used for Tier 3 interventions and how the programs and practices are supported by strong, moderate or promising levels of evidence. Add additional rows as needed.

Name of Program	**ESSA Evidence Level**	**Verbiage (as needed)**
READ 180 / CODE Teacher Led Small Group Lessons	strong evidence	

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

Students with Disabilities

Name of Program	ESSA Evidence Level	Verbiage (as needed)

English Language Learners		
Name of Program	ESSA Evidence Level	Verbiage (as needed)

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 to discuss class data and progress. During this meeting, students' data and progress will be reviewed. Data will be broken down by reading components. Students' deficiencies will be identified and changes to ongoing interventions will be made if needed.

13. **Grades 9-12 Assessments**

FAST				
Name of the Assessment	**Target Audience (Grades 9-12)**	**What component of reading is assessed?**	**Assessment Type**	**How often is the data collected?**
FAST ELA Reading	☒ Grade 9 ☒ Grade 10	☒ Vocabulary ☒ Comprehension	☒ Screening ☒ Progress Monitoring ☒ Summative	☒ 3 x Year

Indicate in the chart below the assessment(s) used to guide instructional decision-making for grades 9-12 students. Add additional rows as needed.

Additional Assessment(s)				
Name of the Assessment	**Target Audience (Grades 9-12) (Select all that apply.)**	**What component of reading is assessed? (Select all that apply.)**	**Assessment Type (Select all that apply.)**	**How often is the data collected?**
Achieve 3000	☒ Grade 9 ☒ Grade 10 ☒ Grade 11 ☒ Grade 12 ☐ All Students ☒ Select Students	☒ Oral Language ☒ Phonological Awareness ☒ Phonics ☒ Fluency ☒ Vocabulary ☒ Comprehension	☒ Screening ☒ Progress Monitoring ☒ Diagnostic ☒ Summative	☐ Weekly ☐ 2 x Month ☒ Monthly ☐ Quarterly ☒ 3 x Year ☐ Annually ☒ As Needed ☐ Other

14. **Describe the district's process (e.g., MTSS) for identifying grades 9-12 students in need of Tier 2/Tier 3 interventions.**

Students identified to receive Tier 2 interventions score at or below Level 2 on FAST PM3 and/or PM1 and 2. Report card grades and/or teacher observations are also reviewed. Prior end-of-year assessment data, Achieve 3000 data and student's response to Tier 2 interventions are reviewed by the MTSS team to identify Tier 3 students scoring a Level 1 on the FAST PM3 ELA assessment.

15. **Explain how the effectiveness of Tier 1 instruction is monitored.**

Tier 1 instruction is monitored through FAST State Progress Monitoring, progress reports, and monitoring D/F reports. Eighty percent of students class-wide should be making adequate progress and demonstrate proficiency on grade level standards. Weekly administrative walkthroughs will be conducted focusing on literacy instruction.

16. **Explain how the effectiveness of Tier 2 interventions is monitored.**

Student progress monitoring data will be reviewed to ensure performance growth for students receiving Tier 2 interventions. The Achieve 3000 Level Set is also given to Tier 2 students 3 times a year.

17. Explain how the effectiveness of Tier 3 interventions is 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 classroom performance and 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.

Grades 9-12 Decision Tree
Tier 1 (Core) Only

Beginning of Year Data

Students must meet the following criteria at the beginning of the school year:

9-12 students will score Level 3, 4, or 5 on the prior year PM3 ELA F.A.S.T.
11-12 students who achieve mastery of ELA standards with concordant college entrance exams (ACT, SAT and CLT)

List performance criteria that indicate Tier 1 is sufficient for at least 80% of students.

9-12 students will score Level 3, 4, or 5 on the F.A.S.T. PM1, PM2 or PM3
At or above grade level mastery in Reading/ELA
* FAST Progress Monitoring, including historical data (Level 3, 4 or 5) on PM 1, PM2 and PM3
*Report Card Grades and Progress Reports
*At least 80% of students should meet or exceed graded level expectations on standards-based Savvas myPerspectives Assessments

What processes and procedures are in place to identify and solve problems to improve effectiveness of Tier 1 instruction and/or curriculum provided to students?
District Professional Learning focuses on Orders of Instruction and Curriculum maps as they align to BEST standards. Professional Learning is provided through PAEC, through school wide PLCs and district level sessions. School and district level vertical and horizontal alignment team meetings are planned throughout the year.

Core Instruction
Indicate the core curriculum utilized. Add additional rows as needed.

Name of Program	Year of Program Adoption
myPerspectives Florida, Savvas	2021

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 PM3, FSA-ELA PM1 and PM2 historical data and/or current retake data (Level 1 and Level 2), classroom assignments and report card grades, and/or teacher observations. Below grade level performance on classroom formative and summative core curriculum standards-based assessments are considered. Students enrolled in intensive reading courses are given the Achieve 3000 Level Set to determine Tier 2 interventions.

Tier 1 Instruction + Tier 2 Interventions

Beginning of Year Data

Students who meet the following criteria at the beginning of the school year:

* Level 1 or Level 2 on prior year PM3 ELA F.A.S.T.
* FSA-ELA (historical data) - Level 1 or 2
* 11-12 students who do not achieve mastery of ELA standards with concordant college entrance exams (ACT, SAT and CLT)
(All students who score a Level 1 on FAST ELA are automatically placed in a Reading Intervention class).

If students score a Level 2 on FAST Progress Monitoring-ELA, then the following criteria are considered, as well:
*FAST State Progress Monitoring – Below Grade Level/Well Below Grade Level (Level 1 or Level 2) and/or
*ELA Report Card Grades D or F (historical) and/or
*Reading far below grade level proficiency based on Achieve 3000 Level Set reading assessment and/or
*Retentions

Number of times per week interventions are provided:
2-3 times
Number of minutes per intervention session:
20-30
Course(s) where interventions take place:
English 1-4
Intensive Reading 1-4

Supplemental Instruction/Interventions
Indicate the evidence-based programs and/or practices used for Tier 2 interventions and how the programs and practices are supported by strong, moderate or promising levels of evidence. Add additional rows as needed.

Name of Program	ESSA Evidence Level	Verbiage (as needed)
Achieve 3000	strong evidence	

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

Students with Disabilities

Name of Program	ESSA Evidence Level	Verbiage (as needed)

English Language Learners

Name of Program	ESSA Evidence Level	Verbiage (as needed)

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

If students are not meeting grade level expectations with Tier 2 interventions with frequent progress monitoring as indicated through ELA F.A.S.T. PM1, PM2 and PM3 - (Level 1 and Level 2), prior end of year ELA PM3 assessment - (Level 1 and Level 2), grade level proficiency on Achieve 3000 Level Set, and D's or F's in ELA class, then the MTSS team will make a decision to move students to Tier 3 instruction to address student deficits.

Tier 1 Instruction + Tier 2 Interventions + Tier 3 Intensive Interventions
Beginning of Year Data

Students who meet the following criteria at the beginning of the school year:
* Level 1 or Level 2 on prior year PM3 ELA F.A.S.T.
* FSA-ELA (historical data) - Level 1 or 2
* 11-12 students who do not achieve mastery of ELA standards with concordant college entrance exams (ACT, SAT and CLT)

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

If students score a Level 2 on FAST Progress Monitoring PM3 - ELA, then the following criteria are considered as well:
*Performance on Achieve 3000 Assessments (below grade level proficiency) and/or
*FAST State Progress Monitoring – Below Grade Level/Well Below Grade Level (Level 1 or Level 2) and/or
*ELA Report Card Grades D or F (historical) and/or
*Retentions

Number of times per week interventions are provided:
2-3 times
Number of minutes per intervention session:
20-30 minutes
Course(s) where interventions take place:
Intensive Reading 1-4

Intensive, Individualized Instruction/Interventions
Indicate the evidence-based programs and/or practices used for Tier 3 interventions and how the programs and practices are supported by strong, moderate or promising levels of evidence. Add additional rows as needed.

Name of Program	ESSA Evidence Level	Verbiage (as needed)
Achieve 3000-Teacher Led Small Group Lessons	strong evidence	

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

Students with Disabilities

Name of Program	ESSA Evidence Level	Verbiage (as needed)

English Language Learners

Name of Program	ESSA Evidence Level	Verbiage (as needed)

What processes and 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.

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

- Provide professional learning required by ss. 1012.585(3)(f) and 1012.98(5)(b)11., F.S., which includes training to help teachers integrate phonemic awareness, phonics, word study and spelling, fluency, vocabulary and text comprehension strategies into an explicit, systematic and sequential approach to reading instruction, including multisensory intervention strategies;

- Provide professional learning in B.E.S.T. ELA Standards and evidence-based reading practices and programs;

- Provide professional learning to help instructional personnel and certified PreK teachers funded in the FEFP earn a certification, a credential, an endorsement or an advanced degree in scientifically researched and evidence-based reading instruction;

- Differentiate and intensify professional learning for teachers based on progress monitoring data;

- Identify mentor teachers and establish model classrooms within the school; and

- Ensure that time is provided for teachers to meet weekly for professional learning.

Provide the Name of Professional Learning, Target Audience and Description. Add additional rows as needed.

Name of Professional Learning	Target Audience	Description
Reading Endorsement Competencies 1-5	PreK-12 teachers	Teachers are provided multiple opportunities to work on earning a Reading Endorsement through in-person, online and hybrid presentations
FAST Renaissance Training	K-5 teachers	
Literacy Institutes	K-12 teachers	
Reading in the Content Area	4-12 teachers	
Curriculum Professional Learning	PreK-12 teachers	HMH Into Reading, HMH Into Literature, Read180, Achieve3000, Magnetic Reading, UFLI, etc.
School Level PLCs	PreK-12 teachers	Instructional strategies, modeling, coaching
Coaching Cadre	Instructional Coaches	Provided by PAEC four times a year
Instructional Leadership Cadre	School Literacy Leadership teams	Provided by PAEC with focus on literacy a minimum of four times a year

Instructional Personnel and Certified PreK Teachers
Describe how professional learning is provided to help instructional personnel and certified PreK teachers funded in the FEFP earn a certification, a credential or credentials, an endorsement or an advanced degree in scientifically researched and evidence-based reading instruction.
Teachers are provided with multiple opportunities to work on earning a Reading Endorsement through in-person, online and hybrid presentations. The district offers professional learning though Panhandle Area Educational Consortium (PAEC), through UF Literacy Matrix and through district provided facilitators.

Differentiated Professional Learning
Describe how professional learning is differentiated and intensified for teachers based on progress monitoring data.
Based on student data and administrator evaluations, teachers are identified for district provided professional learning that focuses on classroom management, progress monitoring and student

engagement. This professional learning is coordinated with PAEC consultants providing the facilitators. Teachers who are identified using student data and observation data as leaders and exemplars in classroom instruction are provided professional learning opportunities to help them implement model classrooms and receive professional learning to help build their coaching and teacher leader skills.

Mentor Teachers
Describe how mentor teachers are identified and how model classrooms are established and utilized within the school.
Mentor teachers are identified through student progress monitoring data, FAST PM3 data and school administrator evaluation/observation data. The teachers and classrooms available for other teachers to observe are communicated at administrator and analyst monthly meetings by District and School leadership. The district leadership team works with the school administrators and mentor teachers to schedule visitations and observations for other teachers, even from other schools and districts.

Professional Learning Time
Describe how time is provided for teachers to meet weekly for professional learning.
Each school works to ensure the master schedule allows for common grade level and content area planning as much as possible. At the secondary level, common planning is focused on core ELA, Math and Reading courses as much as possible. The district works with the school administrator on building the best schedule with common planning to allow for professional learning during this weekly time.

6) Tutoring Programs to Accelerate Literacy Learning (Rule 6A-6.053(9)(b)3.b., F.A.C.)

Describe any tutoring programs available within your district and include targeted grade levels (e.g., Reading Achievement Initiative for Scholastic Excellence (RAISE) High School Tutoring). Add additional rows as needed.

Name of Tutoring Program	Target Audience	Description
RAISE High School Tutoring	K-5 reading	School day and after school tutoring by trained high school students
K-5 Reading Tutoring	Tier 2 and Tier 3 Reading Interventions	After school tutoring provided by reading endorsed teachers

7) Family Engagement (Rule 6A-6.053(9)(b)3.o., F.A.C.)

In accordance with the list outlined in s. 1008.25(5)(d), F.S., describe the district's plan for immediately notifying parents of students identified with a substantial deficiency in reading.
As soon as a student is identified with a substantial deficiency in reading based on progress monitoring data or classroom progress, a meeting is scheduled with the parent/guardian. At the parent meeting, the school MTSS team develops a plan to provide interventions as needed for the identified deficiency. Parents are provided an at-home reading plan to support the student. Information is also provided to PreK-5 student' families on how to register for the New Worlds Reading Initiative.

Describe the 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. Parent night events include opportunities for New Worlds Reading Initiative registration. Schools host Celebrate Literacy Week Activities to include parents and community in literacy activities. School Literacy activities are highlighted and advertised using social media, school and district websites, flyers sent home with students, and school communications sent out via phone, email and texts.

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.

8) Assurances ([Rule 6A-6.053(9)(b)2., F.A.C.](#))

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

Initials	Assurance
	a. All reading instruction and professional learning is grounded in the science of reading; uses instructional strategies that includes phonics instruction for decoding and encoding as the primary strategy for word reading; and does not employ the three-cueing system model of reading or visual memory as a basis for teaching word reading.
	b. All students identified with a substantial deficiency in reading are covered by an individualized progress monitoring plan that meets the requirements of s. 1008.25(4)(c), F.S., to address their specific reading deficiency, unless they have an IEP or 504 plan that addresses their reading deficiency, or both in accordance with Rule 6A-6.053(6)(c), F.A.C.
	c. All intensive reading interventions provided in Summer Reading Camps to students in grade 3 who score Level 1 on the statewide, standardized ELA assessment are delivered by instructional personnel who are certified or endorsed in reading and rated highly effective as determined by the teacher's performance evaluation under s. 1012.34, F.S. All other intensive reading interventions are delivered by instructional personnel who are certified or endorsed in reading, or by instructional personnel who possess the elementary or secondary literacy micro-credential and who are supervised by an individual certified or endorsed in reading.
	d. Each school has a literacy leadership team consisting of a school administrator, literacy coach, media specialist and a lead teacher, as applicable.
	e. All literacy coaches in the district meet the minimum qualifications described in Rule 6A-6.053(4), F.A.C.
	f. Literacy coaches are prohibited from performing administrative functions that will detract from their role as a literacy coach and spend limited time administering or coordinating assessments.
	g. Literacy coaches are assigned to schools with the greatest need based on student performance data in reading.
	h. Time is provided for teachers to meet weekly for professional learning, including lesson study and professional learning communities.
	i. The CERP will be shared with stakeholders, including school administrators, literacy leadership teams, literacy coaches, classroom instructors, support staff and parents.

Local Educational Agency Chief Executive Officer or Authorized Representative (Printed Name):

Signature:	Date:

House Bill 1255 amends section 1003.4201, Florida Statutes, and adds a component of the reading instruction plan to provide a description of how the district prioritizes the assignment of highly effective teachers from kindergarten to grade 2.

9) Highly Effective Teachers

Describe how the district prioritizes the assignment of highly effective teachers, as identified in s. 1012.34(2)(e), from kindergarten to grade 2.

Reading funding is heavily weighted on instructional coaches in K-2 RAISE schools. The majority of instructional materials money is marked for K-2 interventions. Teacher assignments at both elementary schools prioritize the placement of highly effective teachers in grades K-2.