

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	Everett Murphy	Everett.murphy@bakerk12.org	904-259-6251
Data Element	Mary Windham	Mary.windham@bakerk12.org	904-259-0449
Third Grade Promotion	Everett Murphy	Everett.murphy@bakerk12.org	904-259-6251
Multi-Tiered System of Supports	Traci Wheeler	Traci.wheeler@bakerk12.org	904-259-3367
Other (Enter Responsibility)			

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.

Estimated Reading Allocation Budget Item from 2022-2023 Allocation	Amount	FTE (where applicable)
Amount of District Evidence-Based Reading Instruction Allocation	361,727.00	
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>	0.00	

Estimated Reading Allocation Budget Item from 2022-2023 Allocation	Amount	FTE (where applicable)
Elementary Expenses		
Literacy coaches	78,333.45	1
Intervention teachers	223,576.45	4
Scientifically researched and evidence-based supplemental instructional materials	0.00	
Summer reading camps for grade 3 students	0.00	
Secondary Expenses		
Literacy coaches	59,817.10	1
Intervention teachers	0.00	
Scientifically researched and evidence-based supplemental instructional materials	0.00	
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	0.00	
Incentives for K-12 instructional personnel and certified PreK teachers who possess the Reading Endorsement or Certification	0.00	
Incentives for K-12 instructional personnel and certified PreK teachers who possess the Emergent, Elementary, or Secondary Literacy Micro-Credential	0.00	
Additional time per day for evidence-based intensive reading instruction for extended literacy learning (before or after school, summer, etc.)	0.00	
Tutoring programs to accelerate literacy learning	0.00	
Family engagement activities	0.00	
Other – Please Describe		
Sum of Expenditures	361,727.00	6

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	8	71	6	75
K	12	56	9	60
1	13	68	10	72
2	15	62	12	66

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	10	63	7	70
4	33	49	30	57
5	32	46	29	55
6	31	46	26	50
7	33	47	28	50
8	34	45	29	48
9	39	41	34	48
10	31	52	26	57

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.

During initial faculty meetings at the beginning of the school year, principals will share information about the requirements of the School Literacy Leadership Team. This information will outline who is on the team, how often the team should meet, and the goals of the meetings. Principals will then create their Literacy Teams, create a calendar of dates for meetings and begin compiling data needed for the team to make informed decisions.

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.

During educational leader's meetings at the beginning of the school year, principals will be given information about the requirements of the School Literacy Leadership Team. This information will outline who is on the team, how often the team should meet, and the goals of the meetings.

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	FAST PM 1,2,3	FAST PM 1,2,3 Kindergarten- District developed Assessment- x3

Actions for continuous support and improvement	All instruction is aligned with the Florida Standards. Curriculum used by schools is state approved and research based. Teachers collaborate to develop lesson plans and curriculum maps that are submitted to the principal for approval. Teachers are provided ongoing PD in the science of reading	All instruction is aligned with the Florida Standards. Curriculum used by schools is state approved and research based. Teachers collaborate to develop lesson plans and curriculum maps that are submitted to the principal for approval. Teachers are provided ongoing PD in the science of reading
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Grades 6-8	District Level	School Level
Data that will be collected and frequency of review	FAST PM 1,2,3	FAST PM 1,2,3 Teacher Created Benchmark Assessments- Monthly
Actions for continuous support and improvement	All instruction is aligned with the Florida Standards. Curriculum used by schools is state approved and research based. Teachers collaborate to develop lesson plans and curriculum maps that are submitted to the principal for approval. Teachers are provided ongoing PD in the science of reading	All instruction is aligned with the Florida Standards. Curriculum used by schools is state approved and research based. Teachers collaborate to develop lesson plans and curriculum maps that are submitted to the principal for approval. Teachers are provided ongoing PD in the science of reading
Grades 9-12	District Level	School Level
Data that will be collected and frequency of review	FAST PM 1,2,3	FAST PM 1,2,3 Teacher Created Benchmark Assessments- Monthly
Actions for continuous support and improvement	All instruction is aligned with the Florida Standards. Curriculum used by schools is state approved and research based. Teachers collaborate to develop lesson plans and curriculum maps that are submitted to the principal for approval. Teachers are provided ongoing PD in the science of reading	All instruction is aligned with the Florida Standards. Curriculum used by schools is state approved and research based. Teachers collaborate to develop lesson plans and curriculum maps that are submitted to the principal for approval. Teachers are provided ongoing PD in the science of reading

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

Being a small district, communication is welcomed and principals make themselves available to all stakeholders to express concerns. Through various school site meetings, issues are addressed and plans are formulated.

During monthly Educational Leaders Meetings, Administrators will discuss the school's progress on the CERP plan.

Monthly Literacy Team Meetings will also monitor the school's progress and review data as it is collected. Needs that arise will be discussed.

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.

Through quarterly instructional coaches meetings, each school will provide various data and input to analyze the current reading plan and make adjustments to the plan and its implementation. Instructional coaches will gather input from their school's literacy leadership team to bring to the quarterly instructional coaches meeting. Professional development was identified as an area of need for staff. This need has been shared with the North East Florida Educational Consortium (NEFEC) to help with teachers understanding the "Science of Reading". More opportunities are being looked at for PD for teachers and additional funds are being allocated through Title II to pay for these PD times.

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

Lesson Plans- Ed Leaders review and give feedback

Curriculum Mapping- Done as a team with Ed Leader feedback, Ed Leaders check for implementation during walk-throughs, teams and PLC's hold members accountable for keeping pace with the map through data chats.

Intentional Walk Throughs- Ed Leaders share at district Ed Leader meetings with the Executive Director of Teaching and Learning and the Superintendent

Data Chats (Using Progress Monitoring Assessments)-These are led by PLC or Team Leaders, Instructional Coaches, and/or Ed Leaders. Teachers and teams, including grade levels, subject areas, and Literacy Leadership Teams plan and provide interventions at the appropriate tier(s) based on data.

Teacher Evaluations- Ed Leaders evaluate teachers once or twice a year depending on their contract. Teachers are provided detailed feedback.

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.

Data chats are held with each teacher to discuss and analyze assessment data after each PM assessment. Student needs are identified and plans are revised to provide additional instructional support. The instructional coach and/ or the MTSS team collaborate with the teachers to plan for tiered instruction and interventions. Students may also be identified for placement in additional reading interventions.

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.

Our district believes in the coaching model and sees the benefits of having a Reading Coach in each school. Because of this, a number of various funding sources are used to pay for every school to have a Reading Coach. Title 2, Reading Allocation, Title 1, and district general funds are used for these positions.

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

Baker County School District sees the importance of having a literacy coach in every school. Funds from various sources; Title 1, Title 2, Reading Allocation, and General Funds pay for this important support. 100% of the schools in the district have a literacy coach on staff. All Literacy Coaches will have at least a Bachelor's Degree, be reading endorsed or have reading on their certification. Coaches will be selected from experienced classroom teachers who have shown their knowledge and abilities to effectively implement reading strategies with students. They must be able to communicate with all stakeholders, be able to offer PD to classroom teachers, and also be able to observe and offer interventions to teachers for struggling readers.

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?

Reading Coaches meet regularly with principals to discuss goals and upcoming events, PD, assessments, etc.

The Reading Coach has a specific and detailed job description that is posted on the district web site. This job description can viewed at:
<https://www.bakerk12.org/cms/lib/FL02213740/Centricity/domain/168/job%20descriptions/READING%20COACH.pdf>

The Reading Coach's duties are explained at the beginning of the year in faculty meetings and Educational Leaders meetings.

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

Time is allocated for coaches to prepare, plan, and implement goals to meet their schools' needs. Coaches meet with one another to collaborate and plan professional development events for their schools. The district limits the amount of time coaches are used for extra duties.

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?

Reading Coaches are given time during the day where they are assigned no duty. This enables them to be able to carry out the Florida Coaching Model responsibilities. Coaches are given access to data systems that allows for them to be able to pull data needed to carry out their duties.

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

Quarterly meetings with the Reading Coaches will allow the district to discuss needs the coaches have to be successful in their goals. Monthly meetings with the Educational Leaders will allow time for principals to share their evaluation of coaches in meeting their goals and duties.

5) K-12 Assessment, Curriculum, and Instruction

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

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

- **Six components of reading:** oral language, phonological awareness, phonics, fluency, vocabulary, and comprehension;
- **Four types of classroom assessments:** screening, progress monitoring, diagnostic, and summative assessment;

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

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

The school district provides core reading instruction that includes the six components of reading. Students are assessed throughout the year and needs are identified and addressed through tiered levels of instruction and intervention. The MTSS identification and implementation guide is used in all schools within the district. This process helps in streamlining and following students from year to year to maintain tiered supports.

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

The core curriculum is Savvas which has a strong evidence rating from ESSA. Tier 1 instruction is monitored through weekly classroom assessments and FAST STAR Early Literacy (3xs per year). School/classroom data is analyzed by the MTSS Core Team using ICEL/RIOT Tool for problem solving. MTSS problem solving worksheet and flowchart is used to make decisions.

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"/> Oral Language <input checked="" type="checkbox"/> Phonological	<input checked="" type="checkbox"/> Screening <input checked="" type="checkbox"/> Progress	<input type="checkbox"/> Weekly <input type="checkbox"/> 2 x Month

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 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	Awareness <input checked="" type="checkbox"/> Phonics <input checked="" type="checkbox"/> Fluency <input checked="" type="checkbox"/> Vocabulary <input checked="" type="checkbox"/> Comprehension	Monitoring <input type="checkbox"/> Diagnostic <input checked="" type="checkbox"/> Summative	<input type="checkbox"/> Monthly <input type="checkbox"/> Quarterly <input checked="" type="checkbox"/> 3 x Year <input type="checkbox"/> Annually <input type="checkbox"/> As Needed <input type="checkbox"/> Other
FAST Star Reading	<input type="checkbox"/> PreK <input checked="" type="checkbox"/> Grade K <input checked="" type="checkbox"/> Grade 1 <input checked="" type="checkbox"/> Grade 2 <input type="checkbox"/> Grade 3 <input type="checkbox"/> Grade 4 <input type="checkbox"/> Grade 5	<input type="checkbox"/> Oral Language <input type="checkbox"/> Phonological Awareness <input type="checkbox"/> Phonics <input type="checkbox"/> Fluency <input checked="" type="checkbox"/> Vocabulary <input checked="" type="checkbox"/> Comprehension	<input checked="" type="checkbox"/> Screening <input checked="" type="checkbox"/> Progress Monitoring <input type="checkbox"/> Diagnostic <input checked="" type="checkbox"/> Summative	<input type="checkbox"/> Weekly <input type="checkbox"/> 2 x Month <input type="checkbox"/> Monthly <input type="checkbox"/> Quarterly <input checked="" type="checkbox"/> 3 x Year <input type="checkbox"/> Annually <input type="checkbox"/> As Needed <input type="checkbox"/> Other
FAST ELA Reading	<input type="checkbox"/> PreK <input type="checkbox"/> Grade K <input type="checkbox"/> Grade 1 <input type="checkbox"/> Grade 2 <input checked="" type="checkbox"/> Grade 3 <input checked="" type="checkbox"/> Grade 4 <input checked="" type="checkbox"/> Grade 5	<input type="checkbox"/> Oral Language <input type="checkbox"/> Phonological Awareness <input type="checkbox"/> Phonics <input type="checkbox"/> Fluency <input checked="" type="checkbox"/> Vocabulary <input checked="" type="checkbox"/> Comprehension	<input checked="" type="checkbox"/> Screening <input checked="" type="checkbox"/> Progress Monitoring <input type="checkbox"/> Diagnostic <input checked="" type="checkbox"/> Summative	<input type="checkbox"/> Weekly <input type="checkbox"/> 2 x Month <input type="checkbox"/> Monthly <input type="checkbox"/> Quarterly <input checked="" type="checkbox"/> 3 x Year <input type="checkbox"/> Annually <input type="checkbox"/> As Needed <input type="checkbox"/> Other
	<input type="checkbox"/> PreK <input type="checkbox"/> Grade K <input 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 type="checkbox"/> Oral Language <input type="checkbox"/> Phonological Awareness <input type="checkbox"/> Phonics <input type="checkbox"/> Fluency <input type="checkbox"/> Vocabulary <input type="checkbox"/> Comprehension	<input type="checkbox"/> Screening <input 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 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.

Tier 2

(Kindergarten): Kindergarten Readiness checklist and PM FAST STAR Early Literacy to provide a starting point for instruction. If students lack kindergarten readiness skills, Tier 2 interventions are provided.

(1st-3rd grades): If student scores between 1-38 PR on the PM 3 FAST

Tier 3

Student meets the following criteria at beginning of school year:

Student is identified as needing Tier III interventions due to lack of success with Tier I instruction and the addition of Tier II intervention.

(Kindergarten): If retainees continue to score below grade level expectations

(1st- 3rd grades): If student scores below 11 PR on the initial PM 1 STAR Reading Assessment or PM 1 FAST

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

<p>Tier 2 (4th -5th): If students score a level 2 or below on the PM 3 FAST</p> <p>Tier 3 (4th and 5th): If students score a level 1 on 2023 PM 3 FAST</p>

Grades K-5 Decision Tree
Elementary schools (K-5) must teach reading in a dedicated, uninterrupted block of time of at least 90 minutes daily to all students. The reading block will include whole group instruction utilizing an evidence-based sequence of reading instruction and small group differentiated instruction in order to meet individual student needs.
Beginning of year data
IF: Student meets the following criteria at the beginning of the school year: Level 3 student on the previous year's PM3
THEN TIER 1 Only
<p>Core Instruction Indicate the core curriculum and how the program is supported by strong, moderate, or promising levels of evidence.</p> <p>The following programs are on the Florida State Adoption List:</p> <p>K-5 The core curriculum is Savvas which has a strong evidence rating from ESSA.</p> <p>Saxon Phonics</p>
Explain how the effectiveness of Tier 1 instruction is monitored.

<p>Data chats with grade-level and administrative teams</p> <p>Grade-level analysis of benchmark assessments</p> <p>Classroom walkthroughs</p> <p>PLC meetings</p> <p>Common Planning Meetings</p>
<p>What procedures are in place to identify and solve problems to improve effectiveness of Tier 1 instruction?</p> <p>MTSS problem solving worksheet and flowcharts used</p> <p>School/classroom data is analyzed by the MTSS Core Team using ICEL/ RIOT tool for problem solving.</p>
<p>Performance criteria that prompt the addition of Tier 2 interventions for students not meeting expectations/benchmarks during the school year:</p>
<p>Beginning of year data</p> <p>IF: Student meets the following criteria at the beginning of the school year:</p> <p>PKK (Kindergarten): Kindergarten Readiness checklist and PM 1 FAST STAR Early Literacy to provide a starting point for instruction. If students lack kindergarten readiness skills, Tier 2 interventions are provided.</p> <p>(1st-3rd grades): 49 PR or below on FAST STAR, 69% or below on weekly assessments</p> <p>(4th -5th grades): If students score a level 2 or below on the FAST, 69% or below on weekly assessments</p>
<p>THEN TIER 1 Instruction and TIER 2 Interventions</p> <p>Supplemental Instruction/Interventions</p> <p>Indicate the programs and practices used in Tier 2 interventions and how the programs and practices are supported by strong, moderate, or promising levels of evidence.</p> <p>Tier 2 Programs/Materials/Strategies & Duration</p> <p>Kindergarten-2nd Grades</p> <p>Saxon Phonics does not meet strong, moderate or promising levels of evidence; however, the following IES Practice Guide Recommendation(s) support the program: Foundational Skills to Support Reading for Understanding in Kindergarten Through 3rd Grade Practice Guide: Recommendation 2: Develop awareness of the segments of sound in speech and how they link to letters, Strong Evidence. Recommendation 3: Teach students to decode words, analyze</p>

word parts, and write and recognize words, Strong Evidence. Saxon Phonics provides daily practice in alphabet recognition, phonemic/phonological awareness, daily introduction of a new letter/combination/digraph/ blend, spelling, and sound review, differentiated activities, new concepts, phonics/print awareness, and sight words. The district will support and monitor implementation of this program by assessing lesson plans, teacher walkthroughs, and purchasing materials and training, including teacher compensation for professional development.

3rd Grade

Readworks does not meet strong, moderate or promising levels of evidence; however, the following IES Practice Guide Recommendation(s) support the program: Foundational Skills to Support Reading for Understanding in Kindergarten Through 3rd Grade Practice Guide: Recommendation 4: Ensure that each student reads connected text every day to support reading accuracy, fluency, and comprehension, Moderate Evidence. High-interest, online, leveled texts, both fiction and nonfiction, are provided to students to develop fluency and vocabulary. These language-rich texts are followed by a variety of questions based on the selection, both multiple choice and open-ended. These questions are explicit and inferential, and build on each other in order to develop students' understanding of text features and comprehension. The district will support and monitor implementation of this program by teacher walkthroughs, maintaining access to 1:1 Chromebooks, and assessing lesson plans, including teacher compensation for planning curriculum maps and correlations to BEST Standards.

4th-5th Grades

Readworks does not meet strong, moderate or promising levels of evidence; however, the following IES Practice Guide Recommendation(s) support the program: Providing Reading Interventions for Students in Grades 4–9: Recommendation 2: Provide purposeful fluency-building activities to help students read effortlessly, Strong Evidence. Recommendation 3: Routinely use a set of comprehension-building practices to help students make sense of the text, Strong Evidence—

- Part 3A. Build students' world and word knowledge so they can make sense of the text
- Part 3B. Consistently provide students with opportunities to ask and answer questions to better understand the text they read
- Part 3C. Teach students a routine for determining the gist of a short section of text
- Part 3D. Teach students to monitor their comprehension as they read

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.

Kindergarten: Saxon Phonics, Heggerty, FCRR Reading Activities; Sunform

First - Third Grade: Saxon Phonics, SRA Early Interventions in Reading, Sounds Sensible, SPIRE, Guided Reading, Unique Learning System

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

Kindergarten: Saxon Phonics, Heggerty, FCRR Reading Activities; Sunform; tactile letters

First - Third Grade: Saxon Phonics, SRA Early Interventions in Reading, Guided Reading

<p>Number of times per week interventions are provided: Kindergarten: 2-5 times per week per the student's IEP First - Third Grades - 3-4 times per week</p>
<p>Number of minutes per intervention session: Kindergarten: 15- 30 minutes per session per the student's IEP First - Third Grades: 20-30 minutes per session</p>
<p>Explain how the effectiveness of Tier 2 interventions are monitored. Kindergarten: assessments are embedded in the programs; weekly assessments; FAST 3 tims per year First - Third grades: assessments embedded in programs, weekly assessments, FAST 3 time per year</p>
<p>What procedures are in place to identify and solve problems to improve effectiveness of Tier 2 interventions?</p> <p>MTSS 4-step problem solving worksheet and flowchart</p>
<p>Performance criteria that prompt the addition of Tier 3 interventions for students not meeting expectations/benchmarks during the school year: Kindergarten: Tier 3 interventions are prompted for students previously retained in kindergarten who are still performing below level</p> <p>Grades 1-3 Regressing or not making progress on FAST STAR or progress monitoring assessments</p> <p>Grades: 4-5 Gap between Tier 2 student and Tier 1 student is not closing, or it is widening FAST-scores at or below level 2</p>
<p>Beginning of year data</p>
<p>IF: Student meets the following criteria at the beginning of the school year: FAST PM 3 times a year.</p>
<p>THEN TIER 1 Instruction, TIER 2 Interventions, and TIER 3 Intensive Interventions</p>
<p>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.</p> <p>Kindergarten-2nd Grades Saxon Phonics does not meet strong, moderate or promising levels of evidence; however, the following IES Practice Guide Recommendation(s) support the program: Foundational Skills to Support Reading for Understanding in Kindergarten Through 3rd Grade Practice Guide: Recommendation 2: Develop awareness of the segments of sound in speech and how they link to letters, Strong Evidence. Recommendation 3: Teach students to decode words, analyze word parts, and write and recognize words, Strong Evidence. Saxon Phonics provides daily practice in alphabet recognition, phonemic/phonological awareness, daily introduction of a new letter/combination/digraph/ blend, spelling, and sound review, differentiated activities, new concepts, phonics/print awareness, and sight words. The district will support and monitor implementation of this program by assessing lesson plans, teacher walkthroughs, and purchasing materials and training, including teacher compensation for professional development.</p> <p>3rd Grade Readworks does not meet strong, moderate or promising levels of evidence; however, the following IES Practice Guide Recommendation(s) support the program: Foundational Skills to Support Reading for Understanding in Kindergarten Through 3rd Grade Practice Guide:</p>

<p>Recommendation 4: Ensure that each student reads connected text every day to support reading accuracy, fluency, and comprehension, Moderate Evidence. High-interest, online, leveled texts, both fiction and nonfiction, are provided to students to develop fluency and vocabulary. These language-rich texts are followed by a variety of questions based on the selection, both multiple choice and open-ended. These questions are explicit and inferential, and build on each other in order to develop students' understanding of text features and comprehension. The district will support and monitor implementation of this program by teacher walkthroughs, maintaining access to 1:1 Chromebooks, and assessing lesson plans, including teacher compensation for planning curriculum maps and correlations to BEST Standards.</p> <p>4th-5th Grades Readworks does not meet strong, moderate or promising levels of evidence; however, the following IES Practice Guide Recommendation(s) support the program: Providing Reading Interventions for Students in Grades 4–9: Recommendation 2: Provide purposeful fluency-building activities to help students read effortlessly, Strong Evidence. Recommendation 3: Routinely use a set of comprehension-building practices to help students make sense of the text, Strong Evidence— • Part 3A. Build students' world and word knowledge so they can make sense of the text • Part 3B. Consistently provide students with opportunities to ask and answer questions to better</p>
<p>Indicate the evidence-based programs and practices implemented for students with a disability, students with an Individual Educational Plan (IEP), and students who are English language learners, as applicable. Saxon Phonics, SRA Early Interventions in Reading, Sounds Sensible, SPIRE, Guided Reading, Unique Learning System</p>
<p>For K-3 students who have a substantial reading deficiency, identify the multisensory interventions provided. Saxon Phonics, SRA Early Interventions in Reading, Guided Reading</p>
<p>Number of times per week interventions are provided: 3-4 times per week</p>
<p>Number of minutes per intervention session: 20-30 minutes per session</p>
<p>Explain how the effectiveness of Tier 3 interventions are monitored. Weekly Saxon Phonics classroom assessment PM FAST 3xs a year Built-in progress monitoring in Reading Assistant</p>
<p>What procedures are in place to identify and solve problems to improve effectiveness of Tier 3 interventions? MTSS 4-step problem solving worksheet and flowchart. Parent involvement is critical during the problem-solving process as the MTSS team works together to create an individualized plan for the student.</p>

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\(21\)\(A\)\(i\)](#).

Summer Reading Camp will only be taught by highly effective reading endorsed/certified teachers. The following instructional materials/tools will be used for the 2023 Summer Reading Camp: Saxon Phonics does not meet strong, moderate or promising levels of evidence; however, the following IES Practice Guide Recommendation(s) support the program: Foundational Skills to Support Reading for Understanding in Kindergarten Through 3rd Grade Practice Guide: Recommendation 2: Develop awareness of the segments of sound in speech and how they link to letters, Strong Evidence. Recommendation 3: Teach students to decode words, analyze word parts, and write and recognize words, Strong Evidence. Saxon Phonics provides daily practice in alphabet recognition, phonemic/phonological awareness, daily introduction of a new letter/combination/digraph/blend, spelling, and sound review, differentiated activities, new concepts, phonics/print awareness, and sight words. The district will support and monitor implementation of this program by assessing lesson plans, teacher walkthroughs, and purchasing materials and training, including teacher compensation for professional development.

Readworks does not meet strong, moderate or promising levels of evidence; however, the following IES Practice Guide Recommendation(s) support the program: Foundational Skills to Support Reading for Understanding in Kindergarten Through 3rd Grade Practice Guide: Recommendation 4: Ensure that each student reads connected text every day to support reading accuracy, fluency, and comprehension, Moderate Evidence. High-interest, online, leveled texts, both fiction and nonfiction, are provided to students to develop fluency and vocabulary. These language-rich texts are followed by a variety of questions based on the selection, both multiple choice and open-ended. These questions are explicit and inferential, and build on each other in order to develop students' understanding of text features and comprehension. The district will support and monitor implementation of this program by teacher walkthroughs, maintaining access to 1:1 Chromebooks, and assessing lesson plans, including teacher compensation for planning curriculum maps and correlations to BEST Standards.

IXL Learning does not meet strong, moderate or promising levels of evidence; however, the following IES Practice Guide Recommendation(s) support the program: Foundational Skills to Support Reading for Understanding in Kindergarten Through 3rd Grade Practice Guide: Recommendation 1: Teach students academic language skills, including the use of inferential and narrative language, and vocabulary knowledge, Minimal Evidence. Recommendation 2: Develop awareness of the segments of sounds in

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

NO

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

NA

Grades 6-8

4. Grades 6-8 Assessments

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

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

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

Scoring below proficient on benchmark assessments or a failing class average
Below proficient on FAST

Grades 6-8 Decision Tree

Beginning of year data

IF: Student meets the following criteria at the beginning of the school year:
(Enter assessment criteria that will be used.) FAST PM 1,2,3

THEN TIER 1 Only
<p>List performance criteria that indicate Tier 1 is sufficient for at least 80% of students. Students are scoring at or above level 3 on PM FAST.</p>
<p>Explain how the effectiveness of Tier 1 instruction is monitored. Data chats with grade-level and administrative teams Grade-level analysis of benchmark assessments Classroom walkthroughs</p>
<p>What procedures are in place to identify and solve problems to improve effectiveness of Tier 1 instruction?</p> <p>Upon review of data, teachers share instructional strategies and best practices. Department heads, peer teachers, and instructional coach provide support to implement identified instructional strategies and improved instructional design through observation and reflection and modeling. PLC's, professional development, and IPDPs designed around identified needs.</p> <p>In a continuous cycle, grade-level by subject area teams create focus calendars and those teams, along with administrators review data to revise the focus calendars based on student scores on benchmark assessments. Teachers and instructional coach meet to review Progress Monitoring data and determine if students' instructional needs are being met or if adjustments are needed.</p>
<p>Performance criteria that prompt the addition of Tier 2 interventions for students not meeting expectations/benchmarks during the school year:</p>
<p>Beginning of year data</p>
<p>IF: Student meets the following criteria at the beginning of the school year: (Enter assessment criteria that will be used.) Below proficient on FAST</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>Grades 6-8 Common Lit does not meet strong, moderate or promising levels of evidence; however, the following IES Practice Guide Recommendation(s) support the program: Providing Reading Interventions for Students in Grades 4–9: Recommendation 2: Provide purposeful fluency-building activities to help students read effortlessly, Strong Evidence. Recommendation 3: Routinely use a set of comprehension-building practices to help students make sense of the text, Strong Evidence—</p> <ul style="list-style-type: none"> • Part 3A. Build students' world and word knowledge so they can make sense of the text • Part 3B. Consistently provide students with opportunities to ask and answer questions to better understand the text they read • Part 3C. Teach students a routine for determining the gist of a short section of text • Part 3D. Teach students to monitor their comprehension as they read <p>Recommendation 4: Provide students with opportunities to practice making sense of stretch text (i.e., challenging text) that will expose them to complex ideas and information, Moderate Evidence. Common Lit provides</p>

online, real-world texts that engage students. The texts are leveled, so they're easier to use in differentiated instruction, scaffolding, and independent learning. They have built-in activities and lessons that spark interest while simultaneously providing in-context skills practice. The district will support and monitor implementation of this program by teacher walkthroughs, maintaining access to 1:1 Chromebooks, and assessing lesson plans, including teacher compensation for planning curriculum maps and correlations to BEST Standards & continued purchase of the product. Grades 6-8

Progress Learning does not meet strong, moderate or promising levels of evidence; however, the following IES Practice Guide Recommendation(s) support the program: Providing Reading Interventions for Students in Grades 4–9: Recommendation 2: Provide purposeful fluency-building activities to help students read effortlessly, Strong Evidence. Recommendation 3: Routinely use a set of comprehension-building practices to help students make sense of the text, Strong Evidence—

- Part 3A. Build students' world and word knowledge so they can make sense of the text
- Part 3B. Consistently provide students with opportunities to ask and answer questions to better understand the text they read
- Part 3C. Teach students a routine for determining the gist of a short section of text
- Part 3D. Teach students to monitor their comprehension as they read

Recommendation 4: Provide students with opportunities to practice making sense of stretch text (i.e., challenging text) that will expose them to complex ideas and information, Moderate Evidence. Teacher-driven, text-based assignments that also provided independent student practice, individualized learning paths, and a series of games that correspond with each learning concept. The district will support and monitor implementation of this program by teacher walkthroughs, maintaining access to 1:1 Chromebooks, and assessing lesson plans, including teacher compensation for planning curriculum maps and correlations to BEST Standards & continued purchase of the product.

Grades 6-8 Scholastic Action/Scope Magazine does not meet strong, moderate or promising levels of evidence; however, the following IES Practice Guide Recommendation(s) support the program: Providing Reading Interventions for Students in Grades 4–9: Recommendation 2: Provide purposeful fluency building activities to help students read effortlessly, Strong Evidence. Recommendation 3: Routinely use a set of comprehension-building practices to help students make sense of the text, Strong Evidence—

- Part 3A. Build students' world and word knowledge so they can make sense of the text
- Part 3B. Consistently provide students with opportunities to ask and answer questions to better understand the text they read
- Part 3C. Teach students a routine for determining the gist of a short section of text
- Part 3D. Teach students to monitor their comprehension as they read

Recommendation 4: Provide students with opportunities to practice making sense of stretch text (i.e., challenging text) that will expose them to complex ideas and information, Moderate Evidence. Scholastic Action /Scope Magazine provides online, real-world texts that engage students. The texts are leveled, so they're easier to use in differentiated instruction, scaffolding, and independent learning. They have built-in activities and lessons that spark interest while simultaneously providing in-context skills practice. The district will support and monitor implementation of this program by teacher walkthroughs, maintaining access to 1:1 Chromebooks, and assessing lesson plans, including teacher compensation for planning curriculum maps and correlations to BEST Standards. Grades 6-8

Common Lit does not meet strong, moderate or promising levels of evidence; however, the following IES Practice Guide Recommendation(s) support the program: Providing Reading Interventions for Students in Grades 4–9: Recommendation 2: Provide purposeful fluency-building activities to help students read effortlessly, Strong Evidence. Recommendation 3: Routinely use a set of comprehension-building practices to help students make sense of the text, Strong Evidence—

Part 3A. Build students' world and word knowledge so they can make sense of the text Part 3B. Consistently provide students with opportunities to ask and answer questions to better understand the text they read Part 3C. Teach students a routine for determining the gist of a short section of text Part 3D. Teach students to monitor their comprehension as they read Recommendation 4: Provide students with opportunities to practice making sense of stretch text (i.e., challenging text) that will expose them to complex ideas and information, Moderate Evidence. Teacher-driven, text-based assignments that also provided independent student practice, individualized learning paths, and a series of games that correspond with each learning concept. The district will support and monitor implementation of this program by teacher walkthroughs, maintaining access to 1:1 Chromebooks, and assessing lesson plans, including teacher compensation for planning curriculum maps and correlations to BEST Standards & continued purchase of the product.

Grades 6-8 Freckle does not meet strong, moderate or promising levels of evidence; however, the following IES Practice Guide Recommendation(s) support the program: Providing Reading Interventions for Students in Grades 4–9: Recommendation 2: Provide purposeful fluency-building activities to help students read effortlessly, Strong Evidence. Recommendation 3: Routinely use a set of comprehension-building practices to help students make sense of the text, Strong Evidence—

- Part 3A. Build students' world and word knowledge so they can make sense of the text
- Part 3B. Consistently provide students with opportunities to ask and answer questions to better understand the text they read
- Part 3C. Teach students a routine for determining the gist of a short section of text
- Part 3D. Teach students to monitor their comprehension as they read

Recommendation 4: Provide students with opportunities to practice making sense of stretch text (i.e., challenging text) that will expose them to complex ideas and information, Moderate Evidence. Freckle provides online & print real-world texts that engage students. The texts are leveled, so they're easier to use in differentiated instruction, scaffolding, and independent learning. They have built-in activities and lessons that spark interest while simultaneously providing in-context skill

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.

Number of times per week interventions are provided:

5

Number of minutes per intervention session:

55

Explain how the effectiveness of Tier 2 interventions are monitored.

The teacher in the foundational reading class analyzes gaps in foundational reading skills and creates interventions to eliminate deficits. They also work closely with the 6th grade ELA teachers to provide support for students by reinforcing what is taught in their classes. The teacher also works with support facilitators and the instructional coach to ensure students are taught reading strategies they can utilize in all subject areas.

Ongoing professional development for intensive reading teachers for SIMS Ongoing data review of benchmark and classroom assessments and continued instructional decisions based on the data analysis.

Ongoing monitoring to ensure program is implemented with fidelity.

<p>What procedures are in place to identify and solve problems to improve effectiveness of Tier 2 interventions?</p> <p>Currently, we use FAST PM data as well as Reading A to Z Reading Benchmark assessments three times per year to monitor and guide 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>Based on student academic history, teacher recommendation, as well as current data is used identify student's requiring Tier 3 instruction.</p>
<p>Beginning of year data</p>
<p>IF: Student meets the following criteria at the beginning of the school year: (Enter assessment criteria that will be used.) Previous year FAST data and academic history</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. Tier 3 student's receive Small Group Explicit Reading instruction as a form of intervention via the LLI program.</p>
<p>Indicate the evidence-based programs and practices implemented for students with a disability, students with an Individual Educational Plan (IEP), and students who are English language learners, as applicable.</p>
<p>Number of times per week interventions are provided:</p> <p>The times per week that intervention(s) are received is based on a student's IEP. Typically, it is two times a week that students receive intervention(s).</p>
<p>Number of minutes per intervention session:</p> <p>15+ minutes</p>
<p>Explain how the effectiveness of Tier 3 interventions are monitored.</p> <p>Facilitators as well as teacher use historical as well as current data from various programs/assessments.</p>
<p>What procedures are in place to identify and solve problems to improve effectiveness of Tier 3 interventions?</p> <p>Ongoing evaluation of data is used to problem-solve and create new action plans.</p>

Grades 9-12

6. Grades 9-12 Assessments

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

Name of the Assessment	Target Audience (Grades 9-12)	What component of reading is being assessed?	Assessment Type (Each type of assessment should be represented.)	How often is the data being collected?
FAST ELA Reading	<input checked="" type="checkbox"/> Grade 9	<input type="checkbox"/> Oral Language	<input checked="" type="checkbox"/> Screening	<input type="checkbox"/> Weekly

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?
	<input checked="" type="checkbox"/> Grade 10 <input type="checkbox"/> Grade 11 <input type="checkbox"/> Grade 12	<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"/> Progress Monitoring <input type="checkbox"/> Diagnostic <input checked="" type="checkbox"/> Summative	<input type="checkbox"/> 2 x Month <input type="checkbox"/> Monthly <input type="checkbox"/> Quarterly <input checked="" type="checkbox"/> 3 x Year <input type="checkbox"/> Annually <input type="checkbox"/> As Needed <input type="checkbox"/> Other
Other District Assessments: Benchmark Assessments, Unit Assessments, End of Course Assessments	<input checked="" type="checkbox"/> Grade 9 <input checked="" type="checkbox"/> Grade 10 <input checked="" type="checkbox"/> Grade 11 <input checked="" type="checkbox"/> Grade 12	<input type="checkbox"/> Oral Language <input type="checkbox"/> Phonological Awareness <input type="checkbox"/> Phonics <input type="checkbox"/> Fluency <input checked="" type="checkbox"/> Vocabulary <input checked="" type="checkbox"/> Comprehension	<input type="checkbox"/> Screening <input checked="" type="checkbox"/> Progress Monitoring <input type="checkbox"/> Diagnostic <input checked="" type="checkbox"/> Summative	<input type="checkbox"/> Weekly <input checked="" type="checkbox"/> 2 x Month <input type="checkbox"/> Monthly <input checked="" type="checkbox"/> Quarterly <input type="checkbox"/> 3 x Year <input checked="" 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.

Students are selected for Tier 2 intervention based on FAST PM 3 scores or graduation requirements. We offer Tier 2 intervention for tenth graders who have high level 2 scores and need extra support to meet the graduation requirement, as well as eleventh and twelfth graders who have not yet met the graduation requirement for test scores.

Students are provided Tier 3 intervention if they have a combination of low GPA, low grades, and difficulty with reading comprehension.

Grades 9-12 Decision Tree
Beginning of year data
IF: Student meets the following criteria at the beginning of the school year: on-track for graduation
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>Springboard ELA is used in our core English classes and honors English classes to guide instruction and provide rigorous texts for scaffolded and close reading, as well as writing about text. The curriculum does not meet strong, moderate or promising levels of evidence; however, the following IES Practice Guide Recommendation(s) support the program: Providing Reading Interventions for Students in Grades 4–9: Recommendation 2: Provide purposeful fluency-building activities to help students read effortlessly, Strong Evidence. Recommendation 3: Routinely use a set of comprehension-building practices to help students make sense of the text, Strong Evidence— • Part 3A. Build students' world and word knowledge so they can make sense of the text • Part 3B. Consistently provide students with opportunities to ask and answer</p>

<p>questions to better understand the text they read • Part 3C. Teach students a routine for determining the gist of a short section of text • Part 3D. Teach students to monitor their comprehension as they read</p> <p>Recommendation 4: Provide students with opportunities to practice making sense of stretch text (i.e., challenging text) that will expose them to complex ideas and information, Moderate Evidence. Common Lit provides online, real-world texts that engage students. The texts are leveled, so they're easier to use in differentiated instruction, scaffolding, and independent learning. They have built-in activities and lessons that spark interest while simultaneously providing in-context skills practice. The district will support and monitor implementation of this program by teacher walkthroughs, maintaining access to 1:1 Chromebooks, and assessing lesson plans, including teacher compensation for planning curriculum maps and correlations to BEST Standards & continued purchase of the product.</p>
<p>List performance criteria that indicate Tier 1 is sufficient for at least 80% of students.</p> <p>Scoring at least 60% on Progress Monitoring Assessments</p> <p>Scoring at least 60% (passing) for class grades</p> <p>Scoring proficient on FAST</p>
<p>Explain how the effectiveness of Tier 1 instruction is monitored.</p> <p>Review of student grades at progress report time and ending the 9 week grading period</p> <p>Data analysis in PLC and grade-level team meetings</p> <p>Classroom Walkthroughs</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>PLC and grade-level teams build the focus calendar during the summer and meet during the school year to revise it based on student needs as revealed by unit tests, classwork performance, and FAST data.</p>
<p>Performance criteria that prompt the addition of Tier 2 interventions for students not meeting expectations/benchmarks during the school year:</p> <p>Scoring below 60% on Progress Monitoring Assessments</p> <p>Failing class average</p> <p>Scoring below proficient on FAST</p>
<p>Beginning of year data</p>
<p>IF: Student meets the following criteria at the beginning of the school year:</p> <p>10th graders with high level 2 scores</p> <p>11th and 12th graders not having met score requirement for graduation (after fall testing for 11th graders)</p>
<p>THEN TIER 1 Instruction and TIER 2 Interventions</p>
<p>Supplemental Instruction/Interventions</p> <p>Indicate the programs and practices used in Tier 2 interventions and how the programs and practices are supported by strong, moderate, or promising levels of evidence.</p> <p>Common Lit and ACT/SAT Prep do not meet strong, moderate or promising levels of evidence; however, the following IES Practice Guide Recommendation(s) support the program: Providing Reading Interventions for Students in Grades 4–9: Recommendation 2: Provide purposeful fluency-building activities to help students read effortlessly, Strong Evidence. Recommendation 3: Routinely use a set of comprehension-building practices to help students make sense of the text, Strong Evidence— • Part 3A. Build students' world and word knowledge so they can make sense of the text</p>

• Part 3B. Consistently provide students with opportunities to ask and answer questions to better understand the text they read • Part 3C. Teach students a routine for determining the gist of a short section of text • Part 3D. Teach students to monitor their comprehension as they read
 Recommendation 4: Provide students with opportunities to practice making sense of stretch text (i.e., challenging text) that will expose them to complex ideas and information, Moderate Evidence. Common Lit provides online, real-world texts that engage students. The texts are leveled, so they're easier to use in differentiated instruction, scaffolding, and independent learning. They have built-in activities and lessons that spark interest while simultaneously providing in-context skills practice. The district will support and monitor implementation of this program by teacher walkthroughs, maintaining access to 1:1 Chromebooks, and assessing lesson plans, including teacher compensation for planning curriculum maps and correlations to BEST Standards & continued purchase of the product. Progress Learning does not meet strong, moderate or promising levels of evidence; however, the following IES Practice Guide Recommendation(s) support the program: Providing Reading Interventions for Students in Grades 4–9: Recommendation 2: Provide purposeful fluency-building activities to help students read effortlessly, Strong Evidence. Recommendation 3: Routinely use a set of comprehension-building practices to help students make sense of the text, Strong Evidence— • Part 3A. Build students' world and word knowledge so they can make sense of the text • Part 3B. Consistently provide students with opportunities to ask and answer questions to better understand the text they read • Part 3C. Teach students a routine for determining the gist of a short section of text • Part 3D. Teach students to monitor their comprehension as they read Recommendation 4: Provide students with opportunities to practice making sense of stretch text (i.e., challenging text) that will expose them to complex ideas and information, Moderate Evidence. Teacher-driven, text-based assignments that also provided independent student practice, individualized learning paths, and a series of games that correspond with each learning concept. The district will support and monitor implementation of this program by teacher walkthroughs, maintaining access to 1:1 Chromebooks, and assessing lesson plans, including teacher compensation for planning curriculum maps and correlations to BEST Standards & continued purchase of the product. Readworks does not meet strong, moderate or promising levels of evidence; however, the following IES Practice Guide Recommendation(s) support the program: Providing Reading Interventions for Students in Grades 4–9: Recommendation 2: Provide purposeful fluency-building activities to help students read effortlessly, Strong Evidence. Recommendation 3: Routinely use a set of comprehension-building practices to help students make sense of the text, Strong Evidence—

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.

Students with disabilities, including those with an IEP, and ELLs are included as tenth graders in Tier 2 as appropriate. They may be given access to other electives to build vocabulary if they get a waiver for ELA test scores. They also receive reading strategy instruction if the IEP Team determines that Learning Strategies is appropriate for them. Students on ACCESS Points are given reading instruction in ESE classes focused on phonics or sight words, fluency, vocabulary, and reading comprehension. Additionally, students with disabilities may receive support facilitation, as determined by the IEP team, which can provide additional reading intervention. ELLs are taught using a variety of ESOL strategies from trainings offered by NEFEC, the Schultz Center, Florida Gateway College, or a university. These strategies include the use of visuals and explaining vocabulary to build background knowledge (see below).

The following IES Practice Guide Recommendation(s) support the program: Providing Reading Interventions for Students in Grades 4–9: Recommendation 2: Provide purposeful fluency-building activities to help students read effortlessly, Strong Evidence. Recommendation 3: Routinely use a set of comprehension-building practices to help students make sense of the text, Strong Evidence— • Part 3A. Build students’ world and word knowledge so they can make sense of the text • Part 3B. Consistently provide students with opportunities to ask and answer questions to better understand the text they read • Part 3C. Teach students a routine for determining the gist of a short section of text • Part 3D. Teach students to monitor their comprehension as they read Recommendation 4: Provide students with opportunities to practice making sense of stretch text (i.e., challenging text) that will expose them to complex ideas and information, Moderate Evidence.

Number of times per week interventions are provided:

5

Number of minutes per intervention session:

50

Explain how the effectiveness of Tier 2 interventions are monitored.

Review of students' grades at progress report times and at 9-week grading periods

Data analysis in PLC and grade-level teams

Classroom Walkthroughs

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

PLC and grade-level teams build the focus calendar during the summer and meet during the school year to revise it based on student needs as revealed by unit test and classwork performance.

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

Students whose FAST scores fall into the lowest 10% of scores are considered for Intensive Reading Class.

Student scores level 2 or below on FAST

Students who continue to fail core courses

Beginning of year data

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

(Enter assessment criteria that will be used.)

Previously identified for Tier 3 intervention due to lack of success in Intensive Reading Class, FAST assessment in the lowest scale score, and below a 2.0 GPA

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.

Repeated Readings <https://visible-learning.org/hattie-ranking-influences-effect-sizes-learning-achievement/>

* FAIR Toolkit fluency intervention (6weeks) does not meet strong, moderate or promising levels of evidence; however, the following IES Practice Guide Recommendation(s) support the program: Providing Reading Interventions for Students in Grades 4–9: Recommendation 2: Provide purposeful fluency-building activities to help students read effortlessly, Strong Evidence.

<p>Recommendation 3: Routinely use a set of comprehension-building practices to help students make sense of the text, Strong Evidence—</p> <ul style="list-style-type: none"> • Part 3A. Build students’ world and word knowledge so they can make sense of the text • Part 3B. Consistently provide students with opportunities to ask and answer questions to better understand the text they read • Part 3C. Teach students a routine for determining the gist of a short section of text • Part 3D. Teach students to monitor their comprehension as they read <p>FAST 3 times per year</p> <p>Strong evidence (FCRR supports fluency instruction to build automaticity for comprehension.) We also work on decoding after the fluency intervention without taking too much time away from classes for which students are receiving high school credit.</p>
<p>Indicate the evidence-based programs and practices implemented for students with a disability, students with an Individual Educational Plan (IEP), and students who are English language learners, as applicable.</p>
<p>Number of times per week interventions are provided:</p> <p>3</p>
<p>Number of minutes per intervention session:</p> <p>15</p>
<p>Explain how the effectiveness of Tier 3 interventions are monitored.</p> <p>Weekly progress monitoring to check for growth and compare to peers or grade-level expectations</p>
<p>What procedures are in place to identify and solve problems to improve effectiveness of Tier 3 interventions? MTSS team uses the four-step problem solving process. If Tier 3 interventions are unsuccessful in raising students' reading levels, students may be referred for further testing and possible placement in ESE. The use of more intensified reading interventions to one on one with increased frequency.</p>
<p>6) Professional Development (Rule 6A.6.053(4), F.A.C.)</p>

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.

Professional Development is offered many times throughout the year including summers. Schools allow time for leave so that teachers may participate in various PD. Through NEFEC, FLDOE, Instructional Coaches, and other programs, teachers have the opportunity to gain professional knowledge in the Science of Reading, BEST ELA standards, and other needed knowledge to meet students’ reading needs.

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

UF Flamingo Literacy Matrix
North East Florida Educational Consortium
Shultz Center for Teaching and Leadership
FLDOE

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.).

Through ESSER funding, elementary students (grades K-5) were invited to participate in after-school tutoring. Teachers work with students on individualized needs based on data or teacher recommendation.

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

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

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

Students in K-12 will be identified as having a substantial reading deficiency if they score at the lowest achievement level on a universal screener and/or progress monitoring assessment (STAR Early Literacy, STAR, iReady, Progress Learning, FAST). In addition, teacher input based on observation data, both informal and formal, are collected on a daily basis and used as a form of identification. The MTSS process will also identify through various data those students who continue to show deficiencies in reading.

Students that are identified as having a substantial reading deficiency qualify for the New Worlds Reading Initiative. This program is shared with parents/guardians of students who qualify. The school is open to helping parents complete the application online. Parents are also notified of the scholarships through NWRI, which can assist in materials, tutors, and other resources to help students at home.