

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	Tiffany Howard	Howard_t@hcsb.k12.fl.us	352-797-7000 ex. 363
Assistant Superintendent of Teaching & Learning	Gina Michalicka	Michalicka_g@hcsb.k12.fl.us	352-797-7000 ex. 404
Director of Elementary Programs & K-12 ELA	Tiffany Howard	Howard_t@hcsb.k12.fl.us	352-797-7000 ex. 363
Data Element	Donna Reilly	Reilly_d@hcsb.k12.fl.us	352-797-7000 ex. 103
Coordinator of Assessment & Accountability	Jennifer Merschbach	Merschbach_j@hcsb.k12.fl.us	352-797-7000 ex. 465
Third Grade Promotion	Tiffany Howard	Howard_t@hcsb.k12.fl.us	352-797-7000 ex. 363
Supervisor of Literacy, Interventions & Elementary Academic Programs	Martha Ann Zopf	Zopf_m@hcsb.k12.fl.us	352-797-7000 ex. 280
Multi-Tiered System of Supports	Kerri Littlefield	Littlefield_k@hcsb.k12.fl.us	352-797-7000 ex. 113
Reading Endorsement/Professional Development	Paula Clark	Clark_p@hcsb.k12.fl.us	352-797-7000 ex. 437
3 rd grade Summer Reading Camp	Tiffany Howard Kristal Barnes	Howard_t@hcsb.k12.fl.us Barnes_k@hcsb.k12.fl.us	352-797-7000 ex. 363
Supervisor of Federal Programs	Magan Schlechter	Schlechter_m@hcsb.k12.fl.us	352-797-7000 ex. 295

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

Reading Allocation Budget Items

The evidence-based reading instruction allocation is created to provide comprehensive reading instruction to students in prekindergarten (PreK) through grade 12. Districts will include salaries and benefits, professional development, assessment, programs/materials, tutoring, and incentives required to effectively implement the district's plan. Budget must prioritize K-3 students with substantial deficiencies in reading.

Reading Allocation Budget Item	Amount	FTE (where applicable)
Amount of District Evidence-Based Reading Instruction Allocation	1,440,891.00	
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>	36,000	
Elementary Expenses		
Literacy coaches	350,000	4
Scientifically researched and evidence-based supplemental instructional materials	199,945.50	
Summer reading camps for grade 3 students	250,000	
Secondary Expenses		
Literacy coaches	255,000	3
Scientifically researched and evidence-based supplemental instructional materials	199,945.50	
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	100,000	
Tutoring programs to accelerate literacy learning	45,000	
Family engagement activities (Summer Reading Challenge)	5,000	
Sum of Expenditures	1,440,891.00	

3) Literacy Leadership – District and School

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

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

Florida Assessment of Student Thinking (FAST)				
Grade	Previous School Year – % of Students Scoring		Goal for Plan Year – % of Students Scoring	
	Urgent Intervention <10 th percentile	At & Above Benchmark 40 th percentile & above	Urgent Intervention <10 th percentile	At & Above Benchmark 40 th percentile & above
PreK	14%	75%	10%	80%
K	12.5%	65.7%	10%	75%
1	8.6% (SEL) 8.2% (SR)	66.3% (SEL) 78.9% (SR)	5% (SR)	70% (SR)
2	17.9%	59.1%	12%	65%
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	35%	36%	25%	49%
4	36%	49%	16%	52%
5	28%	41%	19%	53%
6	37%	35%	23%	48%
7	41%	35%	24%	45%
8	48%	28%	30%	42%
9	36%	40%	29%	44%
10	42%	35%	30%	45%

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

Schools are required to establish a School Literacy Leadership Team.

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

The principal meets with the administrative team and a site-based coach, where applicable to discuss who is best equipped to represent their team on the Literacy Leadership Team. In addition to school leadership like our ESOL and MTSS leads, intentional invitations were extended to one educator from each grade level who are leaders and whose classrooms could be utilized as model classrooms. Some schools also include teachers of various content areas to broaden the reach and impact of the Literacy Leadership Team.

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

This requirement will be communicated to the principals during a principal meeting and followed up by communicating with assistant principals and coaches. Coaches along with the support of the SRLD will be available to support Literacy Teams.

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	STAR/FAST-3 times year iReady-3 times year Formal Walkthroughs-approximately once a year Informal Walkthroughs-based on school needs & data	STAR/FAST-3 times year iReady-3 times year Formatives/classroom assessments-ongoing Administrative walkthroughs-regularly
Actions for continuous support and improvement	District level data chats with administrators to develop action plans. Data and problem solving MTSS monthly meetings.	Data chats admin/teacher and teacher/student. Sharing of data at leadership meetings and during PLCs. MTSS problem solving meetings.

Grades 6-8	District Level	School Level
Data that will be collected and frequency of review	FAST-3 times year iReady-3 times year Formal Walkthroughs-approximately once a year Informal Walkthroughs-based on school needs & data	FAST-3 times year iReady-3 times year Formatives/classroom assessments-ongoing Administrative walkthroughs-regularly
Actions for continuous support and improvement	District level data chats with administrators to develop action plans. Data and problem solving MTSS monthly meetings.	Data chats admin/teacher and teacher/student. Sharing of data at leadership meetings and during PLCs. MTSS problem solving meetings.

Grades 9-12	District Level	School Level
Data that will be collected and frequency of review	FAST-3 times year Achieve 3000-2 times year Formal Walkthroughs-approximately once a year Informal Walkthroughs-based on school needs & data	FAST-3 times year Achieve 3000-2 times year Formatives/classroom assessments-ongoing Administrative walkthroughs-regularly
Actions for continuous support and improvement	District level data chats with administrators to develop action plans. Data and problem solving MTSS monthly meetings.	Data chats admin/teacher and teacher/student. Sharing of data at leadership meetings and during PLCs. MTSS problem solving meetings.

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

Concerns with implementation can be communicated through district level data chats, walkthroughs both, formal and informal, as well as during monthly principal meetings.

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.

Based on AP2 data, changes have been made in the facilitated planning process to prioritize under-performing domains. District and site-based coaches were provided additional professional development, in order to support schools/teachers with planning. Additionally, data chats focusing on AP2 data were held for prioritized schools to develop a plan, including supports and fidelity checks. Finally, supplemental programs were purchased to help address gaps in foundational skills and comprehension.

Currently, the lowest domain across the district is Reading Across Genres and the SRLD will be providing PD support in this domain for targeted schools. Additionally, the SRLD could provide professional development to our principals in the areas of data-based decision making, the literacy walkthrough tool, as well as how to utilize a literacy coach to maximize the coach's time.

Additionally, after a team received the Literacy Practice Profile train-the-trainer training, we have plans to implement a 3-part PD focusing on the Literacy Practice Profiles next year at all grade levels. We are working in conjunction with our SRLD to develop these sessions.

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

Principals facilitate data chats at various levels, including full staff data chats in staff meetings, as well as principal/teacher data chats. During these chats, implementation can be discussed.

Additionally, principals conduct informal and formal observations/evaluations. With the support of the district, principals also complete informal and formal walkthroughs. As a result of the variety of walkthroughs, next steps for improvement can be identified.

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

Principals collect and utilize data in a variety of ways. Assessment data and/or progress monitoring data is reviewed as part of the facilitated planning process. These planning sessions are supported by the administrative team at each school, a site-based coach, if applicable, and/or the district reading coach. This data is used to determine the learning needs of students and to drive instructional decisions.

Data is also used during data chats and during a district walkthrough to help develop next steps and action plans.

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.

Schools will be tiered based on assessment data and walkthrough data. At the mid-year, as a district team, we review the data and adjust district support accordingly. Our RAISE schools will receive additional supports from our SRLD.

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

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

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

Literacy coaches must possess the following:

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

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

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

Yes/No

yes

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

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

The literacy coach model will be communicated to principals during a principal meeting. Additionally, it is reviewed/revisited during data chats and post-walkthroughs to determine the most appropriate ways for the coach to provide support for the school.

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

Monthly there are coach cadre meetings, during which time coaches engage in a book study and receive professional development. Our SRLD takes part in these monthly meetings, providing coaching support as well. Our coaches also attend monthly BSI regional webinars and SRLD Opportunities to Learn webinars, when their schedules permit. They also participate in trainings and conferences, such as the Florida Literacy Association conference, as well as Just Read, Florida trainings, when space allows.

Hernando County has 5 coaches that have been trained in the Literacy Coach Endorsement Boot Camp. Summer of 2023, 2 coaches will participate in the Train-the-trainer Literacy Coach Endorsement, in order to facilitate coaching endorsement sessions with our other coaches in the district.

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?

The district monitors prioritizing high impact activities through the use of monthly coach meetings, data chats, walkthroughs, as well as through coaching logs.

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

Meagan Schlechter monitors monthly coaching logs and as needed, we discuss the trends during our Curriculum, Instruction & Assessment meetings to make informed decisions. The coach model is also discussed during district walkthroughs and data chats, as it relates to coaching supports for next steps.

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.

Through the use of adopted core curriculum, the 6 components of reading will be aligned to the BEST Standards during the 90 minute reading block for elementary and through a class period for secondary. Curriculum maps/pacing guides are used to ensure fidelity of implementation of the curriculum. Lesson planning and various data points will be utilized to differentiate instruction based on student needs, ensuring the ESE and ELL students receive Tier 2 and Tier 3 interventions, as needed. Furthermore, the district assessment plan encompasses the variety of assessments.

Elementary-McGraw Hill, Wonders (<https://bit.ly/3xYdi7Z>)

McGraw-Hill Reading Wonders is the core curriculum in ELA for grade K-5 for all students and it is supported by promising evidence. It is used for 90 minutes of uninterrupted reading instruction that includes explicit, systematic, and differentiated instruction in both whole group and small group instruction. Supplemented with Curriculum Associates iReady Instructional Path, strong evidence and Heggerty (PreK-2); According to the Florida Center for Reading Research, Heggerty Phonemic Awareness consists of strategies in phonemic awareness instruction consistent with findings from the Report of the National Reading Panel (2000). No research studies have been done to examine the effectiveness of Heggerty as a reading intervention.

Middle School-Amplify (<https://bit.ly/3kk46Tm>)

Amplify ELS Florida is the core ELA curriculum for grades 6-8. Instruction is based on the gradual release model and will be used in the following ways: whole group lessons to introduce and apply benchmark skills and concepts- Whole class or small group review of benchmarks in any lesson where a review is needed- Small group instruction to reinforce and practice skills for struggling students. Supplemented with Curriculum Associates iReady.

PreAP English 1 & 2 College Board Resources published as model lessons by Advanced Placement College Board (<https://bit.ly/3vKiOZ7>)

Areas of focus: Reading closely complex literary and informational text, valuing and incorporating textual evidence in writing and speaking, and noticing language choices. College Board-aligned to Florida BEST benchmarks per crosswalk document. ([Pre-AP English 1 and Florida's B.E.S.T. Standards for ELA: Alignment Summary \(collegeboard.org\)](https://collegeboard.org/pre-ap/english/1/alignment)) & ([Pre-AP English 2 and Florida's B.E.S.T. Standards for ELA: Alignment Summary \(collegeboard.org\)](https://collegeboard.org/pre-ap/english/2/alignment))

High School- McGraw Hill, Florida Study Sync (<https://bit.ly/3MDgwSu>) (<https://bit.ly/36T9Yjb>)

Teachers will utilize Study Sync's Close and Independent Reading work together to help students build effective habits for analyzing and responding to complex texts. Whole group and collaborative structures will be incorporated into weekly routines.

All reading lists and/or reading materials will be taken from the Core Curriculum and/or the BEST Benchmark reading list.

Instruction at all levels is a blended learning model, where students work in a digital platform, as well as with textbooks. All of the core curriculums provide a digital learning platform to support and enhance students' literacy instruction.

Support is provided by district and site-based reading coaches and implementation is monitored through informal walkthroughs, formal walkthroughs, and district data chats. Facilitated

planning sessions are provided to increase the deliberate and intentional teaching of literacy instruction.

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

Assessment:

The Hernando County School District coordinates with the statewide VPK Program and the Hernando County School District Pre-K Program to provide the STAR Early Literacy Assessment to all students who will enter Kindergarten the following year. Learning deficiencies in all Pre-K programs are identified and will go through the Problem-Solving Process with the Supervisor of Exceptional Student Education, Supervisor of Literacy, Intervention and Elementary Programs, Coordinator of MTSS, the Early Learning Specialist, school site administration and classroom teachers. This problem-solving process will indicate small groups and early interventions in the areas that make up Early Literacy. The STAR EL will be used one time additionally between each of the 3 mandatory assessment windows to progress monitor the fidelity of the intervention and change as necessary based on data.

Standards:

-Florida Early Learning Developmental Standards

All VPK and ESE Pre K teachers receive the following trainings on the standards:

-VPK standards as well as the FL BEST Standards Crosswalk Birth to Grade 3

- FAST STAR EL Assessment Training

-on-going support from the Early Learning Specialist

Curriculum, Instruction & Support:

Three Cheers for Pre-K is used in the VPK Classrooms and the inclusive Pre-K ESE Classrooms. A Curriculum Map is provided each year to guide instruction for classroom teachers. There are coordinated efforts from the classroom to the families regarding activities tips that can be done at home to support and enhance instruction at home.

The district conducts informal walkthroughs to ensure that instruction is meeting the needs of all learners. The CLASS (Classroom Assessment Scoring System) Assessment/Observation is conducted once a year. The Early Learning Specialist receives the reports and reviews it with the school administrative team and teachers to develop an action plan and support in the areas needed.

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

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

The Decision Trees must contain the following information:

- Name of screening, progress monitoring, diagnostic, local assessment, statewide assessment, or teacher observations used within the district. For students in the Voluntary Prekindergarten Education Program through grade 10, the coordinated screening and progress monitoring system must be administered pursuant to [s. 1008.25\(8\)\(b\), F.S.](#), and included as a component of the Assessment/Curriculum Decision Trees.
- Targeted audience (grade level);
- Performance criteria used for decision-making for each instrument at each grade level;
- Assessment/curriculum connection, including evidence-based curriculum materials and practices used in instruction and interventions that address the six components of reading: oral language, phonological awareness, phonics, fluency, vocabulary, and comprehension;
- Specific criteria for when a student is identified to receive intensive reading interventions, what intensive reading interventions will be used, how the intensive reading interventions are provided, and assurance that intensive reading interventions are delivered by a teacher who is certified or endorsed in reading or instructional personnel who possess a literacy micro-credential; and
- Identification of the multisensory interventions provided to students in grades K-3 who have a substantial reading deficiency, including a description of the intensive, explicit, systematic, and multisensory reading interventions which will be provided to students in grades K-3.

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

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

Grades PreK-5

1. Grades PreK-5 Assessments

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

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

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

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

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

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

Using the decision tress below, MTSS teachers review progress monitoring data with teachers to identify students needing interventions. Data is also reviewed for students who were retained in 3rd grade in order to ensure that interventions are put into place.

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

Using the decision tress below, MTSS teachers review progress monitoring data with teachers to identify students needing interventions. State wide assessment data is reviewed to ensure any student with a level 1 or 2 is provided with interventions.

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: Kindergarten only: STAR Early Literacy above 650 1st grade: iReady above 380 2nd grade: iReady above 426 3rd grade: iReady above 473 4th grade: iReady above 505 5th grade: iReady above 530		
THEN TIER 1 Only		
Core Instruction McGraw-Hill, Wonders; promising evidence McGraw-Hill Reading Wonders is the core curriculum in English Language Arts for grades K-5 for all students and it is supported by promising evidence. It is used for a total of 90 minutes of uninterrupted reading instruction that includes explicit, systematic, and differentiated instruction in both whole group and small group instruction. Supplemented with Curriculum Associates iReady Instructional Path; strong evidence and Heggerty (PreK-2); According to the Florida Center for Reading Research, Heggerty Phonemic Awareness consists of strategies in phonemic awareness instruction consistent with findings from the Report of the National Reading Panel (2000). No research studies have been conducted to examine the effectiveness of Heggerty as a reading intervention. Heggerty does not meet strong, moderate or promising levels of evidence; however, the following IES Practice Guide Recommendation(s) support the program: Assisting Students Struggling with Reading: Response to Intervention (RtI) and Multi-Tier Intervention in the Primary Grades, Recommendation(s) 3, 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 (strong evidence). These recommendation(s) were built into the program by using explicit and systematic instruction in phonemic awareness, alphabetic knowledge, and phoneme-grapheme connections. The district will support and monitor implementation of this program by conducting informal and formal observations and providing coaching, modeling, and professional development of the program components.		
List performance criteria that indicate Tier 1 is sufficient for at least 80% of students.		
	Winter	Spring
K	353	378
1	407	423
2	459	477
3	494	507
4	522	530
5	543	551
Explain how the effectiveness of Tier 1 instruction is monitored.		
i-Ready Diagnostic 2-3 times per year, informal and formal walkthroughs, and data chats		
What procedures are in place to identify and solve problems to improve effectiveness of Tier 1 instruction?		
Formal and Informal walkthroughs, professional development, coaching support, data chats.		
Performance criteria that prompt the addition of Tier 2 interventions for students not meeting expectations/benchmarks during the school year:		
Earning an i-Ready diagnostic scale score lower than the benchmark listed above		
Beginning of year data		

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

(Enter assessment criteria that will be used.)

Kindergarten only: STAR Early Literacy between 625-650

1st grade: iReady below 380, but above 358

2nd grade: iReady below 426, but above 410

3rd grade: iReady below 473, but above 451

4th grade: iReady below 505, but above 473

5th grade: iReady below 530, but above 497

THEN TIER 1 Instruction and TIER 2 Interventions

Supplemental Instruction/Interventions

Curriculum Associates iReady Tools for Instruction and iReady Instructional Path-strong evidence

Lindamood-Bell – strong evidence

Sound Partners - strong evidence

Quick Reads - strong evidence

Wonders Intervention Guide does not meet strong, moderate or promising levels of evidence; however, the following IES Practice Guide Recommendation(s) support the program: Improving Reading Comprehension in Kindergarten through 3rd Grade, recommendation(s) 1: teach students how to use reading comprehension strategies (promising), 2: teach students to identify and use the text's organizational structure to comprehend, learn, and remember content (promising. These recommendation(s) were built into the program by embedding explicit and systematic instruction of comprehension strategies and graphic organizers that help children focus on the text structure and make connections. The district will support and monitor implementation of this program by conducting informal and formal observations and providing coaching, modeling, and professional development of the program components.

Heggerty does not meet strong, moderate or promising levels of evidence; however, the following IES Practice Guide Recommendation(s) support the program: Assisting Students Struggling with Reading: Response to Intervention (RtI) and Multi-Tier Intervention in the Primary Grades, Recommendation(s) 3, 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 (strong evidence). These recommendation(s) were built into the program by using explicit and systematic instruction in phonemic awareness, alphabetic knowledge, and phoneme-grapheme connections. The district will support and monitor implementation of this program by conducting informal and formal observations and providing coaching, modeling, and professional development of the program components.

West Virginia Phonics Lessons does not meet strong, moderate or promising levels of evidence; however, the following IES Practice Guide Recommendation(s) support the program: Assisting Students Struggling with Reading: Response to Intervention (RtI) and Multi-Tier Intervention in the Primary Grades, Recommendation(s) 3, 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 (strong evidence). These recommendation(s) were built into the program by using explicit and systematic instruction in phonemic awareness, phonics, and reading fluency. The district will support and monitor implementation of this program by conducting informal and formal observations and providing coaching, modeling, and professional development of the program components.

Wonders Intervention Guide does not meet strong, moderate or promising levels of evidence; however, the following IES Practice Guide Recommendation(s) support the program: Assisting Students Struggling with Reading: Response to Intervention (RtI) and Multi-Tier Intervention in the Primary Grades,

Recommendation(s) 3, 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 (strong evidence). These recommendation(s) were built into the program by using explicit and systematic instruction in phonological awareness, vocabulary, phonics, and fluency. The district will support and monitor implementation of this program by conducting informal and formal observations and providing coaching, modeling, and professional development of the program components.

Project Read does not meet strong, moderate or promising levels of evidence; however, the following IES Practice Guide Recommendation(s) support the program: Assisting Students Struggling with Reading: Response to Intervention (RtI) and Multi-Tier Intervention in the Primary Grades, Recommendation(s) 3, 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 (strong evidence). These recommendation(s) were built into the program by using explicit and systematic instruction in vocabulary, phonics, and fluency. The district will support and monitor implementation of this program by conducting informal and formal observations and providing coaching, modeling, and professional development of the program components.

Cars & Stars does not meet strong, moderate or promising levels of evidence; however, the following IES Practice Guide Recommendation(s) support the program: Improving Adolescent Literacy: Effective Classroom and Intervention Practices, Recommendation(s) 2, provide direct and explicit comprehension strategy instruction (strong evidence). These recommendation(s) were built into the program by providing direct, explicit instruction in 12 different reading strategies. The district will support and monitor implementation of this program by conducting informal and formal observations and providing coaching, modeling, and professional development of the program components.

Wordly Wise 3000 does not meet strong, moderate or promising levels of evidence; however, the following IES Practice Guide Recommendation(s) support the program: Improving Adolescent Literacy: Effective Classroom and Intervention Practices, Recommendation(s) 1: provide explicit vocabulary instruction. These recommendation(s) were built into the program by providing direct, explicit instruction in vocabulary strategies, engaging activities with peer sharing and interaction, and connected text that is differentiated to meet the needs of students are varying levels. The district will support and monitor implementation of this program by conducting informal and formal observations and providing coaching, modeling, and professional development of the program components.

JRF! Empowering Teachers lessons do not meet strong, moderate or promising levels of evidence; however, the following IES Practice Guide Recommendation(s) support the program: Improving Adolescent Literacy: Effective Classroom and Intervention Practices, Recommendation(s) 1: provide explicit vocabulary instruction and 2: provide direct and explicit comprehension strategy instruction (strong evidence). These recommendation(s) were built into the program by providing direct, explicit instruction in reading and vocabulary strategies. The district will support and monitor implementation of this program by conducting informal and formal observations and providing coaching, modeling, and professional development of the program components.

Imagine Language & Literacy 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), Recommendation(s) 1: Teach students academic language skills, including the use of inferential and narrative language, and vocabulary knowledge (minimal evidence), 2: Develop awareness of the segments of sounds in speech and how they link to letters (strong evidence), 3: Teach students to decode words, analyze word parts, and write and recognize words (strong evidence), 4: Ensure that each student reads connected text every day to support reading accuracy, fluency, and comprehension (moderate evidence). These recommendation(s) were built into the program

by a systematic approach to vocabulary, grammar, and language conventions and explicitly teaching students the skills critical to reading comprehension and language proficiency. The district will support and monitor implementation of this program by conducting informal and formal observations and providing coaching, modeling, and professional development of the program components.

Phonics for Reading does not meet strong, moderate or promising levels of evidence; however, the following IES Practice Guide Recommendation(s) support the program: Assisting Students Struggling with Reading: Response to Intervention (RtI) and Multi-Tier Intervention in the Primary Grades, Recommendation(s) 3, 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 (strong evidence). These recommendation(s) were built into the program by using explicit and systematic instruction in phonics and reading fluency. The district will support and monitor implementation of this program by conducting informal and formal observations and providing coaching, modeling, and professional development of the program components.

UFLI Foundations 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, Recommendation(s) 1: Teach students academic language skills, including the use of inferential and narrative language, and vocabulary knowledge (minimal evidence), 2: Develop awareness of the segments of sounds in speech and how they link to letters (strong evidence), 3: Teach students to decode words, analyze word parts, and write and recognize words (strong evidence), 4: Ensure that each student reads connected text every day to support reading accuracy, fluency, and comprehension (moderate evidence). These recommendation(s) were built into the program by a systematic approach to phonological awareness, phonics, and language conventions and explicitly teaching students the skills critical to reading comprehension and language proficiency. The district will support and monitor implementation of this program by conducting informal and formal observations and providing coaching, modeling, and professional development of the program components.

Magnetic Reading Foundations K-2 does not meet strong, moderate or promising levels of evidence; however, the following IES Practice Guide Recommendation(s) support the program: Assisting Students Struggling with Reading: Response to Intervention (RtI) and Multi-Tier Intervention in the Primary Grades, Recommendation(s) 3, 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 (strong evidence). These recommendation(s) were built into the program by using multi-sensory, direct, explicit, structured and sequential phonics, vocabulary, and fluency instruction. The district will support and monitor implementation of this program by conducting informal and formal observations and providing coaching, modeling, and professional development of the program components.

Magnetic Reading does not meet strong, moderate or promising levels of evidence; however, the following IES Practice Guide Recommendation(s) support the program: Providing Reading Interventions for Students in Grades 4–9, recommendation(s) 3: (A-D) Routinely use a set of comprehension-building practices to help students make sense of the text (strong evidence) and 4: provide students with opportunities to practice making sense of stretch text that will expose them to complex ideas and information (moderate evidence) and Improving Reading Comprehension in Kindergarten Through 3rd Grade, recommendations 1 through 5. These recommendation(s) were built into the program by providing explicit and systematic instruction in comprehension and vocabulary strategies with embedded graphic organizers, opportunities for discussion embedded throughout and highly engaging texts and strategies embedded daily. The district will support and monitor implementation of this program by conducting informal and formal observations and providing coaching, modeling, and professional development of the program components.

<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. All the programs listed above can be used for students with disabilities, IEPs or ELLs as needed based on the identified academic need.</p>
<p>For K-3 students who have a substantial reading deficiency, identify the multisensory interventions provided.</p> <p>Lindamood-Bell Sound Partners Heggerty Project Read UFLI Foundations Magnetic Reading Foundations</p>
<p>Number of times per week interventions are provided:</p> <p>Three times per week</p>
<p>Number of minutes per intervention session:</p> <p>20-30 minutes per session</p>
<p>Explain how the effectiveness of Tier 2 interventions are monitored.</p> <p>Data is collected and reviewed monthly to monitor the effectiveness of tier 2 interventions. MTSS problem-solving meetings are also used to review data, fidelity, and intervention effectiveness.</p>
<p>What procedures are in place to identify and solve problems to improve effectiveness of Tier 2 interventions?</p> <p>MTSS Problem Solving Team meeting and data reviews.</p>
<p>Performance criteria that prompt the addition of Tier 3 interventions for students not meeting expectations/benchmarks during the school year:</p> <p>3-4 monthly progress monitoring points significantly below mastery; iReady diagnostic data continues to show performance of two or more grade levels below.</p>
<p>Beginning of year data</p>
<p>IF: Student meets the following criteria at the beginning of the school year:</p> <p>Kindergarten only: STAR Early Literacy below 625 1st grade: iReady below 358 2nd grade: iReady below 410 3rd grade: iReady below 451 4th grade: iReady below 473 5th grade: iReady below 497</p>
<p>THEN TIER 1 Instruction, TIER 2 Interventions, and TIER 3 Intensive Interventions</p>
<p>Intensive, Individualized Instruction/Interventions</p> <p>Curriculum Associates iReady Tools for Instruction – strong evidence Early Intervention in Reading—promising evidence Lindamood-Bell – strong evidence Sound Partners - strong evidence Quick Reads - strong evidence</p> <p>Barton does not meet strong, moderate or promising levels of evidence; however, the following IES Practice Guide Recommendation(s) support the program: Assisting Students Struggling with Reading: Response to Intervention (RtI) and Multi-Tier Intervention in the Primary Grades, Recommendation(s) 3, 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 (strong evidence). These recommendation(s) were built into the program by using multi-sensory, direct, explicit, structured and sequential phonics instruction.</p>

The district will support and monitor implementation of this program by conducting informal and formal observations and providing coaching, modeling, and professional development of the program components.

Heggerty does not meet strong, moderate or promising levels of evidence; however, the following IES Practice Guide Recommendation(s) support the program: Assisting Students Struggling with Reading: Response to Intervention (RtI) and Multi-Tier Intervention in the Primary Grades, Recommendation(s) 3, 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 (strong evidence). These recommendation(s) were built into the program by using explicit and systematic instruction in phonemic awareness, alphabetic knowledge, and phoneme-grapheme connections. The district will support and monitor implementation of this program by conducting informal and formal observations and providing coaching, modeling, and professional development of the program components.

West Virginia Phonics Lessons does not meet strong, moderate or promising levels of evidence; however, the following IES Practice Guide Recommendation(s) support the program: Assisting Students Struggling with Reading: Response to Intervention (RtI) and Multi-Tier Intervention in the Primary Grades, Recommendation(s) 3, 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 (strong evidence). These recommendation(s) were built into the program by using explicit and systematic instruction in phonemic awareness, phonics, and reading fluency. The district will support and monitor implementation of this program by conducting informal and formal observations and providing coaching, modeling, and professional development of the program components.

Orton-Gillingham Sonday System does not meet strong, moderate or promising levels of evidence; however, the following IES Practice Guide Recommendation(s) support the program: Assisting Students Struggling with Reading: Response to Intervention (RtI) and Multi-Tier Intervention in the Primary Grades, Recommendation(s) 3, 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 (strong evidence). These recommendation(s) were built into the program by using multi-sensory, direct, explicit, structured and sequential phonics, vocabulary, and fluency instruction. The district will support and monitor implementation of this program by conducting informal and formal observations and providing coaching, modeling, and professional development of the program components.

Phonics for Reading does not meet strong, moderate or promising levels of evidence; however, the following IES Practice Guide Recommendation(s) support the program: Assisting Students Struggling with Reading: Response to Intervention (RtI) and Multi-Tier Intervention in the Primary Grades, Recommendation(s) 3, 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 (strong evidence). These recommendation(s) were built into the program by using explicit and systematic instruction in phonics and reading fluency. The district will support and monitor implementation of this program by conducting informal and formal observations and providing coaching, modeling, and professional development of the program components.

UFLI Foundations 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), Recommendation(s) 1: Teach students academic language skills, including the use of inferential and narrative language, and vocabulary knowledge (minimal evidence), 2: Develop awareness of the segments of sounds in speech and how they link to letters (strong evidence), 3: Teach students to decode words, analyze word parts, and write and recognize words (strong evidence), 4: Ensure that each student reads connected text every day to support reading accuracy, fluency,

and comprehension (moderate evidence). These recommendation(s) were built into the program by a systematic approach to phonological awareness, phonics, and language conventions and explicitly teaching students the skills critical to reading comprehension and language proficiency. The district will support and monitor implementation of this program by conducting informal and formal observations and providing coaching, modeling, and professional development of the program components.

Magnetic Reading Foundations K-2 does not meet strong, moderate or promising levels of evidence; however, the following IES Practice Guide Recommendation(s) support the program: Assisting Students Struggling with Reading: Response to Intervention (RtI) and Multi-Tier Intervention in the Primary Grades, Recommendation(s) 3, 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 (strong evidence). These recommendation(s) were built into the program by using multi-sensory, direct, explicit, structured and sequential phonics, vocabulary, and fluency instruction. The district will support and monitor implementation of this program by conducting informal and formal observations and providing coaching, modeling, and professional development of the program components.

Magnetic Reading does not meet strong, moderate or promising levels of evidence; however, the following IES Practice Guide Recommendation(s) support the program: Providing Reading Interventions for Students in Grades 4–9, recommendation(s) 3: (A-D) Routinely use a set of comprehension-building practices to help students make sense of the text (strong evidence) and 4: provide students with opportunities to practice making sense of stretch text that will expose them to complex ideas and information (moderate evidence) and Improving Reading Comprehension in Kindergarten Through 3rd Grade, recommendations 1 through 5. These recommendation(s) were built into the program by providing explicit and systematic instruction in comprehension and vocabulary strategies with embedded graphic organizers, opportunities for discussion embedded throughout and highly engaging texts and strategies embedded daily. The district will support and monitor implementation of this program by conducting informal and formal observations and providing coaching, modeling, and professional development of the program components.

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

All the programs listed above can be used for students with disabilities, IEPs or ELLs as needed based on the identified academic need.

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

Lindamood-Bell
Sound Partners
Heggerty
Project Read
UFLI Foundations
Magnetic Reading Foundations

Number of times per week interventions are provided:

2 or more times per week

Number of minutes per intervention session:

30 minutes or more

Explain how the effectiveness of Tier 3 interventions are monitored.

Data is collected and reviewed weekly/bi-weekly to monitor the effectiveness of tier 3 interventions. MTSS problem-solving meetings are also used to review data, fidelity, and intervention effectiveness.

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

MTSS Problem Solving Team meeting and data reviews.

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

Third grade summer reading camp will be a minimum of four weeks in length, four days a week. The district will ensure that all teachers are reading endorsed or certified. Each classroom will also be staffed with a paraprofessional. The following curriculum is used during the instructional block: iReady instructional path and Tools for Instruction (strong evidence), Sonday System, Heggerty Phonemic Awareness and UFLi.

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.

N/A

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 iReady	<input checked="" type="checkbox"/> Grade 6 <input checked="" type="checkbox"/> Grade 7 <input checked="" type="checkbox"/> Grade 8 Intensive Reading Students only	<input type="checkbox"/> Oral Language <input type="checkbox"/> Phonological Awareness <input checked="" 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 checked="" type="checkbox"/> Diagnostic <input type="checkbox"/> Summative	<input type="checkbox"/> Weekly <input type="checkbox"/> 2 x Month <input type="checkbox"/> Monthly <input type="checkbox"/> Quarterly <input checked="" type="checkbox"/> 3 x Year <input type="checkbox"/> Annually <input type="checkbox"/> As Needed <input type="checkbox"/> Other

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

Using the decision tree below, MTSS teachers review progress monitoring data with teachers to identify students needing interventions. State wide assessment data is reviewed to ensure any student with a level 1 or 2 is provided with interventions.

Grades 6-8 Decision Tree
Beginning of year data
IF: Student meets the following criteria at the beginning of the school year: FAST achievement level 3, 4, or 5 and/or 6th grade: iReady above 544 7th grade: iReady above 560 8th grade: iReady above 575
THEN TIER 1 Only
Core Instruction Amplify ELA Florida Edition, 2019-20 is the core curriculum in English Language Arts for grades 6-8 for all students. Instruction is based on the gradual release model and will be used the following ways: Whole class lessons to introduce and apply benchmark skills and concepts, Whole class or small group review of

benchmark definitions in any lesson where a refresher is needed, Small group instruction to reinforce and practice skills for struggling students

Pre-AP English 1, College Board Resources published as model lessons by Advanced Placement, College Board. Areas of focus: Reading closely complex literary and informational text, valuing and incorporating textual evidence in writing and speaking, and noticing language choices. AP Literature and Composition, Bedford, Freeman and Worth Publishing Group - Literature and Composition, Carol Jago (2011). College Board--aligned to Florida Standards per research report Common Core State Standards Alignment Research Report 2011-2018 by Beth Hart, Elaine Carman, Danielle Luisier and Natasha Vasavada.

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

	Winter	Spring
6	554	561
7	571	577
8	584	590

Explain how the effectiveness of Tier 1 instruction is monitored.

Informal and formal walkthrough and data reviews

What procedures are in place to identify and solve problems to improve effectiveness of Tier 1 instruction?

Formal and Informal walkthroughs, professional development, coaching support, data chats.

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

Earning an iReady diagnostic scale score lower than the benchmark listed in the chart

Beginning of year data

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

FAST achievement level 1 or 2
 6th grade: iReady below 544, but above 512
 7th grade: iReady below 560, but above 527
 8th grade: iReady below 575, but above 542

THEN TIER 1 Instruction and TIER 2 Interventions

Supplemental Instruction/Interventions

Curriculum Associates iReady Instructional Path & Tools for Instruction - strong evidence

Barton does not meet strong, moderate or promising levels of evidence; however, the following IES Practice Guide Recommendation(s) support the program: Providing Reading Interventions for Students in Grades 4–9, recommendation(s) 1: build students’ decoding skills so they can read complex multisyllabic words (strong evidence). These recommendation(s) were built into the program by providing instruction in phonemic awareness, phoneme/grapheme correspondence, syllable types, probabilities and rules, and roots/affixes/morphology in an explicit, systematic, multisensory approach. The district will support and monitor implementation of this program by conducting informal and formal observations and providing coaching, modeling, and professional development of the program components.

Amplify ELA does not meet strong, moderate or promising levels of evidence; however, the following IES Practice Guide Recommendation(s) support the program: Providing Reading Interventions for Students in Grades 4–9, recommendation(s) 3: (A-D) Routinely use a set of comprehension-building practices to help students make sense of the text (strong evidence) and 4: provide students with opportunities to practice making sense of stretch text that will expose them to complex ideas and information (moderate evidence). These recommendation(s) were built into the program by providing explicit and systematic instruction in comprehension and vocabulary strategies with embedded graphic organizers. The district will support and

monitor implementation of this program by conducting informal and formal observations and providing coaching, modeling, and professional development of the program components.
<p>Indicate the evidence-based programs and practices implemented for students with a disability, students with an Individual Educational Plan (IEP), and students who are English language learners, as applicable.</p> <p>All the programs listed above can be used for students with disabilities, IEPs or ELLs as needed based on the identified academic need.</p>
<p>Number of times per week interventions are provided:</p> <p>3 or more time per week</p>
<p>Number of minutes per intervention session:</p> <p>20 minutes or more</p>
<p>Explain how the effectiveness of Tier 2 interventions are monitored.</p> <p>Weekly cumulative pass rates are monitored as well as frequent reviews all relevant assessment data</p>
<p>What procedures are in place to identify and solve problems to improve effectiveness of Tier 2 interventions?</p> <p>MTSS Problem Solving Team meeting and data reviews.</p>
<p>Performance criteria that prompt the addition of Tier 3 interventions for students not meeting expectations/benchmarks during the school year:</p> <p>3-4 monthly progress monitoring points significantly below mastery; iReady diagnostic data continues to show performance of two or more grade levels below.</p>
Beginning of year data
<p>IF: Student meets the following criteria at the beginning of the school year:</p> <p>Previous score of Level 1 or Level 2 on FAST and/or 6th grade: iReady below 512 7th grade: iReady below 527 8th grade: iReady below 542</p>
THEN TIER 1 Instruction, TIER 2 Interventions, and TIER 3 Intensive Interventions
<p>Intensive, Individualized Instruction/Interventions</p> <p>Indicate the programs and practices used in Tier 3 interventions and how the programs and practices are supported by strong, moderate, or promising levels of evidence.</p>
<p>Indicate the evidence-based programs and practices implemented for students with a disability, students with an Individual Educational Plan (IEP), and students who are English language learners, as applicable.</p> <p>All the programs listed above can be used for students with disabilities, IEPs or ELLs as needed based on the identified academic need.</p>
<p>Number of times per week interventions are provided:</p> <p>2 or more times per week</p>
<p>Number of minutes per intervention session:</p> <p>30 minutes or more</p>
<p>Explain how the effectiveness of Tier 3 interventions are monitored.</p> <p>Weekly cumulative pass rates are monitored as well as frequent reviews all relevant assessment data</p>
<p>What procedures are in place to identify and solve problems to improve effectiveness of Tier 3 interventions?</p> <p>MTSS Problem Solving Team meetings and data reviews.</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 checked="" type="checkbox"/> Grade 10 <input type="checkbox"/> Grade 11 <input type="checkbox"/> Grade 12	<input type="checkbox"/> Oral Language <input type="checkbox"/> Phonological Awareness <input type="checkbox"/> Phonics <input type="checkbox"/> Fluency <input checked="" type="checkbox"/> Vocabulary <input checked="" type="checkbox"/> Comprehension	<input checked="" type="checkbox"/> Screening <input checked="" type="checkbox"/> Progress Monitoring <input type="checkbox"/> Diagnostic <input checked="" type="checkbox"/> Summative	<input type="checkbox"/> Weekly <input type="checkbox"/> 2 x Month <input type="checkbox"/> Monthly <input type="checkbox"/> Quarterly <input checked="" type="checkbox"/> 3 x Year <input type="checkbox"/> Annually <input type="checkbox"/> As Needed <input type="checkbox"/> Other
Other District Assessment Achieve 3000	<input checked="" type="checkbox"/> Grade 9 <input checked="" type="checkbox"/> Grade 10 <input checked="" type="checkbox"/> Grade 11 <input checked="" type="checkbox"/> Grade 12 Intensive Reading Students Only	<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
Other District Assessment SAT/ACT	<input type="checkbox"/> Grade 9 <input type="checkbox"/> Grade 10 <input checked="" type="checkbox"/> Grade 11 <input type="checkbox"/> Grade 12	<input type="checkbox"/> Oral Language <input type="checkbox"/> Phonological Awareness <input type="checkbox"/> Phonics <input type="checkbox"/> Fluency <input checked="" type="checkbox"/> Vocabulary <input checked="" type="checkbox"/> Comprehension	<input type="checkbox"/> Screening <input 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 type="checkbox"/> 3 x Year <input checked="" type="checkbox"/> Annually <input 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.

Using the decision tress below, MTSS teachers review progress monitoring data with teachers to identify students needing interventions. State wide assessment data is reviewed to ensure any student with a level 1 or 2 is provided with interventions.

Grades 9-12 Decision Tree	
Beginning of year data	
IF: Student meets the following criteria at the beginning of the school year: Level 3 and above on FSA ELA and or FAST 9th grade – above 1045 Lexile level 10th grade – above 1075 Lexile level 11th grade – above 1180 Lexile level 12th grade – above 1180 Lexile level	
THEN TIER 1 Only	
Core Instruction Indicate the core curriculum and how the program is supported by strong, moderate, or promising levels of evidence. Teachers will utilize StudySync’s Close and Independent Reading work together to help students build effective habits for analyzing and responding to complex texts. Whole group and collaborative structures will be incorporated into weekly routines.	
List performance criteria that indicate Tier 1 is sufficient for at least 80% of students. Passing grades (59.5 or higher) each nine weeks	
Explain how the effectiveness of Tier 1 instruction is monitored. Informal and Formal Walkthrough and data reviews	
What procedures are in place to identify and solve problems to improve effectiveness of Tier 1 instruction and/or curriculum provided to students? Formal and Informal walkthroughs, professional development, coaching support, data chats.	
Performance criteria that prompt the addition of Tier 2 interventions for students not meeting expectations/benchmarks during the school year: Failing grades (below 59.5) and/or level 1 or 2 on FSA ELA and/or FAST	
Beginning of year data	
IF: Student meets the following criteria at the beginning of the school year: Previous Level 1 or Level 2 FSA ELA and or FAST and/or 9th grade Lexile score: 780-1045 10th grade Lexile score: 835-1075 11th & 12th grade Lexile score: 955-1180	
THEN TIER 1 Instruction and TIER 2 Interventions	
Supplemental Instruction/Interventions Achieve 3000, 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. The various components of the program listed above can be used for students with disabilities, IEPs or ELLs as needed based on the identified academic need.	
Number of times per week interventions are provided: 3 or more times per week	
Number of minutes per intervention session: 20 or more minutes	

Explain how the effectiveness of Tier 2 interventions are monitored.
Weekly Achieve scores are monitored as well as frequent reviews all relevant assessment data
What procedures are in place to identify and solve problems to improve effectiveness of Tier 2 interventions?
MTSS Problem Solving Team meeting and data reviews.
Performance criteria that prompt the addition of Tier 3 interventions for students not meeting expectations/benchmarks during the school year:
9th grade Lexile score 775 and below
10th grade Lexile score 830 and below
11th grade & 12th grade Lexile score 950 and below and continued below grade level performance
Beginning of year data
IF: Student meets the following criteria at the beginning of the school year:
Previous Level 1 or Level 2 FSA ELA score and/or FAST
and/or
9th grade Lexile score: 775 & below
10th grade Lexile score: 830 & below
11th & 12th grade Lexile score: 950 & below
THEN TIER 1 Instruction, TIER 2 Interventions, and TIER 3 Intensive Interventions
Intensive, Individualized Instruction/Interventions
Achieve 3000, strong evidence
SIM: Xtreme Reading — Struggling Readers, strong evidence
Xtreme Reading teachers follow detailed lesson plans that include a combination of the following instructional components: Warm-up, guided reading, whole-class strategy instruction, student practice activities, vocabulary activities, and end of lesson wrap-ups.
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.
The various components of the programs listed above can be used for students with disabilities, IEPs or ELLs as needed based on the identified academic need.
Number of times per week interventions are provided:
2 or more times per week
Number of minutes per intervention session:
30 or more minutes
Explain how the effectiveness of Tier 3 interventions are monitored.
Weekly Achieve scores are monitored as well as frequent reviews all relevant assessment data
What procedures are in place to identify and solve problems to improve effectiveness of Tier 3 interventions?
MTSS Problem Solving Team meeting and data reviews.

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

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

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

Training will be provided for the following curriculums and focus areas: Heggerty, Sonday System, Curriculum (McGraw Hill Elem/HS and Amplify MS), Sound Partners (K-3 lowest performing schools), iReady (K-8), Achieve 3000 (HS), UDL/DI (K-12), All 5 reading endorsement courses, ESOL endorsement courses, BEESS Portal, Facilitated Planning Cycles, Co-teach/Inclusion model, QuickReads (K-3 lowest performing schools), BEST benchmarks, district initiatives and Literacy Practice Profiles. PLC structures are in place at each school site to allow for regular professional development. The days vary by school site. The district does provide two dedicated days during the school year for professional development: one day during pre-school planning week and one day in February. Additionally, there are 5 early release days for professional development.

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

NEFEC endorsement courses, UF Lastingers Center Flamingo Matrix, FCRR endorsement series, FDLRS, and approved outside vendors: Beacon Learning or Schultz Center. EPI is also an option at various state colleges.

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.).

RAISE High School Tutoring will be implemented for year two. Plans to expand to an additional elementary/high school pairing.

K-3 Reading Tutoring will be implemented a second year, contingent upon reallocation of grant funding.

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).

A paper copy of the Read-At-Home plan, the BEST Standards Parent Guide for K-8 and the New Worlds Reading Initiative flier is given to parents during the reading deficiency meeting held at each school site, along with reading deficiency letters. Third grade students receive another copy of the plan after AP2, along with the possible retention letter. The Read-At-Home plan, BEST Standards Parent Guide and New Worlds Reading Initiative information is also posted to the district website for all students/families to access. Information for the Step Up for Students reading scholarship fliers are also given to all 3rd-5th grade students who qualify to participate. The Parent Academy will also provide support for family literacy initiatives.