

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	Andi Canaday	Andrea.canaday@okee.k12.fl.us	863-462-5000
Data Element	Britani Stanley	Britani.stanley@okee.k12.fl.us	863-462-5000
Third Grade Promotion	Andi Canaday and Britani Stanley	Andrea.canaday@okee.k12.fl.us Britani.stanley@okee.k12.fl.us	863-462-5000
Multi-Tiered System of Supports	Katharine Williams	Katharine.williams@okee.k12.fl.us	863-462-5000
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.

Reading Allocation Budget Item	Amount	FTE (where applicable)
Amount of District Evidence-Based Reading Instruction Allocation	\$446,906.50	
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.).</i>		

Reading Allocation Budget Item	Amount	FTE (where applicable)
<i>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>		
Elementary Expenses		
Literacy coaches		
Intervention teachers	\$446,906.50	4.0
Scientifically researched and evidence-based supplemental instructional materials	\$	
Summer reading camps for grade 3 students		
Secondary Expenses		
Literacy coaches		
Intervention teachers		
Scientifically researched and evidence-based supplemental instructional materials	\$	
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		
Incentives for K-12 instructional personnel and certified PreK teachers who possess the Reading Endorsement or Certification		
Incentives for K-12 instructional personnel and certified PreK teachers who possess the Emergent, Elementary, or Secondary Literacy Micro-Credential		
Additional time per day of evidence-based intensive reading instruction for extended literacy learning (before or after school, summer, etc.)		
Tutoring programs to accelerate literacy learning		
Family engagement activities		
Other – Please Describe		
Sum of Expenditures	446,906.50	

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	5	79	3	81
K	16	62	13	65
1	23	57	20	60
2	17	55	14	58
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	45	41	42	44
4	28	57	25	60
5	44	43	41	46
6	43	36	40	39
7	43	35	40	38
8	26	33	23	36
9	46	35	43	38
10	19	32	16	35

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

Schools are required to establish a School Literacy Leadership Team.

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

The principal will create a School Literacy Leadership Team at the beginning of the school year that will be comprised of a school administrator, an instructional coach, a media specialist, grade and/or department chairs, and other staff members as the principal deems necessary. The principal will select team members who are certified or endorsed in reading as well as those having earned a rating of effective or highly effective.

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

The Director of Curriculum and Instruction will discuss with all school-based administrators at the administrator’s meeting and/or administrative retreat the requirement to establish a School Literacy Leadership Team. The Director will also communicate to the School Leadership Team the requirement to review data to establish literacy goals to take strategic action to improve literacy achievement for all students.

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 Early Literacy, STAR Reading, PM 1, 2, and 3 data will be collected and reviewed after each test administration.	STAR Early Literacy, STAR Reading, PM 1, 2, and 3 data will be collected and reviewed after each test administration. In addition, the school-level data may include formative

		and summative assessments that will be reviewed after each administration.
Actions for continuous support and improvement	School Improvement Plan stocktakes, data chats, and instructional rounds with actionable feedback will provide continuous support and improvement.	Evaluations, observations, walkthroughs, professional development, and instructional coaching cycles will provide continuous support and improvement.

Grades 6-8	District Level	School Level
Data that will be collected and frequency of review	PM 1, 2, and 3 data will be collected and reviewed after each test administration.	PM 1, 2, and 3 data, Read 180, formative, and summative tests will be reviewed after each administration.
Actions for continuous support and improvement	School Improvement Plan stocktakes, data chats, and instructional rounds with actionable feedback will provide continuous support and improvement.	Evaluations, observations, walkthroughs, professional development, and instructional coaching cycles will provide continuous support and improvement.
Grades 9-12	District Level	School Level
Data that will be collected and frequency of review	PM 1, 2, and 3 data will be collected and reviewed after each test administration.	PM 1, 2, and 3, data Read 180, formative, and summative tests will be reviewed after each administration.
Actions for continuous support and improvement	School Improvement Plan stocktakes, data chats, and instructional rounds with actionable feedback will provide continuous support and improvement.	Evaluations, observations, walkthroughs, professional development, and instructional coaching cycles will provide continuous support and improvement.

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

If there are concerns regarding the implementation of the District K-12, the Director of Curriculum and Instruction will meet with the School Literacy Leadership Team to review them. Technical assistance and/or professional development will be provided for any areas of concern to ensure the District K-12 CERP is implemented with fidelity.

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.

A root-cause analysis of student performance data indicated there is a need to provide professional development for teachers to ensure they are using best practices for reading instruction. The District K-12 CERP has been revised to increase the frequency and duration of professional development delivered by the instructional coaches as well as capitalize on the trainings provided by the State Regional Literacy Directors. During the 22/23 SY, the district chose to invest in its

instructional coaches by sending them to multiple professional development opportunities offered by FDOE and FCRR. This provided them with valuable resources and skills to enhance their coaching skills to maximize their effects during the coaching cycles. The district plans for schools to increase the frequency of the instructional coaching cycles as well as provide time for instructional coaches to come together to develop and plan for professional learning for all staff. The district plans to use the State Regional Literacy Directors to provide training and best practices throughout the school year as offered.

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

The principals will monitor the implementation of the reading plan by conducting frequent reading walkthroughs and meeting with its School Literacy Leadership Team and/or grade level leaders or department chairs to discuss the data collected as well as action steps to implement to ensure student reading data improves.

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.

The principals will meet with the instructional coaches who have access to pull school-wide student data (PM 1, PM 2, Star Early Literacy, Star Reading, Read 180, etc.). The principal and the instructional coach will compile the data to present to the School Literacy Leadership Team. The team will review the data to discover any noted trends and patterns in the data to determine action steps with regard to instruction to support student needs.

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.

All schools within the district are allocated an instructional coach.

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.

N/A

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

The Director of Curriculum and Instruction will discuss with all school-based administrators at the administrator’s meeting and/or administrative retreat the requirement to have the instructional coaches use the literacy coach model. The director and District Teacher on Special Assignment (TSA) to Curriculum and Instruction will meet with the instructional coaches and will review the model to be sure that the instructional coaches know to use the Just Read, Florida coach model to adhere to the implementation of the District K-12 CERP.

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

The director and TSA facilitate professional learning communities (PLCs) monthly with the instructional coaches. During the PLCs, the director, TSA, and instructional coaches perform instructional coaching cycle rounds and disseminate and discuss pertinent and timely information. In addition, the director researches and seeks out funding for professional development opportunities specific to instructional coaching.

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?

Instructional coaches' PLCs provide the opportunity for each coach to discuss school-wide data. By reviewing the data as a group, the instructional coaches may have a chance to gain a new perspective regarding patterns and trends that may be found in the data. The instructional coach can then further disaggregate school-wide data to teacher data to determine the specific teacher need. The instructional coach can review the data with the teacher to set goals and action steps needed to ensure the goals have been met. The instructional coach can also determine if professional development, coaching, or modeling is in order to meet the teacher's needs.

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

Instructional coaches' PLCs are hosted at school sites, and the instructional coach at the school site leads the director, TSA, and other instructional coaches through instructional coaching cycle rounds. This allows the instructional coach to gain valuable feedback from the director, TSA, and other instructional coaches. The rounds also allow the director to monitor the implementation of the coach model and share feedback with principals and district leadership. In addition, the principal of the school will monitor the coach model by observing and/or evaluating the instructional coaches during the course of the school year.

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 district will align K-12 reading instruction to Florida’s Formula for Success for all students by leveraging the instructional coaches and the State Regional Literacy Directors to provide professional development to our staff. The professional development will be comprised of the six components of reading as well as incorporating best practices in instruction. The teachers will use the state-adopted core curriculum that is aligned to B.E.S.T. and supplemental materials aligned to practice guides with promising to strong evidence of success.

In order to ensure students with disabilities and English learners are mastering B.E.S.T. alongside their peers, instructional coaches will provide technical assistance with regard to lesson planning and/or modeling instructional strategies for teachers and paraprofessionals. Instructional models may include inclusion and small group instruction for students with disabilities and sheltered or push in or pull out models for English learners.

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

The district’s plan for its PreK program includes administering Star Early Literacy for assessment, adhering to Florida’s Early Learning Standards, using The Creative Curriculum that is researched-based and aligned to the early learning standards, and implementing instructional strategies to support and meet the needs of all learners.

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

Name of the Assessment	Target Audience (Grades PreK-5)	What component of reading is being assessed? (Each component should be addressed.)	Assessment Type (Each type of assessment should be represented.)	How often is the data being collected?
	<input type="checkbox"/> Grade 2 <input checked="" type="checkbox"/> Grade 3 <input checked="" type="checkbox"/> Grade 4 <input checked="" type="checkbox"/> Grade 5	<input type="checkbox"/> Phonics <input type="checkbox"/> Fluency <input checked="" type="checkbox"/> Vocabulary <input checked="" type="checkbox"/> Comprehension	<input type="checkbox"/> Diagnostic <input checked="" type="checkbox"/> Summative	<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 (Enter name of assessment. Then, select all that apply.)	<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.

The district’s process for identifying grades K-3 students in need of Tier 2/Tier 3 interventions includes reviewing Star Early Literacy (K-2) and Star Reading (3-5) data as well as classroom summative and formative data to determine whether or not a student may have a substantial reading deficiency.

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

The district’s process for identifying grades 4-5 students in need of Tier 2/Tier 3 interventions includes reviewing Star Reading data as well as classroom summative and formative data to determine whether or not a student may have a substantial reading deficiency.

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: (Enter assessment criteria that will be used.) PM 1 Star Early Learning for K-1 and Star Reading for 2-5
THEN TIER 1 Only
Core Instruction Indicate the core curriculum and how the program is supported by strong, moderate, or promising levels of evidence. State-adopted Savvas myView (K-5)
List performance criteria that indicate Tier 1 is sufficient for at least 80% of students. A Percentile Rank (PR) of 40
Explain how the effectiveness of Tier 1 instruction is monitored. School leadership walkthroughs, observations, evaluations, and progress monitoring data monitor Tier 1 instruction.
What procedures are in place to identify and solve problems to improve effectiveness of Tier 1 instruction? The school leadership team works with the school’s literacy leadership team to review both student and teacher data to evaluate the effectiveness of Tier 1 instruction. Data may be reviewed after students take a summative or progress-monitoring assessment. School leaders may contact the district’s MTSS team to review data to determine the effectiveness of Tier 1 instruction.
Performance criteria that prompt the addition of Tier 2 interventions for students not meeting expectations/benchmarks during the school year: A PR below 40
Beginning of year data
IF: Student meets the following criteria at the beginning of the school year: (Enter assessment criteria that will be used.)

THEN TIER 1 Instruction and TIER 2 Interventions

Supplemental Instruction/Interventions

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

The district will use Renaissance’s phonics supplemental program Lalilo. Lalilo does not have data reported on promising levels of evidence for grades K-3 as the product is relatively new. However, the following IES Practice Guide Recommendations support the program: Foundational Skills to Support Reading for Understanding in Kindergarten through 3rd Grade: Recommendation 1: Teach students academic language skills, including the use of inferential and narrative language, and vocabulary knowledge Recommendation 2: Develop awareness of the segments of sounds in speech how they link to letters STRONG and Recommendation 3: Teach the student to decode words, analyze word parts, and write recognize words STRONG? These recommendations were built into the program by having students complete activities aligned to phonological awareness, phonics, word recognition, comprehension, and grammar. The district will support and monitor the implementation of this program by tracking student progress via reporting, including having teachers and administrators participate in professional development to implement the program with fidelity.

In addition to Lalilo, the district will use Renaissance’s supplemental reading program Freckle. Like Lalilo, Freckle does not have data reported on promising levels of evidence for grades K-5 as the product is relatively new. However, the following IES Practice Guide Recommendations support the program: Improving Reading Comprehension in K-3 Grade: Recommendations(s): Teach students how to use reading comprehension strategies STRONG; Select text purposefully to support comprehension development MINIMAL; Establish an engaging and motivating context in which to teach reading comprehension MODERATE: Providing Reading Interventions for Students in Grades 4-9: Routinely use a set of comprehension-building practices to help students make sense of the text and Part 3A: build students’ world and word knowledge so they can make sense of the text STRONG: 3B: Consistently provide students with opportunities to ask and answer questions to better understand the text they read STRONG. These recommendations were built into the program by continuously adapting for student practice in ELA activities while offering teachers the ability to focus practice on grade-level standards. It adapts to the students' Zone of Proximal Development while allowing the student to increase proficiency through standards-based skill development in ELA.

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 evidence-based programs and practices implemented for students with a disability, students with an IEP, and English language learners will be modified to include accommodations and interventions tailored to meet the individual student's needs. Core and supplemental programs will be aligned with B.E.S.T. ELA to support reading instruction.

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

MTSS Manual is followed to support the individual needs of each student identified with a substantial reading deficiency, and the multisensory interventions are tailored to meet the student’s specific needs.

Number of times per week interventions are provided:

2 times per week

Number of minutes per intervention session:

15 minutes per session

Explain how the effectiveness of Tier 2 interventions are monitored.

School leadership walkthroughs, observations, evaluations, and progress monitoring data monitor Tier 2 instruction.

<p>What procedures are in place to identify and solve problems to improve effectiveness of Tier 2 interventions?</p> <p>The school leadership team works with the school’s literacy leadership team to review both student and teacher data to evaluate the effectiveness of Tier 2 instruction. Data may be reviewed after students take a summative or progress-monitoring assessment. School leaders may contact the district’s MTSS team to review data to determine the effectiveness of Tier 2 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>PR below 25</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.) PM 1 Star Early Learning for K-1 and Star Reading for 2-5</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>The district will use Renaissance’s phonics supplemental program Lalilo. Lalilo does not have data reported on promising levels of evidence for grades K-3 as the product is relatively new. However, the following IES Practice Guide Recommendations support the program: Foundational Skills to Support Reading for Understanding in Kindergarten through 3rd Grade: Recommendation 1: Teach students academic language skills, including the use of inferential and narrative language, and vocabulary knowledge Recommendation 2: Develop awareness of the segments of sounds in speech how they link to letters STRONG and Recommendation 3: Teach the student to decode words, analyze word parts, and write recognize words STRONG? These recommendations were built into the program by having students complete activities aligned to phonological awareness, phonics, word recognition, comprehension, and grammar. The district will support and monitor the implementation of this program by tracking student progress via reporting, including having teachers and administrators participate in professional development to implement the program with fidelity.</p> <p>In addition to Lalilo, the district will use Renaissance’s supplemental reading program Freckle. Like Lalilo, Freckle does not have data reported on promising levels of evidence for grades K-5 as the product is relatively new. However, the following IES Practice Guide Recommendations support the program: Improving Reading Comprehension in K-3 Grade: Recommendation(s): Teach students how to use reading comprehension strategies STRONG; Select text purposefully to support comprehension development MINIMAL; Establish an engaging and motivating context in which to teach reading comprehension MODERATE: Providing Reading Interventions for Students in Grades 4-9: Routinely use a set of comprehension-building practices to help students make sense of the text and Part 3A: build students’ world and word knowledge so they can make sense of the text STRONG: 3B: Consistently provide students with opportunities to ask and answer questions to better understand the text they read STRONG. These recommendations were built into the program by continuously adapting for student practice in ELA activities while offering teachers the ability to focus practice on grade-level standards. It adapts to the students' Zone of Proximal Development while allowing the student to increase proficiency through standards-based skill development in ELA.</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>The evidence-based programs and practices implemented for students with a disability, students with an IEP, and English language learners will be modified to include accommodations and interventions tailored to</p>

meet the individual student's needs. Core and supplemental programs will be aligned with B.E.S.T. ELA to support reading instruction.
For K-3 students who have a substantial reading deficiency, identify the multisensory interventions provided. MTSS Manual is followed to support the individual needs of each student identified with a substantial reading deficiency, and the multisensory interventions are tailored to meet the student's specific needs.
Number of times per week interventions are provided: 3 times per week
Number of minutes per intervention session: 15 minutes per week
Explain how the effectiveness of Tier 3 interventions are monitored. School leadership walkthroughs, observations, evaluations, and progress monitoring data monitor Tier 3 instruction.
What procedures are in place to identify and solve problems to improve effectiveness of Tier 3 interventions? The school leadership team works with the school's literacy leadership team to review both student and teacher data to evaluate the effectiveness of Tier 3 instruction. Data may be reviewed after students take a summative or progress-monitoring assessment. School leaders may contact the district's MTSS team to review data to determine the effectiveness of Tier 3 instruction.

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

The district will meet the requirements of summer reading camps by having schools contact parents of grade 3 students who score a Level 1 on the statewide, standardized ELA assessment and encourage them to send their child to summer reading camp. The district will hire teachers who have earned a highly effective rating on their most recent evaluation, and the teachers will be reading endorsed or certified in reading. The teachers will use state-adopted core and supplemental evidence-based, systematic, and multisensory materials to provide reading instruction in phonemic awareness, phonics, fluency, vocabulary, and comprehension. The supplemental materials are aligned to IES Practice Guide Recommendation: Foundational Skills to Support Reading for Understanding in Kindergarten Through 3rd Grade and support STRONG levels of evidence for K-3. The students will participate in pre-assessments to determine individual student needs. The students will also participate in a post-assessment to measure learning.

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

Yes/No

Yes

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

The schools will review data to identify students in grades K-2 with a substantial reading deficiency and contact parents to encourage them to send their child to attend an academic camp focused on reading and math foundational skills. The schools will do the same for those students in grades 4-5 who score a Level 1 on the statewide, standardized ELA assessment.

The teachers hired for these academic camps will be those who have earned a rating of effective or higher on their most recent evaluation, and those teachers who are endorsed in reading or certified in reading will be preferred.

The teachers will use a combination of the state-adopted ELA core and supplemental materials that are aligned to B.E.S.T. for ELA and math. Lalilo does not have data reported on promising levels of evidence for grades K-3 as the product is relatively new. However, the following IES Practice Guide Recommendations support the program: Foundational Skills to Support Reading for Understanding in Kindergarten through 3rd Grade: Recommendation 1: Teach students academic language skills, including the use of inferential and narrative language, and vocabulary knowledge Recommendation 2: Develop awareness of the segments of sounds in speech how they link to letters STRONG and Recommendation 3: Teach the student to decode words, analyze word parts, and write recognize words STRONG? These recommendations were built into the program by having students complete activities aligned to phonological awareness, phonics, word recognition, comprehension, and grammar. The district will support and monitor the implementation of this program by tracking student progress via reporting, including having teachers and administrators participate in professional development to implement the program with fidelity.

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 (Enter name of assessment.)	<input type="checkbox"/> Grade 6 <input type="checkbox"/> Grade 7 <input type="checkbox"/> Grade 8	<input type="checkbox"/> Oral Language <input type="checkbox"/> Phonological Awareness	<input type="checkbox"/> Screening <input type="checkbox"/> Progress Monitoring	<input type="checkbox"/> Weekly <input type="checkbox"/> 2 x Month <input type="checkbox"/> Monthly

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?
Then, select all that apply.)		<input type="checkbox"/> Phonics <input type="checkbox"/> Fluency <input type="checkbox"/> Vocabulary <input type="checkbox"/> Comprehension	<input type="checkbox"/> Diagnostic <input type="checkbox"/> Summative	<input type="checkbox"/> Quarterly <input 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.

The district’s process for identifying grades 6-8 students in need of Tier 2/Tier 3 interventions includes reviewing PM 1 and PM 2 FAST assessment data. Any student scoring below a level 2 will be provided interventions via the MTSS Team.

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.) PM 1 FAST Level 3 and above
THEN TIER 1 Only
Core Instruction Indicate the core curriculum and how the program is supported by strong, moderate, or promising levels of evidence. State-adopted Savvas myPerspectives (6-8)
List performance criteria that indicate Tier 1 is sufficient for at least 80% of students. Level 3 and above
Explain how the effectiveness of Tier 1 instruction is monitored. School leadership walkthroughs, observations, evaluations, and progress monitoring data monitor Tier 1 instruction.
What procedures are in place to identify and solve problems to improve effectiveness of Tier 1 instruction? The school leadership team works with the school’s literacy leadership team to review both student and teacher data to evaluate the effectiveness of Tier 1 instruction. Data may be reviewed after students take a summative or progress-monitoring assessment. School leaders may contact the district’s MTSS team to review data to determine the effectiveness of Tier instruction.
Performance criteria that prompt the addition of Tier 2 interventions for students not meeting expectations/benchmarks during the school year: Level 2 or below
Beginning of year data
IF: Student meets the following criteria at the beginning of the school year: (Enter assessment criteria that will be used.) PM 1 FAST Level 2 and below
THEN TIER 1 Instruction and TIER 2 Interventions
Supplemental Instruction/Interventions Indicate the programs and practices used in Tier 2 interventions and how the programs and practices are supported by strong, moderate, or promising levels of evidence.

Read 180 Comprehension STRONG; Literacy Achievement STRONG; Reading Fluency MODERATE
<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>The evidence-based programs and practices implemented for students with a disability, students with an IEP, and English language learners will be modified to include accommodations and interventions tailored to meet the individual student's needs. Core and supplemental programs will be aligned with B.E.S.T. ELA to support reading instruction.</p>
<p>Number of times per week interventions are provided:</p> <p>2 times per week</p>
<p>Number of minutes per intervention session:</p> <p>15 minutes per week</p>
<p>Explain how the effectiveness of Tier 2 interventions are monitored.</p> <p>School leadership walkthroughs, observations, evaluations, and progress monitoring data monitor Tier 2 instruction.</p>
<p>What procedures are in place to identify and solve problems to improve effectiveness of Tier 2 interventions?</p> <p>The school leadership team works with the school's literacy leadership team to review both student and teacher data to evaluate the effectiveness of Tier 2 instruction. Data may be reviewed after students take a summative or progress-monitoring assessment. School leaders may contact the district's MTSS team to review data to determine the effectiveness of Tier 2 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>PM 1 FAST Level 2 or below, PM 2 FAST Level 2 or below</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.) PM 1 FAST Level 2 or below</p>
<p>THEN TIER 1 Instruction, TIER 2 Interventions, and TIER 3 Intensive Interventions</p>
<p>Intensive, Individualized Instruction/Interventions</p> <p>Indicate the programs and practices used in Tier 3 interventions and how the programs and practices are supported by strong, moderate, or promising levels of evidence.</p> <p>Read 180 Comprehension STRONG; Literacy Achievement STRONG; Reading Fluency MODERATE</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>The evidence-based programs and practices implemented for students with a disability, students with an IEP, and English language learners will be modified to include accommodations and interventions tailored to meet the individual student's needs. Core and supplemental programs will be aligned with B.E.S.T. ELA to support reading instruction.</p>
<p>Number of times per week interventions are provided:</p> <p>3 times per week</p>
<p>Number of minutes per intervention session:</p> <p>20 minutes per week</p>
<p>Explain how the effectiveness of Tier 3 interventions are monitored.</p> <p>School leadership walkthroughs, observations, evaluations, and progress monitoring data monitor Tier 3 instruction.</p>
<p>What procedures are in place to identify and solve problems to improve effectiveness of Tier 3 interventions?</p>

The school leadership team works with the school's literacy leadership team to review both student and teacher data to evaluate the effectiveness of Tier 3 instruction. Data may be reviewed after students take a summative or progress-monitoring assessment. School leaders may contact the district's MTSS team to review data to determine the effectiveness of Tier 3 instruction.

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 (Enter name of assessment. Then, select all that apply.)	<input type="checkbox"/> Grade 9 <input 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 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

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

The district's process for identifying grades 6-8 students in need of Tier 2/Tier 3 interventions includes reviewing PM 1 and PM 2 FAST assessment data. Any student scoring below a level 2 will be provided interventions via the MTSS Team.

Grades 9-12 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.)

PM 1 FAST Level 3 and above

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. State-adopted Savvas myPerspectives (9-12)</p>
<p>List performance criteria that indicate Tier 1 is sufficient for at least 80% of students. Level 3 and above</p>
<p>Explain how the effectiveness of Tier 1 instruction is monitored. School leadership walkthroughs, observations, evaluations, and progress monitoring data monitor Tier 1 instruction.</p>
<p>What procedures are in place to identify and solve problems to improve effectiveness of Tier 1 instruction and/or curriculum provided to students? The school leadership team works with the school’s literacy leadership team to review both student and teacher data to evaluate the effectiveness of Tier 1 instruction. Data may be reviewed after students take a summative or progress-monitoring assessment. School leaders may contact the district’s MTSS team to review data to determine the effectiveness of Tier 1 instruction.</p>
<p>Performance criteria that prompt the addition of Tier 2 interventions for students not meeting expectations/benchmarks during the school year: PM 1 FAST Level 2 or below</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.) PM 1 FAST Level 2 or below</p>
<p style="text-align: center;">THEN TIER 1 Instruction and TIER 2 Interventions</p>
<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. Read 180 Comprehension STRONG; Literacy Achievement STRONG; Reading Fluency MODERATE</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. The evidence-based programs and practices implemented for students with a disability, students with an IEP, and English language learners will be modified to include accommodations and interventions tailored to meet the individual student’s needs. Core and supplemental programs will be aligned with B.E.S.T. ELA to support reading instruction.</p>
<p>Number of times per week interventions are provided: 2 times per week</p>
<p>Number of minutes per intervention session: 15 minutes per session</p>
<p>Explain how the effectiveness of Tier 2 interventions are monitored. School leadership walkthroughs, observations, evaluations, and progress monitoring data monitor Tier 2 instruction.</p>
<p>What procedures are in place to identify and solve problems to improve effectiveness of Tier 2 interventions? The school leadership team works with the school’s literacy leadership team to review both student and teacher data to evaluate the effectiveness of Tier 2 instruction. Data may be reviewed after students take a summative or progress-monitoring assessment. School leaders may contact the district’s MTSS team to review data to determine the effectiveness of Tier 2 instruction.</p>
<p>Performance criteria that prompt the addition of Tier 3 interventions for students not meeting expectations/benchmarks during the school year: PM 1 Level 2 or below, PM 2 Level 2 or below</p>

Beginning of year data
IF: Student meets the following criteria at the beginning of the school year: (Enter assessment criteria that will be used.) PM 1 FAST Level 2 or below
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. Read 180 Comprehension STRONG; Literacy Achievement STRONG; Reading Fluency MODERATE
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 evidence-based programs and practices implemented for students with a disability, students with an IEP, and English language learners will be modified to include accommodations and interventions tailored to meet the individual student's needs. Core and supplemental programs will be aligned with B.E.S.T. ELA to support reading instruction.
Number of times per week interventions are provided: 3 times per week
Number of minutes per intervention session: 20 minutes per session
Explain how the effectiveness of Tier 3 interventions are monitored. School leadership walkthroughs, observations, evaluations, and progress monitoring data monitor Tier 3 instruction.
What procedures are in place to identify and solve problems to improve effectiveness of Tier 3 interventions? The school leadership team works with the school's literacy leadership team to review both student and teacher data to evaluate the effectiveness of Tier 3 instruction. Data may be reviewed after students take a summative or progress-monitoring assessment. School leaders may contact the district's MTSS team to review data to determine the effectiveness of Tier 3 instruction.
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.

The district will provide professional development that is required by s.1012.98(4)(b)11., F.S. by offering reading endorsement courses, Florida Diagnostic and Learning Resources System (FDLRS) courses, workshops and courses sponsored by FDOE and FCRR and the State Regional Literacy Directors (SRLD), and/or courses from third party vendors that specifically assist teachers to 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.

The district will work in conjunction with the SRLD to provide professional learning in B.E.S.T. ELA standards and evidence-based reading practices and programs. The district's instructional coaches will work with the SRLD to create and develop professional learning opportunities to present to staff.

School leadership teams participate in the stocktake process whereby they review school improvement plan goals and progress monitoring data to determine school needs. The data is reviewed and disaggregated to identify areas of professional development needs well. In addition to progress monitoring data, Instructional rounds data provide valuable information to let school leadership teams identify teachers who may need professional development in differentiating instruction. Instructional coaches are part of school leadership teams, and they can provide professional development with regard to planning for and implementing differentiation. Instructional coaches and or school leaders may request professional development, and the district will research and contract with organizations or vendors to provide the learning.

The district provides new teachers to the teaching profession and new teachers to OCSB the opportunity to work with mentor teams at each school site. Each member of the mentor team has been trained in clinical education that focuses on a growth mindset, planning, observing, and providing critical, meaningful, and purposeful feedback.

Instructional coaches at each school have received a SWIVL and have been trained to use the accompanying software. This innovative device and software platform allows for cloud-based libraries that allow teachers across the district access to model classrooms. Instructional coaches have been diligently developing videos for staff to review. For example, instructional coaches may model co-teaching to allow new teachers to work alongside a paraprofessional to improve student learning. School leaders also allow teachers release time for teachers to observe their peers that have created model classrooms.

School leaders provide common planning time or in some cases release time for teachers to participate in professional development. With the vast amount of free online resources provided by vendor partners, teachers have the opportunity to participate in watch parties to learn new strategies to improve their craft. School leaders have also embraced the PLC @ Work model ensuring that teachers have time to collaborate and learn from one another weekly.

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

The district is committed to ensuring that teachers have multiple pathways to earn the reading endorsement and has incentivized them for their efforts by paying for courses and offering a one-time stipend once the endorsement is added to their certificate. Currently, the district has an approved add-on endorsement plan which includes third-party vendors as well as FDOE-sponsored partners such as Literacy Matrix and FCRR initiatives.

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.).

The district has been awarded ESSER and ARP project awards for tutoring which include K-3 Reading Tutoring, ARP ESSER Supplemental Programming, ESSER III Supplemental Programming, and Intensive Afterschool and Weekend Academies, Summer Learning.

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).

The district’s plan for providing a read-at-home plan includes the following:

- providing parents whose student is struggling to read the Florida Department of Education’s; Read-At-Home Plan Resources (<https://www.fldoe.org/core/fileparse.php/7539/urlt/Read-at-HomePlanRes.pdf>);
- provide parents whose student is identified for tier 2 or tier 3 support to receive an invitation for a tier planning meeting, the MTSS Brochure, and First Intervention Plan Details Letter;
- provide parents with a Student Progress Letter every four to five weeks;
- provide K-5 parents the opportunity to participate in Academic Parent Teacher Teams (APTT) or student-led data conferences three times each year to learn strategies to practice at home, set goals for student improvement, and analyze their student’s performance data; *and*
- provide K-5 parents whose student has been identified with a substantial reading deficiency the opportunity to participate in the New Worlds Reading Initiative.