

District Comprehensive Evidence-Based Reading Plan

Annually, school districts must develop a Comprehensive Evidence-Based Reading Plan (CERP) that outlines the components of the district’s comprehensive system of reading instruction. In order to assist districts, the Florida Department of Education (Department) has developed the attached format for district reading plans. Districts may utilize the Department’s format or an alternative developed by the district school board. The CERP must be approved by the governing board or authority prior to submitting to the Department by August 1 for approval.

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

1) Contact Information

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

Point of Contact	Name	Email	Phone
Main Reading Contact	Melissa Ziemer	MelissaCZ@leeschools.net	239-335-1423
Data Element	Erin Groeneveld	Erinbg@leeschools.net	239-335-1438
Third Grade Promotion	Kym Bisbe	Kymbi@leeschools.net	239-335-1544
Multi-Tiered System of Supports	Jessica Duncan	Jessicakd@leeschools.net	239-337-8342
Director of Curriculum	Lori Houchin	LoriMH@leeschools.net	239-337-8607

2) District Expenditures

Comprehensive System of Reading Instruction Expenditures ([Rule 6A-6.053\(8\)\(b\)3.b., F.A.C.](#))

The reading funding included in the Florida Education Finance Program (FEFP) base funding is intended to provide comprehensive reading instruction to students in prekindergarten (PreK) through grade 12. Districts will include salaries and benefits, professional learning, assessment, programs/materials, tutoring and incentives required to effectively implement the district’s plan. The expenditures must prioritize K-3 students who have a substantial reading deficiency or characteristics of dyslexia.

Comprehensive System of Reading Instruction Expenditures	Amount	FTE (where applicable)
Anticipated Amount of District Base Funding for CERP		
Estimated proportional share distributed to district charters <i>*Charter schools must utilize their proportionate share in accordance with Section (s.) 1002.33(7)(a)2.a., s. 1003.4201 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>		
Elementary Expenses		
Literacy coaches	5,338,645.00	60.3

Comprehensive System of Reading Instruction Expenditures	Amount	FTE (where applicable)
Intervention teachers	0.00	
Scientifically researched and evidence-based supplemental instructional materials	4,606,602.00	
Summer reading camps add pre-k camp	735,200.00	
Secondary Expenses		
Literacy coaches	1,681,139.00	19
Intervention teachers	0.00	
Scientifically researched and evidence-based supplemental instructional materials	1,324,237.00	
K-12/PreK Expenses		
Professional learning to help K-12 instructional personnel and certified PreK teachers earn a certification, a credential, an endorsement, or an advanced degree in scientifically researched and evidence-based reading instruction	20,955.00	
Incentives for K-12 instructional personnel and certified PreK teachers who possess the Reading Endorsement or Certification	6,500.00	
Incentives for K-12 instructional personnel and certified PreK teachers who possess the Emergent, Elementary, or Secondary Literacy Micro-Credential	0.00	
Additional time per day of evidence-based intensive reading instruction for extended literacy learning (before or after school, summer, etc.)	3,000,000.00	
Tutoring programs to accelerate literacy learning	0.00	
Family engagement activities	0.00	
Other – Please Describe		
District Staff for Reading Support	1,003,650.00	8
Sum of Expenditures	17,716,928.00	87.3

3) Literacy Leadership – District and School

A. Measurable Student Achievement Goals ([Rule 6A-6.053\(8\)\(b\)3.d., F.A.C.](#))

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

VPK data will be entered when received by the state.

FAST				
Grade	Previous School Year – % of Students Scoring		Goal for Plan Year – % of Students Scoring	
	Urgent Intervention <10th percentile	At & Above Benchmark 40th percentile & above	Urgent Intervention <10th percentile	At & Above Benchmark 40th percentile & above
VPK				
K	19	56	16	59
1	25	54	22	57
2	25	53	22	56

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	29	48	26	51
4	36	42	33	51
5	26	50	23	50
6	28	47	25	53
7	30	46	27	50
8	28	47	25	50
9	27	49	24	50
10	28	47	25	52

B. Plan Implementation and Monitoring ([Rule 6A-6.053\(9\), F.A.C.](#))

Districts must monitor the implementation of the District CERP at the district and school level, including charter schools sponsored by a district.

1. Provide an explanation of the following:

Grades K-5	District Level	School Level
Data that will be collected and frequency of review	<p>DIBELS Reviewed 3x a year (K-5)</p> <p>FAST-STAR 3x a year (K-2)</p> <p>i-Ready Diagnostic targeting: Phonological Awareness, Phonics, Fluency, Vocabulary, Comprehension 1x annually</p> <p>iReady path data- monitored Weekly</p> <p>Common District Exemplar (formative) Data: 3x per quarter.</p> <p>FAST-Cambium 3x a year (3-5)</p>	<p>District Developed Assessments targeting: Phonological Awareness, Phonics, Fluency, Vocabulary, Comprehension 2x each month</p> <p>Common District Exemplar (formative) Data: 3x per quarter</p>
Actions for continuous support and improvement	The Academic Services team will meet monthly to discuss data results and plan for district intervention at the school level, as well as determine the next steps for professional learning opportunities.	Administrators are provided tools such as curriculum briefs, pacing guides, etc. as supports for classroom walks as they execute observations. In addition, these resources are helpful as they attend PLCs. Administrators also have a data dashboard, so they can monitor reading achievement data. Literacy coaches support at the school level by hosting

		professional development and attending PLCs, as well as pushing into classrooms. In addition, administrators meet regularly with Literacy Coaches for the purpose of determining action plans based on data analysis.
Grades 6-8	District Level	School Level
Data that will be collected and frequency of review	<p>FAST-Cambium 3x a year (6-8)</p> <p>HMH Read 180 MAP Growth targeting: Phonological Awareness, Phonics, Fluency, Vocabulary, Comprehension 3x a year (6-8)</p> <p>Read 180 / Read 180 Code path- monitored Weekly</p> <p>Common District Exemplar (formative) Data: 2x per quarter</p>	<p>District Developed Assessments targeting: Phonological Awareness, Phonics, Fluency, Vocabulary, Comprehension 2x each month</p> <p>Read 180 / Read 180 Code path- monitored Weekly</p> <p>Common District Exemplar (formative) Data: 2x per quarter</p>
Actions for continuous support and improvement	The Academic Services team will meet monthly to discuss data results and plan for district intervention at the school level, as well as determine the next steps for professional learning opportunities.	Administrators are provided tools such as curriculum briefs, pacing guides, etc. as supports for classroom walks as they execute observations. In addition, these resources are helpful as they attend PLCs. Administrators also have data links that are updated weekly, so they can monitor reading achievement data. Literacy coaches support at the school level by hosting professional development and attending PLCs, as well as pushing into classrooms. In addition, administrators meet regularly with Literacy Coaches for the purpose of determining action plans based on data analysis.
Grades 9-12	District Level	School Level
Data that will be collected and frequency of review	<p>FAST-Cambium 3x a year (9-10)</p> <p>HMH Read 180 MAP Growth targeting: Phonological Awareness, Phonics, Fluency,</p>	<p>District Developed Assessments targeting: Phonological Awareness, Phonics, Fluency, Vocabulary, Comprehension 2x each month</p>

Actions for continuous support and improvement	<p>Vocabulary, Comprehension 3x a year (9-10) Read 180 / Read 180 Code path- monitored Weekly targeting: Phonological Awareness, Phonics, Fluency, Vocabulary, Comprehension 3x a year (9-10)</p> <p>Read 180 path- monitored Weekly</p> <p>Common District Exemplar (formative) Data: 2x per quarter</p>	<p>Read 180 path- monitored Weekly</p> <p>Common District Exemplar (formative) Data: 2x per quarter</p>
	<p>The Academic Services team will meet monthly to discuss data results and plan for district intervention at the school level, as well as determine the next steps for professional learning opportunities.</p>	<p>Administrators are provided tools such as curriculum briefs, pacing guides, etc. as supports for classroom walks as they execute observations. In addition, these resources are helpful as they attend PLCs. Administrators also have a data dashboard, so they can monitor reading achievement data. Literacy coaches support at the school level by hosting professional development and attending PLCs, as well as pushing into classrooms. In addition, administrators meet regularly with Literacy Coaches for the purpose of determining action plans based on data analysis.</p>

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

Academic Services is responsible for ensuring that the objectives of the K-12 Reading Plan are being met at each school. This includes monitoring district reading/ELA data to determine that students are placed correctly into the proper core Reading and/or supplemental Reading program. Data is monitored frequently so that placement is fluid and meets the needs of each student as they grow in their Reading ability. District Curriculum and Instruction team members provide support and ongoing professional development to improve Reading practices at each school. During Quarterly Data Chats with each school and at monthly Principal meetings, Reading data is reviewed and action plans are revisited to ensure that schools are receiving support to improve Reading achievement.

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

Administrators are provided tools such as curriculum briefs, pacing guides, etc. to support them as they walk classrooms and execute observations. In addition, these resources are helpful as they attend PLCs. They also have data links that are updated weekly, so they can closely monitor Reading achievement data. In addition, administrators meet regularly with Literacy Coaches for the purpose of determining action plans based on data analysis. Literacy coaches support at the school level by hosting professional learning and attending PLCs, as well as pushing into classrooms. The Academic Services team meets monthly to discuss data results and plan for district intervention at the school level, as well as determine next steps for professional development. Reading Leadership teams also meet monthly to determine a schedule of walkthroughs. They attend weekly PLCs where core Reading data and progress monitoring data are discussed. This influences the action plans, which also influences the look-fors based on each teacher's data and improvement plan.

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

Data analysis plays an important role in identifying areas in need of improvement. We use ESSA data, trend data, school component data, progress monitoring data, Reading core and supplemental program data, as well as school data from classroom walkthroughs to determine action plans for improvement and to determine where support is needed from the district and/or school team. In addition, data chats with principal leads and/or Chief Academic Officer and members of the Academic Services team allow for strategic conversations regarding plan implementation and progress monitoring.

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

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

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

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 role of the literacy coach has an identified job description that is shared with both principals and coaches. In addition, the role of the coach and sharing of effective practices is revisited at leadership meetings.

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

Coaches will receive monthly training which will include time to review and revise action plans that prioritize their work for the following month based on data analysis. In addition, coaches complete monthly coaching logs that are analyzed to determine where additional coaching opportunities are needed when compared to the data analysis.

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

Reading coaches are trained in the Science of Reading and the High Effect Reading Strategies that the district selected to support reading achievement. These strategies are included in our classroom walkthrough tool. This tool captures observation data that is shared with the reading coaches. After data analysis, coaches create coaching calendars and action plans to support improvement and build school level capacity.

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

The District Reading Coordinators will monitor coach activities and meet with leadership from Academic Services to share findings and discuss best practices. They will review the coach logs and compare those results to the data analysis to influence action plans. The data will be reviewed monthly by the District Reading Coordinators and quarterly with the Academic Services team. In addition, progress monitoring data is examined weekly as we update the data links for teachers and administrators.

4) Assessment, Curriculum and Reading Instruction

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

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

- **Six components of reading:** oral language, phonological awareness, phonics, fluency, vocabulary and comprehension.
- **Four types of classroom assessments:** screening, progress monitoring, diagnostic and summative assessment.
- **Three tiers of instruction that are standards-aligned;** include accommodations for students with a disability, students with an Individual Educational Plan (IEP) and students who are English language learners; and incorporate the principles of Universal Design for Learning as defined in [34 Code of Federal Regulations 200.2\(b\)\(2\)\(ii\)](#).
 - **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.
 - **Intensive, Individualized Instruction/Interventions (Tier 3):** provides explicit, systematic individualized instruction based on student need, one-on-one or very small group instruction with more guided practice, immediate corrective feedback and frequent progress monitoring; occurs in addition to core instruction and Tier 2 interventions. Tier 3 interventions must be provided to students identified as having a substantial 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 Reading Success for all students including students with a disability and students who are English language learners.

The District provides a tiered system of support for students. During tier one, all students receive instruction that is aligned to the grade level benchmarks and expectations. High quality instruction in Reading implemented with a high degree of fidelity and by highly trained teachers will help most students perform at proficiency in the six areas of reading. Students who are not successful in the tier one classroom will receive supplemental evidence based intervention through the use of a tier two or three evidence based resources as data indicates. The needs of these students are identified through the assessment process and evidence based instructional programs are delivered to focus on identified needs. Instruction is provided in small groups unlike tier one and more time is allotted to support this intervention. Tier three students are at a higher risk of not graduating on time; therefore, targeted intensive assistance is closely monitored and students are receiving support by a highly effective reading certified or endorsed teacher with an evidenced based intervention program. Data for tier two and three students are monitored more frequently than tier one students and intervention plans and groupings are fluid as data is analyzed.

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

In order to meet the needs of PreK learners, the District utilizes standards based instruction to ensure learners gain the knowledge and skills necessary for Kindergarten. The District provides a

standards-based scope and sequence and instructional resources for the curriculum Teaching Strategies. On-going assessments are administered using Teaching Strategies GOLD. Additionally, PreK students are also assessed three times per year using STAR Early Learning Assessment. PreK teachers are trained in data analysis for Teaching Strategies GOLD and STAR Early Learning Assessment so that they are able to provide intervention/enrichment for their students to meet their individual needs. Administrators monitor classroom walkthrough data with coaches and work to create instructional support plans to identify coaching opportunities and/or additional professional learning opportunities. Teachers monitor data to determine which interventions/enrichments should be in place to address the data. Coaches may push into classrooms for support as necessary.

B. Assessment/Curriculum Decision Trees ([Rule 6A-6.053\(8\)\(b\)4., F.A.C.](#))

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

The Decision Trees must contain the following information:

- Name of each assessment, targeted audience, component(s) of reading assessed, type of assessment, the frequency of data collection and the method and timeframes by which assessment data will be provided to teachers and parents. For students in VPK through grade 10, the FAST must be administered pursuant to [s. 1008.25\(9\)\(b\), F.S.](#)
- and included as a component of the Assessment/Curriculum Decision Trees.
- Performance criteria used for decision-making for each assessment at each grade level.
- Evidence-based instruction and strategies.
- 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.
- Identification of the multisensory interventions provided to students in grades K-3 who have a substantial reading deficiency or characteristics of dyslexia, including a description of the intensive, explicit, systematic and multisensory reading interventions which will be provided to students in grades K-3.

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

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

Grades VPK-5

1. Grades VPK-5 Assessments

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

Name of the Assessment	Target Audience (Grades VPK-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"/> VPK <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"/> VPK <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 -DIBELS K - 2	<input type="checkbox"/> VPK <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 type="checkbox"/> Oral Language <input checked="" type="checkbox"/> Phonological Awareness <input checked="" type="checkbox"/> Phonics <input checked="" type="checkbox"/> Fluency <input type="checkbox"/> Vocabulary <input type="checkbox"/> Comprehension	<input checked="" 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 -DIBELS 3-5	<input type="checkbox"/> VPK <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 checked="" type="checkbox"/> Fluency <input type="checkbox"/> Vocabulary <input type="checkbox"/> Comprehension	<input checked="" 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

Name of the Assessment	Target Audience (Grades VPK-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?
Other District Assessment -Intervention placement tests and progress monitoring assessments	<input type="checkbox"/> VPK <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 type="checkbox"/> Screening <input checked="" type="checkbox"/> Progress Monitoring <input checked="" type="checkbox"/> Diagnostic <input type="checkbox"/> Summative	<input type="checkbox"/> Weekly <input type="checkbox"/> 2 x Month <input type="checkbox"/> Monthly <input type="checkbox"/> Quarterly <input type="checkbox"/> 3 x Year <input checked="" type="checkbox"/> Annually <input type="checkbox"/> As Needed <input type="checkbox"/> Other (prescribed per program)

2. Students with a Substantial Reading Deficiency (Rule 6A-6.053(5), F.A.C.)

Students identified with a substantial reading deficiency must have an individualized progress monitoring plan that is designed to address the student’s specific reading deficiency and that meets the minimum requirements set forth in [s. 1008.25\(4\)\(c\), F.S.](#)

Students with qualifying disabilities covered by an IEP or a 504 Plan are exempt from the requirement to have a progress monitoring plan, if the IEP or 504 Plan addresses the student’s reading deficiency. Nothing in Rule 6A-6.053(5), F.A.C., should be construed to require or prohibit an IEP or 504 Plan or the contents of the CERP. Districts and charter schools are authorized to develop individualized progress monitoring plans for students with IEPs or 504 Plans that address the student’s reading deficiency.

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

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

- District-created formative assessments measure proficiency on targeted standards

- The quarterly Universal Screener data is used to determine if Tier 1 is working or not and then adjust supplemental resources accordingly.
- District Learning Walks are conducted at each school so we are able to monitor program implementation as well as identify areas of improvement necessary. Qualitative data is used, along with the other district assessment quantitative data, to triangulate a full picture and determine next steps to improve results. Capacity is built using grade level leaders and literacy coaches to support school based teams.

Students who score below level, according to FAST and /or DIBELS benchmark data, will receive Tier II interventions with a minimum of 50-60 additional minutes of reading instruction.

Students who score below grade level, according to FAST and /or DIBELS benchmark data, and are in Tier III MTSS will receive Tier III interventions.

Students that are receiving Tier II interventions and do not make adequate gains will be considered for Tier III interventions.

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

Students who score below level, according to FAST and /or DIBELS benchmark data, will receive Tier II interventions with a minimum of 50-60 additional minutes of reading instruction.

Students who score below grade level, according to FAST and /or DIBELS benchmark data, and are in Tier III MTSS will receive Tier III interventions.

Students that are receiving Tier II interventions and do not make adequate gains will be considered for Tier III interventions.

3. Students with Characteristics of Dyslexia ([Rule 6A-6.053\(6\), F.A.C.](#))

Students who have characteristics of dyslexia must be covered by one of the plans described in [s. 1008.25\(4\)\(b\), F.S.](#)

3a. Describe the district’s process for identifying grades K-3 students with characteristics of dyslexia. Tier 3 interventions must be provided to students identified as having characteristics of dyslexia.

Students are screened with the DIBELS Benchmark assessment in Kindergarten through second grade, and the FAST Test (STAR EL) for Pre-K through 1. Using the Phoneme Segmentation Fluency and the Nonsense Word Fluency results, students that show deficits in either of these areas (level red), will receive specific targeted interventions. Grade 3 students that score in the red level for Correct Words Per Minute on the DIBELS ORF assessment will receive targeted interventions in small groups or individually during their intervention block.

3b. Describe the district’s process for providing additional screening to students with characteristics of dyslexia pursuant to [s. 1008.25\(9\), F.S.](#)

K-3rd grade; The following assessments are used to screen for the characteristics of dyslexia: Heggerty assessments, the Really Great Reading Foundational Screener (Kindergarten EOY), or STAR Dyslexia Screener Amira Dyslexia Screening (including the rapid automatic naming) for grade 3.

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: 2024 PM 3 FAST scores level 3 or higher
THEN TIER 1 Only
<p>Core Instruction Indicate the core curriculum and how the program is supported by strong, moderate or promising levels of evidence.</p> <p>District Supported Materials:</p> <ul style="list-style-type: none"> ● K-2 Core Curriculum (Custom designed by Public Consulting Group using The Science of Reading research to meet the BEST Benchmarks for Reading, Writing, and support small group learning) (ESSA Level Promising) ● Wonders (Core grades 3-5) ESSA Level Promising ● Really Great Reading (Core phonics K-2) ESSA Level Promising ● iReady/Magnetic (small group grades 3-5) ESSA Level Moderate <p>District Supported Resources:</p> <ul style="list-style-type: none"> ● Standards-based Scope and Sequences and Instructional Guides
<p>List performance criteria that indicate Tier 1 is sufficient for at least 80% of students.</p> <p>Grades KG: Student scores at or above Level 2 on FAST STAR PM1 (2024) Grades 1-2: Student scores at or above Level 3 on PM3 FAST STAR (2024) Grades 3-5: Student’s scores Level 3-5 on their PM3 FAST (2024) DIBELS: Any Composite Score within the Green or Blue (Minimal Risk/Negligible Risk) according to DIBELS Benchmark Goals.</p>
<p>Explain how the effectiveness of Tier 1 <i>instruction</i> is <u>monitored</u>.</p> <p>The effectiveness of Tier 1 instruction is monitored through the use of district-created formative assessments to measure proficiency on targeted standards, as well as state progress monitoring. Data is continuously monitored so that additional support/enrichment opportunities are identified and provided. District-wide coaching walks are conducted to monitor program implementation as well as identify growth opportunities. K-2, 3-5 Reading Coaches and Assistant Principals meet monthly and/or quarterly to address problems specific to Tier 1 instruction. In addition, grade-level representatives will use district formatives, DIBELS, and decoding diagnostics to determine student need and resources to leverage for support.</p>
<p>What procedures are in place to identify and solve problems to improve effectiveness of Tier 1 instruction?</p> <p>If analysis of formative data indicates that students are not responding to Tier 1 instruction, the District team will review benchmark-based formative data and Universal Screener data to indicate growth opportunities. District Coaching Walks are conducted at each school to monitor program implementation as well as identify growth opportunities. School-based Administrators, K-2 and 3-5 Reading Coaches are leveraged to provide the necessary instruction/differentiation opportunities for students based on data. If determined to be necessary, additional coaching from i-Ready coaches and Really Great Reading consultants are available. These coaching sessions will focus on instructional practices and data analysis.</p>
<p>Performance criteria that prompt the addition of Tier 2 interventions for students not meeting expectations/benchmarks during the school year:</p>

Core instructional resource checkpoints are administered following guidance provided in the Scope and Sequence. Based on data analysis, students that do not have strong data-(how do we define this) for 2 subsequent units of instruction will be considered to receive Tier 2 interventions.

Beginning of year data

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

Students who score in the minimally below level - based on FAST or i-Ready (grade-level) data, will receive Tier II interventions and will receive an additional 30 minutes of reading instruction.

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.

Really Great Reading- instruction continues in small groups for reteaching or to accelerate student skills.

Really Great Reading Playground- Guided practice of skills taught in Tier I instruction

Read Well (K-1) ESSA Strong Evidence- Students receive systematic explicit instruction in the areas of phonemic awareness, phonics, fluency, vocabulary, and reading comprehension. Students are placed in the best unit of instruction for growing their skills according to the data collected in a placement inventory.

Flyleaf (Grade 2)- Students receive systematic explicit instruction in the areas of phonemic awareness, phonics, fluency, vocabulary, and reading comprehension. There are 3 Levels of instruction, Emergent, Series 1, and Series 2. Students are placed in the best level for growing their skills according to the data collected in a placement inventory.

Phonics for Reading (grades 3-5)- ESSA Level 4-Students receive systematic explicit instruction in the areas of, phonics, fluency, vocabulary, and reading comprehension. The lessons feature attributes of explicit instruction known to increase student achievement: consistent teaching routines, many opportunities to respond, constant monitoring of performance, immediate informative and affirmative feedback, spaced practice, and progress monitoring. There are 3 Levels of instruction. Students are placed in the best level for growing their skills according to the data collected in a placement inventory.

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

- **Read Well** (K-1) ESSA Strong Evidence
- **Flyleaf** (Grade 2) This grade 2 intervention is being used because many of our weak readers in grade 2 struggle to put their phonics skills into action. Flyleaf provides resources and instruction past decoding and into connected text with instruction in vocabulary and reading comprehension.
- **Phonics for Reading** (grades 3-5)- ESSA level 4

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

- **Read Well** (K-1)- systematic and explicit instruction in groups of up to 3 students. This includes the multisensory dimensions of the program.
- **Flyleaf** (grade 2)- systematic and explicit instruction in groups of up to 3 students. This includes the multisensory dimensions of the program.
- **Phonics for Reading** (grades 3-5) systematic and explicit instruction in groups of up to 3 students. This includes the multisensory dimensions of the program.

Number of times per week interventions are provided:

- Interventions are provided 4-5 times per week.

Number of minutes per intervention session:

- Intervention instruction provided 20 minutes per session in groups of 6-12

Explain how the effectiveness of Tier 2 interventions are monitored.

Read Well:

Students who do not successfully complete any end of Unit assessment will then receive instruction with reteach resources from the corresponding Unit. Successful completion of Unit assessment up to Unit 20, or Unit 38 in Grade 1, will allow the student to progress to the next unit of learning.

Really Great Reading Playground Assessments(K-2)

According to Benchmark Goals, if students are not showing mastery of phonics on the Decoding Diagnostics or RED “at risk”, then they are to receive Tier 3 instruction.

According to Benchmark Goals, if students are still YELLOW “some risk” they continue to receive Tier 2 interventions. Benchmark goals will be monitored and instructional resources for remediation/enrichment will vary as needed.

i-Ready

According to Benchmark goals, if students are YELLOW “some risk” , deficiencies will be addressed using benchmark-based instructional Teacher Toolkit resources, including reteach, small group, and rotation activities. Benchmark goals will be monitored and instructional resources for remediation/enrichment will vary as needed.

FCRR and CPALMS

Students who score within minimally below grade level range on the diagnostic assessment will leverage FCRR resources as identified in Scope and Sequences .

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

Primary coaches are trained in identifying best practices with the fidelity of the intervention programs and in identifying student needs through data. Teachers receive side-by-side coaching to improve the effectiveness of their instruction. If students do not demonstrate adequate success on Units of study, they are retaught in a small group setting and receive additional practice opportunities.

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

Students who do not demonstrate success on the same Unit assessment after small group reteaching qualify the student for Tier 3 support.

Really Great Reading:

According to Benchmark Goals, students who are not showing mastery of phonics on the Decoding Diagnostics Assessment or are RED “at risk” will receive Tier 3 instruction.

K-2: Really Great Reading Playground:

According to Benchmark Goals, students who are not showing mastery of phonics on the Decoding Diagnostics Assessment or are RED “at risk” will receive Tier 3 instruction.

Filling in the Gaps:

Students will receive Tier III instruction if improvement is not demonstrated on DIBELS, standards-based formative and summative assessments.

i-Ready Toolbox of teacher resources:

Students will receive Tier III instruction if improvement is not demonstrated on DIBELS, standards-based formative and summative assessments.

Grade 2: Flyleaf:

Students who do not pass 2 progress monitoring checks in a row, will receive Tier III interventions according to their individualized MTSS plans.

3-5: Phonics for Reading:

If students do not pass 2 progress monitoring checks in a row, students will receive Tier III interventions according to their individualized MTSS plans.

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

Students scoring in the substantially below level according to FAST FY23, STAR/i-Ready data and have been identified as Tier III MTSS for ELA, will be placed in Tier III. These students will receive Tier II instruction and will receive instruction using a district approved supplemental intervention program to target deficits and address needs. Tier III students will receive 30 minutes of Tier II reading instruction and an additional 30 minutes of Tier III reading instruction five days a week beyond the 90- minute reading block. Tier III students will receive instruction in small groups of 1-2 students. All Tier III interventions must be provided by a teacher who is certified in reading or has the reading endorsement. Grade 3 Tier III teachers that instruct retained students during intervention time must also be highly effective teachers.

Immediate, intensive intervention:

- extended time
- targeted instruction based on student need
- small group or one-on-one instruction
- accommodations (IEP, ESOL, or 504)
- more frequent progress monitoring than TIER 1 instruction and TIER 2 interventions
- additional time allotted is in addition to core instruction and tier 2 interventions.

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 Well (K-1) ESSA Strong Evidence- Students receive systematic explicit instruction in the areas of phonemic awareness, phonics, fluency, vocabulary, and reading comprehension. Students are placed in the best unit of instruction for growing their skills according to the data collected in a placement inventory.

Flyleaf (grade 2)- Students receive systematic explicit instruction in the areas of phonemic awareness, phonics, fluency, vocabulary, and reading comprehension. There are 3 Levels of instruction, Emergent, Series 1, and Series 2. Students are placed in the best level for growing their skills according to the data collected in a placement inventory.

Phonics for Reading (grades 3-5)- ESSA Level 4- Students receive systematic explicit instruction in the areas of, phonics, fluency, vocabulary, and reading comprehension. The lessons feature attributes of explicit instruction known to increase student achievement: consistent teaching routines, many opportunities to respond, constant monitoring of performance, immediate informative and affirmative feedback, spaced practice, and progress monitoring. There are 3 Levels of instruction. Students are placed in the best level for growing their skills according to the data collected in a placement inventory. Phonics for Reading is paired with benchmark skill practice, "Filling in the Gaps".

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

- **Read Well** (K-1)- systematic and explicit instruction in groups of up to 3 students.
- **Flyleaf** (grade 2)- systematic and explicit instruction in groups of up to 3 students.
- **Phonics for Reading** (grades 3-5)- systematic and explicit instruction in groups of up to 5 students.

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

- **Read Well** (K-1)- systematic and explicit instruction in groups of up to 3 students.
- **Flyleaf** (grade 2)- systematic and explicit instruction in groups of up to 3 students.

Number of times per week interventions are provided:

Daily as outlined by instructional calendar

Number of minutes per intervention session:

50-60 minutes of instruction per session

Explain how the effectiveness of Tier 3 interventions are monitored.

Tier III instructors are Reading endorsed teachers with 1-3 students in small groups. Administrators and coaches review student data with each PLC and are focused in their planning and monitoring of the time spent for instruction and who is giving the instruction. Additionally, PLCs identify and discuss instructional resources, and best practices in conjunction with Tier III data.

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

Primary coaches are trained in identifying best practices with the fidelity of the intervention programs and in identifying student needs through data. Teachers receive side-by-side coaching to improve the effectiveness of their instruction. If students do not demonstrate adequate success on Units of study, they are retaught in a small group setting and receive additional practice opportunities. The District team collaborates with ESOL and MTSS to align messaging, resources and processes to support students within Tier II and Tier III. Some students may also receive instructional support provided by the coach to increase support.

4. Summer Reading Camps ([Rule 6A-6.053\(7\), F.A.C.](#))

Requirements of Summer Reading Camps pursuant to [s. 1008.25\(8\), F.S.](#), include:

- Providing instruction to grade 3 students who score Level 1 on the statewide, standardized ELA assessment;
- Implementing evidence-based explicit, systematic and multisensory reading instruction in phonemic awareness, phonics, fluency, vocabulary and comprehension; and
- Providing instruction by a highly effective teacher endorsed or certified in reading.
 - *Note: Instructional personnel who possess a literacy micro-credential **may not** be assigned to these students.*

4a. Describe the district's plan to meet each requirement for Summer Reading Camps required by [s. 1008.25\(8\), F.S.](#) Include a description of the evidence-based instructional materials that will be utilized, as defined in [20 U.S.C. s. 7801\(21\)\(A\)\(i\)](#).

3rd Grade Summer Reading Camp will be offered to all 3rd grade students who score a Level 1 on FAST ELA and have not met criteria for Good Cause promotion. Summer Reading Camp will be four days a week for 4 hours each day. Per the requirements of Section 1008.25(7)(b)(3), F.S., all teachers selected to deliver SRC instruction are highly effective as determined by their evaluation under Section 1012.34, F.S. and have their Reading Endorsement. The anticipated teacher/student ratio will be 1:15. 3rd grade students will follow a scripted Reading Program - Voyager Passport (ESSER Strong Evidence). Students will complete a STAR Reading Assessment as a Pre and Post Assessment. Students will complete an Amira Assessment as a Pre and Post Assessment. Students will also access their independent learning paths from i-Ready to increase proficiency in reading. iReady has promising ESSA evidence. Amira will be used to help increase fluency.

Pre-K Summer Reading camp will be offered to all Pre-K students moving to Kindergarten who have scored PR10 or below on the Pre-K STAR Early Learning assessment. Curriculum for the Summer Reading Camp will be selected from ESSER Strong Evidence or/and What Works ClearingHouse strong resources.

4b. Districts have the option of providing Summer Reading Camps to students in grades K-5 with a reading deficiency. Will the district implement this option?

Yes/No

Summer Expanded Learning will be offered for all students in grades K-5. All families of Kindergarten to 5th grade students will be notified of the program and provided the opportunity to register their child. The program will be virtual. The Summer Expanded Learning Program will be four days a week. Students will work in their i-Ready student learning path for 45 minutes each week.

Grades 6-8

5. 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. Then, select all that apply.) District Developed Exemplar Formative Assessments	<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 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 checked="" type="checkbox"/> Other 2x per quarter

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

State progress monitoring data is utilized by the district to identify students who are not demonstrating proficiency with grade level expectations and benchmarks. Identified students are then assessed with a research based reading program placement test to determine which interventions are needed to support growth. Students are then placed accordingly and monitored with weekly program data and district common assessments.

Grades 6-8 Decision Tree
Beginning of year data
<p>IF student meets the following criteria at the beginning of the school year: (Enter assessment criteria that will be used.)</p> <p>Most recent FAST ELA score of level 3, 4, or 5 and/or Spring progress monitoring indicates students are reading on grade level.</p> <p>No state assessment score: Administer HMH NWEA Assessment. The MAP Growth of 31st Percentile and above are considered to be on or above grade level.</p>
THEN TIER 1 Only
<p>Core Instruction Indicate the core curriculum and how the program is supported by strong, moderate or promising levels of evidence.</p> <p>Study Sync Units 1-4 (55-60 minutes daily):</p> <ul style="list-style-type: none"> Evidence of effectiveness is measured by 2 District-created quarterly standards-based formative assessments, and teacher-created formative and summative assessments. This triangulated data is analyzed in weekly Professional Learning Communities (PLCs) to drive subsequent instructional decisions.

<p>List performance criteria that indicate Tier 1 is sufficient for at least 80% of students.</p> <p>FAST Scale Score:</p> <ul style="list-style-type: none"> ● Grade 6: 225-236 ● Grade 7: 232-241 ● Grade 8: 238-250
<p>Explain how the effectiveness of Tier 1 instruction is monitored.</p> <p>The effectiveness of Tier 1 instruction is monitored through the use of district-created formative assessments to measure proficiency on targeted standards, as well as state progress monitoring.</p>
<p>What procedures are in place to identify and solve problems to improve effectiveness of Tier 1 instruction?</p> <p>If analysis of formative data indicates that students are not responding to Tier 1 instruction, StudySync benchmark-based Spotlight Skill and benchmark based Reteach remediation lessons are available for small group instruction.</p>
<p>Performance criteria that prompt the addition of Tier 2 interventions for students not meeting expectations/benchmarks during the school year:</p> <p>FAST Scale Score:</p> <ul style="list-style-type: none"> ● Grade 6: 209-224 ● Grade 7: 215-223 ● Grade 8: 2220-228
<p>Beginning of year data</p> <p>IF student meets the following criteria at the beginning of the school year:</p> <p>Most recent FAST ELA score of level 2. In addition, student placement is confirmed after administration of PM 1.</p> <p>If no state assessment score: Administer HMH MAP GROWTH. The scores below indicate that the student is considered minimally below level:</p> <p>HMH R180 MAP Growth</p> <ul style="list-style-type: none"> ● Grade 6: 401-924 ● Grade 7: 401-969 ● Grade 8: 401-1009
<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.</p> <p><i>StudySync</i> Units 5-6 (45-47 minutes daily):</p> <ul style="list-style-type: none"> ● Evidence of effectiveness is measured by 2 District-created quarterly standards-based formative assessments (Exemplars) and teacher-created formative and summative assessments. This triangulated data is analyzed in weekly Professional Learning Communities (PLCs) to drive subsequent instructional decisions. <p><i>FCRR and CPALMS</i> Students who score within minimally below grade as identified by FAST ELA Level 2 will leverage FCRR resources as identified in Scope and Sequences for reteaching and small group instructional resources .</p>

<p>The district will continue to monitor evidence of effectiveness as measured by beginning of year, middle of year, and end of year Diagnostic Assessments, program data from individual student learning paths, and formative assessments during teacher-led instruction. This triangulated data is analyzed in weekly Professional Learning Communities (PLCs) to drive subsequent instructional decisions.</p>
<p>Indicate the evidence-based programs and practices implemented for students with a disability, students with an IEP and students who are English language learners, as applicable.</p> <p>Students with disabilities, students with an Individual Educational Plan (IEP), and students who are English language learners will also utilize these interventions. Teachers provide additional support and/or accommodations based on the student’s plan. Differentiation will occur through the adaptive nature of the software as well as small-group, differentiated instruction. In addition, ELL students are provided English Language Development (ELD) or DLA-R (Developmental Language Arts through Reading) courses to support the acquisition and development of English literacy skills. Mango Learning will also be utilized as a supplemental resource.</p>
<p>Number of times per week interventions are provided: Interventions are provided daily (following instructional calendar).</p>
<p>Number of minutes per intervention session: Each intervention session lasts approximately 47 minutes.</p>
<p>Explain how the effectiveness of Tier 2 interventions are monitored. The effectiveness of Tier 2 interventions are monitored through the use of district-created formative assessments to measure proficiency on targeted benchmarks. In addition, FAST data is analyzed and used to target deficiencies with grade level benchmarks.</p>
<p>What procedures are in place to identify and solve problems to improve effectiveness of Tier 2 interventions? During the upcoming school year, should students not respond to specific reading intervention, the district will: reevaluate placement of reading program and/or provide additional support from our tier 3 reading program and provide support for investigating if area of the instructional delivery component of the classroom needs support which could be provided through</p> <ul style="list-style-type: none"> ● additional reading coach/administrative support, ● additional professional development or training, ● or teaming the teacher with a highly effective model teacher for assistance, provide support for investigating if areas of curriculum effectiveness need support which could be provided using supplemental materials utilized during time allotted for differentiation of instruction as indicated in the district’s pacing guide (supplemental or alternative materials might be any of the reading intervention materials currently in place at the Secondary level or in ESE that target specific, diagnosed areas of need for individual students) provide support for investigating any areas of additional targeted support which could be provided through working with the school’s Reading Leadership Team (PLC) and the content area teachers to solidify the support of the content area teachers in reinforcing the skills taught in the Intensive Reading classrooms.
<p>Performance criteria that prompt the addition of Tier 3 interventions for students not meeting expectations/benchmarks during the school year:</p> <p>FAST PM 3 data indicates students are scoring inadequate or level one on grade level benchmarks. HMH R180 MAP Growth 3x/year</p> <ul style="list-style-type: none"> ● Grade 6: BR-400 ● Grade 7: BR-400 ● Grade 8: BR-400

Beginning of year data

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

(Enter assessment criteria that will be used.)

Most recent FAST ELA score of level 1.

No state assessment score:

Administer HMH R180 MAP Growth. A RIT score on MAP Growth of 195 or below is considered substantially below level.

HMH R180 MAP Growth 3x/year

- Grade 6: Lexile BR-600 or RIT score 195 or below
- Grade 7: Lexile BR-600 or RIT score 195 or below
- Grade 8: Lexile BR-600 or RIT score 195 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.

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

Tier One:

Study Sync Units 1-4 (47 minutes daily):

Evidence of effectiveness is measured by 2 District-created quarterly standards-based formative assessments, and teacher-created formative and summative assessments. This triangulated data is analyzed in weekly Professional Learning Communities (PLCs) to drive subsequent instructional decisions.

Tier 2 Interventions:

StudySync Level 2 Units 5-6 (47 minutes daily):

Evidence of effectiveness is measured by 1 District-created quarterly standards-based formative assessments, and teacher-created formative and summative assessments. This triangulated data is analyzed in weekly Professional Learning Communities (PLCs) to drive subsequent instructional decisions. This triangulated data is analyzed in weekly Professional Learning Communities (PLCs) to drive subsequent instructional decisions.

FCRR and CPALMS

Students who score within minimally below grade as identified by FAST ELA Level 2 will leverage FCRR resources as identified in Scope and Sequences for reteaching and small group instructional resources .

Tier 3 Interventions:

Read 180/Read 180 Code (47 minutes daily):

Evidence of effectiveness is measured by program data from individual student learning paths, and formative assessments in teacher-led instruction. Small group instruction is differentiated through the use of student application and independent reading. Evidence of effectiveness is measured every three weeks with formative assessments, interim workshop assessments and the end workshop every nine weeks. The triangulated data is analyzed in PLCs with reading coaches to adjust instruction: This triangulated data is analyzed in weekly Professional Learning Communities (PLCs) to drive subsequent instructional decisions.

Immediate, intensive intervention:

- extended time
- targeted instruction based on student need

- small group or one-on-one instruction
- accommodations (IEP, ESOL, or 504)
- more frequent progress monitoring than TIER 1 instruction and TIER 2 interventions
- **time allotted is in addition to core instruction and tier 2 interventions are standards-aligned**
- *address gaps and reduce barriers to students' ability to meet Tier 1 expectations*
- *provide systematic, explicit, and interactive small group instruction targeting foundational/barrier skills*
- *are matched to the needs of the students*
- *provide multiple opportunities to practice the targeted skill(s) and receive feedback*
- *occurs during time allotted in addition to core instruction*
- *includes accommodations (IEP, ESOL or 504)*

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

Students with disabilities, students with an Individual Educational Plan (IEP), and students who are English language learners will also utilize these interventions. Teachers provide additional support and/or accommodations based on the student's plan. Differentiation will occur through the adaptive nature of the software as well as small-group, differentiated instruction. In addition, ELL students are provided English Language Development (ELD) or DLA-R (Developmental Language Arts through Reading) courses to support the acquisition and development of English literacy skills. Mango Learning will also be utilized as a supplemental resource.

Number of times per week interventions are provided:

The interventions are provided daily (following instructional calendar).

Number of minutes per intervention session:

Each intervention session lasts approximately 47 minutes.

Explain how the effectiveness of Tier 3 interventions are monitored.

All Tier 3 interventions are provided by a teacher who is certified in reading or has the reading endorsement. HMH MAP GROWTH assessment is administered beginning of year, mid-year and end-of-year. In addition, interim and end-of-workshop assessments are also administered. STAR reading if an extra data point is needed. Data is analyzed monthly to identify strengths and opportunities and to confirm placement is appropriate.

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

During the upcoming school year, should students not respond to specific reading intervention, the district will:

reevaluate placement of reading program and/or provide additional support from our tier 3 reading program and provide support for investigating if area of the instructional delivery component of the classroom needs support which could be provided through

- additional reading coach/administrative support,
- additional professional development or training,
- or teaming the teacher with a highly effective model teacher for assistance, provide support for investigating if areas of curriculum effectiveness need support which could be provided using supplemental materials utilized during time allotted for differentiation of instruction as indicated in the district's pacing guide (supplemental or alternative materials might be any of the reading intervention materials currently in place at the Secondary level or in ESE that target specific, diagnosed areas of need for individual students) provide support for investigating any areas of additional targeted support which could be provided through working with the school's Reading Leadership Team (PLC) and the content area teachers to solidify the support of the content area teachers in reinforcing the skills taught in the Intensive Reading classrooms.

Grades 9-12

7. Grades 9-12 Assessments

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

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 District Developed Exemplar Formative Assessments	<input checked="" type="checkbox"/> Grade 9 <input checked="" type="checkbox"/> Grade 10 <input checked="" type="checkbox"/> Grade 11 <input checked="" type="checkbox"/> Grade 12	<input type="checkbox"/> Oral Language <input type="checkbox"/> Phonological Awareness <input type="checkbox"/> Phonics <input type="checkbox"/> Fluency <input checked="" type="checkbox"/> Vocabulary <input checked="" type="checkbox"/> Comprehension	<input type="checkbox"/> Screening <input 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 checked="" type="checkbox"/> 2x each quarter

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

State progress monitoring data is utilized by the district to identify students who are not demonstrating proficiency with grade level expectations and benchmarks. Identified students are then assessed with a research based reading program placement test to determine which interventions are needed to support growth. Students are then placed accordingly and monitored with weekly program data and district common assessments.

Grades 9-12 Decision Tree

Beginning of year data

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

Student meets the following criteria at beginning of school year:
 Most recent FAST ELA score of level 3, 4, or 5

No state assessment score:
 Administer HMH R180 MAP Growth, or STAR Reading test.
 The following measures are considered on or above level:

- A PR of 40 or higher for Grades 9-12 on STAR
- A RIT score of 31st Percentile and above on the HMH R180 MAP Growth

THEN TIER 1 Only

Core Instruction

Indicate the core curriculum and how the program is supported by strong, moderate or promising levels of evidence.

Initial instruction:

- is standards-aligned
- builds background and content knowledge, motivation
- provides print rich, systematic, scaffolded, and differentiated instruction
- incorporates writing in response to reading
- includes accommodations (IEP, ESOL or 504)
- incorporates the principles of Universal Design for Learning
- includes specially designed instruction for students with disabilities

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

STAR PR of 40 or higher or FAST PM 3 results indicate on grade level or above.

Explain how the effectiveness of Tier 1 instruction is monitored.

District-created formative assessments measure proficiency on targeted benchmarks.

What procedures are in place to identify and solve problems to improve effectiveness of Tier 1 instruction and/or curriculum provided to students?

Should students not respond to Tier 1 instruction based on an analysis of the formative data

- The district provides instructional support through professional development, participating in Professional Learning Communities (PLCs), and instructional coaching.
- District Learning Walks are conducted at each school, so we can monitor program implementation as well as identify areas of improvement necessary.
- Train and Coach (on going) Reading Coaches and Administrators quarterly to identify and solve problems specific to students in Tier 2

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

STAR PR of 20-39 or FAST PM 3 results indicate minimally below grade level.

Beginning of year data

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

(Enter assessment criteria that will be used.)

Most recent FAST ELA score of level 2

No state assessment score: Administer HMH MAP GROWTH or STAR Reading test. The following measures are considered minimally below level:

- A PR 20-39 on STAR Reading
- A RIT Score of 206-211 in Grade 9 or a RIT Score of 212-218 in Grade 10

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.

Tier 1 Instruction:**StudySync Level 2 Units 5-6** (47 minutes daily):

Evidence of effectiveness is measured by 2 District-created quarterly standards-based formative assessments, STAR Reading progress monitoring, and teacher-created formative and summative assessments. This triangulated data is analyzed in weekly Professional Learning Communities (PLCs) to drive subsequent instructional decisions.

Tier 2 Instruction:**StudySync Level 2 Units 5-6 or SAT/ACT Reading Support** (Grades 11-12) (47 minutes daily)

Interventions:

- are standards-aligned
- address gaps and reduce barriers to students' ability to meet Tier 1 expectations
- provide systematic, explicit, and interactive small group instruction targeting foundational/barrier skills
- are matched to the needs of the students
- provide multiple opportunities to practice the targeted skill(s) and receive feedback
- occurs during time allotted in addition to core instruction
- includes accommodations (IEP, ESOL or 504)

FCRR and CPALMS

Students who score within minimally below grade as identified by FAST ELA Level 2 will leverage FCRR resources as identified in Scope and Sequences for reteaching and small group instructional resources .

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

Students with disabilities, students with an Individual Educational Plan (IEP), and students who are English language learners will also utilize these interventions. Teachers provide additional support and/or accommodations based on the student's plan. Differentiation will occur through the adaptive nature of the software as well as small-group, differentiated instruction. In addition, ELL students are provided English Language Development (ELD) or DLA-R (Developmental Language Arts through Reading) courses to support the acquisition and development of English literacy skills. Mango Learning will also be utilized as a supplemental resource.

Number of times per week interventions are provided:

Interventions are provided daily (following instructional calendar).

Number of minutes per intervention session:

Interventions will occur for approximately 46 minutes per session.

Explain how the effectiveness of Tier 2 interventions are monitored.

Should students not respond to specific reading intervention for the upcoming school year, the district will:

- provide support for investigating if area of the instructional delivery component of the classroom needs support which could be provided through a) additional reading coach/administrative support, b) additional professional development or training, or c) teaming the teacher with a highly effective model teacher for assistance
- provide support for investigating if areas of curriculum effectiveness need support which could be provided using supplemental materials utilized during time allotted for differentiation of instruction as indicated in the district's pacing guide (supplemental or alternative materials might be any of the reading intervention materials currently in place at the Secondary level or in ESE that target specific, diagnosed areas of need for individual students)
- provide support for investigating any areas of additional targeted support which could be provided through working with the school's Reading Leadership Team (PLC) and the content area teachers to

solidify the support of the content area teachers in reinforcing the skills taught in the Intensive Reading classrooms.

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

During the upcoming school year, should students not respond to specific reading intervention, the district will:

reevaluate placement of reading program and/or provide additional support from our tier 3 reading program and provide support for investigating if area of the instructional delivery component of the classroom needs support which could be provided through

- additional reading coach/administrative support,
- additional professional development or training,
- or teaming the teacher with a highly effective model teacher for assistance, provide support for investigating if areas of curriculum effectiveness need support which could be provided using supplemental materials utilized during time allotted for differentiation of instruction as indicated in the district's pacing guide (supplemental or alternative materials might be any of the reading intervention materials currently in place at the Secondary level or in ESE that target specific, diagnosed areas of need for individual students) provide support for investigating any areas of additional targeted support which could be provided through working with the school's Reading Leadership Team (PLC) and the content area teachers to solidify the support of the content area teachers in reinforcing the skills taught in the Intensive Reading classrooms.

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

Grades 9/10 HMH MAP GROWTH RIT Score below 30th Percentile

Grades 11/12: STAR Reading PR of 1-19

Beginning of year data

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

Enter assessment criteria that will be used.)

Student meets the following criteria at beginning of school year:

Most recent FAST ELA score of level 1

No state assessment score: Administer HMH MAP GROWTH or STAR Reading test. The following measures are considered substantially below level:

- PR of 1-19 on STAR Reading for students in 11th or 12th grade
- A RIT Score of below 195 or a Lexile measure of BR-600 for Grades 9-12

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.

Tier 1 Instruction:

StudySync Units 1-4 (47 minutes daily during ELA block):

Evidence of effectiveness is measured by 2 District-created quarterly standards-based formative assessments, STAR Reading progress monitoring, and teacher-created formative and summative assessments. This triangulated data is analyzed in weekly Professional Learning Communities (PLCs) to drive subsequent instructional decisions.

Study Sync – Evidence –Meets Expectations as rated by ESSA

Source: <https://www.edreports.org/reports/overview/studysync-ela-2021>

Evidence of effectiveness is measured by lesson formative assessments, selection and unit assessments, and STAR Reading progress monitoring data. This triangulated data is analyzed in weekly Professional Learning Communities (PLCs) to drive subsequent instructional decisions.

Tier 2 Instruction:

StudySync Level 2 Units 5-6 and SAT/ACT support for comprehension and vocabulary support (during tier 3 reading block) (47 minutes daily)

Immediate, intensive intervention:

- extended time
- targeted instruction based on student need
- small group or one-on-one instruction
- accommodations (IEP, ESOL, or 504)
- more frequent progress monitoring than TIER 1 instruction and TIER 2 interventions
- *additional time allotted is in addition to core instruction and tier 2 interventions*

Tier 3 Instruction:

Read 180/Read 180 Code- Evidence-Strong : Based on the findings, students increased comprehension by 6 percentile points, general literacy achievement by 4 percentile points and fluency by 4 percentile points.

Source: [What Works Clearing House Intervention Report](#)

Source: [System 44 Meets ESSA “Strong” Evidence Criteria](#)

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

Students with disabilities, students with an Individual Educational Plan (IEP), and students who are English language learners will also utilize these interventions. Teachers provide additional support and/or accommodations based on the student’s plan. Differentiation will occur through the adaptive nature of the software as well as small-group, differentiated instruction. In addition, ELL students are provided English Language Development (ELD) or DLA-R (Developmental Language Arts through Reading) courses to support the acquisition and development of English literacy skills. Mango Learning will also be utilized as a supplemental resource.

Number of times per week interventions are provided:

- Read 180: daily (following instructional calendar)
- Read 180 Code: daily (following instructional calendar)
- Grade 11-12 *ChalkTalk* with SAT/ACT Reading Support: daily (following instructional calendar)

Number of minutes per intervention session:

Interventions will occur for approximately 47 minutes each session.

Explain how the effectiveness of Tier 3 interventions are monitored.

District will continue to monitor evidence of effectiveness as measured by beginning of year, middle of year, and end of year HMH R180 MAP Growth assessment, program data from the student application, and formative assessments during teacher-led instruction. This triangulated data is analyzed in weekly Professional Learning Communities (PLCs) to drive subsequent instructional decisions. In addition, state FAST progress monitoring data will be used to determine growth and benchmark deficiencies that need to be addressed.

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

During the upcoming school year, should students not respond to specific reading intervention, the district will:

reevaluate placement of reading program and/or provide additional support from our tier 3 reading program and provide support for investigating if area of the instructional delivery component of the classroom needs support which could be provided through

- additional reading coach/administrative support,
- additional professional development or training,
- or teaming the teacher with a highly effective model teacher for assistance, provide support for investigating if areas of curriculum effectiveness need support which could be provided using supplemental materials utilized during time allotted for differentiation of instruction as indicated in the district's pacing guide (supplemental or alternative materials might be any of the reading intervention materials currently in place at the Secondary level or in ESE that target specific, diagnosed areas of need for individual students) provide support for investigating any areas of additional targeted support which could be provided through working with the school's Reading Leadership Team (PLC) and the content area teachers to solidify the support of the content area teachers in reinforcing the skills taught in the Intensive Reading classrooms.

5) Professional Learning ([Rule 6A-6.053\(8\)\(b\)3.f.-j., F.A.C.](#))

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

- Provide professional learning required by ss. [1012.585\(3\)\(f\)](#) and [1012.98\(5\)\(b\)11., F.S.](#), which includes training to help teachers integrate phonemic awareness, phonics, word study and spelling, fluency, vocabulary and text comprehension strategies into an explicit, systematic and sequential approach to reading instruction, including multisensory intervention strategies;
- Provide professional learning in B.E.S.T. ELA Standards and evidence-based reading practices and programs;
- Provide professional learning to help instructional personnel and certified PreK teachers funded in the FEEP earn a certification, a credential, an endorsement or an advanced degree in scientifically researched and evidence-based reading instruction;
- Differentiate and intensify professional learning for teachers based on progress monitoring data;
- Identify mentor teachers and establish model classrooms within the school; and
- Ensure that time is provided for teachers to meet weekly for professional learning.

Professional Learning focusing on the Science of Reading training is offered on a monthly basis. In addition, Literacy Coaches are provided training once per month to support them in their role and to provide them with more intensive training on the Science of Reading. Additionally, Literacy Coaches focus professional learning around understanding data protocols to help the coaches determine which teachers need more professional development in the area that the weak data indicates. The training also provides coaching strategies and scenarios. Mentor teachers are provided to schools through Peer Collaborative Teachers. In addition, the District Literacy Coaches and Content Specialists open their classrooms as model classrooms and allow teachers from other schools the opportunity to see them model virtually. When not teaching, the District Literacy Coaches and Content Specialists provide mentoring, coaching, and professional development to schools. The Curriculum team also provides updated links to the progress monitoring data that administrators and teachers can click on to get their most recent data. We also provide quarterly Leading and

Learning training and each school has a member to attend for each grade level and/ or each core content area. These trainings analyze progress monitoring data, provide new standards information, and allow teachers to share best practices. These team members then push into their school's PLC to provide the same learning to their peers. Each school requires team members to meet weekly in their Professional Learning Communities. During this time, they analyze data, share best practices, and plan instruction and support as data indicates.

6) Tutoring Programs to Accelerate Literacy Learning ([Rule 6A-6.053\(9\)\(b\), F.A.C.](#))

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

Elementary Schools were allocated funding for Before/After and Saturday tutoring programs according to their percentage of non-proficient students. Each Elementary school created a tutoring schedule and plan to meet the needs of their students. Tutoring curriculum and instruction were benchmark aligned based on student data from district created common assessments and PM2 FAST ELA FAST data. Students in K-5 who scored below a Level 2 on PM2 ELA FAST were invited. Elementary tutoring programs ran from January to May.

7) Family Engagement ([Rule 6A-6.053\(8\)\(b\)3.o., F.A.C.](#))

In accordance with the list outlined in [s. 1008.25\(5\)\(d\), F.S.](#), describe the district's plan for notifying 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 Read at Home Plan will be shared through School Messenger and posted on the District and School websites in the Parent Portal. Parents have access to Destiny to determine which library books their child has been checking out. A partnership with the Lee County Library System has also been established to support students with reading outside of the school day. Through the partnership, all students have access to all books available through the library system using the student's Overdrive account. The Lee County Library System also provides literacy resources for families that are communicated through the School Messenger platform. K-5 students that qualified for the New Worlds Reading Initiative received communication for how to register their child to receive books each month. Flyers and school messengers, as well as direct teacher communication are used to increase registrations. The District Literacy Team is responsible for monitoring the Parent Read at Home Plan. The Curriculum team and the Communications team partner to ensure that the information is posted and updated as needed on the Parent Portal which is located on the District's website.

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

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

Initials	Assurance
	<p>a. All reading instruction and professional learning is grounded in the science of reading; uses instructional strategies that includes phonics instruction for decoding and encoding as the primary strategy for word reading; and does not employ the three-cueing system model of reading or visual memory as a basis for teaching word reading.</p>
	<p>b. All students identified with a substantial reading deficiency are covered by an individualized progress monitoring plan that meets the requirements of s. 1008.25(4)(c), F.S., to address their specific reading deficiency, unless they have an IEP or 504 plan that addresses their reading deficiency, or both in accordance with Rule 6A-6.053(5)(c), F.A.C.</p>
	<p>c. All intensive reading interventions provided in Summer Reading Camps to students in grade 3 who score a Level 1 on the statewide, standardized ELA assessment are delivered by instructional personnel who are certified or endorsed in reading and rated highly effective as determined by the teacher’s performance evaluation under s. 1012.34, F.S. All other intensive reading interventions are delivered by instructional personnel who are certified or endorsed in reading, or by instructional personnel who possess the elementary or secondary literacy micro-credential and who are supervised by an individual certified or endorsed in reading.</p>
	<p>d. Each school has a Literacy Leadership Team consisting of a school administrator, literacy coach, media specialist and a lead teacher, as applicable.</p>
	<p>e. All literacy coaches in the district meet the minimum qualifications described in Rule 6A-6.053(4), F.A.C.</p>
	<p>f. Literacy coaches are prohibited from performing administrative functions that will detract from their role as a literacy coach and spend limited time administering or coordinating assessments.</p>
	<p>g. Literacy coaches are assigned to schools with the greatest need based on student performance data in reading.</p>
	<p>h. Time is provided for teachers to meet weekly for professional learning, including lesson study and professional learning communities.</p>
	<p>i. The CERP will be shared with stakeholders, including school administrators, literacy leadership teams, literacy coaches, classroom instructors, support staff and parents.</p>

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

Signature:

Date: