

District K-12 Comprehensive Evidence-Based Reading Plan

Annually, school districts must submit a K-12 Comprehensive Evidence-Based Reading Plan (CERP) by June 15 for the purpose of supporting increased student achievement in literacy and closing achievement gaps. In order to assist districts, the Department has developed the attached format for district reading plans. Districts may utilize the Department's format or an alternative developed by the district school board. The comprehensive reading plan must be approved by the applicable school board, charter school governing board, or lab school board of trustees, for the specific use of the evidence-based reading instruction allocation. By July 1 of each year, the Department will release to each school district its allocation of appropriated funds pending plan submission.

The District K-12 CERP depicts and details the role of administration (both district and school level), professional development, assessment, curriculum, and instruction in the improvement of student learning of the B.E.S.T. English Language Arts Standards as provided in [Rule 6A-1.09401, Student Performance Standards, Florida Administrative Code \(F.A.C.\)](#). This information is reflected for all schools and grade levels and shared with all stakeholders, including school administrators, literacy leadership teams, literacy coaches, classroom instructors, support staff, and parents.

1) Contact Information

The Main District Reading Contact will be the Florida Department of Education's contact for the District K-12 CERP and is responsible for the plan and its implementation. Other contacts are those who work primarily with an area covered within the plan. **Indicate the contacts for your district.**

Point of Contact	Name	Email	Phone
Main Reading Contact	Pamela Price	pamela.price@hdsb.prg	850-547-6674
Data Element	Robert Hawkins	robert.hawkins@hdsb.org	850-547-6674
Third Grade Promotion	Pamela Price	pamela.price@hdsb.prg	850-547-6674
Multi-Tiered System of Supports	JaLisa Brannon	jalisa.brannon@hdsb.org	850-547-6674
Elementary ELA	Wanda Brown	wanda.brown@hdsb.org	850-836-4296
Middle School ELA	Amy Hicks	amy.hicks@hdsb.org	850-547-3631
Secondary School ELA	Melissa Ward	melissa.ward@hdsb.org	850-547-9000
Assessment	Pamela Price	pamela.price@hdsb.prg	850-547-6674
Reading Endorsement	Pamela Price	pamela.price@hdsb.prg	850-547-6674
Reading Curriculum	Pamela Price	pamela.price@hdsb.prg	850-547-6674
Professional Development	Pamela Price	pamela.price@hdsb.prg	850-547-6674
Summer Reading Camp	Pamela Price	pamela.price@hdsb.prg	850-547-6674
Third Grade Promotion	Pamela Price	pamela.price@hdsb.prg	850-547-6674

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

Reading Allocation Budget Items

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

Reading Allocation Budget Item	Amount	FTE (where applicable)
Amount of District Evidence-Based Reading Instruction Allocation	265,145.00	
Estimated proportional share distributed to district charters <i>*Charter schools must utilize their proportionate share of the evidence-based reading allocation in accordance with Section (s.) 1002.33(7)(a)2.a. and s. 1008.25(3)(a), Florida Statutes (F.S.). Note: All intensive reading interventions specified by the charter must be delivered by a teacher who has a literacy micro-credential or is certified or endorsed in reading.</i>	0	
Elementary Expenses		
Literacy coaches	39,292.00	4@1/4
Intervention teachers	0	
Scientifically researched and evidence-based supplemental instructional materials	30,000.00	
Summer reading camps for grade 3 students	16,256.00	
Secondary Expenses		
Literacy coaches	39,597.00	4@1/4
Intervention teachers	0	
Scientifically researched and evidence-based supplemental instructional materials	25,000.00	
K-12/PreK Expenses		
Professional development to help K-12 instructional personnel and certified PreK teachers earn a certification, a credential, an endorsement or an advanced degree in scientifically researched and evidence-based reading instruction	25,000.00	
Incentives for K-12 instructional personnel and certified PreK teachers who possess the Reading Endorsement or Certification	75,000.00	
Incentives for K-12 instructional personnel and certified PreK teachers who possess the Emergent, Elementary, or Secondary Literacy Micro-Credential	10,000.00	
Additional time per day of evidence-based intensive reading instruction for extended literacy learning (before or after school, summer, etc.)	0	
Tutoring programs to accelerate literacy learning	0	
Family engagement activities	5,000.00	
Other – Please Describe		
Sum of Expenditures	265,145.00	

3) Literacy Leadership – District and School

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

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

Florida Assessment of Student Thinking (FAST)				
Grade	Previous School Year – % of Students Scoring Based on 2022-23 PM3 Data		Goal for Plan Year – % of Students Scoring Based on 2022-23 PM3 Data	
	Urgent Intervention <10 th percentile	At & Above Benchmark 40 th percentile & above	Urgent Intervention <10 th percentile	At & Above Benchmark 40 th percentile & above
PreK	5%	81%	0%	100%
K	9%	73%	5%	80%
1	19%	57%	5%	80%
2	20%	54%	5%	80%
Florida Assessment of Student Thinking (FAST)				
Grade	Previous School Year – % of Students Scoring		Goal for Plan Year – % of Students Scoring	
	Level 1	Levels 3-5	Level 1	Levels 3-5
3	34%	40%	10%	80%
4	33%	44%	10%	80%
5	31%	45%	10%	80%
6	29%	44%	10%	80%
7	25%	47%	10%	80%
8	34%	43%	10%	80%
9	34%	43%	10%	80%
10	36%	43%	10%	80%

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

Schools are required to establish a School Literacy Leadership Team.

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

The District Director of Curriculum and Instruction will be responsible for explaining and supporting Principals in their selection of the school-based Literacy Leadership Teams (LLT) to ensure that each team has is composed of the correct members. Our State Regional Literacy Director will be asked to meet with Principals in June to relay the responsibilities of a School Literacy Leadership Team and will be asked to continue to support schools throughout the year to ensure the school teams are able to support their teachers. Principals will be responsible forming their school-based teams no later than July 1st of each school year and submit the names of the individuals who are selected as team members to the Director of Curriculum and Instruction. Principals will also be responsible for having records kept of bi-weekly School Literacy Leadership Team meetings. These records will be kept on file at schools so that they can be review by the Director of Curriculum and Instruction bi-annually. Records kept should reflect how each school principal leads their LLT in using data to establish the school’s literacy goals and what actions they are taking to ensure the goals are met by the end of the school year.

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

Principals are told about LLT responsibilities during district principal meetings, are given training by our State Regional Literacy Director, encouraged to attend Literacy professional development

offered by our state and region. All LLT's are encouraged to attend the PAEC Instructional Leadership Cadre help monthly to learn the best practices to support their ELA and reading teachers. This professional learning will support our findings in the reflection tool that shows our LLTs need more in-depth training on their roles and how to carry out their responsibilities. During the July principal meeting the district Reading Plan will be distributed and reviewed with all administrative team members. At this meeting, they will be given an opportunity to discuss Literacy Leadership teams with their peers and work together to make decisions about how their teams will support teachers and what LLT member responsibilities will be shared in each school using strategies learned at the Instructional Leadership Cadre professional development. LLT information is also shared with each school's curriculum/reading coordinator through emails and monthly meetings. Curriculum Coordinators serve in a roll as a liaison for their Literacy Leadership Teams between the district and the school.

C. Plan Implementation and Monitoring ([Rule 6A-6.053\(7\), \(8\), F.A.C.](#))

Districts must monitor the implementation of the District K-12 CERP at the district and school level.

1. Provide an explanation of the following:

Grades K-5	District Level	School Level
Data that will be collected and frequency of review	FAST STAR and STAR Early Literacy Data – three times yearly FAST ELA Progression Monitoring – three times yearly Exact Path Data – three times yearly Reading Eggs Data – three times yearly DIBELS – three times yearly	Curriculum Based Assessments – weekly and bi-weekly Winsor Sunday Assessments – weekly and bi-weekly
Actions for continuous support and improvement	Professional Development as needed	Professional Development as needed

Grades 6-8	District Level	School Level
Data that will be collected and frequency of review	FAST ELA Progress Monitoring – three times yearly Exact Path Data – three times yearly	Curriculum Based Assessments – weekly and bi-weekly
Actions for continuous support and improvement	Professional Development as needed	Professional Development as needed

Grades 9-12	District Level	School Level
Data that will be collected and frequency of review	FAST ELA Progress Monitoring – three times yearly Exact Path Data – three times yearly ACT, PSAT and SAT data - quarterly	Curriculum Based Assessments – weekly and bi-weekly
Actions for continuous support and improvement	Professional Learning as needed	Professional Learning as needed

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

If through district monitoring and onsite visits, it is determined that a school is not implementing the District K-12 CERP, the Superintendent will be notified. At the Superintendent's direction the LLT's data and goals will be reviewed to determine what additional professional learning that the school will need to be able to implement the K-12 CERP with fidelity.

3. Describe what has been revised to improve literacy outcomes for students in the district's K-12 CERP based upon the District K-12 CERP Reflection Tool and a root-cause analysis of student performance data.

Our K-12 CERP Reflection tool showed that our LLT's and classroom ELA/Reading teachers need more professional learning opportunities that allow them to learn more our state progress monitoring and local diagnostic tools to use the data that is generated by it to plan for student instruction.

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

The principal, as the leader of their school's LLT is responsible for ensuring that the reading plan is implemented with fidelity. Part of the LLT data review is to discuss data that has been gathered during reading walkthroughs at each school. When a classroom is identified as needed additional reading support, it is the principal's responsibility to work with the school Curriculum Coordinator and District Director of Curriculum and Instruction to ensure professional learning, coaching or modeling occurs for the teacher.

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

LLT's, who our principals are a part of, meet to review state and local data as soon as it is available. They then meet with their teachers during grade level or subject area meetings to review data with their teachers. At these teacher meetings that help teachers determine how to group students and select appropriate enrichment or interventions for the students. Our school-based Curriculum Coordinators are responsible for the in-class support that is needed by our teachers to ensure that our students needs are being met.

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

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

Literacy coaches should be assigned to schools determined to have the greatest need based on student performance data in reading. Districts can use the Just Read, Florida! literacy coach model or explain the evidence-based coaching model used in the district and how the district will monitor the implementation and effectiveness of the coaching model.

Describe how schools with the greatest need based on student performance data in reading are selected for coach services and supports.

Spring FAST ELA/Reading data along with 2022-2023 local intervention data was reviewed at the district level to determine our schools with the greatest needs. All of our schools with K-5 students will be RAISAE schools and all six of our schools are Title I schools. Therefore, each of our schools will receive funding from the allocation to support their reading programs.

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

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

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

Literacy coaches must possess the following:

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

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

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

Yes/No

Yes

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

N/A

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

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

Principals are told about curriculum/reading coordinator roles and responsibilities during district summer principal LLT training. This information is shared with each school's curriculum/reading coordinator during trainings and through the State Regional Literacy Coaches Cadre' trainings that are held monthly.

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

Edmentum. Our district progress monitoring and online remediation programs we are currently using, collaborates with the school LLT teams and our Curriculum Coordinators to provide training on data review and guidance on how to work with teachers to develop action plans for 2023-2024. LLTs meet with teachers as soon as ELA/Reading data is available to ensure that the students reading goals are being met and revise student reading plans as needed.

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

School Curriculum Coordinators meet monthly with the District Director of Curriculum and Instruction to review coaches logs and to plan professional learning activities for their teachers to support ELA/Reading instruction.

5) K-12 Assessment, Curriculum, and Instruction

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

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

- **Six components of reading:** oral language, phonological awareness, phonics, fluency, vocabulary, and comprehension;
- **Four types of classroom assessments:** screening, progress monitoring, diagnostic, and summative assessment;
- **Three tiers of instruction that are standards-aligned;** include accommodations for students with a disability, students with an Individual Educational Plan (IEP), and students who are English language learners; and incorporate the principles of Universal Design for Learning as defined in [34 C.F.R. 200.2\(b\)\(2\)\(ii\)](#);
 - **Core Instruction (Tier 1):** provides print-rich explicit and systematic, scaffolded, differentiated instruction, and corrective feedback; builds background and content knowledge; incorporates writing in response to reading;
 - **Supplemental Instruction/Interventions (Tier 2):** provides explicit, systematic, small group teacher-led instruction matched to student need, targeting gaps in learning to reduce barriers to students' ability to meet Tier 1 expectations; provides multiple opportunities to practice the targeted skill(s) and receive corrective feedback; occurs in addition to core instruction; and

- **Intensive, Individualized Instruction/Interventions (Tier 3):** provides explicit, systematic individualized instruction based on student need, one-on-one or very small group instruction with more guided practice, immediate corrective feedback, and frequent progress monitoring; and occurs in addition to core instruction and Tier 2 interventions. Tier 3 interventions must be provided to students identified as having a substantial reading deficiency. All intensive reading interventions must be delivered by instructional personnel who possess a literacy micro-credential as provided in [s. 1003.485, F.S.](#), or are certified or endorsed in reading.

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

The district will provide professional development on Florida's Revised Formulas for Success during school level bi-weekly grade level meetings during the month of September along with our State Regional Literacy Director. The school-based Leadership Teams will meet monthly to implement and support the multi-tiered system of supports framework. LLTs will identify students that need additional interventions both academically and behaviorally and work with the district MTSS Coordinator to ensure that teachers are implementing appropriate interventions.

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

Our VPK programs use the state FAST Reading progress monitoring, STAR Early Literacy. We also use Edmentum’s Reading Eggs program with our VPK students to build phonological awareness. The Birth to age 4 state standards are used along with the cross-walk age 4 to kindergarten standards. We use the McGraw Hill World of Wonders Curriculum which is on the state approved list of programs for VPK students. Our VPK lead paraprofessionals attend professional learning through Early Learning and with our State Regional Literacy Director to learn how to implement the best foundational reading skills in our programs.

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

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

The Decision Trees must contain the following information:

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

and assurance that intensive reading interventions are delivered by a teacher who is certified or endorsed in reading or instructional personnel who possess a literacy micro-credential; and

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

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

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

Grades PreK-5

1. Grades PreK-5 Assessments

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

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

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

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

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

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

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

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

Our district uses our Reading Decision Trees that has set criteria for state progress monitoring results and our classroom assessments to identify our K-3 students in need of Tier2/Tier 3 instruction. Students who are identified as Tier 2 receive an additional 15 minutes of reading interventions and students who are identified as Tier 3 receive Tier 2 instruction and then an additional 20 minutes of more individualized Tier 3 instruction by a reading certified or endorsed teacher. Both Tier 2 and Tier 3 students are in our Multi-Tiered System of Support (MTSS) process and are monitored by the teacher, school and district while in MTSS.

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

Our district uses our Reading Decision Trees that has set criteria for state progress monitoring results and our classroom assessments to identify our 4-5 students in need of Tier2/Tier 3 instruction. Students who are identified as Tier 2 receive an additional 15 minutes of reading interventions and students who are identified as Tier 3 receive Tier 2 instruction and then an additional 20 minutes of more individualized Tier 3 instruction by a reading certified or endorsed teacher. Both Tier 2 and Tier 3 students are in our Multi-Tiered System of Support (MTSS) process and are monitored by the teacher, school and district while in MTSS.

Grades K-5 Decision Tree
<p>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.</p>
PM 1 and PM 2 data for Tier 1 Instruction
<p>IF: Student meets the following criteria on PM1 and then at PM2:</p> <p>VPK - Coordinated Screening/ Progress Monitoring, STAR Early Literacy Percentile Ranking 25 or higher</p> <p>Kindergarten - Coordinated Screening/ Progress Monitoring, STAR Early Literacy Percentile Ranking 25 or higher</p> <p>First Grade - Coordinated Screening/ Progress Monitoring, STAR Early Literacy or STAR Percentile Ranking 25 or higher</p> <p>Second Grade - Coordinated Screening/ Progress Monitoring, STAR Reading Percentile Ranking 25 or higher</p> <p>Third Grade - Coordinated Screening/ Progress Monitoring, Scale Score that places student at achievement High Level 2 or Higher</p> <p>Fourth Grade - Coordinated Screening/ Progress Monitoring, Scale Score that places student at achievement High Level 2 or Higher</p> <p>Fifth Grade - Coordinated Screening/ Progress Monitoring, Scale Score that places student at achievement High Level 2 or Higher</p> <p>State Coordinated Screening/State Progress Monitoring will be administered: First 30 Days of School, at mid school year and the end of the school year</p>
THEN TIER 1 Only
<p>Core Instruction</p> <p>Indicate the core curriculum and how the program is supported by strong, moderate, or promising levels of evidence.</p> <p>Mc Graw Hill Wonders meets - Moderate Evidence</p>
<p>List performance criteria that indicate Tier 1 is sufficient for at least 80% of students.</p> <p>80% of the students at each grade level meet the identified scale scores indicated in Tier 1 beginning of the year performance.</p>
<p>Explain how the effectiveness of Tier 1 instruction is monitored.</p> <p>Principal observations and walk-throughs along with data monitoring by the LLT. LLT meets at least quarterly to analyze data and make instructional changes as needed.</p>
<p>What procedures are in place to identify and solve problems to improve effectiveness of Tier 1 instruction?</p> <p>LLT observations, data review, coaching and instruction modeling</p>
<p>Performance criteria that prompt the addition of Tier 2 interventions for students not meeting expectations/benchmarks during the school year:</p> <p>A percentile ranking or achievement level that is below the identified scale score indicated in Tier 1 on PM 1 or PM 2.</p>
PM 1 and PM 2 data for Tier 2 Instruction

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

VPK - Coordinated Screening/ Progress Monitoring, Star Early Literacy Percentile Rank 10-24

Kindergarten - Coordinated Screening/ Progress Monitoring, Star Early Literacy Percentile Rank 10-24

First Grade - Coordinated Screening/ Progress Monitoring, Star Early Literacy Percentile Rank 10-24

Second Grade - Coordinated Screening/ Progress Monitoring, STTAR Reading Percentile Rank 10-24

Third Grade - Coordinated Screening/ Progress Monitoring, Achievement Low Level 2

Fourth Grade - Coordinated Screening/ Progress Monitoring, Achievement Low Level 2

Fifth Grade - Coordinated Screening/ Progress Monitoring, Achievement Low Level 2

State Coordinated Screening/State Progress Monitoring will be administered: First 30 Days of School, at mid school year and the end of the school year

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.

Tyner Screener K-3 – moderate - Quarterly

Quick Reads 2-5 - moderate - Weekly

Sonday Systems K-5 -moderate - 2 x month

Sound Partners K-2 – moderate - 2 x month

DIBELS Next K-5 – moderate - 3 x year

Edmentum Exact Path 1-5 – moderate - quarterly

Edmentum Reading Eggs K -moderate - quarterly

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

Tyner Screener K-3 – moderate - Quarterly

Quick Reads 2-5 - moderate - Weekly

Sonday Systems K-5 -moderate - 2 x month

Sound Partners K-2 – moderate - 2 x month

DIBELS Next K-5 – moderate - 3 x year

Edmentum Exact Path 1-5 – moderate - quarterly
Edmentum Reading Eggs K -moderate - quarterly
For K-3 students who have a substantial reading deficiency, identify the multisensory interventions provided. Auditory, segmenting, blending, manipulating sounds and letters are examples of the skills that will be taught to our students with substantial reading deficiencies. Heggerty will also be used with these students.
Number of times per week interventions are provided: Five Days a Week
Number of minutes per intervention session: 15 minutes
Explain how the effectiveness of Tier 2 interventions are monitored. Principal observations and walk-throughs along with data monitoring by the LLT. LLT meets at least quarterly to analyze data and make instructional changes as needed.
What procedures are in place to identify and solve problems to improve effectiveness of Tier 2 interventions? Tier 2 instruction has increased intensity (more instructional time; smaller group size) and increased explicitness—more focus on teaching specific skills to scaffold students to perform on grade level in core curriculum and instruction. To identify and solve problems to improve interventions’ effectiveness, teachers will collect progress monitoring data to guide instruction. Modifications will be made to intensity of interventions and learning goals (and thus intervention learning materials) for students who do not make adequate progress. Tier 2 instruction is in conjunction with and designed to support students’ ability to maximize learning with core curriculum and instruction.
Performance criteria that prompt the addition of Tier 3 interventions for students not meeting expectations/benchmarks during the school year: Student scores a percentile rank below 10 in grades kindergarten through second grade or an achievement level 1 on FAST progress monitoring or is not making adequate progress in Tier 2 intervention group.
PM 1 and PM 2 data for Tier 3 Instruction
IF: Student meets the following criteria at the beginning of the school year: (Enter assessment criteria that will be used.) Kindergarten - Coordinated Screening/ Progress Monitoring STAR Early Literacy Percentile Rank <1 First Grade - Coordinated Screening/ Progress Monitoring STAR Early Literacy Percentile Rank <10 Second Grade - Coordinated Screening/ Progress Monitoring STAR Reading Percentile Rank <10 Third Grade - Coordinated Screening/ Progress Monitoring scoring =Level 1 Fourth Grade -Coordinated Screening/ Progress Monitoring scoring =Level 1 Fifth Grade - Coordinated Screening/ Progress Monitoring scoring = Level 1
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 evidence-based programs and practices implemented for students with a disability, students with an Individual Educational Plan (IEP), and students who are English language learners, as applicable.

Students will receive researched and evidence-based reading instruction strategies, including intensive, explicit, systematic and multisensory approaches to reading instruction and interventions. Multisensory Interventions for students with substantial reading deficiency:

Visual, auditory, kinesthetic, and tactile linkages

Systematic and cumulative organization of content

Diagnostic teaching to mastery

Synthetic and analytic Presentation

(examples: word building, see it/say it, music/audio, clapping out sounds, use of playdough, sandpaper letters, color-coded word building tiles, chunking text, story sticks, idea mapping, say it/write it, tapping out sounds, use of dry erase boards, shared reading with teacher and/or peer, use of textures, read it/build it/write it, air writing, etc.)

Daily 20 minutes minimum, in addition to 90 minute reading block and 15 minute minimum for Tier 2

Students will receive an appropriate level of instruction in phonics, phonemic awareness, fluency, vocabulary, and reading comprehension strategies required to meet grade level standards. This will be accomplished using Sonday Systems, Tyner, Wonders Interventions, Leveled Literacy Intervention (LLI), Secret Stories, Edmentum's Reading Egg and Exact Path reading materials, and additional district approved supplemental materials as needed.

Teachers will monitor comprehension skills with grade level formative and summative assessments.

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

Auditory, segmenting, blending, manipulating sounds and letters are examples of the skills that will be taught to our students with substantial reading deficiencies. Heggerty will also be used with these students.

Number of times per week interventions are provided:

Five Days a Week

Number of minutes per intervention session:

20 minutes each day

Explain how the effectiveness of Tier 3 interventions are monitored.

Principal observations and walk-throughs along with data monitoring by the LLT. LLT meets at least quarterly to analyze data and make instructional changes as needed.

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

LLT observations, data review, coaching and instructional modeling

3. Summer Reading Camps ([Rule 6A-6.053\(12\), F.A.C.](#))

Requirements of Summer Reading Camps pursuant to [s. 1008.25\(7\), F.S.](#), include:

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

- Implementing evidence-based explicit, systematic, and multisensory reading instruction in phonemic awareness, phonics, fluency, vocabulary, and comprehension; and
- Providing instruction by a highly effective teacher endorsed or certified in reading.

3a. Describe the district's plan to meet each requirement for Summer Reading Camps required by [s. 1008.25\(7\), F.S.](#) Include a description of the evidence-based instructional materials that will be utilized, as defined in [20 U.S.C. s. 7801\(21\)\(A\)\(i\)](#).

All Grade 3 students who score a level 1 or level 2 on the statewide standardized assessment for ELA are provided the opportunity to attend the Summer Reading Camp. A highly effective teacher who is reading endorsed or certified provides evidence-based explicit, systematic, and multisensory reading instruction in phonemic awareness, phonics, fluency, vocabulary, and comprehension. The instruction materials include:

McGraw Hill, Wonders - Evidence is Promising for ESSA

QuickReads - Evidence is Strong for ESSA

Sonday Systems - Evidence is Promising ESSA

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

Yes/No

No

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

N/A

Grades 6-8

4. Grades 6-8 Assessments

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

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

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?
Other District Assessment (Enter name of assessment. Then, select all that apply.)	<input type="checkbox"/> Grade 6 <input type="checkbox"/> Grade 7 <input type="checkbox"/> Grade 8	<input type="checkbox"/> Oral Language <input type="checkbox"/> Phonological Awareness <input type="checkbox"/> Phonics <input type="checkbox"/> Fluency <input type="checkbox"/> Vocabulary <input type="checkbox"/> Comprehension	<input type="checkbox"/> Screening <input type="checkbox"/> Progress Monitoring <input type="checkbox"/> Diagnostic <input type="checkbox"/> Summative	<input type="checkbox"/> Weekly <input type="checkbox"/> 2 x Month <input type="checkbox"/> Monthly <input type="checkbox"/> Quarterly <input type="checkbox"/> 3 x Year <input type="checkbox"/> Annually <input type="checkbox"/> As Needed <input type="checkbox"/> Other
Other District Assessment Reading Horizons	<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 checked="" type="checkbox"/> Phonics <input checked="" type="checkbox"/> Fluency <input checked="" type="checkbox"/> Vocabulary <input checked="" type="checkbox"/> Comprehension	<input checked="" type="checkbox"/> Screening <input checked="" type="checkbox"/> Progress Monitoring <input checked="" type="checkbox"/> Diagnostic <input type="checkbox"/> Summative	<input type="checkbox"/> Weekly <input type="checkbox"/> 2 x Month <input checked="" type="checkbox"/> Monthly <input type="checkbox"/> Quarterly <input type="checkbox"/> 3 x Year <input type="checkbox"/> Annually <input type="checkbox"/> As Needed <input type="checkbox"/> Other

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

Our district uses our Reading Decision Trees that has set criteria for state progress monitoring results and our classroom assessments to identify our 6-8 students in need of Tier 2/Tier 3 instruction. Students who are identified as Tier 2 receive an additional 15 minutes of reading interventions and students who are identified as Tier 3 receive Tier 2 instruction and then an additional 20 minutes of more individualized Tier 3 instruction by a reading certified or endorsed teacher. Both Tier 2 and Tier 3 students are in our Multi-Tiered System of Support (MTSS) process and are monitored by the teacher, school and district while in MTSS.

Grades 6-8 Decision Tree
PM 1 and PM 2 data for Tier 1 Instruction
IF: Student meets the following criteria at the beginning of the school year:
Sixth Grade - Coordinated Screening/ Progress Monitoring Achievement High Level 2 or Higher
Seventh Grade -Coordinated Screening/ Progress Monitoring Achievement High Level 2 or Higher
Eighth Grade - Coordinated Screening/ Progress Monitoring Achievement High Level 2 or Higher
State Coordinated Screening/State Progress Monitoring will be administered: First 30 Days of School, at mid school year and the end of the school year
THEN TIER 1 Only
Core Instruction

<p>Indicate the core curriculum and how the program is supported by strong, moderate, or promising levels of evidence.</p> <p>6-8 Savvas, Perspectives meets - Moderate Evidence</p> <p>Students will be taught using the suggested materials and resources to provide fidelity to the reading programs.</p>
<p>List performance criteria that indicate Tier 1 is sufficient for at least 80% of students.</p> <p>80% of the students at each grade level meet the identified scale scores indicated in Tier 1 beginning of the year performance.</p>
<p>Explain how the effectiveness of Tier 1 instruction is monitored.</p> <p>Principal observations and walk-throughs along with data monitoring by the LLT. LLT meets at least quarterly to analyze data and make instructional changes as needed.</p>
<p>What procedures are in place to identify and solve problems to improve effectiveness of Tier 1 instruction?</p> <p>LLT observations, data review, coaching and instruction modeling</p>
<p>Performance criteria that prompt the addition of Tier 2 interventions for students not meeting expectations/benchmarks during the school year:</p> <p>A percentile ranking or achievement level that is below the identified scale score indicated in Tier 1 on PM 1 or PM 2.</p>
<p>PM 1 and PM 2 data for Tier 2 Instruction</p>
<p>IF: Student meets the following criteria at the beginning of the school year:</p> <p>Sixth Grade - Coordinated Screening/ Progress Monitoring Achievement Level 2</p> <p>Seventh Grade -Coordinated Screening/ Progress Monitoring Achievement Level 2</p> <p>Eighth Grade - Coordinated Screening/ Progress Monitoring Achievement Level 2</p> <p>State Coordinated Screening/State Progress Monitoring will be administered: First 30 Days of School, at mid school year and the end of the school year</p>
<p style="text-align: center;">THEN TIER 1 Instruction and TIER 2 Interventions</p>
<p>Supplemental Instruction/Interventions</p> <p>Indicate the programs and practices used in Tier 2 interventions and how the programs and practices are supported by strong, moderate, or promising levels of evidence.</p>
<p>Indicate the evidence-based programs and practices implemented for students with a disability, students with an Individual Educational Plan (IEP), and students who are English language learners, as applicable.</p> <p>Edmentum, Exact Path</p> <p>Core Program Interventions from Savvas for Interventions</p>
<p>Number of times per week interventions are provided:</p> <p>Five days a week</p>
<p>Number of minutes per intervention session:</p> <p>15 minutes a day</p>
<p>Explain how the effectiveness of Tier 2 interventions are monitored.</p> <p>Principal observations and walk-throughs along with data monitoring by the LLT. LLT meets at least quarterly to analyze data and make instructional changes as needed.</p>
<p>What procedures are in place to identify and solve problems to improve effectiveness of Tier 2 interventions?</p>

<p>Tier 2 instruction has increased intensity (more instructional time; smaller group size) and increased explicitness—more focus on teaching specific skills to scaffold students to perform on grade level in core curriculum and instruction. To identify and solve problems to improve interventions’ effectiveness, teachers will collect progress monitoring data to guide instruction. Modifications will be made to intensity of interventions and learning goals (and thus intervention learning materials) for students who do not make adequate progress. Tier 2 instruction is in conjunction with and designed to support students’ ability to maximize learning with core curriculum and instruction.</p>
<p>Performance criteria that prompt the addition of Tier 3 interventions for students not meeting expectations/benchmarks during the school year:</p>
<p>PM 1 and PM 2 data for Tier 3 Instruction</p>
<p>IF: Student meets the following criteria at the beginning of the school year: Sixth Grade - Coordinated Screening/ Progress Monitoring Achievement Level 1 Seventh Grade -Coordinated Screening/ Progress Monitoring Achievement Level 1 Eighth Grade - Coordinated Screening/ Progress Monitoring Achievement Level 1 State Coordinated Screening/State Progress Monitoring will be administered: First 30 Days of School, at mid school year and the end of the school year</p>
<p style="text-align: center;">THEN TIER 1 Instruction, TIER 2 Interventions, and TIER 3 Intensive Interventions</p>
<p>Intensive, Individualized Instruction/Interventions Indicate the programs and practices used in Tier 3 interventions and how the programs and practices are supported by strong, moderate, or promising levels of evidence. Reading Horizons meets criteria - Moderate Evidence Edmentum, Exact Path - meets criteria - Promising Evidence Savvas, Perspectives Intervention meets criteria - Moderate Evidence</p>
<p>Indicate the evidence-based programs and practices implemented for students with a disability, students with an Individual Educational Plan (IEP), and students who are English language learners, as applicable. Reading Horizons meets criteria - Moderate Evidence Edmentum, Exact Path - meets criteria - Promising Evidence Savvas, Perspectives Intervention meets criteria - Moderate Evidence</p>
<p>Number of times per week interventions are provided: Five days a week</p>
<p>Number of minutes per intervention session: Minimum of 20 minutes a day</p>
<p>Explain how the effectiveness of Tier 3 interventions are monitored. Principal observations and walk-throughs along with data monitoring by the LLT</p>
<p>What procedures are in place to identify and solve problems to improve effectiveness of Tier 3 interventions? All teachers who provide Tier 3 interventions have earned their Reading Endorsement or are Reading Certified. Classroom walkthroughs are conducting in all ELA and Reading classrooms to monitor core and intervention instruction. Professional development is provided by the school's curriculum coordinators, consultants, our State Regional Literacy Director or Panhandle Area Educational Consortium when areas of weakness or support are identified.</p>

Grades 9-12

6. Grades 9-12 Assessments

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

Name of the Assessment	Target Audience (Grades 9-12)	What component of reading is being assessed?	Assessment Type (Each type of assessment should be represented.)	How often is the data being collected?
FAST ELA Reading	<input checked="" type="checkbox"/> Grade 9 <input checked="" type="checkbox"/> Grade 10 <input type="checkbox"/> Grade 11 <input type="checkbox"/> Grade 12	<input type="checkbox"/> Oral Language <input type="checkbox"/> Phonological Awareness <input type="checkbox"/> Phonics <input type="checkbox"/> Fluency <input checked="" type="checkbox"/> Vocabulary <input checked="" type="checkbox"/> Comprehension	<input checked="" type="checkbox"/> Screening <input checked="" type="checkbox"/> Progress Monitoring <input type="checkbox"/> Diagnostic <input checked="" type="checkbox"/> Summative	<input type="checkbox"/> Weekly <input type="checkbox"/> 2 x Month <input type="checkbox"/> Monthly <input type="checkbox"/> Quarterly <input checked="" type="checkbox"/> 3 x Year <input type="checkbox"/> Annually <input type="checkbox"/> As Needed <input type="checkbox"/> Other
Other District Assessment Edmentum Exact Path	<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 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 type="checkbox"/> Diagnostic <input type="checkbox"/> Summative	<input type="checkbox"/> Weekly <input type="checkbox"/> 2 x Month <input type="checkbox"/> Monthly <input checked="" type="checkbox"/> Quarterly <input type="checkbox"/> 3 x Year <input type="checkbox"/> Annually <input type="checkbox"/> As Needed <input type="checkbox"/> Other

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

Our district uses our Reading Decision Trees that has set criteria for state progress monitoring results and our classroom assessments to identify our 9-12 students in need of Tier2/Tier 3 instruction. Students who are identified as Tier 2 receive an additional 15 minutes of reading interventions and students who are identified as Tier 3 receive Tier 2 instruction and then an additional 20 minutes of more individualized Tier 3 instruction by a reading certified or endorsed teacher. Both Tier 2 and Tier 3 students are in our Multi-Tiered System of Support (MTSS) process and are monitored by the teacher, school and district while in MTSS.

Grades 9-12 Decision Tree

PM 1 and PM 2 Data for Tier 1 Instruction

IF: Student meets the following criteria on PM 1 or PM2:

Ninth Grade - Coordinated Screening/ Progress Monitoring Achievement High Level 2 or Higher

Tenth Grade -Coordinated Screening/ Progress Monitoring Achievement High Level 2 or Higher
Eleventh Grade - Coordinated Screening/ Progress Monitoring Achievement High Level 2 or Higher
Twelfth Grade - Coordinated Screening/ Progress Monitoring Achievement High Level 2 or Higher
State Coordinated Screening/State Progress Monitoring will be administered: First 30 Days of School, at mid school year and the end of the school year
THEN TIER 1 Only
<p>Core Instruction</p> <p>Indicate the core curriculum and how the program is supported by strong, moderate, or promising levels of evidence.</p> <p>9-12 Savvas, Perspectives meets - Moderate Evidence</p> <p>Students will be taught using the suggested materials and resources to provide fidelity to the reading programs.</p>
<p>List performance criteria that indicate Tier 1 is sufficient for at least 80% of students.</p> <p>80% of the students at each grade level meet the identified scale scores indicated in Tier 1 beginning of the year performance.</p>
<p>Explain how the effectiveness of Tier 1 instruction is monitored.</p> <p>Principal observations and walk-throughs along with data monitoring by the LLT. LLT meets at least quarterly to analyze data and make instructional changes as needed.</p>
<p>What procedures are in place to identify and solve problems to improve effectiveness of Tier 1 instruction?</p> <p>LLT observations, data review, coaching and instruction modeling</p>
<p>Performance criteria that prompt the addition of Tier 2 interventions for students not meeting expectations/benchmarks during the school year:</p> <p>A percentile ranking or achievement level that is below the identified scale score indicated in Tier 1 on PM 1 or PM 2.</p>
PM 1 and PM 2 Data for Tier 2 Instruction
<p>IF: Student meets the following criteria at the beginning of the school year:</p> <p>Ninth Grade - Coordinated Screening/ Progress Monitoring Achievement Low Level 2</p> <p>Tenth Grade -Coordinated Screening/ Progress Monitoring Achievement Low Level 2</p> <p>Eleventh Grade - Coordinated Screening/ Progress Monitoring Achievement Low Level 2 or Higher</p> <p>Twelfth Grade - Coordinated Screening/ Progress Monitoring Achievement Low Level 2</p> <p>State Coordinated Screening/State Progress Monitoring will be administered: First 30 Days of School, at mid school year and the end of the school year</p>
THEN TIER 1 Instruction and TIER 2 Interventions
<p>Supplemental Instruction/Interventions</p> <p>Indicate the programs and practices used in Tier 2 interventions and how the programs and practices are supported by strong, moderate, or promising levels of evidence.</p>
<p>Indicate the evidence-based programs and practices implemented for students with a disability, students with an Individual Educational Plan (IEP), and students who are English language learners, as applicable.</p>

<p>Number of times per week interventions are provided: Five days a week</p>
<p>Number of minutes per intervention session: Minimum of 15 minutes daily</p>
<p>Explain how the effectiveness of Tier 2 interventions are monitored. Principal observations and walk-throughs along with data monitoring by the LLT. LLT meets at least quarterly to analyze data and make instructional changes as needed.</p>
<p>What procedures are in place to identify and solve problems to improve effectiveness of Tier 2 interventions? Tier 2 instruction has increased intensity (more instructional time; smaller group size) and increased explicitness—more focus on teaching specific skills to scaffold students to perform on grade level in core curriculum and instruction. To identify and solve problems to improve interventions’ effectiveness, teachers will collect progress monitoring data to guide instruction. Modifications will be made to intensity of interventions and learning goals (and thus intervention learning materials) for students who do not make adequate progress. Tier 2 instruction is in conjunction with and designed to support students’ ability to maximize learning with core curriculum and instruction.</p>
<p>Performance criteria that prompt the addition of Tier 3 interventions for students not meeting expectations/benchmarks during the school year:</p>
<p>PM 1 and PM 2 Data for Tier 3 Instruction</p>
<p>IF: Student meets the following criteria at the beginning of the school year: Ninth Grade - Coordinated Screening/ Progress Monitoring Achievement Level 1 Tenth Grade -Coordinated Screening/ Progress Monitoring Achievement Level 1 Eleventh Grade - Coordinated Screening/ Progress Monitoring Achievement Level 1 Twelfth Grade - Coordinated Screening/ Progress Monitoring Achievement Level 1 State Coordinated Screening/State Progress Monitoring will be administered: First 30 Days of School, at mid school year and the end of the school year</p>
<p>THEN TIER 1 Instruction, TIER 2 Interventions, and TIER 3 Intensive Interventions</p>
<p>Intensive, Individualized Instruction/Interventions Indicate the programs and practices used in Tier 3 interventions and how the programs and practices are supported by strong, moderate, or promising levels of evidence.</p>
<p>Indicate the evidence-based programs and practices implemented for students with a disability, students with an Individual Educational Plan (IEP), and students who are English language learners, as applicable</p>
<p>Number of times per week interventions are provided: Five days a week</p>
<p>Number of minutes per intervention session: Minimum of 20 minutes a day</p>
<p>Explain how the effectiveness of Tier 3 interventions are monitored. Principal observations and walk-throughs along with data monitoring by the LLT. LLT meets at least quarterly to analyze data and make instructional changes as needed.</p>
<p>What procedures are in place to identify and solve problems to improve effectiveness of Tier 3 interventions?</p>

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

LLT observations, data review, coaching and instruction modeling

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

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

Holmes District will provide professional development which includes training to help teachers understand the science of reading including integrating oral language, phonemic awareness, phonics, word study and spelling, fluency, vocabulary, and text comprehension strategies into an explicit, systematic, and sequential approach to reading instruction, and multisensory intervention strategies. Teachers will be provided the opportunity for professional development in multisensory reading intervention through Reading Endorsement Competencies, the State Regional Literacy Director, and the Panhandle Area Educational Consortium.

Holmes District will differentiate and intensify professional development for teachers based on progress monitoring data with intensity increased for those teachers whose progress monitoring data is not showing adequate growth.

Holmes District identifies mentor teachers and establishes model classrooms within the schools. Instructions for selecting mentors is in the district mentor packet for all principals and teachers to review. Qualifications are also reviewed yearly during summer principal trainings on the selection of mentors. Guidelines for selecting and visits to “in building” model ELA classrooms are addressed during summer principal trainings.

Holmes District ensures that time is provided for teachers to meet weekly for professional development. Holmes provides teachers with time weekly to meet together for professional development including lesson study and PLCs. PLCs will be based on the needs at each school and will be coordinated with the district professional development director.

Holmes District will continue training on ELA standards/curriculum and new progress monitoring during the 2023-2024 school year.

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

- PAEC Literacy Matrix - Blended and In-Person
- UF LITERACY MATRIX - Online PD
- K-12 Reading Florida Certification Test

7) Tutoring Programs to Accelerate Literacy Learning ([Rule 6A-6.053\(2\), F.A.C.](#))

Describe any tutoring programs available within your district and include targeted grade levels (e.g., K-3 Reading Tutoring, RAISE High School Tutoring, etc.).

- Summer Reading Programs – target grades K-3 Tier 3 and Tier 2 students – program runs four days a week for five weeks, 8:00 – 2:30 – certified reading endorsed teachers provide reading interventions to our students
- School Year K-3 Tutoring – target grade K-3 Tier 2-3 students – program runs two-three days weekly – students who are enrolled in Principles of Teaching work with the students for 30 minutes during after school program
- R.A.I.S.E. High School Tutoring – target grades K-3 Tier 2-3 students– program runs two-three days weekly – students who are enrolled in Principles of Teaching work with the students for 40 minutes during school hours
- After School Academic Program – target grades K-8 Tier 2-3 students – program runs four days a week immediately following school until 5:00 p.m. – certified teachers provide reading interventions to our students

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

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

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

Holmes School District believes that parental involvement in student learning is extremely important. FLDOE's Parent Guides for Florida B.E.S.T. Standards and parent guide connection book list will be disseminated to parents. Parent events, working in conjunction with Title I, will be held in the fall at each school to help parents understand academic language and strategies for supporting their child with the foundational strand to meet the needs of the traditional beginning reader and expanded to include remediation for secondary. After schools receive state results and/or the first progress monitoring results that identifies a student with a substantial deficiency in reading the school literacy team and classroom teacher meets with the parent to review their students data and develop a Read-At-Home plan. The office of Early Learning website address is shared with all of the districts voluntary PreK parent so that they can access the parent pages and family resources. VPK families are given printed copies of the monthly at home activities to support their learners. All families will be sent home monthly literacy activity pages developed by our Curriculum Coordinators to encourage literacy activities in our student's homes. We will continue to promote and help our families enroll in the New World Reading Initiative as we meet with our parents at school functions, MTSS meetings and IEP meetings. New World Reading promotional flyers will be sent home at the beginning of the school year with all our qualifying students. Our district will provide information to qualifying families about Reading Scholarships and help families who need support in applying for the scholarships.