

Lafayette's District Comprehensive Evidence-Based Reading Plan 2024-2025

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	Alissa Hingson	ahingson@lcsbmail.net	386-294-4137
Data Element	Alissa Hingson	ahingson@lcsbmail.net	386-294-4137
Third Grade Promotion	Lisa Newman	lnewman@lcsbmail.net	386-294-2882
Multi-Tiered System of Supports	Alissa Hingson	ahingson@lcsbmail.net	386-294-4137
Other (Enter Responsibility)			

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	173,302.00	
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>	0	

Comprehensive System of Reading Instruction Expenditures	Amount	FTE (where applicable)
Elementary Expenses		
Literacy coaches	86,437.39	1.00
Intervention teachers	37792.19	.45
Scientifically researched and evidence-based supplemental instructional materials	14183.06	
Summer reading camps	0	
Secondary Expenses		
Literacy coaches	0	
Intervention teachers	18406.30	.25
Scientifically researched and evidence-based supplemental instructional materials	11,183.06	
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	3500.00	
Incentives for K-12 instructional personnel and certified PreK teachers who possess the Reading Endorsement or Certification	800.00	
Incentives for K-12 instructional personnel and certified PreK teachers who possess the Emergent, Elementary, or Secondary Literacy Micro-Credential		
Additional time per day of evidence-based intensive reading instruction for extended literacy learning (before or after school, summer, etc.)		
Tutoring programs to accelerate literacy learning		
Family engagement activities		
Other – Please Describe		
Substitutes	1000.00	
Sum of Expenditures	173,302.00	

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.

FAST				
Grade	Previous School Year – % of Students Scoring		Goal for Plan Year – % of Students Scoring	
	Urgent Intervention <10 th percentile	At & Above Benchmark 40 th percentile & above	Urgent Intervention <10 th percentile	At & Above Benchmark 40 th percentile & above
VPK	6%	84%	5%	80%
K	12%	64%	5%	80%
1	18%	55%	5%	80%
2	16%	61%	5%	80%

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	17%	67%	5%	80%
4	27%	52%	5%	80%
5	10%	54%	5%	80%
6	13%	68%	5%	80%
7	11%	59%	5%	80%
8	20%	53%	5%	80%
9	14%	63%	5%	80%
10	5%	70%	5%	80%

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	FAST Progress Monitoring ELA Literacy Classroom Walkthrough Data	FAST Progress Monitoring ELA iReady Reading Diagnostic data Literacy Classroom Walkthrough Data
Actions for continuous support and improvement	Agendas/discussions at Administrative Monthly meetings	Agendas/discussions at School Literacy Leadership Team meetings
Grades 6-8	District Level	School Level
Data that will be collected and frequency of review	FAST Progress Monitoring ELA Literacy Classroom Walkthrough Data	FAST Progress Monitoring ELA Literacy Classroom Walkthrough Data
Actions for continuous support and improvement	Agendas/discussions at Administrative Monthly meetings	Agendas/discussions at School Literacy Leadership Team meetings
Grades 9-12	District Level	School Level
Data that will be collected and frequency of review	FAST Progress Monitoring ELA Literacy Classroom Walkthrough Data	FAST Progress Monitoring ELA Literacy Classroom Walkthrough Data
Actions for continuous support and improvement	Agendas/discussions at Administrative Monthly meetings	Agendas/discussions at School Literacy Leadership Team meetings

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.

The K12 CERP will be revised to improve literacy outcomes for students in the way of professional learning.

1. Next year the district will continue have a professional learning initiative to continue to focus on the Literacy Practice Profile. We will have PD on the 5 evidence based practices, provide coaching cycles for all teachers focusing in on literacy and the 5 evidence based practices, and the district will be doing district wide Learning Walk (observations) in addition to school based literacy walkthroughs. This focus will be throughout all content areas. Our goal and focus is to strengthen Tier 1.
2. In addition to the whole group professional learning, this year the district will get back to professional learning communities for teachers to share best practices in literacy strategies in all content areas.
3. We will continue to have a goal to increase teacher/staff collective efficacy by modeling and asking for a commitment to believe all students have the right to an excellent education every day, and that each one of us can provide that and make positive differences in our students.
4. The district would like to consider a district wide program that increases the amount of time students spend reading. The hope is to foster of love for reading at maximum and at minimum they gain more practice to increase their fluency, vocabulary and comprehension. The district will look in to Accelerated Reader as a possible program.
5. Coaches will continue to work with teachers on how to plan for small group instruction to meet Tier 2 and Tier 3 needs. This year in addition to literacy coaches the district will contract with ESF Education Consulting for professional learning in Tier 2 and Tier 3 interventions including analyzing data, deep dive into data to know where students are truly performing within the standard so that appropriate standards based intervention is implemented.
6. The district will also take as many SRLD days as Kaleb Watkins can give us. His ability to help us analyze our data and make informed decisions is invaluable to us.

Any support in these areas that our State Regional Literacy Director could assist us with would be greatly appreciated. We would love for our SRLD to join us in the District Learning Walks some times through the year to help give us feedback on what is observed. As far at the professional learning, I believe that we can do that in house with district, administrators and literacy coaches.

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

The process in place to ensure effective implementation of the reading plan at each school is that principals are communicated the requirements of the reading plan in meetings with the Director of Teaching and Learning Services annually. The principals and the reading coaches are active members in the development of the reading plan as it pertains to their school and grade level spans. The principals ensure that teachers have the common

planning time and time in their instructional schedules to teach reading at the Tier 1, 2, and 3 levels. The principals are active members of the School Literacy Leadership Team that engage in data analysis that leads to the problem solving method when weaknesses are discovered. Principals are a critical piece of the ensuring that the implementation of the plan is completed with fidelity.

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.

Principals monitor collection and utilization of assessment data by first analyzing the data themselves. They study the data after each progress monitoring session to see over all how students are progressing. Principals and literacy coaches in tandem lead professional learning on how to analyze data, and then how to make informed instructional decisions based on the findings of the data. Principals lead data chats several times throughout the school year to give teachers intentional uninterrupted time to analyze their data, then planning time to consider impacts on instruction to meet students' needs.

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.

N/A

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

These requirements were communicated face to face to principals in Administrative Monthly Meetings. They will continued to be communicated at leadership team meetings.

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

The Director of Teaching and Learning Services is an active member of each school's Literacy Leadership team. The Director of Teaching and Learning Services coordinates with the reading coaches on the agendas for each meeting. The director has conversations and planning sessions with the reading coaches and principals in the professional development and coaching needed at each school based on the needs that the data shows. The district ensures that the literacy coaches have access to professional learning to keep themselves abreast of most current evidence based practices.

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?

The Director of Teaching and Learning Services is an active member of each school's Literacy Leadership team. The Director of Teaching and Learning Services coordinates with the reading coaches on the agendas for each meeting. The director has conversations and planning sessions with the reading coaches and principals in the professional development and coaching needed at each school based on the needs that the data shows.

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

The district monitors implementation of the coach model through observations and frequent communication with the coaches and principals.

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 ensures that students K-12 are taught all six components of reading by

providing professional development for teachers, purchasing curriculum and resources that are aligned, monitoring lesson plans, and implementation of reading instruction through walkthroughs to ensure that all six components of reading are being taught with fidelity. The district uses a variety of assessments that assess the six components of reading to collect accurate data to analyze to identify students' success and needs for intervention. The district uses screeners, progress monitoring/formative assessments, diagnostics, and summative assessments. Screeners, progress monitoring and summative assessments are administered to all of our students. This data is used to evaluate our Tier 1 curriculum/instruction at the school level, grade level, classroom/teacher level, all the way down to the student level. The School Literacy Leadership Team analyzes screener, progress monitoring and summative data to look for areas of success and weakness. Areas of success can be used for modeling and mentoring. Areas of weakness are analyzed further using the problem solving method to identify the problem and try solutions to make improvements in areas of curriculum, instruction, scheduling, intervention, etc. This data also shows school teams, including the teachers, which students are not making progress. With these students we use diagnostic assessment to dig deeper to pinpoint areas of concern so that an intervention plan can be created for the student. Standards based Tier 1 instruction is provided to all students. Students who show that they need extra support in order to be successful with Tier 1 instruction is given Tier 2 standards based instruction in addition to Tier 1 in order to provide extra instruction and practice with the students learning gaps as shown by data. This Tier 2 instruction is provided in smaller groups. For students who show substantial deficiencies in reading Tier 3 instructions is provided to them in addition to Tier 2 and Tier 1 instruction. Tier 3 instruction is provided in smaller groups, and pinpoints learning gaps specific to each student. This intensive reading intervention instruction is provided by a reading certified/endorsed teacher. Progress monitoring and summative assessment are used to monitor student proficient and growth towards closing the learning gaps.

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

The district has two VPK classrooms and one ESE Pre-K classroom. The district uses the FAST STAR Reading and Math state assessments, as well as ESGI to assess and progress monitor student performance in the PreK classrooms. The Florida Early Learning and Development Standards are used as a basis for instruction in the PreK classrooms. The district uses the Frog Street Pre-K Curriculum. The district supports the needs of all learners by providing them the support they need whether it be students with disabilities, or English Language Learners. Students with disabilities have IEPs with specific goals, specialized instruction and accommodations to meet their needs. English Language Learners are immersed into the language, but also are afforded opportunities to work with paraprofessionals with some small group time to increase their access to the English language.

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

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?
				<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: iReady Standards Mastery	<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 checked="" type="checkbox"/> Summative	<input type="checkbox"/> Weekly <input type="checkbox"/> 2 x Month <input type="checkbox"/> Monthly <input type="checkbox"/> Quarterly <input checked="" type="checkbox"/> 3 x Year <input type="checkbox"/> Annually <input type="checkbox"/> As Needed <input type="checkbox"/> Other
Other District Assessment: iReady Growth Monitoring	<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 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 type="checkbox"/> Screening <input type="checkbox"/> Progress Monitoring <input checked="" type="checkbox"/> Diagnostic <input checked="" 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 checked="" type="checkbox"/> Annually <input type="checkbox"/> As Needed <input type="checkbox"/> Other
Other District Assessment: Educational Software for Guiding Instruction (ESGI)	<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 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 checked="" type="checkbox"/> Screening <input checked="" type="checkbox"/> Progress Monitoring <input checked="" 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

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.

The district will monitor data of universal screeners, progress monitoring and through formative assessments or teacher observation to identify students with a substantial reading deficiency. See decision tree for student requirements for Tier 2 and 3 interventions.

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

The district will monitor data of universal screeners, progress monitoring and through formative assessments or teacher observation to identify students with a substantial reading deficiency. See decision tree for student requirements for Tier 2 and 3 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.

At the beginning of the school year students in grades K-3 will participate in Universal Screeners by the District-Approved Progress Monitoring, within the first 30 days of school. Each school will review

student scores and identify students in grades K-3 that exhibit characteristics of dyslexia and require an additional screener. After a student's fluency is measured, the school based team will review data collected from previous year, universal screener and fluency measure screener to determine next steps for the student. Based on Rule 6A-6.052(6) the characteristics of dyslexia include, but are not limited to, difficulties with accurate and fluent word recognition and spelling, difficulty with learning letters and their sounds, and confusion in the sequence of letters and sounds. If a student is showing the characteristics of dyslexia, the parent/guardian will be notified immediately in writing and consulted on with the development of an individualized progress monitoring plan (1008.25(9), F.S.).

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

After the student has received one month of intensive interventions, the school team will review individual student's progress. The team may suggest an additional Dyslexia Screening to be administered to determine next steps for individual students. The team will review results of additional screeners for next steps.

Grades K-5 Decision Tree

Elementary schools (K-5) must teach reading in a dedicated, uninterrupted block of time of at least 90 minutes daily to all students. The reading block will include whole group instruction utilizing an evidence-based sequence of reading instruction and small group differentiated instruction in order to meet individual student needs.

Beginning of year data

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

(Enter assessment criteria that will be used.)

- FAST STAR at or above 40%tile (K-2)
- FAST Cambium (3-5)
- iReady at or above 40%tile (K-5)

THEN TIER 1 Only

Core Instruction

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

K-2 Teachers will use BENCHMARK as an ELA resource to create Curriculum Maps of Explicit Instruction of ELA standards based on Marzano's Standards Based Instruction

BENCHMARK does not meet strong, moderate or promising levels of evidence: however, the following IES Practice Guide Recommendation supports the program: Supporting K-3 Reading and Foundational Skills#3 Teach students to decode words, analyze word parts, and recognize words. (strong) and #4 Ensure that each student reads connected text every day to support reading accuracy, fluency and comprehension (moderate). Practice Guide Providing Reading Interventions For Students in 4-9: #1 Build students' decoding skills so they can read complex multisyllabic words.(strong) # 2 Provide purposeful fluency-building activities to help students read effortlessly(strong). #3 Routinely use a set of comprehension-building practices to help students make sense of the text Part 3A. Build students' world and word knowledge so they can make sense of the text Part 3B. Consistently provide students with opportunities to ask and answer questions to better understand the text they read Part 3C. Teach students a routine for determining the gist of a short

section of text Part 3D. Teach students to monitor their comprehension as they read (strong) These recommendations were built into BENCHMARK.

3-5 Teachers will use Teacher created Curriculum Maps of Explicit Instruction of ELA standards. Teacher Created Curriculum Maps of Explicit Instruction of ELA standards does not meet strong, moderate or promising levels of evidence: however, the following IES Practice Guide Recommendation supports the program: Foundational Skills to Support Reading for Understanding in Kindergarten Through 3rd Grade #2 Develop awareness of the segments of sounds in speech and how they link to letters. (strong) #3 Teach students to decode words, analyze word parts, and write and recognize words (strong) #4 Ensure that each student reads connected text every day to support reading accuracy, fluency, and comprehension. (moderate) Providing Reading Interventions For Students in 4-9: #1 Build students' decoding skills so they can read complex multisyllabic words. (strong) #2 Provide purposeful fluency-building activities to help students read effortlessly (strong). #3 Routinely use a set of comprehension-building practices to help students make sense of the text Part 3A. Build students' world and word knowledge so they can make sense of the text

Part 3B. Consistently provide students with opportunities to ask and answer questions to better understand the text they read Part 3C. Teach students a routine for determining the gist of a short section of text Part 3D. Teach students to monitor their comprehension as they read (strong): These recommendations were built into the curriculum maps using standards based materials for instruction.

Ready Reading and trade books from the FL Civics and ELA suggested book list in the ELA BEST Standards will be used. Appropriate leveled text during small group instruction, Reciprocal Teaching and multisensory activities with a wide variety of strategies are used in the delivery of the core curriculum. This core curriculum is supported with strong evidence based on iReady data and passage rates of students in grades three -five.

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

At least 80% of the students are performing at or above the 40%tile

Explain how the effectiveness of Tier 1 instruction is monitored.

The effectiveness of Tier 1 instruction is being monitored at district level, school level, grade level and teacher level data reviews of progress monitoring results at least 3x a year, standards based report cards and ESGI data.

What procedures are in place to identify and solve problems to improve effectiveness of Tier 1 instruction? Classroom walkthroughs, observations, assessment data from FAST, iReady and ESGI diagnostics, shared data chats with the literacy coach and/or MTSS Coordinator at grade level and individual teacher levels are used to identify problems.

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

-Coaching cycles with the literacy coach

-Modeled lessons by the literacy coach, or an effective or highly effective teacher,

-Co-teaching model with literacy coach or effective or highly effective teacher,

-Time to observe in classrooms of effective or highly effective teachers.

The School Literacy Leadership team reviews Tier 1 student data and teacher observation data to identify areas of concern in effective instruction in the ELA classrooms. Training and/or modeling is provided by literacy coach and/or mentor teachers. Additional professional development is planned according to needs of staff. In the event that we are providing distance learning to students, distance learning student data, and teacher instructional delivery models will be monitored and discussed as a part of the School Literacy Leadership team.

Beginning of year data

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

(Enter assessment criteria that will be used.)

K-2 Student scores between 39th and 10th %tiles on FAST PM and/or iReady Diagnostic

3rd grade Student scores between 39th and 20th %tiles on FAST PM and/or iReady Diagnostic

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.

GREAT LEAPS: Phonics instruction, repeated reading program, individualized instruction

Assessment/Frequency: Great Leaps assessment chart with each lesson

Performance Criteria

Discontinue: Consistently passing lessons with < or = one error per lesson

Continue: Inconsistently passing lessons with < one error per lesson after three attempts

Prompts Addition of Tier 3: Not passing lessons with < one error per lesson after three attempts

Great Leaps does not meet strong, moderate or promising levels of evidence: however, the following IES Practice Guide Recommendation supports the program: Supporting K-3 Reading and Foundational Skills: #2 Develop awareness of segments of sounds in speech and how they link to letters (strong) #3 Teach students to decode words, analyze word parts, and recognize words. (strong) and #4 Ensure that each student reads connected text every day to support reading accuracy, fluency and comprehension (moderate). Practice Guide Providing Reading Interventions For Students in 4-9: #1 Build students' decoding skills so they can read complex multisyllabic words. # 2 Provide purposeful fluency-building activities to help students read effortlessly. These recommendations were built into Great Leaps. The district will support and monitor implementation of this program by ensuring teachers are provided professional learning in using the materials appropriately by the literacy coach. Coaches and school administration will observing implementation of Great Leaps programs and materials and tracking progress of student growth to monitor for fidelity.

iReady

Assessment/Frequency: iReady Diagnostic 3x per year

Performance Criteria

Discontinue: Consistently passing lessons at grade level with 80% accuracy per lesson

Continue: Inconsistently passing lessons at grade level with 80% accuracy per lesson

Prompts Addition of Tier 3: Not passing lessons at grade level with 80% accuracy per lesson

iReady does not meet strong, moderate or promising levels of evidence: however, the following IES Practice Guide Recommendation supports the program: Supporting K-3 Reading and Foundational Skills: #1 Teach students academic language skills, including the use of inferential and narrative language and vocabulary knowledge. (has rationale) #2 Develop awareness of segments of sounds in speech and how they link to letters (strong) #3 Teach students to decode words, analyze word parts, and recognize words. (strong) and #4 Ensure that each student reads connected text every day to support reading accuracy, fluency and comprehension (moderate). Practice Guide Providing Reading Interventions For Students in 4-9: #1 Build students' decoding skills so they can read complex multisyllabic words. (strong) # 2 Provide purposeful fluency-building activities to help students read effortlessly (strong). These recommendations were built into iReady. The district will support and monitor implementation of this program by ensuring teachers are provided professional learning in using the materials appropriately by the literacy coach and PD provided by iReady. Coaches and school administration will observing implementation of iReady programs and materials and tracking progress of student growth to monitor for fidelity.

QuickReads

Assessment/Frequency: cold reads 3x per year

Performance Criteria

Discontinue: Average score above >70%

Continue: Average score between 69% and 60%

Prompts Addition of Tier 3: Average score below 59%

QuickReads (3rd-5th) -Strong The district will support and monitor implementation of this program by ensuring teachers are provided professional learning in using the materials appropriately by the literacy coach. Coaches and school administration will observing implementation of QuickReads materials and tracking progress of student growth to monitor for fidelity.

Leveled Texts

Assessment/Frequency: running records 3x per quarter

Performance Criteria

Discontinue:

August – October

3rd grade - >96%

4th grade - >96%

5th grade - >98%

November – January

3rd grade ->98%

4th grade - >99%

5th grade - >99%

February – May

3rd grade ->99%

4th grade ->98%

5th grade ->99%

Continue:

August – October

3rd grade - between 92 – 95%
 4th grade - between 91 and 95%
 5th grade - between 95 and 97%
 November – January
 3rd grade – between 94 and 97%
 4th grade – between 96 and 97%
 5th grade – between 96 and 98%
 February – May
 3rd grade – between 97 and 98%
 4th grade – between 96 and 97 %
 5th grade – between 97 and 98%
 Prompts Addition of Tier 3:
 August – October
 3rd grade - < 91%
 4th grade - < 90%
 5th grade - < 94%
 November – January
 3rd grade -< 93%
 4th grade - < 95%
 5th grade - < 95%
 February – May
 3rd grade - < 96%
 4th grade - < 95%
 5th grade - < 96%

Leveled Text does not meet strong, moderate or promising levels of evidence: however, the following IES Practice Guide Recommendation supports the program: Supporting K-3 Reading and Foundational Skills: #1 Teach students academic language skills, including the use of inferential and narrative language and vocabulary knowledge. (has rationale) #3 Teach students to decode words, analyze word parts, and recognize words. (strong) and #4 Ensure that each student reads connected text every day to support reading accuracy, fluency and comprehension (moderate). Practice Guide Providing Reading Interventions For Students in 4-9: #1 Build students' decoding skills so they can read complex multisyllabic words. (strong) # 2 Provide purposeful fluency-building activities to help students read effortlessly (strong). These recommendations were built into Leveled Text. The district will support and monitor implementation of using Leveled Texts by ensuring teachers are provided professional learning in using the materials appropriately by the literacy coach. Coaches and school administration will observe implementation of Leveled Texts and tracking progress of student growth to monitor for fidelity.

Reciprocal Teaching

Assessment/Frequency: iReady Standards Mastery Assessments/three times per quarter

Performance Criteria

Discontinue: Average score >65%
 Continue: Average score between 65% and 45%
 Prompts Addition of Tier 3: Average score below 45%

Reciprocal Teaching as a strategy does not meet strong, moderate or promising levels of evidence: however, the following IES Practice Guide Recommendation supports the program: Supporting K-3 Reading and Foundational Skills: #1 Teach students academic language skills, including the use of inferential and

narrative language and vocabulary knowledge.(has rationale) #3 Teach students to decode words, analyze word parts, and recognize words. (strong) and #4 Ensure that each student reads connected text every day to support reading accuracy, fluency and comprehension (moderate). Practice Guide Providing Reading Interventions For Students in 4-9: #1 Build students' decoding skills so they can read complex multisyllabic words.(strong) # 2 Provide purposeful fluency-building activities to help students read effortlessly(strong). #3 Routinely use a set of comprehension-building practices to help students make sense of the text Part 3A. Build students' world and word knowledge so they can make sense of the text Part 3B. Consistently provide students with opportunities to ask and answer questions to better understand the text they read Part 3C. Teach students a routine for determining the gist of a short section of text Part 3D. Teach students to monitor their comprehension as they read (strong)These recommendations were built into Reciprocal Teaching. The district will support and monitor implementation of the use of Reciprocal Teaching by ensuring teachers are provided professional learning in using the materials appropriately by the literacy coach. Coaches and school administration will observing implementation of Reciprocal Teaching strategy and tracking progress of student growth to monitor for fidelity.

Sequential Phonics

Assessment/Frequency: Sequential Phonics review lesson after every 5 lessons

Performance Criteria

Discontinue: Consistently passing review lesson at grade level with 90% accuracy per lesson

Continue: Inconsistently passing review lesson at grade level with 90% accuracy per lesson

Prompts Addition of Tier 3: Not passing review lesson at grade level with 90% accuracy per lesson

Sequential Phonics - does not meet strong, moderate or promising levels of evidence: however, the following IES Practice Guide Recommendation supports the program: Supporting K-3 Reading and Foundational Skills: #2 Develop awareness of segments of sounds in speech and how they link to letters (strong) #3 Teach students to decode words, analyze word parts, and recognize words. (strong) and These recommendations were built into Sequential Phonics. The district will support and monitor implementation of this program by ensuring teachers are provided professional learning in using the materials appropriately, observing implementation and tracking progress to monitor for fidelity. The district will support and monitor implementation of Sequential Phonics by ensuring teachers are provided professional learning in using the materials appropriately by the literacy coach. Coaches and school administration will observing implementation of the use of Sequential Phonics and tracking progress of student growth to monitor for fidelity.

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.

See above.

For K-3 students who have a substantial reading deficiency or characteristics of dyslexia, identify the multisensory interventions provided. Sequential phonics, letters, Elkonin boxes, FCRR activities, Reading First games, premade games, teacher made

Number of times per week interventions are provided: 2-3x

Number of minutes per intervention session: 20-30 minutes

Explain how the effectiveness of Tier 2 interventions are monitored.

The effectiveness of Tier 2 is being monitored through data chats using FAST PM data, iReady data, classroom/report card grades. Tier 2 lesson plans and instruction are reviewed for alignment with core curriculum and instruction.

The School Literacy Leadership team reviews Tier 2 student data and teacher observation data to identify areas of concern in effective instruction in the ELA classrooms. Training and/or modeling is provided by reading coach and/or mentor teachers. Additional professional development is planned according to needs of staff.

What procedures are in place to identify and solve problems to improve effectiveness of Tier 2 interventions? Classroom walkthroughs, observations, assessment data from FAST PM, iReady diagnostics, Intervention assessments and shared data chats with reading coach at grade level and individual levels are used to identify problems. As problems are identified, solutions to improve effectiveness are hypothesized and planned, then implemented.

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

Beginning of year data

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

(Enter assessment criteria that will be used.)

K-2 Students scoring at or below the 9th%tile on progress monitoring assessments

3rd grade Students scoring at or below the 19th%tile on progress monitoring assessments

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.

K-2 Students scoring at or below the 9th%tile on progress monitoring assessments

3rd grade Students scoring at or below the 19th%tile on progress monitoring assessments

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.

Lalilo

Assessment/Frequency: Each Lalilo lesson, DIBELS – Progress Monitoring monthly, iReady Diagnostic three times per year

Performance Criteria

Discontinue: Consistently scoring 80% or higher on each lesson

Continue: Lack of 70-80% passage rate on activities

Prompts Addition of Tier 3: Lack of 69% passage rate on activities

Lack of growth on iReady diagnostic and/ or FAST PM

Lalilo does not meet strong, moderate or promising levels of evidence: however, the following IES Practice Guide Recommendation supports the program: Supporting K-3 Reading and Foundational Skills: #2 Develop awareness of segments of sounds in speech and how they link to letters (strong) #3 Teach students to

decode words, analyze word parts, and recognize words. (strong) and #4 Ensure that each student reads connected text every day to support reading accuracy, fluency and comprehension (moderate). Practice Guide Providing Reading Interventions For Students in 4-9: #1 Build students' decoding skills so they can read complex multisyllabic words. # 2 Provide purposeful fluency-building activities to help students read effortlessly. These recommendations were built into Lalilo. The district will support and monitor implementation of this program by ensuring teachers are provided professional learning in using the materials appropriately by the literacy coach. Coaches and school administration will observing implementation of Tier 3 programs and materials and tracking progress of student growth to monitor for fidelity.

Decodable Phonics Readers

Assessment/Frequency: Biweekly Fluency check

Performance Criteria

Discontinue: Consistently building fluency (automaticity, accuracy and prosody) through repeated readings with 95% accuracy

Continue: Fluency (automaticity, accuracy and prosody) through repeated decodable readers with 70-94% accuracy

Prompts Addition of Tier 3: Fluency (automaticity, accuracy and prosody) through repeated decodable readers not increasing.

Lack of growth on iReady diagnostic and/ or FAST PM

Decodable Phonics Readers does not meet strong, moderate or promising levels of evidence: however, the following IES Practice Guide Recommendation supports the program: Supporting K-3 Reading and Foundational Skills: #2 Develop awareness of segments of sounds in speech and how they link to letters (strong) #3 Teach students to decode words, analyze word parts, and recognize words. (strong) and #4 Ensure that each student reads connected text every day to support reading accuracy, fluency and comprehension (moderate). Practice Guide Providing Reading Interventions For Students in 4-9: #1 Build students' decoding skills so they can read complex multisyllabic words. # 2 Provide purposeful fluency-building activities to help students read effortlessly. These recommendations were built into Decodable Phonics Readers. The district will support and monitor implementation of this program by ensuring teachers are provided professional learning in using the Decodable Phonics Readers appropriately by the literacy coach. Coaches and school administration will observing implementation of Decodable Phonics Readers and tracking progress of student growth to monitor for fidelity.

Multisensory Reading Activities

Assessment/Frequency: DIBELS – Progress Monitoring monthly

Performance Criteria

Discontinue: ORF accuracy per minute >95%

Continue: ORF accuracy per minute 70%-91%

Prompts Addition of Tier 3: ORF accuracy per minute below 70%

Multisensory Reading Activities does not meet strong, moderate or promising levels of evidence: however, the following IES Practice Guide Recommendation supports the program: Supporting K-3 Reading and Foundational Skills: #2 Develop awareness of segments of sounds in speech and how they link to letters (strong) #3 Teach students to decode words, analyze word parts, and recognize words. (strong) Practice Guide Providing Reading Interventions For Students in 4-9: #1 Build students' decoding skills so they can

read complex multisyllabic words. These recommendations were built into use of Multisensory Reading Activities. The district will support and monitor implementation of the use of multisensory reading activities by ensuring teachers are provided professional learning in using the materials appropriately by the literacy coach. Coaches and school administration will observe implementation of multisensory reading activities and track progress of student growth to monitor for fidelity.

REWARDS

Assessment/Frequency: DIBELS Monthly progress monitoring

Performance Criteria

Discontinue: ORF accuracy per minute >95%

Continue: ORF accuracy per minute 70%-91%

Prompts Addition of Tier 3: ORF accuracy per minute below 70%

REWARDS does not meet strong, moderate or promising levels of evidence: however, the following IES Practice Guide Recommendation supports the program: Supporting K-3 Reading and Foundational Skills: #2 Develop awareness of segments of sounds in speech and how they link to letters (strong) #3 Teach students to decode words, analyze word parts, and recognize words. (strong) and #4 Ensure that each student reads connected text every day to support reading accuracy, fluency and comprehension (moderate). Practice Guide Providing Reading Interventions For Students in 4-9: #1 Build students' decoding skills so they can read complex multisyllabic words. #2 Provide purposeful fluency-building activities to help students read effortlessly. #3 Routinely use a set of comprehension-building practices to help students make sense of the text Part 3A. Build students' world and word knowledge so they can make sense of the text Part 3B. Consistently provide students with opportunities to ask and answer questions to better understand the text they read Part 3C. Teach students a routine for determining the gist of a short section of text Part 3D. Teach students to monitor their comprehension as they read (strong) These recommendations were built into REWARDS. The district will support and monitor implementation of this program by ensuring teachers are provided professional learning in using the REWARDS program and materials appropriately by the literacy coach. Coaches and school administration will observe implementation of the REWARDS programs and materials and track progress of student growth to monitor for fidelity.

GREAT LEAPS: Phonics instruction, repeated reading program, individualized instruction

Assessment/Frequency: Great Leaps assessment chart with each lesson

Performance Criteria

Discontinue: Consistently passing lessons with < or = one error per lesson

Continue: Inconsistently passing lessons with < one error per lesson after three attempts

Prompts Addition of Tier 3: Not passing lessons with < one error per lesson after three attempts

Great Leaps does not meet strong, moderate or promising levels of evidence: however, the following IES Practice Guide Recommendation supports the program: Supporting K-3 Reading and Foundational Skills: #2 Develop awareness of segments of sounds in speech and how they link to letters (strong) #3 Teach students to decode words, analyze word parts, and recognize words. (strong) and #4. Practice Guide Providing Reading Interventions For Students in 4-9: #1 Build students' decoding skills so they can read complex multisyllabic words. #2 Provide purposeful fluency-building activities to help students read effortlessly. These recommendations were built into Great Leaps. The district will support and monitor implementation of this program by ensuring teachers are provided professional learning in using the materials appropriately

by the literacy coach. Coaches and school administration will observe implementation of Great Leaps programs and materials and track progress of student growth.

Leveled Texts

Assessment/Frequency: running records 3x per quarter

Performance Criteria

Discontinue:

August – October

3rd grade - >96%

4th grade - >96%

5th grade - >98%

November – January

3rd grade - >98%

4th grade - >99%

5th grade - >99%

February – May

3rd grade - >99%

4th grade - >98%

5th grade - >99%

Continue:

August – October

3rd grade - between 92 – 95%

4th grade - between 91 and 95%

5th grade - between 95 and 97%

November – January

3rd grade – between 94 and 97%

4th grade – between 96 and 97%

5th grade – between 96 and 98%

February – May

3rd grade – between 97 and 98%

4th grade – between 96 and 97 %

5th grade – between 97 and 98%

Prompts Addition of Tier 3:

August – October

3rd grade - < 91%

4th grade - < 90%

5th grade - < 94%

November – January

3rd grade - < 93%

4th grade - < 95%

5th grade - < 95%

February – May

3rd grade - < 96%

4th grade - < 95%

5th grade - < 96%

Leveled Text does not meet strong, moderate or promising levels of evidence: however, the following IES Practice Guide Recommendation supports the program: Supporting K-3 Reading and Foundational Skills: #3 Teach students to decode words, analyze word parts, and recognize words. (strong) and #4 Ensure that each student reads connected text every day to support reading accuracy, fluency and comprehension (moderate). Practice Guide Providing Reading Interventions For Students in 4-9: #1 Build students' decoding

skills so they can read complex multisyllabic words.(strong) # 2 Provide purposeful fluency-building activities to help students read effortlessly(strong). These recommendations were built into Leveled Text. The district will support and monitor implementation of using Leveled Texts by ensuring teachers are provided professional learning in using the materials appropriately by the literacy coach. Coaches and school administration will observing implementation of Leveled Texts and tracking progress of student growth to monitor for fidelity.

For K-3 students who have a substantial reading deficiency or characteristics of dyslexia, identify the multisensory interventions provided. Sequential phonics, letters, Elkonin boxes, FCRR activities, Reading First games, premade games, teacher made

Number of times per week interventions are provided: 3-5x

Number of minutes per intervention session: 20- 30 minutes

Explain how the effectiveness of Tier 3 interventions are monitored. The effectiveness of Tier 3 is being monitored through data chats using FAST PM data, iReady data, classroom/report card grades. Tier 3 lesson plans and instruction are reviewed for alignment with core curriculum and instruction. The School Literacy Leadership team reviews Tier 3 student data and teacher observation data to identify areas of concern in effective instruction in the ELA classrooms. Training and/or modeling is provided by reading coach and/or mentor teachers. Additional professional development is planned according to needs of staff.

What procedures are in place to identify and solve problems to improve effectiveness of Tier 3 interventions? Classroom walkthroughs, observations, assessment data from FAST PM, iReady diagnostics, Intervention assessments and shared data chats with reading coach at grade level and individual levels are used to identify problems. As problems are identified, solutions to improve effectiveness are hypothesized and planned, then implemented.

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).

The district will meet the requirements for Summer Reading Camps by providing evidence based explicit, systematic reading instruction in phonemic awareness, phonics, fluency, vocabulary, and comprehension to grade 3 students who score Level 1 on the Florida Standards Assessment for ELA. This instruction will be provided by a highly effective teacher who is also endorsed in reading. The evidence-based instructional materials that will be utilized include REWARDS: REWARDS Strong; Read Works: Repeated Readings, Comprehension, vocabulary instruction, Individualized Instruction Moderate Evidence, – John Hattie Effect Size; iReady: Promising Research Support for Ready and ESSA; Promising iReady; Sequential Phonics: Phonics Instruction, Individualized Instruction Moderate Evidence – John Hattie Effect Size; QuickReads: Repeated Reading Program, Individualized Instruction Moderate Evidence – John Hattie Effect Size; and multisensory literacy activities: In accordance to 6A-6.053 multisensory activities are an appropriate intervention. John Hattie's high yield instructional strategies will be used in conjunction with the instructional materials to provide evidence-based reading instruction

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

No

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

Name of the Assessment	Target Audience (Grades 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?
		<input type="checkbox"/> Phonics <input type="checkbox"/> Fluency <input checked="" type="checkbox"/> Vocabulary <input checked="" type="checkbox"/> Comprehension	<input type="checkbox"/> Diagnostic <input checked="" type="checkbox"/> Summative	<input type="checkbox"/> Quarterly <input checked="" type="checkbox"/> 3 x Year <input type="checkbox"/> Annually <input type="checkbox"/> As Needed <input type="checkbox"/> Other
Other District Assessment: District Developed Assessments	<input checked="" type="checkbox"/> Grade 6 <input checked="" type="checkbox"/> Grade 7 <input checked="" type="checkbox"/> Grade 8 <input 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 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 checked="" 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

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

The district will monitor data of universal screeners, progress monitoring and through formative assessments or teacher observation to identify students with a substantial reading deficiency. See decision tree for student's requirements for Tier 2 and 3 interventions.

Grades 6-12 Decision Tree
Beginning of year data
IF student meets the following criteria at the beginning of the school year: (Enter assessment criteria that will be used.) Student is at or above grade level as determined by FAST -CAMBIUM Progress Monitoring and/or the most recent diagnostic/screening assessment.
THEN TIER 1 Only
Core Instruction Indicate the core curriculum and how the program is supported by strong, moderate or promising levels of evidence. Teachers will use HMH into Literature as an ELA resource to create Curriculum Maps of Explicit Instruction of ELA standards (6th -12th). HMH does not meet strong, moderate or promising levels of evidence: however, the following IES Practice Guide Recommendation supports the program: Improving Adolescent Literacy: Effective Classroom and Intervention Practices: #1 Provide explicit vocabulary instruction.(promising) #2 Provide direct and explicit comprehension strategy instruction.(promising) #3 Provide opportunities for extended discussion of text meaning and interpretation(promising).#4 Increase student motivation and engagement in literacy learning.(promising) #5 Make available intensive and individualized interventions for struggling readers that can be provided by trained specialists.(promising) Program Guide: Teaching Secondary Students to Write Effectively #1 Explicitly teach appropriate writing strategies using a Model-Practice-Reflect instructional cycle. (strong) #2 Integrate writing and reading to emphasize key writing features.(moderate) These recommendations were built into the HMH curriculum.
List performance criteria that indicate Tier 1 is sufficient for at least 80% of students. AT least 80% of the students are performing at or above the 40%tile on PM and at least 80% of students are passing standards based Classroom Assessments
Explain how the effectiveness of Tier 1 instruction is monitored.

- Weekly walkthroughs
- Standards based Classroom Assessments (grades) weekly
- FAST 3x year
- Data chat meetings with teachers
- School Literacy Leadership team analyze Tier 1 data

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

The School Literacy Leadership team reviews student data and teacher observation data to identify areas of concern in effective instruction in the ELA classrooms. Training and/or modeling is provided by reading coach and/or mentor teachers. Additional professional development is planned according to needs of staff. In addition to the School Literacy Leadership Team, LHS has an ELA professional learning community that meets 3-5 times per school year to have content area conversations about best practices in ELA instruction, standards based planning, curriculum, and student products.

In the event that we are providing distance learning to students, distance learning student data, and teacher instructional delivery models will be monitored and discussed as a part of the School Literacy Leadership team and the ELA PLC as well.

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

(6th-10th) Student meets the following criteria at beginning of school year: Student scored level 2 or below on the FAST for the past 2 years and did not achieve learning gains on the most recent FAST assessment.

(11th-12th) Student meets the following criteria at beginning of school year: 1) Student has not met the 10th grade reading FAST reading requirement for graduation OR 2) Student's cumulative GPA is below a 2.0 OR 3) Student is not on track to graduate with his/her 9th grade cohort.

Beginning of year data

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

(Enter assessment criteria that will be used.)

(6th-10th) Student meets the following criteria at beginning of school year: Student scored level 2 or below on the FAST for the past 2 years and did not achieve learning gains on the most recent FAST assessment.

(11th-12th) Student meets the following criteria at beginning of school year: 1) Student has not met the 10th grade reading FAST reading requirement for graduation OR 2) Student's cumulative GPA is below a 2.0 OR 3) Student is not on track to graduate with his/her 9th grade cohort.

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.

6-12th Tier 2 ELA students have a reading class in their schedule that is in addition to their core ELA course. (5 days/week, 50 minutes/day)

This reading class is structured for small group rotations:

R – Reflect (Teacher group)

E – Engage – interactive/multisensory activity or Book Club

A – At your seat – independent assignment or independent reading

D – digital –reading program on computer or other literacy digital activity

In addition to standards-based materials reflective of students' needs as shown by data, small group teacher-led instruction will also include the utilization of Common Lit resources. Tier 2 students will go to the

teachers table at minimum 2x week for 25 minutes. In the other rotations, students will practice skills based on needs.

Assessment/Frequency: Reading classroom grades based on standards and skills taught - weekly

Performance Criteria:

Discontinue-

- Student scores at grade level on progress monitoring assessment

OR

- Student is making adequate progress to close the achievement gap with his/her peers as indicated by the most recent progress monitoring data

Continue-

- Student is making progress toward closing the achievement gap.
- Student is still one grade level behind according to the most recent progress monitoring data

Add Tier 3-

Students meet at least 2 of the 3 of the following criteria:

- Student is not making learning gains as indicated by progress monitoring data
- Student is 2 or more grade levels below as indicated on the two most recent progress-monitoring assessments.
- Teacher observations or concerns

Teacher led small group instruction does not meet strong, moderate or promising levels of evidence: however, the following IES Practice Guide Recommendation supports the program: Teaching Academic Content and Literacy to English Learners in Elementary School and Middle School #4 Provide small-group instructional intervention to students struggling in areas of literacy and English Language development.(moderate) Practice Guide: Improving Adolescent Literacy: Effective Classroom and Intervention Practices: #1 Provide explicit vocabulary instruction.(promising) #2 Provide direct and explicit comprehension strategy instruction.(promising) #3 Provide opportunities for extended discussion of text meaning and interpretation(promising).#4 Increase student motivation and engagement in literacy learning.(promising) #5 Make available intensive and individualized interventions for struggling readers that can be provided by trained specialists.(promising) These recommendations were built into the Teacher led small group instruction. The district will support and monitor implementation of this program by ensuring teachers are provided professional learning in using the strategy of small group instruction appropriately by the literacy coach. Coaches and school administration will observing implementation of small group instruction and tracking progress of student growth to monitor for fidelity.

Standards Based materials does not meet strong, moderate or promising levels of evidence: however, the following IES Practice Guide Recommendation supports the program: Improving Adolescent Literacy: Effective Classroom and Intervention Practices: #1 Provide explicit vocabulary instruction.(promising) #2 Provide direct and explicit comprehension strategy instruction.(promising) #3 Provide opportunities for extended discussion of text meaning and interpretation(promising).#4 Increase student motivation and engagement in literacy learning.(promising) #5 Make available intensive and individualized interventions for struggling readers that can be provided by trained specialists.(promising) Program Guide: Teaching Secondary Students to Write Effectively #1 Explicitly teach appropriate writing strategies using a Model-Practice-Reflect instructional cycle. (strong) #2 Integrate writing and reading to emphasize key writing features.(moderate) These recommendations were built into using the Standards Based Materials for Instruction. The district will support and monitor implementation of standards based materials ensuring teachers are provided professional learning in using the materials appropriately by the literacy coach.

Coaches and school administration will observe implementation of Tier 2 materials and track progress of student growth to monitor for fidelity.

Common Lit does not meet strong, moderate or promising levels of evidence; however, the following IES Practice Guide Recommendation supports the program: Improving Adolescent Literacy: Effective Classroom and Intervention Practices: #1 Provide explicit vocabulary instruction.(promising) #2 Provide direct and explicit comprehension strategy instruction.(promising) #3 Provide opportunities for extended discussion of text meaning and interpretation(promising).#4 Increase student motivation and engagement in literacy learning.(promising) #5 Make available intensive and individualized interventions for struggling readers that can be provided by trained specialists.(promising) Program Guide: Teaching Secondary Students to Write Effectively #1 Explicitly teach appropriate writing strategies using a Model-Practice-Reflect instructional cycle. (strong) #2 Integrate writing and reading to emphasize key writing features.(moderate)These recommendations were built into the Common Lit resources. The district will support and monitor implementation of this program by ensuring teachers are provided professional learning in using the Common Lit materials appropriately by the literacy coach and through Common Lit online PD. Coaches and school administration will observe implementation of the Common Lit resources and materials and track progress of student growth to monitor for fidelity.

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. See above

Number of times per week interventions are provided: 2-3x

Number of minutes per intervention session: 25-30 minutes

- **Explain how the effectiveness of Tier 2 interventions are monitored.**
- Weekly walkthroughs
- Standards based Classroom Assessments (grades) weekly
- FAST 3x year
- Data chat meetings with teachers
- School Literacy Leadership team analyze data

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

The Multi-Tiered System of Support Coordinator/Literacy Coach will conduct data chat sessions with reading teachers of Tier 2 ELA students in order to analyze the effectiveness of the Tier 2 interventions. If the student data does not show improvement then the problem solving model will be used to correct the problem and find a better solution.

The School Literacy Leadership team reviews Tier 2 student data and teacher observation data to identify areas of concern in effective instruction in the ELA classrooms. Training and/or modeling is provided by reading coach and/or mentor teachers. Additional professional development is planned according to needs of staff. In addition to the School Literacy Leadership Team, LHS has an ELA professional learning community that meets 3-5 times per school year to have content area conversations about best practices in ELA instruction, standards based planning, curriculum, and student products.

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

Students meet at least 3 of the following criteria:

- Student is not making learning gains as indicated by progress monitoring data

- Student is 2 or more grade levels below as indicated on the two most recent progress monitoring assessments.
- Teacher observations or concerns

Beginning of year data

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

(Enter assessment criteria that will be used.)

(6th-10th) Student has scored level 1 on the FAST for the last two years and is not achieving learning gains OR student has been identified as having a substantial deficiency in reading by achieving the lowest achievement level on a diagnostic/screener.

(11th-12th) 1) Student has not met the 10th grade FAST (FSA) reading requirement for graduation after at least 2 attempts AND 2) Student's cumulative GPA is below 2.0, or student is not on track to graduate with his/her 9th grade cohort.

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.

6-12th Tier 3 ELA students have a reading class in their schedule that is in addition to their core ELA course.

This reading class is structured for small group rotations:

R – Reflect (Teacher group)

E – Engage – interactive/multisensory activity or Book Club

A – At your seat – independent assignment or independent reading

D – digital –reading program on computer or other literacy digital activity

In addition to standards-based materials reflective of students' needs as shown by data, small group teacher-led instruction will also include the utilization of Common Lit resources. Tier 3 students will go to the teachers table at minimum 3x week for 25 minutes.

Assessment/Frequency: Reading classroom grades based on standards and skills taught - weekly

Performance Criteria:

Discontinue –

- Student is making adequate progress toward achieving learning gains as indicated by most recent progress monitoring data OR
- Student is passing at least 2 of the following: ELA, Science, and social studies
- Student has an overall GPA above 2.0

Continue-

- Student is not making progress as indicated by most recent progress monitoring data
- Teacher observations and concerns.

Intensified Tier 3-

- Student is not making progress as indicated by most recent progress monitoring data
- Student has an overall GPA below 2.0
- Teacher observations and concerns.

Teacher led small group instruction does not meet strong, moderate or promising levels of evidence: however, the following IES Practice Guide Recommendation supports the program: Teaching Academic Content and Literacy to English Learners in Elementary School and Middle School #4 Provide small-group instructional intervention to students struggling in areas of literacy and English Language development.(moderate) Practice Guide: Improving Adolescent Literacy: Effective Classroom and Intervention Practices: #1 Provide explicit vocabulary instruction.(promising) #2 Provide direct and explicit comprehension strategy instruction.(promising) #3 Provide opportunities for extended discussion of text meaning and interpretation(promising).#4 Increase student motivation and engagement in literacy learning.(promising) #5 Make available intensive and individualized interventions for struggling readers that can be provided by trained specialists.(promising) These recommendations were built into the Teacher led small group instruction. The district will support and monitor implementation of this program by ensuring teachers are provided professional learning in using the strategy of small group instruction appropriately by the literacy coach. Coaches and school administration will observing implementation of small group instruction and tracking progress of student growth to monitor for fidelity.

Standards Based materials does not meet strong, moderate or promising levels of evidence: however, the following IES Practice Guide Recommendation supports the program: Improving Adolescent Literacy: Effective Classroom and Intervention Practices: #1 Provide explicit vocabulary instruction.(promising) #2 Provide direct and explicit comprehension strategy instruction.(promising) #3 Provide opportunities for extended discussion of text meaning and interpretation(promising).#4 Increase student motivation and engagement in literacy learning.(promising) #5 Make available intensive and individualized interventions for struggling readers that can be provided by trained specialists.(promising) Program Guide: Teaching Secondary Students to Write Effectively #1 Explicitly teach appropriate writing strategies using a Model-Practice-Reflect instructional cycle. (strong) #2 Integrate writing and reading to emphasize key writing features.(moderate) These recommendations were built into using the Standards Based Materials for instruction. The district will support and monitor implementation of standards based materials ensuring teachers are provided professional learning in using the materials appropriately by the literacy coach. Coaches and school administration will observing implementation of Tier 2 materials and tracking progress of student growth to monitor for fidelity.

Common Lit does not meet strong, moderate or promising levels of evidence: however, the following IES Practice Guide Recommendation supports the program: Improving Adolescent Literacy: Effective Classroom and Intervention Practices: #1 Provide explicit vocabulary instruction.(promising) #2 Provide direct and explicit comprehension strategy instruction.(promising) #3 Provide opportunities for extended discussion of text meaning and interpretation(promising).#4 Increase student motivation and engagement in literacy learning.(promising) #5 Make available intensive and individualized interventions for struggling readers that can be provided by trained specialists.(promising) Program Guide: Teaching Secondary Students to Write Effectively #1 Explicitly teach appropriate writing strategies using a Model-Practice-Reflect instructional cycle. (strong) #2 Integrate writing and reading to emphasize key writing features.(moderate)These recommendations were built into the Common Lit resources. The district will support and monitor implementation of this program by ensuring teachers are provided professional learning in using the Common Lit materials appropriately by the literacy coach and through Common Lit online PD. Coaches and school administration will observing implementation of the Common Lit resources and materials and tracking progress of student growth to monitor for fidelity.

ACT Practice does not meet strong, moderate or promising levels of evidence; however, the following IES Practice Guide Recommendation supports the program: Improving Adolescent Literacy: Effective Classroom and Intervention Practices: #1 Provide explicit vocabulary instruction.(promising) #2 Provide direct and explicit comprehension strategy instruction.(promising) #3 Provide opportunities for extended discussion of text meaning and interpretation(promising).#4 Increase student motivation and engagement in literacy learning.(promising) #5 Make available intensive and individualized interventions for struggling readers that can be provided by trained specialists.(promising) These recommendations were built into the ACT Practice instruction and materials.

The district will support and monitor implementation of ACT Practice materials by ensuring teachers are provided professional learning in using the materials appropriately by the literacy coach. Coaches and school administration will observe implementation of ACT Practice materials and track progress of student growth to monitor for fidelity.

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.

Number of times per week interventions are provided: 3-5x

Number of minutes per intervention session: 25-30 minutes

Explain how the effectiveness of Tier 3 interventions are monitored.

- Weekly walkthroughs
- Standards based Classroom Assessments (grades) weekly
- FAST 3x year
- Data chat meetings with teachers
- School Literacy Leadership team analyze data

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

The Multi-Tiered System of Support Coordinator/Literacy Coach will conduct data chat sessions with reading teachers of Tier 2 ELA students in order to analyze the effectiveness of the Tier 2 interventions. If the student data does not show improvement then the problem solving model will be used to correct the problem and find a better solution.

The School Literacy Leadership team reviews Tier 2 student data and teacher observation data to identify areas of concern in effective instruction in the ELA classrooms. Training and/or modeling is provided by reading coach and/or mentor teachers. Additional professional development is planned according to needs of staff. In addition to the School Literacy Leadership Team, LHS has an ELA professional learning community that meets 3-5 times per school year to have content area conversations about best practices in ELA instruction, standards based planning, curriculum, and student products.

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 FEFP 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.

All instructional staff participates in 2-3 days of professional learning during the summer of 2024 to curriculum map for the 2024-2025 school year. The PL consisted on a focus of standards based planning, daily learning goals, literacy in the content areas, and the Power 5 evidence based instructional strategies (explicit instruction, systematic instruction, scaffolded instruction, corrective feedback, and differentiated instruction.)

The district has a contract with Rex Mitchell, ESF, Inc. to participate in data analysis and standards based Tier 2 interventions.

Summer 2024 a team of elementary school staff (4 ELA teachers, 1 science teacher, 1 math teacher, 1 reading coach, and 2 administrators) will attend the NEFEC Summer Literacy Institute. This team will deliver the PL that they attend this summer to the other instructional staff members K-5 during grade level common planning times, pre-planning and/or other Professional Learning days. These teachers and administrators will continue their professional learning by participating in 3 additional "Rural Connect" PL Days throughout the school year.

Professional Learning Communities held after school hours for teachers to participate in groups of topics based on teachers' choice/student need in instructional needs in the implementation of Florida's challenging standards, including Foundational Literacy Skills.

Administrators, teachers and staff will attend literacy professional development that is provided by NEFEC and Just Read Florida! This includes NEFEC's summer institutes, rural connect meetings, JRFI /BSI Summer Institute and JRFI Regional summits.

ELA B.E.S.T. Standards training and professional development will be on-going in grades K-12, helping teachers to understand, to plan with, and to implement these standards in their classrooms . This will be led by administrators and literacy coaches.

K-5 teachers have contracted with Core Connections for professional development in teaching writing. This professional development includes direct teaching, modeling, observation, and feedback. It is aligned to the ELA B.E.S.T. Standards.

6-12th teachers participate in an ELA Professional Learning Community each school year. The focuses of this year's ELA PLC will be accurately implementing the ELA B.E.S.T. Standards, Tier 2 and Tier 3 reading instruction at the secondary level (small group instruction and foundational skills).

PL for staff in literacy strategies to be utilized in all subject areas including foundational reading skills; vocabulary instruction, writing in the content area instruction; Kagan structures that promote speaking and listening amongst students; reciprocal teaching strategy. Also, both campuses want to make the reading, writing, speaking and listening a campus wide focus. The Literacy Coaches will provide professional learning to grade levels/content areas in how to incorporate reading, writing, speaking and listening into instruction. This focus would be promoted by Literacy Leadership Team, an expectation of daily lesson plans to include the 4 quadrants would be set by administration and there would be focused walkthroughs to capture the amount of time students spend reading, writing, speaking and listening.

There will be a district wide implementation of professional learning to strengthen Tier 1 instruction by focusing on the standards based planning for and implementation the evidence-based practices: explicit instruction, systematic instruction, scaffolded instruction, corrective feedback, and differentiated instruction. The Director of Teaching and Learning Services and school based Literacy coaches will provide PL to teachers during preplanning. Part of the PL will require teachers to fully participate in one coaching cycles with the literacy coach with a focus on 1 or more of the 5 evidence based practices. The district will participate in Learning Walks with a focus of looking for well-accomplished use of the 5 evidence based practices.

There will be a district goal to increase teacher/staff collective efficacy by modeling and asking for a commitment to believe all students have the right to an excellent education every day and that each one of us can provide that and make positive differences in our students.

District staff will participate in professional learning provided by NEFEC and/or Department of Education as opportunities arise this school year to stay abreast of the current requirements and best practices in education.

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).

None available this year. If the district were to receive funding for such a program, we would love to reinstate it.

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 district's plan for providing a read-at-home plan to parents of students identified with a substantial deficiency in reading is to encourage students in parents to spend at least 20 minutes per day engaged in reading/and or other literacy activity. The schools reading coaches will coordinate with teacher of students who are substantially deficient in reading and ensure these students have a variety of literature/texts to use at home through several sources: classroom libraries, school libraries, partnership with the local library online library app, book trade set up in cafeteria, and magazines/newspapers. The district provided information to students about the state's at home reading initiative New World Reading to ensure books getting inside of the homes. The reading coaches will use resources from the Just Read Florida! ELA Parent Guides, the Just Read, Families! website and other resources to send home ideas for parents to engage with their children in literacy activities. These activities will be promoted through paper copies sent home with students, emailed school newsletters, school website, and PTO Facebook Pages.

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
ah	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.
ah	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.
ah	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.
ah	d. Each school has a Literacy Leadership Team consisting of a school administrator, literacy coach, media specialist and a lead teacher, as applicable.
ah	e. All literacy coaches in the district meet the minimum qualifications described in Rule 6A-6.053(4), F.A.C.
ah	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.
ah	g. Literacy coaches are assigned to schools with the greatest need based on student performance data in reading.
ah	h. Time is provided for teachers to meet weekly for professional learning, including lesson study and professional learning communities.

ah	i. The CERP will be shared with stakeholders, including school administrators, literacy leadership teams, literacy coaches, classroom instructors, support staff and parents.
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Local Educational Agency Chief Executive Officer or Authorized Representative (Printed Name):

Signature: Alesia Hingon	Date: July 15, 2024
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