

Wakulla County Schools



2023-24 Reading Plan

Table of Contents

Contact Information	1
Budget	1
District and School Literacy Leadership Teams	2
District-Level Monitoring of Plan Implementation	4
School-Level Monitoring of Plan Implementation	6
Literacy Coaches/Coaching	7
K-12 Assessment, Curriculum, and Instruction	9
K-12 Decision Trees	14
Summer Reading Camp	21
Professional Development	35
Tutoring Programs to Accelerate Literacy Learning	36
Family Engagement	36

District K-12 Comprehensive Evidence-Based Reading Plan

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

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

1) Contact Information

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

Point of Contact	Name	Email	Phone
Main Reading Contact	Holly Harden	holly.harden@wcsb.us	850-926-0065
Data Element	Richard Myhre	richard.myhre@wcsb.us	850-926-0065
Third Grade Promotion	Holly Harden	holly.harden@wcsb.us	850-926-0065
Multi-Tiered System of Supports	Nicholas Weaver	nicholas.weaver@wcsb.us	850-926-0065

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

Reading Allocation Budget Items

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

Reading Allocation Budget Item	Amount	FTE (where applicable)
Amount of District Evidence-Based Reading Instruction Allocation	\$376,448.00	
Estimated proportional share distributed to district charters <i>*Charter schools must utilize their proportionate share of the evidence-based reading allocation in accordance with Section (s.) 1002.33(7)(a)2.a. and s. 1008.25(3)(a), Florida Statutes (F.S.). Note: All intensive reading interventions specified by the charter must be delivered by a teacher who has a literacy micro-credential or is certified or endorsed in reading.</i>	\$13, 596.53	

Reading Allocation Budget Item	Amount	FTE (where applicable)
Elementary Expenses		
Literacy coaches	\$0.00	
Intervention teachers	\$130,312.84	2.0
Scientifically researched and evidence-based supplemental instructional materials	\$42,000.00	
Summer reading camps for grade 3 students	\$40,000.00	
Secondary Expenses		
Literacy coaches	\$0.00	
Intervention teachers	\$120,135.66	2.0
Scientifically researched and evidence-based supplemental instructional materials	\$16,402.00	
K-12/PreK Expenses		
Professional development to help K-12 instructional personnel and certified PreK teachers earn a certification, a credential, an endorsement or an advanced degree in scientifically researched and evidence-based reading instruction	\$12,000.00	
Incentives for K-12 instructional personnel and certified PreK teachers who possess the Reading Endorsement or Certification	\$0.00	
Incentives for K-12 instructional personnel and certified PreK teachers who possess the Emergent, Elementary, or Secondary Literacy Micro-Credential	\$0.00	
Additional time per day of evidence-based intensive reading instruction for extended literacy learning (before or after school, summer, etc.)	\$0.00	
Tutoring programs to accelerate literacy learning	\$0.00	
Family engagement activities	\$2000.97	
Other – Please Describe		
Sum of Expenditures	\$376,448.00	

3) Literacy Leadership – District and School

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

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

Florida Assessment of Student Thinking (FAST)				
Grade	Previous School Year – % of Students Scoring		Goal for Plan Year – % of Students Scoring	
	Urgent Intervention <10 th percentile	At & Above Benchmark 40 th percentile & above	Urgent Intervention <10 th percentile	At & Above Benchmark 40 th percentile & above
PreK	13%	61%	10%	65%
K	4%	78%	3%	80%
1	7%	76%	5%	80%
2	8%	75%	5%	80%

Florida Assessment of Student Thinking (FAST)				
Grade	Previous School Year – % of Students Scoring		Goal for Plan Year – % of Students Scoring	
	Level 1	Levels 3-5	Level 1	Levels 3-5
3	20%	56%	16%	60%
4	16%	61%	12%	65%
5	18%	59%	14%	63%
6	22%	57%	18%	60%
7	22%	53%	18%	56%
8	18%	64%	14%	67%
9	22%	58%	18%	62%
10	22%	55%	18%	60%

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

Schools are required to establish a School Literacy Leadership Team.

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

Each school principal will form and maintain a Literacy Leadership Team comprised of the school’s instructional coach and media specialist. Grade level lead teachers and school level teacher coaches will also be members of the school level Literacy Leadership Team. The Literacy Leadership Team is integral to the School Improvement Plan process.

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

Administrators are advised of the School Literacy Leadership Team requirement at the annual administrative workshop held every summer prior to the beginning of school and through monthly meetings and emails throughout the year. Members of the District Instructional Services team and School Level administrative teams meet monthly to discuss data and instructional implementation. School Level administrators, the School Level Literacy Leadership Team, and the School Advisory Council use data to create literacy goals for the upcoming school year. School Level administrators meet with Instructional Coaches and teacher leaders to help communicate the instructional process and literacy goals. School-based data chats occur during PLCs at the classroom, grade and school levels. Expectations are shared at faculty meetings, grade level meetings, and with individual teachers.

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

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

1. Provide an explanation of the following:

Grades K-5	District Level	School Level
Data that will be collected and frequency of review	FAST PM Data- 3 x year Progress Monitoring Assessments - 4 x year	FAST PM Data- 3 x year Progress Monitoring Assessments- 4 x year Classroom Performance through FOCUS (District SIS) – ongoing MTSS Process - ongoing
Actions for continuous support and improvement	Monthly District Leadership team meetings to review literacy data Quarterly Walkthroughs using Practice Profiles Support for PLCs	School/Grade/Class level Data Review to determine effectiveness of instruction Walkthroughs focused on Literacy Look Fors Ongoing participation in PLCs

Grades 6-8	District Level	School Level
Data that will be collected and frequency of review	FAST PM Data-3 x year	FAST PM Data- 3 x year Classroom Performance through FOCUS (District SIS)- ongoing MTSS Process - ongoing
Actions for continuous support and improvement	Monthly District Leadership team meetings to review literacy data Quarterly Walkthroughs using Practice Profiles Support for PLCs	School/Grade/Class level Data Review to determine effectiveness of instruction Walkthroughs focused on Literacy Look Fors Ongoing participation in PLCs

Grades 9-12	District Level	School Level
Data that will be collected and frequency of review	FAST PM Data- 3 x year	FAST PM Data- 3 x year Classroom Performance through FOCUS (District SIS)- ongoing MTSS Process - ongoing
Actions for continuous support and improvement	Monthly District Leadership team meetings to review literacy data Quarterly Walkthroughs using Practice Profiles Support for PLCs	School/Grade/Class level Data Review to determine effectiveness of instruction Walkthroughs focused on Literacy Look Fors Ongoing participation in PLCs

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

District administration holds School Level administrators accountable for the implementation of the District CERP and communicate this through observations and evaluations. Site visits occur when expectations are not being met.

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

Based on the reflection tool and a root-cause analysis, the top priority areas are Professional Learning and Literacy Coaching. With the K-12 implementation of the B.E.S.T. ELA standards this year, ongoing professional learning focused on deep dives into B.E.S.T. ELA standards at each grade level will continue. In addition, vertical alignment and cross-curricular supports will be an area of focus. Training in the science of reading and evidenced-based literacy instruction will be a focus for both administrators and teachers. Continued focus on the implementation of Professional Learning Communities (PLCs) at each school and across the district will be a priority.

Continuation of the following strategies to grow and support PLCs will occur:

- Identify and establish protocols to follow for the implementation of school- and district-based PLCs
- Gather and analyze data used to drive PLC learning cycles
- Provide structure and guidance for PLC time
- Provide district and school level support during PLC meetings
- Reflect on implementation of PLC process quarterly

The following strategies will be used to support professional learning in B.E.S.T. ELA standards and the science of reading:

- Introduction to and support with School Leader's Literacy Walkthrough guides to assist school leaders in supporting classroom literacy instruction aligned to B.E.S.T. ELA standards
- Opportunities for school leaders to participate in FCRR's Literacy and Leadership Professional Development series will be offered. These sessions are designed to support leaders in building capacity in the implementation of evidence-based literacy practices.
- Introduction to and use of Practice Profiles at each grade level to support best practices of core reading instruction will be provided.

The use of Literacy Coaches to support literacy instruction has long been established. With the introduction of new coaches to the team, the need to reevaluate the support and training provided will be a priority. Ongoing support will be provided to help coaches effectively fulfill their role and duties in promoting maximum student growth in literacy.

Strategies to support Literacy Coaching will occur:

- Literacy Coaches will earn their Florida Reading Coach Endorsement
- Continuation of monthly district meetings
- Support with establishment of monthly/weekly meetings at schools
- Support with data analysis and use to differentiate instruction

Based on the Reflection Tool, this year's upcoming K-12 CERP will continue to focus on the incorporation and use of PLC learning cycles into the data reflection process. We will continue to closely look at data to determine which instructional strategies, interventions and resources are working and which may need to be adjusted to continue improvement in student literacy. The use of Practice Profiles and Literacy Walkthrough guides will be introduced and used to support best practices of core reading instruction K-12.

Support from State Regional Literacy Directors and Just Read Florida will be used to develop the capacity of our Literacy Coaches and in the coaching model.

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

Grade level/department PLCs are held with teachers, School level Administrators, and Instructional Coaches in attendance to review data collected and discuss effective implementation. Faculty meetings will be held to communicate implementation goals and to provide professional learning on literacy topics. School-based data chats occur during PLCs at the classroom, grade and school levels. Expectations are shared at faculty meetings, grade level meetings, and with individual teachers. Literacy walkthroughs occur regularly by school level administrators to monitor instruction and CERP goals.

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

Student progress is monitored using classroom performance, District Progress Monitoring Assessments, and progress monitoring screeners (FAST PM and STAR Early Literacy/Reading). Data is provided to School Level Administrators in an ongoing manner. School-level administrators monitor classroom progress through FOCUS, the district's student information system. Teachers provided scaffolded and differentiated instruction to support student learning. For students identified as having an academic gap, the MTSS team develops a plan designed for the learning need. The intervention instruction is monitored using weekly or bi-weekly data to determine the effectiveness of instruction.

The MTSS Coordinator holds district-wide meetings at the beginning of the school year to provide guidance on the MTSS process. School Level Administrators are responsible for implementing the MTSS process at their schools following the district guidelines. Follow-up meetings are held by the MTSS Coordinator and School Level Administrators throughout the school year to monitor implementation.

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

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

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

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

Wakulla County employs four district instructional coaches. All instructional coaches hold current professional teaching certificates in ELA or are Reading endorsed/certified, are highly effective, and hold Civics and Literacy Coach Endorsements. Data is reviewed annually to determine placement and support provided to our elementary, middle, and high school. Two of the instructional coach positions are designated to support our four elementary schools, each of which are Title I schools. The other two coach positions are used to support the middle and high school; one designated to split support between the two middle schools and one designated to support the high school.

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

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

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

Literacy coaches must possess the following:

- A minimum of a bachelor's degree and reading endorsement or K-12 certification in reading;
- Effective or highly effective rating from the most recently available evaluation that contains student performance data;
- Specialized knowledge of evidence-based reading instruction grounded in the science of reading, infusing evidence-based reading strategies into content area instruction;
- Special expertise in quality reading instruction and infusing reading strategies into content area instruction;

- Data management skills;
- Strong knowledge base in working with adult learners;
- Excellent communication skills; and
- Outstanding presentation, interpersonal, and time-management skills.

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

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

Yes/No

Yes

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

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

Meetings are held between the Curriculum Coordinator, Principals, and Instructional Coaches to discuss expectations and roles of coaches at each school.

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

Meetings are held monthly with instructional coaches and district administrators to discuss top priorities of the month. At these meetings concerns are addressed and action steps are created for the upcoming month. The district's Coordinator of Curriculum, Director of Instructional Data, and MTSS Administrator meet with instructional coaches and school level administrators frequently throughout the year to review school level data, discuss priorities of coaches as they relate to district and school goals, and to provide support to coaches.

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

Monthly instructional coach meetings allow time to analyze data, as well as time to plan and collaborate with the District leadership team. These meetings also include activities such as goal setting, instructional planning, data analysis, coaching cycles, study group facilitation ideas, and planning for school level professional development based on specific needs.

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

Instructional Coaches meet weekly with school-based administrators and monthly with the Curriculum and Instruction Coordinator to review coaching time and tasks. Additionally,

quarterly and semester data reviews are conducted to monitor and adjust professional development as needed.

5) K-12 Assessment, Curriculum, and Instruction

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

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

- **Six components of reading:** oral language, phonological awareness, phonics, fluency, vocabulary, and comprehension;
- **Four types of classroom assessments:** screening, progress monitoring, diagnostic, and summative assessment;
- **Three tiers of instruction that are standards-aligned;** include accommodations for students with a disability, students with an Individual Educational Plan (IEP), and students who are English language learners; and incorporate the principles of Universal Design for Learning as defined in [34 C.F.R. 200.2\(b\)\(2\)\(ii\)](#):
 - **Core Instruction (Tier 1):** provides print-rich explicit and systematic, scaffolded, differentiated instruction, and corrective feedback; builds background and content knowledge; incorporates writing in response to reading;
 - **Supplemental Instruction/Interventions (Tier 2):** provides explicit, systematic, small group teacher-led instruction matched to student need, targeting gaps in learning to reduce barriers to students' ability to meet Tier 1 expectations; provides multiple opportunities to practice the targeted skill(s) and receive corrective feedback; occurs in addition to core instruction; and
 - **Intensive, Individualized Instruction/Interventions (Tier 3):** provides explicit, systematic individualized instruction based on student need, one-on-one or very small group instruction with more guided practice, immediate corrective feedback, and frequent progress monitoring; and occurs in addition to core instruction and Tier 2 interventions. Tier 3 interventions must be provided to students identified as having a substantial reading deficiency. All intensive reading interventions must be delivered by instructional personnel who possess a literacy micro-credential as provided in [s. 1003.485, F.S.](#), or are certified or endorsed in reading.

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

Wakulla's curriculum for Tiers 1, 2, and 3 reading instruction and intervention are evidence-based and developed using Science of Reading foundational skills. The curriculum is presented to students in a systematic and explicit manner. The Curriculum Coordinator, MTSS Director, ESE Director, Instructional Coaches, and School Level Administrators meet to discuss instruction in the six components of reading in all tiers. The direction of pacing guides, assessments, and Canvas access help school level administrators communicate the formal process of delivery of instruction. Walkthroughs, formal evaluations, and data chat meetings ensure instruction is being delivered with fidelity. The Curriculum Coordinator, Director of Instructional Data, Instructional Coaches, School Level Administrators, and teachers meet monthly to discuss formative assessment data. The data reviews are designed to guide instructional decisions including the differentiation of reading instruction within the

classroom. The Director of ESE and the MTSS Director monitor the use of differentiated instruction for struggling readers through Response to Intervention and IEP goals and interventions. The Curriculum Coordinator works closely with teachers, instructional coaches, and School Level Administrators to ensure the ELA B.E.S.T. Standards have been reviewed and emphasized schoolwide. The district deepens understanding of content areas by using Literary Period texts and Civics texts in K-12 classrooms. Summer professional development occurs to build pacing guides to incorporate literacy instruction lessons into Canvas. Content area teachers are included in the Literacy Leadership Team meetings to plan and analyze student progress.

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

The Florida Early Standards are at the core of instruction in all PreK classrooms. The curriculum used is evidence-based, identifies a developmentally appropriate philosophy, includes curriculum frameworks aligned to the science of reading and addresses the developmentally appropriate cognitive, emotional, social, creative and physical growth and development of all children. Wakulla's VPK program will continue to use their recently adopted curriculum, HMH Big Day and administer STAR Early Lit to monitor student progress. All students enrolled in the district’s PreK program participate in STAR Early Literacy assessments given three times a year. Additionally, PreK teachers use ongoing progress monitoring assessments to track student progress. Professional learning is ongoing throughout the year to support the development of instructional strategies and best practices in early learning to meet the needs of all learners. Wakulla County has reached out to public and private VPK programs to encourage attendance in PAEC VPK awareness training.

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

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

The Decision Trees must contain the following information:

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

- Specific criteria for when a student is identified to receive intensive reading interventions, what intensive reading interventions will be used, how the intensive reading interventions are provided, and assurance that intensive reading interventions are delivered by a teacher who is certified or endorsed in reading or instructional personnel who possess a literacy micro-credential; and
- Identification of the multisensory interventions provided to students in grades K-3 who have a substantial reading deficiency, including a description of the intensive, explicit, systematic, and multisensory reading interventions which will be provided to students in grades K-3.

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

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

Grades PreK-5

1. Grades PreK-5 Assessments

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

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

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

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

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

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

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

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

Immediate Intervention (Tier 2) instruction is provided to students to address learning gaps a student may have. Tier 2 instruction provides an additional layer of instruction to support a student's Core Instruction and targets specific skills/areas matched to a student's need. Students are provided multiple opportunities to practice skills with corrective feedback and frequent progress monitoring. Tier 2 interventions are provided by classroom teachers using small group instruction. Tier 3 (Immediate Intensive Intervention) is designed for students with a substantial deficiency in reading and is taught by a reading endorsed teacher in a very small group. Evidenced-Based programs and instructional strategies are used to deliver Tier 3 instruction.

No single data point should be used to indicate that a student has a need for Tier 2 or Tier 3 interventions. Indicators for Tier 2 interventions may include, retention at a previous grade level, FAST PM score of below 49% (K-2) or below Level 3 (Grade 3), previous placement in the MTSS process, District Progress Monitoring Assessment averages below 70%, progress in core ELA/Reading is minimal, and/or the student is being considered for retention in the current school year due to a deficiency in reading.

Indicators for Tier 3 interventions will include, retention at a previous grade level, FAST PM score of below 25% (K-2) or below Level 3 (Grade 3), previous placement in the MTSS process, District/Class Progress Monitoring Assessment averages below 70%, progress in core ELA/Reading is minimal, if Tier 2 supports are not adequate to meet the needs of the student, and/or the student is being considered for retention in the current school year due to a deficiency in reading.

K-3 students identified with a substantial deficiency in reading have reading allocation funds prioritized through the following items:

1. Each elementary school is supported instructionally through the use of McGraw Hill Florida Wonders interactive read alouds, anthologies, decodable readers and intervention

kits (ESSA Rating-Strong), the use of SIPPS (Systematic Instruction in Phonological Awareness, Phonics, and Sight Words) and SIPPS multi-sensory kits (ESSA Rating-Moderate), and QuickReads Print Complete Classroom Program (ESSA Rating-Strong).

2. Tier 3 reading intervention program materials and professional development are provided for instructional coaches, classroom teachers, and ESE teachers.

3. The Instructional Services Department supports K-5 school-based professional development needs.

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

Immediate Intervention (Tier 2) instruction is provided to students to address learning gaps a student may have. Tier 2 instruction provides an additional layer of instruction to support a student's Core Instruction and targets specific skills/areas matched to a student's need. Students are provided multiple opportunities to practice skills with corrective feedback and frequent progress monitoring. Tier 2 interventions are provided by classroom teachers using small group instruction. Tier 3 (Immediate Intensive Intervention) is designed for students with a substantial deficiency in reading and is taught by a reading endorsed teacher in a very small group. Evidenced-programs and instructional strategies are used to deliver Tier 3 instruction.

No single data point should be used to indicate that a student has a need for Tier 2 or Tier 3 interventions. Indicators for Tier 2 interventions may include, retention at a previous grade level, FAST PM score of below Level 3 (Grade 4-5), previous placement in the MTSS process, District/Class Progress Monitoring Assessment averages below 70%, progress in core ELA/Reading is minimal, and/or the student is being considered for retention in the current school year due to a deficiency in reading.

Indicators for Tier 3 interventions will include, retention at a previous grade level, FAST PM score of below Level 3 (Grade 4-5), previous placement in the MTSS process, District Progress Monitoring Assessment averages below 70%, progress in core ELA/Reading is minimal, if Tier 2 supports are not adequate to meet the needs of the student, and/or the student is being considered for retention in the current school year due to a deficiency in reading.

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: If the student has not been retained, is not in the MTSS process, and scores above the 50th% on FAST (Florida's statewide progress monitoring assessment) in grades K-2 or at or above Level 3 on FAST in grades 3-5.
THEN TIER 1 Only
Core Instruction Indicate the core curriculum and how the program is supported by strong, moderate, or promising levels of evidence.

Tier 1 instruction is standards-based and presented to all students using an evidence-based sequence of reading instruction. Core instruction provides print-rich explicit and systematic, scaffolded instruction with opportunities for differentiation and corrective feedback. Grade level standards-based pacing guides are created to utilize district and state approved resources to guide systematic and explicit instruction. Instruction is given throughout an uninterrupted 90-minute literacy block focused on building literacy skills and background knowledge for a wide range of topics. Students receive instructional support through whole group, UDL, multisensory strategies and differentiated small group. Professional development is provided to teachers and administrators on effective Tier 1 instruction throughout the year.

Core instruction (all students):

- McGraw Hill Florida Wonders series supports instruction in the key areas of literacy, including oral language, phonemic awareness, phonics, fluency, vocabulary, and comprehension. (Strong: IES Practice Guides: Foundational Skills to Support Reading; Improving Adolescent Literacy)
- Differentiated small and whole group instruction: McGraw Hill Wonders (Strong: IES Practice Guides: Foundational Skills to Support Reading; Improving Adolescent Literacy)
- Daily multisensory instruction in phonemic and phonological awareness; phonics; decoding fluency through the use of McGraw Hill Wonders, UFLI Foundations, and FCCR Student Activities (Strong: IES Practice Guide: Foundational Skills to Support Reading)

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

FAST ELA Score and Reading/ELA Grades indicate 80% of students meet proficiency benchmarks.

Tier 1 curriculum is monitored through data from FAST progress monitoring assessments, District/Class Progress Monitoring Assessments, Reading/ELA grades and iReady reports which are aligned to BEST ELA Standards indicating performance changes in students.

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

To improve the effectiveness of Tier 1 instruction, data chats are held after each progress monitoring assessment activity at the school and district levels to identify curricular/instructional needs. District Data Review Meetings, School Literacy Leadership teams, and grade level PLCs provide opportunities to examine curricular strengths and weaknesses.

The effectiveness of Tier 1 instruction is being monitored by

- Walkthroughs by School Level Administrators
- Grade level PLCs
- District pacing guides and calendars
- Reading/ELA grades of 70% or higher

Procedures in place to identify and solve problems in Tier 1 instruction include:

- District monitoring of data
- MTSS meetings
- Professional development opportunities provided through instructional coaches, teacher coaches, PLC cycles focused on instructional improvement
- Targeted small group instruction to occur at student point of need. If a student fails to meet growth benchmark(s), one of the following will occur:

- Additional diagnosis with aligned instruction
- More frequent progress monitoring with aligned instruction
- Creation of a Tier 1 plan with parent contact, which outlines specific classroom differentiation, support and expected growth targets

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

Performance Criteria that prompts the addition of Tier 2 interventions will include:

- Scoring below the 50th percentile on FAST Progress Monitoring Assessments
- Lack of progress towards grade level benchmarks as indicated by
 - Average of below 70% on District Progress Monitoring Assessments
 - Scoring less than 60% on grade level phonemic awareness/phonics/word study skill expectations
- Progress in core ELA instruction is minimal

Beginning of year data

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

No single data point should be used to indicate that a student has a need for Tier 2 interventions. Indicators may include, retention at a previous grade level, FAST PM score of below 49% (K-2) or below Level 3 (3-5), previous placement in the MTSS process, District/Class Progress Monitoring Assessment averages below 70%, progress in core ELA/Reading is minimal, and/or the student is being considered for retention in the current school year due to a deficiency in reading.

THEN TIER 1 Instruction and TIER 2 Interventions

Supplemental Instruction/Interventions

All programs/materials/strategies used are based on the Science of Reading and supported by evidence from sites such as Evidence for ESSA, What Works Clearinghouse, or the National Center of Intensive Intervention.

- SIPPS (Systematic Instruction in Phonological Awareness, Phonics, and Sight Words) provides a structured-literacy approach to instruction through explicit routines focused on phonological awareness, spelling-sounds, and sight words. It is supported through moderate levels of evidence according to Evidence for ESSA. (<https://www.evidenceforessa.org/programs/reading/sippsr-systematic-instruction-phonologicalawareness-phonics-and-sight-words>)
- Curriculum Associates: iReady provides a customized learning path for reading success focused on the following areas of reading: phonological awareness, phonics, vocabulary, fluency and comprehension. It is supported through moderate levels of evidence according to Evidence for ESSA. (<https://www.evidenceforessa.org/program/i-ready-personalized-instruction-reading/>)
- Collaborative Classroom: Being A Reader provides comprehensive reading instruction systematically developing both foundational skills and comprehension. The following IES Practice Guide recommendations support the program: IES Foundational Skills to Support Reading for Understanding in Kdg-3rd grade
 - Recommendation 1: Teach academic language skills including the use of inferential, narrative language and vocabulary knowledge
 - Recommendation 2: Develop awareness of the segments of sounds in speech and how they link to letters
 - Recommendation 3: Teach students to decode words, analyze word parts and

write/recognize words

Recommendation 4: Ensure student reads connected text everyday to support reading accuracy, fluency, and comprehension (<https://ies.ed.gov/ncee/wwc/PracticeGuide/21>)

- REWARDS uses a specialized program with explicit, systematic, teacher-led instruction focused on reading multisyllabic words and comprehending content-area text. The following IES Practice Guide recommendations support the program: IES Improving Adolescent Literacy

Recommendation 2: Provide direct and explicit comprehension strategy instruction

Recommendation 3: Provide opportunities for extended discussion of text meaning and Interpretation (<https://ies.ed.gov/ncee/wwc/PracticeGuide/8>)

IES Providing Reading Interventions for Students in Grades 4-9

Recommendation 1: Build students' decoding skills so they can read complex multisyllabic words

Recommendation 2: Provide purposeful fluency-building activities to help student read effortlessly

Recommendation 3: Routinely use a set of comprehension-building practices to help students make sense of the text (<https://ies.ed.gov/ncee/wwc/PracticeGuide/29>)

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

All programs/materials/strategies used to support students with a disability, students with and IEP, and ELL students are based on the Science of Reading and supported by evidence from sites such as Evidence for ESSA, What Works Clearinghouse, or the National Center of Intensive Intervention. All programs provided for general education students are available for use for students with disabilities, IEPs, and ELL students. In addition, the following program(s) are available:

- UFLI Foundations Toolbox: an explicit and systematic program that teaches the foundational skills necessary for proficient reading. UFLI addresses the decoding component of the Science of Reading. The program is based on a carefully developed scope and sequence designed to ensure that students systematically acquire each skill needed and learn to apply each skill with automaticity and confidence. The following IES Practice Guide recommendations support the program: IES Foundational Skills to Support Reading for Understanding in Kdg-3rd grade
Recommendation 1: Teach academic language skills including the use of inferential, narrative language and vocabulary knowledge
Recommendation 2: Develop awareness of the segments of sounds in speech and how they link to letters
Recommendation 3: Teach students to decode words, analyze word parts and write/recognize words
Recommendation 4: Ensure student reads connected text everyday to support reading accuracy, fluency, and comprehension (<https://ies.ed.gov/ncee/wwc/PracticeGuide/21>)
- English Language Learners are supported through Imagine Learning Language and Literacy. It is a personalized learning program that accelerates both literacy skills and English language development for students in grade PreK-6. This program is supported through the

IES Practice Guide: Effective Literacy and English Language Instruction for English Language Learners in the Elementary School (<https://ies.ed.gov/ncee/wwc/practiceguide/6>)
Recommendation 1: Screen for reading problems and monitor progress (Strong evidence)
Recommendation 2: Provide intensive small-group reading interventions (Strong evidence)
Recommendation 3: Provide extensive and varied vocabulary instruction (Strong evidence)

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

Multisensory instruction includes strategies for integrating visual, auditory, and kinesthetic-tactile learning pathways that help students connect and remember their learning. The following Tier 2 programs provide teachers with enhanced routines that include multisensory strategies:

- SIPPS (Systematic Instruction in Phonemic Awareness, Phonics, and Sight Words) Intensive Multisensory Instruction Handbook

Number of times per week interventions are provided:

Small group instruction provided 2-3 times per week

Number of minutes per intervention session:

15-20 minutes per intervention session with no less than 45 minutes weekly

Explain how the effectiveness of Tier 2 interventions are monitored.

The use of all programs/materials/strategies is monitored through classroom walkthroughs, progress monitoring checks and Intervention support team meetings. Professional development on the use of the above programs occurs through modeling by Instructional coaches, PLCs, and district wide PD days.

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

The school level Intervention Support Team meets every 6-9 weeks, depending on student need, to determine individual student intervention to close academic gaps. Data sheets record progress of student receiving intervention; progress monitoring plans and data are reviewed at Intervention Support Team meetings to determine student progress.

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

Identification of substantial deficiency in reading with multiple data points such as

- Lack of growth or decrease in score on FAST PM assessments
- Lack of progress in Tier 2 interventions
- Continued scores below 70% on District/Class Progress Monitoring Assessments

Beginning of year data

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

No single data point should be used to indicate that a student has a need for Tier 3 interventions. Indicators will include, retention at a previous grade level, FAST PM score of below 25% (K-2) or below Level 3 (3-5), previous placement in the MTSS process, District/Class Progress Monitoring Assessment averages below 70%, progress in core ELA/Reading is minimal, if Tier 2 supports are not adequate to meet the needs of the student, and/or the student is being considered for retention in the current school year due to a deficiency in reading.

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.

All programs/materials/strategies used are based on the Science of Reading and supported by evidence from sites such as Evidence for ESSA, What Works Clearinghouse, or the National Center of Intensive Intervention.

- QuickReads focuses on repeated reading, letters and sounds, and comprehension. It is supported through strong levels of evidence according to Evidence for ESSA. (<https://www.evidencefoessa.org/programs/reading/quickreads-struggling-readers>)
- SIPPS (Systematic Instruction in Phonological Awareness, Phonics, and Sight Words) provides a structured-literacy approach to instruction through explicit routines focused on phonological awareness, spelling-sounds, and sight words. It is supported through moderate levels of evidence according to Evidence for ESSA. (<https://www.evidencefoessa.org/programs/reading/sippsr-systematic-instruction-phonologicalawareness-phonics-and-sight-words>)
- Heggerty: Bridge the Gap is a series of systematic phonemic awareness intervention lessons to be used with students who struggle to decode words automatically. The following IES Practice Guide recommendations support the program:
IES Foundational Skills to Support Reading for Understanding in Kdg-3rd grade
Recommendation 2: Develop awareness of the segments of sounds in speech and how they link to letters
Recommendation 3: Teach students to decode words, analyze word parts and write/recognize words
Recommendation 4: Ensure student reads connected text everyday to support reading accuracy, fluency, and comprehension (<https://ies.ed.gov/ncee/wwc/PracticeGuide/21>)
- FCRR: Student Centered Activities are designed for students to practice, demonstrate, and extend their learning in the areas of phonological awareness, phonics, fluency, vocabulary, and comprehension. The following IES Practice Guide Recommendations support the program: IES Foundational Skills to Support Reading for Understanding in Kdg-3rd grade
Recommendation 1: Teach academic language skills including the use of inferential, narrative language and vocabulary knowledge
Recommendation 2: Develop awareness of the segments of sounds in speech and how they link to letters
Recommendation 3: Teach students to decode words, analyze word parts and write/recognize words
Recommendation 4: Ensure student reads connected text everyday to support reading accuracy, fluency, and comprehension (<https://ies.ed.gov/ncee/wwc/PracticeGuide/21>)

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

All programs/materials/strategies used to support students with a disability, students with and IEP, and ELL students are based on the Science of Reading and supported by evidence from sites such as Evidence for ESSA, What Works Clearinghouse, or the National Center of Intensive Intervention. All programs provided for general education students are available for use for

students with disabilities, IEPs, and ELL students. In addition, the following program(s) are available:

- UFLI Foundations Toolbox: an explicit and systematic program that teaches the foundational skills necessary for proficient reading. UFLI addresses the decoding component of the Science of Reading. The program is based on a carefully developed scope and sequence designed to ensure that students systematically acquire each skill needed and learn to apply each skill with automaticity and confidence. The following IES Practice Guide recommendations support the program: IES Foundational Skills to Support Reading for Understanding in Kdg-3rd grade
Recommendation 1: Teach academic language skills including the use of inferential, narrative language and vocabulary knowledge
Recommendation 2: Develop awareness of the segments of sounds in speech and how they link to letters
Recommendation 3: Teach students to decode words, analyze word parts and write/recognize words
Recommendation 4: Ensure student reads connected text everyday to support reading accuracy, fluency, and comprehension (<https://ies.ed.gov/ncee/wwc/PracticeGuide/21>)
- English Language Learners are supported through Imagine Learning Language and Literacy. It is a personalized learning program that accelerates both literacy skills and English language development for students in grade PreK-6. This program is supported through the IES Practice Guide: Effective Literacy and English Language Instruction for English Language Learners in the Elementary School (<https://ies.ed.gov/ncee/wwc/practiceguide/6>)
Recommendation 1: Screen for reading problems and monitor progress (Strong evidence)
Recommendation 2: Provide intensive small-group reading interventions (Strong evidence)
Recommendation 3: Provide extensive and varied vocabulary instruction (Strong evidence)

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

Multisensory instruction includes strategies for integrating visual, auditory, and kinesthetic-tactile learning pathways that help students connect and remember their learning. The following Tier 3 programs provide teachers with enhanced routines that include multisensory strategies:

- SIPPS (Systematic Instruction in Phonemic Awareness, Phonics, and Sight Words) Intensive Multisensory Instruction Handbook
- Heggerty Bridge the Gap
- FCRR Student Centered Activities

Number of times per week interventions are provided:

Small group or 1:1 direct instruction provided 5 times per week

Number of minutes per intervention session:

20-30 minutes per session with no less than 100 minutes of instruction outside of the core instruction block.

Explain how the effectiveness of Tier 3 interventions are monitored.

The use of all programs/materials/strategies is monitored through classroom walkthroughs, progress monitoring checks and Intervention support team meetings. Professional development on

the use of the above programs occurs through modeling by Instructional coaches, PLCs, and district wide PD days.

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

The school level Intervention Support Team meets every 4-6 weeks, depending on student need, to determine individual student intervention to close academic gaps. Data sheets record progress of student receiving intervention; progress monitoring plans and data are reviewed at Intervention Support Team meetings to determine student progress.

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

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

- Providing instruction to grade 3 students who score Level 1 on the statewide, standardized ELA assessment;
- Implementing evidence-based explicit, systematic, and multisensory reading instruction in phonemic awareness, phonics, fluency, vocabulary, and comprehension; and
- Providing instruction by a highly effective teacher endorsed or certified in reading.

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

Summer Reading Camp will utilize the following evidence-based instructional materials:

1. SIPPS Multisensory kits to support foundations skill instruction following Recommendation 2 and 3 from the IES Foundational Skills to Support Reading for Understanding in Kindergarten through 3rd Grade Practice Guide (Evidence for ESSA - Strong)
2. REWARDS with ongoing instruction as needed in multisyllabic word decoding, affixes, and spelling patterns (Strong: evidenceforessa.org)
3. Curriculum Associates Ready/iReady curriculum to support standards-based instruction that includes word study (phonemic awareness and phonics), sight words, connected reading and strategies for building vocabulary and comprehension. (Evidence for ESSA -moderate)
4. Curriculum Associates: STARS (Strategies to Achieve Reading Success) and CARS (Comprehensive Assessment of Reading Strategies) to model and provide explicit instruction in 12 standards-based reading strategies. (Evidence - strong based on research - Curriculum Associates website)
5. Renaissance STAR Reading provides a comprehensive assessment to guide literacy growth for struggling readers. (Evidence - strong based on research - Renaissance website)
6. McGraw Hill Wonders Tier 2 Intervention materials focused on comprehension, vocabulary, fluency, and phonics/word study to support strategic intervention instruction on key skills within each of the domains. These lessons provide explicit, sequential, and systematic needs-based instruction on standards taught in the target grade that have not been mastered by students. (Strong evidence – IES Practice Guide: Improving Adolescent Literacy: Effective Classroom and Intervention Practices)

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

Yes/No

Yes

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

Summer Reading Camp for students in grades 1 and 2 will utilize the following evidence-based instructional materials:

1. SIPPS Multisensory kits to support foundations skill instruction following Recommendation 2 and 3 from the IES Foundational Skills to Support Reading for Understanding in Kindergarten through 3rd Grade Practice Guide. (Evidence for ESSA - Strong)
2. Renaissance STAR Reading provides a comprehensive assessment to guide literacy growth for struggling readers. (Evidence - strong based on research - Renaissance website)
3. Collaborative Classroom: Being a Reader/Making Meaning to support foundational skill instruction using Recommendation 2 and 3 from the IES Foundational Skills to Support Reading for Understanding in Kindergarten through 3rd Grade Practice Guide. (Evidence - Strong)

Grades 6-8

4. Grades 6-8 Assessments

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

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

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

No single data point should be used to indicate that a student has a need for Tier 2 or Tier 3 interventions. Performance Criteria that prompts the addition of Tier 2 interventions will include: scoring a Level 1 or Level 2 on FAST Progress Monitoring Assessments; lack of progress towards grade level benchmarks as indicated by an average of below 70% on District/Class Progress Monitoring Assessments/Class Progress Monitoring assessments; progress in core ELA instruction is minimal.

Indicators that a student is in need of Tier 3 interventions will include, retention at a previous grade level, FAST PM score of below Level 3, STAR Reading score below 25th percentile, previous placement in the MTSS process, District/Class Progress Monitoring Assessment averages below 70%, progress in core ELA/Reading is minimal, if Tier 2 supports are not adequate to meet the needs of the student, and/or the student is being considered for retention in the current school year due to a deficiency in reading.

Grades 6-8 Decision Tree
Beginning of year data
IF: Student meets the following criteria at the beginning of the school year: If the student has not been retained, is not in the MTSS process, and scores at or above a Level 3 on FAST ELA (Florida's statewide progress monitoring assessment).
THEN TIER 1 Only
<p>Core Instruction Indicate the core curriculum and how the program is supported by strong, moderate, or promising levels of evidence.</p> <p>Core instruction (all students): Core instruction: Language Arts and Writing Class</p> <ul style="list-style-type: none"> • Savvas myPerspectives with a focus on close reading and vocabulary instruction. The following IES Practice Guide Recommendations support the program: IES Practice Guide: Improving Adolescent Literacy: Effective Classroom and Intervention Practices <p>Recommendation 1: Provide explicit vocabulary instruction (Strong Evidence) Recommendation 2: Provide direct and explicit comprehension strategy instruction (Strong Evidence) Recommendation 3: Provide opportunities for extended discussion of text meaning and interpretation. (Moderate Evidence) (https://ies.ed.gov/ncee/wwc/PracticeGuide/8)</p> <p>The Savvas myPerspectives program integrates each of these recommendations through its support of students in reading complex texts and writing effectively across genres. Within the myPerspectives program focuses on using oral reading and comprehension instructional</p>

techniques and strategies directly impacting students' reading proficiency supporting recommendations 1 and 2. Teaching with Complex Texts, supports recommendations 2 and 3 through its collections of anchor texts that serve as a model of rigor and complexity, bearing the multiple readings that are characteristic of a close-reading protocol with opportunities for direct and explicit instruction and for discussion, making connections and interpretation through writing. Instruction is provided in Tier 1 classrooms to all students with scaffolds and differentiation as needed.

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

FAST ELA Score and Reading/ELA Grades indicate 80% of students meet proficiency benchmarks.

Explain how the effectiveness of Tier 1 instruction is monitored.

Tier 1 curriculum is monitored through data from FAST progress monitoring assessments, District/Class Progress Monitoring Assessments, Reading/ELA grades which are aligned to BEST ELA Standards indicating performance changes in students.

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

Data chats are held after each progress monitoring assessment activity at the school and district levels to identify curricular/instructional needs. District Data Review Meetings, School Literacy Leadership teams, and grade level PLCs provide opportunities to examine curricular strengths and weaknesses. The effectiveness of Tier 1 instruction is being monitored by

- Walkthroughs by School Level Administrators
- Grade level PLCs
- District pacing guides and calendars
- Reading/ELA grades of 70% or higher

Procedures in place to identify and solve problems in Tier 1 instruction include:

- District monitoring of data
- MTSS meetings
- Professional development opportunities provided through instructional coaches, teacher coaches, PLC cycles focused on instructional improvement
- Targeted small group instruction to occur at student point of need. If a student fails to meet growth benchmark(s), one of the following will occur:
 - Additional diagnosis with aligned instruction
 - More frequent progress monitoring with aligned instruction
 - Creation of a Tier 1 plan with parent contact, which outlines specific classroom differentiation, support and expected growth targets

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

Performance Criteria that prompts the addition of Tier 2 interventions will include:

- Scoring a Level 1 or Level 2 on FAST Progress Monitoring Assessments
- Lack of progress towards grade level benchmarks as indicated by
 - Average of below 70% on District Progress Monitoring Assessments/Class Progress Monitoring assessments
- Progress in core ELA instruction is minimal

Beginning of year data

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

No single data point should be used to indicate that a student has a need for Tier 2 interventions. Indicators may include, retention in previous grade, previous placement in the MTSS process, STAR Reading score of below 39%, Level 1 or Level 2 on FAST ELA PM assessment, or student is being considered for retention in current school year.

THEN TIER 1 Instruction and TIER 2 Interventions

Supplemental Instruction/Interventions

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

All programs/materials/strategies used are based on the Science of Reading and supported by evidence from sites such as Evidence for ESSA, What Works Clearinghouse, or the National Center of Intensive Intervention.

- Read180 is a blended learning program designed for struggling readers combining online and direct instruction. It is supported through strong levels of evidence according to Evidence for ESSA.
(<https://www.evidencefoessa.org/programs/reading/read-180-secondary-reading>)
- REWARDS uses a specialized program with explicit, systematic, teacher-led instruction focused on reading multisyllabic words and comprehending content-area text. The following IES Practice Guide recommendations support the program: IES Improving Adolescent Literacy
Recommendation 2: Provide direct and explicit comprehension strategy instruction
Recommendation 3: Provide opportunities for extended discussion of text meaning and Interpretation (<https://ies.ed.gov/ncee/wwc/PracticeGuide/8>)
IES Providing Reading Interventions for Students in Grades 4-9
Recommendation 1: Build students' decoding skills so they can read complex multisyllabic words
Recommendation 2: Provide purposeful fluency-building activities to help student read effortlessly
Recommendation 3: Routinely use a set of comprehension-building practices to help students make sense of the text (<https://ies.ed.gov/ncee/wwc/PracticeGuide/29>)
- Savvas myPerspectives Interventions
The following IES Practice Guide Recommendations support the program: IES Practice Guide: Improving Adolescent Literacy: Effective Classroom and Intervention Practices
Recommendation 1: Provide explicit vocabulary instruction (Strong Evidence)
Recommendation 2: Provide direct and explicit comprehension strategy instruction (Strong Evidence)
Recommendation 3: Provide opportunities for extended discussion of text meaning and interpretation. (Moderate Evidence) (<https://ies.ed.gov/ncee/wwc/PracticeGuide/8>)

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

All programs/materials/strategies used to support students with a disability, students with and IEP, and ELL students are based on the Science of Reading and supported by evidence from sites such as Evidence for ESSA, What Works Clearinghouse, or the National Center of Intensive Intervention. All programs provided for general education students are available for use for

students with disabilities, IEPs, and ELL students. In addition, the following program(s) are available:

- SIPPS Plus (Systematic Instruction in Phonological Awareness, Phonics, and Sight Words) provides a structured-literacy approach to instruction through explicit routines focused on phonological awareness, spelling-sounds, and sight words. It is uniquely designed to help older students master foundational skills in the simple alphabetic and spelling-pattern phases of reading development. It is supported through moderate levels of evidence according to Evidence for ESSA.

<https://www.evidencefoessa.org/programs/reading/sippsr-systematic-instruction-phonologicalawareness-phonics-and-sight-words>)

- English Language Learners are supported through the Mango Languages program. This online program provides individualized lessons that involve a rich mix of listening and reading activities that allow the learner to make sense of written and spoken context. It provides relevant learning material that boosts the understanding of language structure and new vocabulary. This program is supported by the IES Practice Guide: Teaching Academic Content and Literacy to English Learners in Elementary and Middle School (<https://ies.ed.gov/ncee/wwc/practiceguide/19>)

Recommendation 1: Teach a set of academic vocabulary words intensively across several days using a variety of instructional activities (Strong evidence)

Recommendation 2: Integrate oral and written English language instruction into content-area teaching (Strong evidence)

Recommendation 3: Provide regular, structured opportunities to develop written language skills (Strong evidence)

Number of times per week interventions are provided:

Instruction provided 2-3 times per week

Number of minutes per intervention session:

15-20 minutes per session with no less than 45 minutes weekly

Explain how the effectiveness of Tier 2 interventions are monitored.

The use of all programs/materials/strategies is monitored through classroom walkthroughs, progress monitoring checks and Intervention support team meetings. Professional development on the use of the above programs occurs through modeling by Instructional coaches, PLCs, and district wide PD days.

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

The school level Intervention Support Team meets every 6-9 weeks, depending on student need, to determine individual student intervention to close academic gaps. Data sheets record progress of student receiving intervention; progress monitoring plans and data are reviewed at Intervention Support Team meetings to determine student progress.

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

Identification of substantial deficiency in reading with multiple data points such as

- Lack of growth or decrease in score on FAST PM assessments
- Lack of progress in Tier 2 interventions
- Continued scores below 70% on District/Class Progress Monitoring Assessments

Beginning of year data

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

No single data point should be used to indicate that a student has a need for Tier 3 interventions. Indicators will include, retention at a previous grade level, FAST PM score of below Level 3, STAR Reading score below 25th percentile, previous placement in the MTSS process, District/Class Progress Monitoring Assessment averages below 70%, progress in core ELA/Reading is minimal, if Tier 2 supports are not adequate to meet the needs of the student, and/or the student is being considered for retention in the current school year due to a deficiency in reading.

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.

All programs/materials/strategies used are based on the Science of Reading and supported by evidence from sites such as Evidence for ESSA, What Works Clearinghouse, or the National Center of Intensive Intervention.

- Read180 Universal is a blended learning program designed for struggling readers combining online and direct instruction. Read180: Systems 44 is designed for daily instruction in phonemic and phonological awareness, phonics, decoding, and fluency. It is supported through strong levels of evidence according to Evidence for ESSA.
(<https://www.evidenceforessa.org/programs/reading/read-180-secondary-reading>)

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

All programs/materials/strategies used to support students with a disability, students with an IEP, and ELL students are based on the Science of Reading and supported by evidence from sites such as Evidence for ESSA, What Works Clearinghouse, or the National Center of Intensive Intervention. All programs provided for general education students are available for use for students with disabilities, IEPs, and ELL students. In addition, the following program(s) are available:

- SIPPS Plus (Systematic Instruction in Phonological Awareness, Phonics, and Sight Words) provides a structured-literacy approach to instruction through explicit routines focused on phonological awareness, spelling-sounds, and sight words. It is uniquely designed to help older students master foundational skills in the simple alphabetic and spelling-pattern phases of reading development. It is supported through moderate levels of evidence according to Evidence for ESSA.
(<https://www.evidenceforessa.org/programs/reading/sippsr-systematic-instruction-phonologicalawareness-phonics-and-sight-words>)
- English Language Learners are supported through the Mango Languages program. This online program provides individualized lessons that involve a rich mix of listening and reading activities that allow the learner to make sense of written and spoken context. It provides relevant learning material that boosts the understanding of language structure and new vocabulary. This program is supported by the IES Practice Guide: Teaching Academic Content and Literacy to English Learners in Elementary and Middle School
(<https://ies.ed.gov/ncee/wwc/practiceguide/19>)

<p>Recommendation 1: Teach a set of academic vocabulary words intensively across several days using a variety of instructional activities (Strong evidence)</p> <p>Recommendation 2: Integrate oral and written English language instruction into content-area teaching (Strong evidence)</p> <p>Recommendation 3: Provide regular, structured opportunities to develop written language skills (Strong evidence)</p>
<p>Number of times per week interventions are provided: Small group or 1:1 direct instruction provided 5 times per week</p>
<p>Number of minutes per intervention session: 20-30 minutes per session with no less than 100 minutes weekly of instruction outside of the core instruction block.</p>
<p>Explain how the effectiveness of Tier 3 interventions are monitored. The use of all programs/materials/strategies is monitored through classroom walkthroughs, progress monitoring checks and Intervention support team meetings. Professional development on the use of the above programs occurs through modeling by Instructional coaches, PLCs, and district wide PD days.</p>
<p>What procedures are in place to identify and solve problems to improve effectiveness of Tier 3 interventions? Intervention support team meets every 4-6 weeks, depending on student need, to determine individual student intervention to close academic gaps. Data sheets record progress of student receiving intervention; progress monitoring plans and data are reviewed at Intervention Support Team meetings to determine student progress.</p>

Grades 9-12

6. Grades 9-12 Assessments

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

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

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

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

No single data point should be used to indicate that a student has a need for Tier 2 or Tier 3 interventions. Performance Criteria that prompts the addition of Tier 2 interventions will include: scoring a Level 1 or Level 2 on FAST Progress Monitoring Assessments; lack of progress towards grade level benchmarks as indicated by an average of below 70% on District Progress Monitoring Assessments/Class Progress Monitoring assessments; progress in core ELA instruction is minimal

Indicators that a student is in need of Tier 3 interventions will include, retention at a previous grade level, FAST PM score of below Level 3, STAR Reading score below 25th percentile, previous placement in the MTSS process, District/Class Progress Monitoring Assessment averages below 70%, progress in core ELA/Reading is minimal, if Tier 2 supports are not adequate to meet the needs of the student, and/or the student is being considered for retention in the current school year due to a deficiency in reading.

Grades 9-12 Decision Tree
Beginning of year data
IF: Student meets the following criteria at the beginning of the school year: If the student has not been retained, is not in the MTSS process, and scores above a Level 3 on FAST ELA (Florida's statewide progress monitoring 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. Core instruction (all students): Core instruction: Language Arts and Writing Class <ul style="list-style-type: none"> • Savvas myPerspectives with a focus on close reading and vocabulary instruction. The following IES Practice Guide Recommendations support the program: IES Practice Guide: Improving Adolescent Literacy: Effective Classroom and Intervention Practices

Recommendation 1: Provide explicit vocabulary instruction (Strong Evidence)
Recommendation 2: Provide direct and explicit comprehension strategy instruction (Strong Evidence)
Recommendation 3: Provide opportunities for extended discussion of text meaning and interpretation.
(Moderate Evidence) (<https://ies.ed.gov/ncee/wwc/PracticeGuide/8>)

The Savvas myPerspectives program integrates each of these recommendations through its support of students in reading complex texts and writing effectively across genres. The myPerspectives program focuses on using oral reading and comprehension instructional techniques and strategies directly impacting students' reading proficiency supporting recommendations 1 and 2. Teaching with Complex Texts, supports recommendations 2 and 3 through its collections of anchor texts that serve as a model of rigor and complexity, bearing the multiple readings that are characteristic of a close-reading protocol with opportunities for direct and explicit instruction and for discussion, making connections and interpretation through writing. Instruction is provided in Tier 1 classrooms to all students with scaffolds and differentiation as needed.

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

FAST ELA Score and Reading/ELA Grades indicate 80% of students meet proficiency benchmarks.

Explain how the effectiveness of Tier 1 instruction is monitored.

Tier 1 curriculum is monitored through data from FAST progress monitoring assessments, District/Class Progress Monitoring Assessments, Reading/ELA grades which are aligned to BEST ELA Standards indicating performance changes in students.

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

Data chats are held after each progress monitoring assessment activity at the school and district levels to identify curricular/instructional needs. District Data Review Meetings, School Literacy Leadership teams, and grade level PLCs provide opportunities to examine curricular strengths and weaknesses. The effectiveness of Tier 1 instruction is being monitored by

- Walkthroughs by School Level Administrators
- Grade level PLCs
- District pacing guides and calendars
- Reading/ELA grades of 70% or higher

Procedures in place to identify and solve problems in Tier 1 instruction include:

- District monitoring of data
- MTSS meetings
- Professional development opportunities provided through instructional coaches, teacher coaches, PLC cycles focused on instructional improvement
- Targeted small group instruction to occur at student point of need. If a student fails to meet growth benchmark(s), one of the following will occur:
 - Additional diagnosis with aligned instruction
 - More frequent progress monitoring with aligned instruction

Creation of a Tier 1 plan with parent contact, which outlines specific classroom differentiation, support and expected growth targets

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

Performance Criteria that prompts the addition of Tier 2 interventions will include:

- Scoring a Level 1 or Level 2 on FAST Progress Monitoring Assessments
- Lack of progress towards grade level benchmarks as indicated by
 - Average of below 70% on District Progress Monitoring Assessments/Class Progress Monitoring assessments
- Progress in core ELA instruction is minimal

Beginning of year data

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

No single data point should be used to indicate that a student has a need for Tier 2 interventions. Indicators may include, retention in previous grade, previous placement in the MTSS process, STAR score of below 39%, Level 1 or Level 2 on FSA or FAST PM assessment, or progress in Core ELA instruction is minimal.

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.

All programs/materials/strategies used are based on the Science of Reading and supported by evidence from sites such as Evidence for ESSA, What Works Clearinghouse, or the National Center of Intensive Intervention.

- Savvas myPerspectives Interventions
The following IES Practice Guide Recommendations support the program: IES Practice Guide: Improving Adolescent Literacy: Effective Classroom and Intervention Practices
Recommendation 1: Provide explicit vocabulary instruction (Strong Evidence)
Recommendation 2: Provide direct and explicit comprehension strategy instruction (Strong Evidence)
Recommendation 3: Provide opportunities for extended discussion of text meaning and interpretation. (Moderate Evidence) (<https://ies.ed.gov/ncee/wwc/PracticeGuide/8>)
- REWARDS uses a specialized program with explicit, systematic, teacher-led instruction focused on reading multisyllabic words and comprehending content-area text. The following IES Practice Guide recommendations support the program: IES Improving Adolescent Literacy
Recommendation 2: Provide direct and explicit comprehension strategy instruction
Recommendation 3: Provide opportunities for extended discussion of text meaning and Interpretation (<https://ies.ed.gov/ncee/wwc/PracticeGuide/8>)
IES Providing Reading Interventions for Students in Grades 4-9
Recommendation 1: Build students' decoding skills so they can read complex multisyllabic words
Recommendation 2: Provide purposeful fluency-building activities to help student read effortlessly
Recommendation 3: Routinely use a set of comprehension-building practices to help students make sense of the text (<https://ies.ed.gov/ncee/wwc/PracticeGuide/29>)

Indicate the evidence-based programs and practices implemented for students with a disability, students with an Individual Educational Plan (IEP), and students who are English language learners, as applicable. All programs/materials/strategies used to support students with a disability, students with and IEP, and ELL students are based on the Science of Reading and supported by evidence from sites such as Evidence for ESSA, What Works Clearinghouse, or the National Center of Intensive Intervention. All programs provided for general education students are available for use for students with disabilities, IEPs, and ELL students. In addition, the following program(s) are available:

- SIPPS Plus (Systematic Instruction in Phonological Awareness, Phonics, and Sight Words) provides a structured-literacy approach to instruction through explicit routines focused on phonological awareness, spelling-sounds, and sight words. It is uniquely designed to help older students master foundational skills in the simple alphabetic and spelling-pattern phases of reading development. It is supported through moderate levels of evidence according to Evidence for ESSA.
(<https://www.evidenceforessa.org/programs/reading/sippsr-systematic-instruction-phonologicalawareness-phonics-and-sight-words>)
- English Language Learners are supported through the Mango Languages program. This online program provides individualized lessons that involve a rich mix of listening and reading activities that allow the learner to make sense of written and spoken context. It provides relevant learning material that boosts the understanding of language structure and new vocabulary. This program is supported by the IES Practice Guide: Teaching Academic Content and Literacy to English Learners in Elementary and Middle School
(<https://ies.ed.gov/ncee/wwc/practiceguide/19>)
Recommendation 1: Teach a set of academic vocabulary words intensively across several days using a variety of instructional activities (Strong evidence)
Recommendation 2: Integrate oral and written English language instruction into content-area teaching (Strong evidence)
Recommendation 3: Provide regular, structured opportunities to develop written language skills (Strong evidence)

Number of times per week interventions are provided:

Instruction provided 2-3 times per week

Number of minutes per intervention session:

15-20 minutes per session with no less than 45 minutes weekly

Explain how the effectiveness of Tier 2 interventions are monitored.

The use of all programs/materials/strategies is monitored through classroom walkthroughs, progress monitoring checks and Intervention support team meetings. Professional development on the use of the above programs occurs through modeling by Instructional coaches, PLCs, and district wide PD days.

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

The school level Intervention Support Team meets every 6-9 weeks, depending on student need, to determine individual student intervention to close academic gaps. Data sheets record progress of student receiving intervention; progress monitoring plans and data are reviewed at Intervention Support Team meetings to determine student progress.

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

Identification of substantial deficiency in reading with multiple data points such as

- Lack of growth or decrease in score on FAST PM assessments
- Lack of progress in Tier 2 interventions
- Continued scores below 70% on District/Class Progress Monitoring Assessments

Beginning of year data

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

No single data point should be used to indicate that a student has a need for Tier 3 interventions. Indicators will include, retention at a previous grade level, FAST PM score of below Level 3, STAR Reading score below 25th percentile, previous placement in the MTSS process, District/Class Progress Monitoring Assessment averages below 70%, progress in core ELA/Reading is minimal, if Tier 2 supports are not adequate to meet the needs of the student, and/or the student is being considered for retention in current school year due to a deficiency in reading.

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.

All programs/materials/strategies used are based on the Science of Reading and supported by evidence from sites such as Evidence for ESSA, What Works Clearinghouse, or the National Center of Intensive Intervention.

- ACT/SAT Prep provides students will skills focused around reading strategies to increase comprehension and test taking strategies. The following IES Practice Guide recommendations support the program: IES Preventing Dropout in Secondary Schools Recommendation 3: Provide academic support and enrichment to improve academic performance
Recommendation 5: Personalize the learning environment and instructional process
Recommendation 6: Provide rigorous and relevant instruction to better engage students in learning and provide the skills needed to graduate and to serve them after they leave school (<https://ies.ed.gov/ncee/wwc/PracticeGuide/9>)
- Perfection Learning Intensive Reading I-IV targets foundational reading skills through scaffolded instruction and engaging reading selections. High -impact strategies support struggling readers to build both competence and confidence. The following IES Practice Guide recommendations support the program: Improving Adolescent Literacy: Effective Classroom and Intervention Practices
Recommendation 1: Provide explicit vocabulary instruction (Strong Evidence)
Recommendation 2: Provide direct and explicit comprehension strategy instruction (Strong Evidence)
Recommendation 3: Provide opportunities for extended discussion of text meaning and interpretation. (Moderate Evidence) (<https://ies.ed.gov/ncee/wwc/PracticeGuide/8>)

Indicate the evidence-based programs and practices implemented for students with a disability, students with an Individual Educational Plan (IEP), and students who are English language learners, as applicable. All programs/materials/strategies used to support students with a disability, students with and IEP, and ELL students are based on the Science of Reading and supported by evidence from sites such as

Evidence for ESSA, What Works Clearinghouse, or the National Center of Intensive Intervention. All programs provided for general education students are available for use for students with disabilities, IEPs, and ELL students. In addition, the following program(s) are available:

- SIPPS Plus (Systematic Instruction in Phonological Awareness, Phonics, and Sight Words) provides a structured-literacy approach to instruction through explicit routines focused on phonological awareness, spelling-sounds, and sight words. It is uniquely designed to help older students master foundational skills in the simple alphabetic and spelling-pattern phases of reading development. It is supported through moderate levels of evidence according to Evidence for ESSA.
(<https://www.evidencefoessa.org/programs/reading/sippsr-systematic-instruction-phonologicalawareness-phonics-and-sight-words>)
- English Language Learners are supported through the Mango Languages program. This online program provides individualized lessons that involve a rich mix of listening and reading activities that allow the learner to make sense of written and spoken context. It provides relevant learning material that boosts the understanding of language structure and new vocabulary. This program is supported by the IES Practice Guide: Teaching Academic Content and Literacy to English Learners in Elementary and Middle School
(<https://ies.ed.gov/ncee/wwc/practiceguide/19>)
Recommendation 1: Teach a set of academic vocabulary words intensively across several days using a variety of instructional activities (Strong evidence)
Recommendation 2: Integrate oral and written English language instruction into content-area teaching (Strong evidence)
Recommendation 3: Provide regular, structured opportunities to develop written language skills (Strong evidence)

Number of times per week interventions are provided:

Small group or 1:1 direct instruction provided 5 times per week

Number of minutes per intervention session:

20-30 minutes per session with no less than 100 minutes weekly of instruction outside of the core instruction block.

Explain how the effectiveness of Tier 3 interventions are monitored.

The use of all programs/materials/strategies is monitored through classroom walkthroughs, progress monitoring checks and Intervention support team meetings. Professional development on the use of the above programs occurs through modeling by Instructional coaches, PLCs, and district wide PD days.

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

Intervention support team meets every 4-6 weeks, depending on student need, to determine individual student intervention to close academic gaps. Data sheets record progress of student receiving intervention; progress monitoring plans and data are reviewed at Intervention Support Team meetings to determine student progress.

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

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

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

Professional development required by Section 1012.98(4)(b)11., F.S., is provided through a multitude of ways: FDLRS, program-based training (SIPPS, Heggerty Phonemic Awareness, Ready Magnetic Reading, PLCs, PAEC courses, and book studies. Professional development sessions focus on the Science of Reading and the 6 areas of reading and include instructional strategies that are multisensory and taught in an explicit and systematic way. Screening, formative, and summative data are used to identify, differentiate, and intensify professional learning based on teacher, school, and district need. School-based data chats provide pathways for professional learning needs to be shared by principals with district staff. The identification of mentor teachers and the establishment of model classrooms occur at schools throughout the district. These serve as opportunities for new and growing teachers to strengthen instructional strategies, learn literacy techniques, and deepen content knowledge. Principals ensure time is provided for teachers to meet weekly for professional learning at their schools through PLCs.

Monthly meetings with district staff and school level administrators are held to discuss data and professional learning needs and requirements. Information is shared by the Curriculum Coordinator. A Professional Learning Calendar will be posted on the district website. Support for professional learning will be provided by the Curriculum Coordinator and the Instructional Services Department. After professional development requirements are communicated, the Curriculum Coordinator will enable principals to select professional learning based on the schools' needs and work with principals to ensure the professional learning is job-embedded and supported with necessary resources. Additionally, documentation of required professional development will be shared with principals through email and kept by the Curriculum Coordinator for reference.

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

Current pathways available to earn the Reading Endorsement include the Florida Center for Reading Research Reading Foundations and Evidence-Based Instructional Practices Pathway. This pathway requires participants to complete all five reading endorsement competencies, delivered by a certified Literacy Cadre Trainer through in-person trainings and/or synchronous virtual meetings. Additionally, the University of Florida Lastinger Center Literacy Matrix provides educators an online pathway to earn the Reading Endorsements. Educators are given the opportunity to apply research-based strategies for each competency with customized learning pathways to fulfill individual needs. Courses are asynchronous and

facilitated by a navigator with expertise in reading instruction. Current school district employees may also attain the Reading Endorsement through the Reading Certification Exam by achieving a passing score; this option will no longer be available beginning July 1, 2024.

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

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

Through the end of September 2023, Wakulla County Districts will continue its participation in providing tutoring through the K-3 Reading Tutoring Grant. This grant allows for the district to train and support reading tutors for K-3 students, with a priority on K-1 students. The purpose is to support direct student tutoring in reading to focus on closing achievement gaps and accelerating student reading achievement in any elementary school where there are student needs to be met. Training for tutors is provided by the district with materials from the Florida Center for Reading Research (FCRR).

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

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

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

Wakulla County Schools provides multiple opportunities to support students who have substantial deficiencies in reading. Students identified with a substantial deficiency in reading receive interventions that include a school-to-home component that embeds frequent contact with families. The Read-At-Home plan includes information regarding the developmental reading process and suggestions for family members to promote literacy activities at home. Additionally, the read-at-home plan includes information and resources connected to the essential components of reading: oral language, phonological awareness, phonics, fluency, vocabulary, and comprehension. Read-At-Home plans are given to parents during our Response to Intervention meetings and are also easily accessible through our district website (<https://www.wakullaschooldistrict.org/departments/instructional-services>). The New Worlds Reading Initiative is a free Florida literacy program for K-5 students currently reading below grade level. Through enrollment in this program, struggling readers become part of a home book delivery program that provides opportunities for parents to help their child read on grade level with books and activities monthly. In addition, the New Worlds Reading Scholarship is available to eligible students in K-5 who have a substantial reading deficiency. These scholarships provide funding for parents to cover the cost of tutoring and instruction outside of the school day.