

"COMMITTED TO SUCCESS, THE WAKULLA WAY"



WAKULLA

SCHOOL DISTRICT

RIGOROUS. RESILIENT. RELEVANT

2024-2025

COMPREHENSIVE EVIDENCE-BASED READING PLAN

Wakulla County Schools

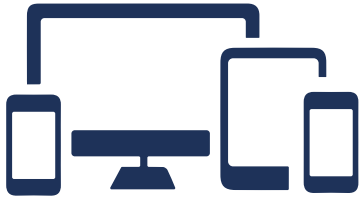
Superintendent

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The Comprehensive Evidenced-Based Reading Plan is accessible through the Wakulla County School District website.

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District Comprehensive Evidence-Based Reading Plan

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

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

1) Contact Information

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

Point of Contact	Name	Email	Phone
Main Reading Contact	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 Expenditures

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

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

Comprehensive System of Reading Instruction Expenditures	Amount	FTE (where applicable)
Anticipated Amount of District Base Funding for CERP	376,448.00	
Estimated proportional share distributed to district charters <i>*Charter schools must utilize their proportionate share in accordance with Section (s.) 1002.33(7)(a)2.a., s. 1003.4201 and s. 1008.25(3)(a), Florida Statutes (F.S.). Note: All intensive reading interventions specified by the charter must be delivered by a teacher who has a literacy micro-credential or is certified or endorsed in reading.</i>	13,596.33	
Elementary Expenses		

Comprehensive System of Reading Instruction Expenditures	Amount	FTE (where applicable)
Literacy coaches	0.00	
Intervention teachers	131,000.00	2.0
Scientifically researched and evidence-based supplemental instructional materials	35,000.00	
Summer reading camps	40,000.00	
Secondary Expenses		
Literacy coaches	0.00	
Intervention teachers	121,000.00	2.0
Scientifically researched and evidence-based supplemental instructional materials	24,337.60	
K-12/PreK Expenses		
Professional learning to help K-12 instructional personnel and certified PreK teachers earn a certification, a credential, an endorsement, or an advanced degree in scientifically researched and evidence-based reading instruction	9000.00	
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	2514.07	
Other – Please Describe		
Sum of Expenditures	376,448.00	

3) Literacy Leadership – District and School

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

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

FAST				
Grade	Previous School Year – % of Students Scoring		Goal for Plan Year – % of Students Scoring	
	Urgent Intervention <10th percentile	At & Above Benchmark 40th percentile & above	Urgent Intervention <10th percentile	At & Above Benchmark 40th percentile & above
VPK	1%	95%	<1%	97%
K	9%	72%	7%	74%
1	12%	69%	10%	71%
2	7%	80%	5%	82%

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	13%	64%	11%	66%
4	19%	57%	17%	59%
5	15%	63%	13%	65%
6	17%	57%	15%	59%
7	12%	61%	10%	63%
8	14%	58%	12%	60%
9	13%	63%	11%	65%
10	16%	57%	14%	59%

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

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

1. Provide an explanation of the following:

Grades K-5	District Level	School Level
Data that will be collected and frequency of review	FAST PM Data- 3 x year District Progress Monitoring Assessments - Quarterly	FAST PM Data- 3 x year District Progress Monitoring Assessments- quarterly 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 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 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		School/Grade/Class level Data Review to determine effectiveness of instruction Walkthroughs focused on Literacy Look Fors Ongoing participation in PLCs
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2. Describe what has been revised to improve literacy outcomes for students in the district's CERP based upon the District CERP Reflection Tool and a root-cause analysis of student performance data.

The top priority area of the CERP Reflection Tool is Professional Learning Communities. Continued and strategic focus on the implementation of Professional Learning Communities (PLCs) at each school and across the district will be a priority.

The CERP will continue to emphasize the integration and application of PLCs into the data reflection process. Continuation of the following strategies to grow and support PLCs will occur:

- Protocols will be established, and rationale will be consistently reiterated to participants.
- Gather and analyze data used to drive PLC learning cycles
- Evaluate the effectiveness of instructional strategies, interventions, and resources to improve student literacy
- Provide structure and guidance for PLC time through Learning Leaders
- Provide district and school level support during PLC meetings
- Reflect on implementation of PLC process quarterly

Based on the reflection tool and root-cause analysis, this year's 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 monitor data to evaluate which instructional strategies, interventions, and resources are effective and which may need to be modified to continue improving student literacy. The use of Practice Profiles and Literacy Walkthrough guides will be presented and used to support best practices in core reading instruction K-12.

Support from the State Regional Literacy Directors and Just Read Florida will be used to improve the capacity of our teacher learning leaders, literacy coaches and the coaching approach.

3. 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/department, 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.

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

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 provide 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 the instruction. The MTSS District Administrator 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 district guidelines. Follow-up meetings are held by the MTSS District Administrator and School Level Administrators throughout the school year to monitor implementation.

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

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

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

Yes/No

Yes

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

NA

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

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

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 Director of Curriculum, Director of Instructional Data, and MTSS Director 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 learning 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 Director of Curriculum to review coaching time and tasks. Additionally, quarterly and semester data reviews are conducted to monitor and adjust professional learning as needed.

4) Assessment, Curriculum and Reading Instruction

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

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

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

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

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 Director of Curriculum, 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 Director of Curriculum, 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 Director of Curriculum works closely with teachers, instructional coaches, and School Level Administrators to ensure the ELA B.E.S.T. standards have been reviewed and emphasized school wide. The district deepens understanding of content areas by using Literary Period texts and Civics texts in K-12 classrooms. Summer professional learning 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 Learning 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 PreK program will use their newly adopted curriculum, McGraw Hill's World of Wonders and administer STAR Early Literacy to monitor students' 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\(8\)\(b\)4., F.A.C.](#))

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

The Decision Trees must contain the following information:

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

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

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

Grades VPK-5

1. Grades VPK-5 Assessments

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

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

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

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

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

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

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

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

- For grades 1 and 2, the student scores below the tenth (10th) percentile or is unable to complete the practice items on the designated grade-level assessment for the specified testing window of the coordinated screening and progress monitoring system pursuant to [s. 1008.25\(9\), F.S.](#); or
- For grade 3, the student scores below the twentieth (20th) percentile at the beginning or middle of the year on the coordinated screening and progress monitoring system pursuant to [s. 1008.25\(9\), F.S.](#)
- A student in grade 3 scores a Level 1 on the end-of-year statewide, standardized ELA assessment pursuant to [s. 1008.22\(3\)\(a\), F.S.](#)

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

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. Evidence-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%/ Level 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%/Level 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 must be provided Tier 3 interventions.

K-3 students identified with a substantial deficiency in reading have instructional and intervention materials 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 learning are provided for instructional coaches, classroom teachers, and ESE teachers.

3. The Instructional Services Department supports K-5 school-based professional learning 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. Evidence-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 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.

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

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

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

Dyslexia is a specific learning disability in basic reading skills that can range from mild to severe. The primary characteristics of dyslexia include, but are not limited to, difficulties with accurate and fluent word recognition and spelling, difficulty with learning letters and their sounds, and confusion in the sequence of letters and sounds. These difficulties typically result from a deficit in the phonological component of language that is often unexpected in relation to other cognitive abilities and the provision of effective classroom instruction.

Students identified as having a substantial deficiency in reading, receiving Tier 3 interventions and continuing to struggle with literacy skills despite the provision of additional high-quality, expert instruction using Response to Intervention (RTI)/Multi-Tiered System of Support (MTSS), may be identified as having characteristics of dyslexia.

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

Wakulla County School District is required to conduct additional screening for any student identified as having characteristics of dyslexia through the coordinated screening and progress monitoring

system ([Rule 6A-6.053\(6\), F.A.C.](#)) For those students meeting the above criteria, additional screening will be provided using one of two screening tools:

- Renaissance STAR CAT/STAR CBM
STAR Computer Adaptive Test can be used between FAST PM windows to provide norm-referenced information regarding specific areas in reading
STAR Curriculum Based Measurements are administered one on one. They are targeted assessments to give a single measure focus on the building blocks of reading.
- Curriculum Associates iReady
iReady Diagnostic is provided to give a comprehensive picture of a student's reading performance
iReady Screening Tasks are individually administered to provide additional insights into a student's strength and areas of need

Immediately following identification, students with characteristics of dyslexia must be provided dyslexia-specific interventions, such as structured literacy approaches, that are intensive, explicit, systematic, and multisensory, in accordance with s. 1008.25(5)(a), F.S.

A formal clinical evaluation is needed to determine if a student has dyslexia. Assessment of dyslexia involves individual testing, most often provided by a team of qualified professionals who have had extensive clinical training in assessment as part of a graduate degree program.

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 55th% 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, Universal Design for Learning, multisensory strategies and differentiated small group. Professional learning 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. Wonders is a state-adopted instructional material for ELA. It does not meet strong, moderate, or promising levels of evidence; however, the following IES Practice Guide Recommendations support the program: IES Practice Guides: Foundational Skills to Support Reading; Improving Adolescent Literacy; Assisting Students Struggling with Reading; Providing Reading Interventions for Students;

- Differentiated small and whole group instruction (promising)
- Daily multisensory instruction in phonemic and phonological awareness; phonics; decoding; fluency (strong)
- Teach students how to use reading comprehension strategies (promising)

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 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 learning 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 prompt the addition of Tier 2 interventions will include:

- Scoring below the 55th 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 54% (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

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.

- 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-instructionphonologicalawareness-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-personalizedinstruction-reading/>)

- Collaborative Classroom: Being A Reader provides comprehensive reading instruction systematically developing both foundational skills and comprehension.

(<https://www.collaborativeclassroom.org/evidence-base/research-being-a-reader/>)

Being A Reader does not meet strong, moderate, or promising levels of evidence; however, 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 (strong levels of evidence) Recommendation 3: Teach students to decode words, analyze word parts and 17 write/recognize words (strong levels of evidence)

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

These recommendations were built into the program by systematically building knowledge and support through instructional focus of each lesson. The district will support and monitor implementation of this program through the MTSS process, classroom walkthroughs, and support from instructional coaches, including modeled use of the program for professional learning.

- REWARDS uses a specialized program with explicit, systematic, teacher-led instruction focused on reading multisyllabic words and comprehending content-area text. REWARDS does not meet strong, moderate, or promising levels of evidence; however, the following IES Practice Guide recommendations support the program: IES Improving Adolescent Literacy Recommendation 2: Provide direct and explicit comprehension strategy instruction Recommendation (strong levels of evidence) 3: Provide opportunities for extended discussion of text meaning and Interpretation (moderate levels of evidence)

(<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 (strong levels of evidence) Recommendation 2: Provide purposeful fluency-building activities to help student read effortlessly (strong levels of evidence) Recommendation 3: Routinely use a set of comprehension-building practices to help students make sense of the text (strong levels of evidence)

(<https://ies.ed.gov/ncee/wwc/PracticeGuide/29>) These recommendations were built into the program by systematically building a series of pre-skill lessons followed by several strategy lessons which are intended to lead the student in a step-by-step fashion from assisted to independent decoding of multisyllabic words in sentences and content passages. The district will support and monitor implementation of this program through the MTSS process, classroom walkthroughs, and support from instructional coaches, including modeled use of the program for professional learning.

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

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. UFLI does not meet strong, moderate, or promising levels of evidence; however, 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 (strong levels of evidence) Recommendation 3: Teach students to decode words, analyze word parts and write/recognize words (strong levels of evidence) Recommendation 4: Ensure student reads connected text every day to support reading accuracy, fluency, and comprehension (moderate levels of evidence) (<https://ies.ed.gov/ncee/wwc/PracticeGuide/21>) These recommendations were built into the program by 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 district will support and monitor implementation of this program through the MTSS process, classroom walkthroughs, and support from instructional coaches, including modeled use of the program for professional learning.
- 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. Imagine Learning Language and Literacy does not meet strong, moderate, or promising levels of evidence; however, 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/practicguide/6>) Recommendation 1: Screen for reading problems and monitor progress (Strong levels of evidence) Recommendation 2: Provide intensive small-group reading interventions (Strong levels of evidence) Recommendation 3: Provide extensive and varied vocabulary instruction (Strong levels of evidence) These recommendations were built into the program by 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 district will support and monitor implementation of this program through the MTSS process, classroom walkthroughs, and support from instructional coaches, including modeled use of the program for professional learning.

For K-3 students who have a substantial reading deficiency or characteristics of dyslexia, 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.

<p>What procedures are in place to identify and solve problems to improve effectiveness of Tier 2 interventions?</p> <p>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.</p>
<p>Performance criteria that prompt the addition of Tier 3 interventions for students not meeting expectations/benchmarks during the school year:</p> <p>Identification of substantial deficiency in reading with multiple data points such as</p> <ul style="list-style-type: none"> • 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
<p>Beginning of year data</p> <p>IF student meets the following criteria at the beginning of the school year:</p> <p>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.</p>
<p>THEN TIER 1 Instruction, TIER 2 Interventions and TIER 3 Intensive Interventions</p> <p>Intensive, Individualized Instruction/Interventions</p> <p>Indicate the programs and practices used in Tier 3 interventions and how the programs and practices are supported by strong, moderate or promising levels of evidence.</p> <p>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.</p> <ul style="list-style-type: none"> • 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.evidenceforessa.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.evidenceforessa.org/programs/reading/sippsr-systematic-instructionphonologicalawareness-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. Heggerty Bridge the Gap does not meet strong, moderate, or promising levels of evidence; however, 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 (strong levels of evidence) Recommendation 3: Teach students to decode words, analyze word parts and write/recognize words (strong levels of evidence) Recommendation 4: Ensure student reads connected text every day to support reading accuracy, fluency, and comprehension (moderate levels of evidence) (https://ies.ed.gov/ncee/wwc/PracticeGuide/21) These recommendations were built into the program by 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 district will support and monitor implementation of this program through the MTSS process, classroom walkthroughs, and support from instructional coaches, including modeled use of the program for professional learning.

- 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 (strong levels of evidence)

Recommendation 3: Teach students to decode words, analyze word parts and write/recognize words (strong levels of evidence)

Recommendation 4: Ensure student reads connected text every day to support reading accuracy, fluency, and comprehension (moderate levels of evidence)

(<https://ies.ed.gov/ncee/wwc/PracticeGuide/21>) These recommendations were built into the program by 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 district will support and monitor implementation of this program through the MTSS process, classroom walkthroughs, and support from instructional coaches, including modeled use of the program for professional learning.

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

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:

- 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. UFLI does not meet strong, moderate, or promising levels of evidence; however, 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 (strong levels of evidence) Recommendation 3: Teach students to decode words, analyze word parts and write/recognize words (strong levels of evidence) Recommendation 4: Ensure student reads connected text every day to support reading accuracy, fluency, and comprehension (moderate levels of evidence) (<https://ies.ed.gov/ncee/wwc/PracticeGuide/21>) These recommendations were built into the program by 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 district will support and monitor implementation of this program through the MTSS process, classroom walkthroughs, and support from instructional coaches, including modeled use of the program for professional learning.

- 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. Imagine Learning Language and Literacy does not meet strong, moderate, or promising levels of evidence; however, 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/practicguide/6>)

Recommendation 1: Screen for reading problems and monitor progress (Strong levels of evidence)
 Recommendation 2: Provide intensive small-group reading interventions (Strong levels of evidence)
 Recommendation 3: Provide extensive and varied vocabulary instruction (Strong levels of evidence) These recommendations were built into the program by 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 district will support and monitor implementation of this program through the MTSS process, classroom walkthroughs, and support from instructional coaches, including modeled use of the program for professional learning.

For K-3 students who have a substantial reading deficiency or characteristics of dyslexia, 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 learning on the use of the above programs occurs through modeling by Instructional coaches, PLCs, and district wide Professional Learning 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.

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

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

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

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

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. 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) (<https://evidenceforessa.org/program/i-ready-personalized-instruction-reading/>)
3. REWARDS uses a specialized program with explicit, systematic, teacher-led instruction focused on reading multisyllabic words and comprehending content-area text. REWARDS does not meet strong, moderate, or promising levels of evidence; however, the following IES Practice Guide recommendations support the program: IES Improving Adolescent Literacy Recommendation 2: Provide direct and explicit comprehension strategy instruction Recommendation (strong levels of evidence) 3: Provide opportunities for extended discussion of text meaning and Interpretation (moderate levels of evidence) (<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 (strong levels of evidence) Recommendation 2: Provide purposeful fluency-building activities to help student read effortlessly (strong levels of evidence) Recommendation 3: Routinely use a set of comprehension-building practices to help students make sense of the text (strong levels of evidence) (<https://ies.ed.gov/ncee/wwc/PracticeGuide/29>) These recommendations were built into the program by systematically building a series of pre-skill lessons followed by several strategy lessons which are intended to lead the student in a step-by-step fashion from assisted to independent decoding of multisyllabic words in sentences and content passages. The district will support and monitor implementation of this program through the MTSS process, classroom walkthroughs, and support from instructional coaches, including modeled use of the program for professional learning.
4. Curriculum Associates: STARS (Strategies to Achieve Reading Success) and CARS (Comprehensive Assessment of Reading Strategies) to model and provide explicit instruction in 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. STAR Reading has been approved as an alternate assessment by Just Read Florida! And meet the criteria found in Rule 6A-1.094221, F. A. C (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. Wonders is a state-adopted instructional material for ELA. It does not meet strong, moderate, or promising levels of evidence; however, the following IES Practice Guide Recommendations support the program: IES Practice Guides: Foundational Skills to Support Reading; Improving Adolescent Literacy; Assisting Students Struggling with Reading; Providing Reading Interventions for Students;

- Differentiated small and whole group instruction (promising)
- Daily multisensory instruction in phonemic and phonological awareness; phonics; decoding; fluency (strong)
- Teach students how to use reading comprehension strategies (promising)

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

Yes/No

Yes

Grades 6-8

5. Grades 6-8 Assessments

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

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

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?
iReady Reading Diagnostic	<input checked="" type="checkbox"/> Grade 8	Awareness <input checked="" type="checkbox"/> Phonics <input checked="" type="checkbox"/> Fluency <input checked="" type="checkbox"/> Vocabulary <input checked="" type="checkbox"/> Comprehension	Monitoring <input checked="" type="checkbox"/> Diagnostic <input type="checkbox"/> Summative	<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: iReady Personalized Instruction	<input checked="" type="checkbox"/> Grade 6 <input checked="" type="checkbox"/> Grade 7 <input checked="" type="checkbox"/> Grade 8	<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 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: Read180/System 44	<input checked="" type="checkbox"/> Grade 6 <input checked="" type="checkbox"/> Grade 7 <input checked="" type="checkbox"/> Grade 8	<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 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: Star Early Literacy	<input checked="" type="checkbox"/> Grade 6 <input checked="" type="checkbox"/> Grade 7 <input checked="" type="checkbox"/> Grade 8	<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 type="checkbox"/> 3 x Year <input type="checkbox"/> Annually <input checked="" type="checkbox"/> As Needed <input type="checkbox"/> Other

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

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

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

- Savvas myPerspectives with a focus on close reading and vocabulary instruction. Savvas my Perspectives is a state-adopted instructional material for ELA. It does not meet strong, moderate, or promising levels of evidence; however, 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. These recommendations were built into the program by 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 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. The district will support and monitor implementation of this program through the MTSS process, classroom walkthroughs, and support from instructional coaches, including modeled use of the program for professional learning.

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 learning opportunities provided through instructional coaches, learning leaders, 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.

- 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) (<https://evidenceforessa.org/program/i-ready-personalized-instruction-reading/>)
- REWARDS uses a specialized program with explicit, systematic, teacher-led instruction focused on reading multisyllabic words and comprehending content-area text. REWARDS does not meet strong, moderate, or promising levels of evidence; however, the following IES Practice Guide recommendations support the program: IES Improving Adolescent Literacy Recommendation 2: Provide direct and explicit comprehension strategy instruction Recommendation (strong levels of evidence) 3: Provide opportunities for extended discussion of text meaning and Interpretation (moderate levels of evidence) (<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 (strong levels of evidence) Recommendation 2: Provide purposeful fluency-building activities to help student read effortlessly (strong levels of evidence) Recommendation 3: Routinely use a set of comprehension-building practices to help students make sense of the text (strong levels of evidence) (<https://ies.ed.gov/ncee/wwc/PracticeGuide/29>) These recommendations were built into the program by systematically building a series of pre-skill lessons followed by several strategy lessons which are intended to lead the student in a step-by-step fashion from assisted to independent decoding of multisyllabic words in sentences and content passages. The district will support and monitor implementation of this program through the MTSS process, classroom walkthroughs, and support from instructional coaches, including modeled use of the program for professional learning.

- Savvas myPerspectives Interventions

Savvas myPerspectives Interventions does not meet strong, moderate, or promising levels of evidence; however, 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 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. The district will support and monitor implementation of this program through the MTSS process, classroom walkthroughs, and support from instructional coaches, including modeled use of the program for professional learning.

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

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. Mango Languages does not meet strong, moderate, or promising levels of evidence; however, 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

<p>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>The district will support and monitor implementation of this program through the MTSS process, classroom walkthroughs, and support from instructional coaches, including modeled use of the program for professional learning.</p>
<p>Number of times per week interventions are provided:</p> <p>Instruction provided 2-3 times per week</p>
<p>Number of minutes per intervention session:</p> <p>15-20 minutes per session with no less than 45 minutes weekly</p>
<p>Explain how the effectiveness of Tier 2 interventions are monitored.</p> <p>The use of all programs/materials/strategies is monitored through classroom walkthroughs, progress monitoring checks and Intervention support team meetings. Professional learning on the use of the above programs occurs through modeling by Instructional coaches, PLCs, and district wide Professional Learning days.</p>
<p>What procedures are in place to identify and solve problems to improve effectiveness of Tier 2 interventions?</p> <p>The school level Intervention Support Team meets every 6-9 weeks, depending on student need, to determine individual student intervention to close academic gaps. Panorama, a system that offers a comprehensible, actionable view of every student, records the progress of student receiving intervention; progress monitoring plans and data are reviewed at Intervention Support Team meetings to determine student progress.</p>
<p>Performance criteria that prompt the addition of Tier 3 interventions for students not meeting expectations/benchmarks during the school year:</p> <p>Identification of substantial deficiency in reading with multiple data points such as</p> <ul style="list-style-type: none"> • Lack of growth or decrease in score on FAST PM assessments • Lack of progress in Tier 2 interventions <p>Continued scores below 70% on District/Class Progress Monitoring Assessments</p>
<p>Beginning of year data</p>
<p>IF student meets the following criteria at the beginning of the school year:</p> <p>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.</p>
<p>THEN TIER 1 Instruction, TIER 2 Interventions and TIER 3 Intensive Interventions</p>
<p>Intensive, Individualized Instruction/Interventions</p> <p>Indicate the programs and practices used in Tier 3 interventions and how the programs and practices are supported by strong, moderate or promising levels of evidence.</p> <p>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.</p> <ul style="list-style-type: none"> • 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.evidencefoessa.org/programs/reading/read-180-secondary-reading>)

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

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.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. Mango Languages does not meet strong, moderate, or promising levels of evidence; however, 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)

The district will support and monitor implementation of this program through the MTSS process, classroom walkthroughs, and support from instructional coaches, including modeled use of the program for professional learning.

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 learning on the use of the above programs occurs through modeling by Instructional coaches, PLCs, and district wide Professional Learning 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. Panorama, a system that offers a comprehensible, actionable view of every student, records the progress of student receiving intervention; progress monitoring plans and data are reviewed at Intervention Support Team meetings to determine student progress.

Grades 9-12

7. Grades 9-12 Assessments

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

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

8. 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.	
<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. Savvas my Perspectives is a state-adopted instructional material for ELA. It does not meet strong, moderate, or promising levels of evidence; however, 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)</p> <p>Recommendation 2: Provide direct and explicit comprehension strategy instruction (Strong Evidence)</p> <p>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. These recommendations were built into the program by 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 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. The district will support and monitor implementation of this program through the MTSS process, classroom walkthroughs, and support from instructional coaches, including modeled use of the program for professional learning.</p>	
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 and/or curriculum provided to students?

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.

- REWARDS uses a specialized program with explicit, systematic, teacher-led instruction focused on reading multisyllabic words and comprehending content-area text. REWARDS does not meet strong, moderate, or promising levels of evidence; however, the following IES Practice Guide recommendations support the program: IES Improving Adolescent Literacy Recommendation 2: Provide direct and explicit comprehension strategy instruction Recommendation (strong levels of

evidence) 3: Provide opportunities for extended discussion of text meaning and Interpretation (moderate levels of evidence) (<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 (strong levels of evidence) Recommendation 2: Provide purposeful fluency-building activities to help student read effortlessly (strong levels of evidence) Recommendation 3: Routinely use a set of comprehension-building practices to help students make sense of the text (strong levels of evidence)

(<https://ies.ed.gov/ncee/wwc/PracticeGuide/29>) These recommendations were built into the program by systematically building a series of pre-skill lessons followed by several strategy lessons which are intended to lead the student in a step-by-step fashion from assisted to independent decoding of multisyllabic words in sentences and content passages. The district will support and monitor implementation of this program through the MTSS process, classroom walkthroughs, and support from instructional coaches, including modeled use of the program for professional learning.

- Savvas myPerspectives Interventions

Savvas myPerspectives Interventions does not meet strong, moderate, or promising levels of evidence; however, 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 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. The district will support and monitor implementation of this program through the MTSS process, classroom walkthroughs, and support from instructional coaches, including modeled use of the program for professional learning.

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

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. Mango Languages does not meet strong, moderate, or promising levels of

evidence; however, 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)

The district will support and monitor implementation of this program through the MTSS process, classroom walkthroughs, and support from instructional coaches, including modeled use of the program for professional learning.

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 learning on the use of the above programs occurs through modeling by Instructional coaches, PLCs, and district wide Professional Learning 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. Panorama, a system that offers a comprehensible, actionable view of every student, records the 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. ACT/SAT Prep does not meet strong, moderate, or promising levels of evidence; however, the following IES Practice Guide recommendations support the program: IES Preventing Dropout in Secondary Schools
Recommendation 2: Provide intensive, individualized support to students who have fallen off track and face significant challenges to success. (Moderate evidence)
Recommendation 3: Engage students by offering curricula and programs that connect schoolwork with college and career success and that improve students' capacity to manage challenges in and out of school (Strong evidence)
(<https://ies.ed.gov/ncee/wwc/practiceguide/24>)
The district will support and monitor implementation of this program through the MTSS process, classroom walkthroughs, and support from instructional coaches, including modeled use of the program for professional learning.
- 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. Perfection Learning is a state-adopted instructional material for Intensive Reading. It does not meet strong, moderate, or promising levels of evidence; however, 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>)
The district will support and monitor implementation of this program through the MTSS process, classroom walkthroughs, and support from instructional coaches, including modeled use of the program for professional learning.

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

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. Mango Languages does not meet strong, moderate, or promising levels of evidence; however, this

<p>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> <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>The district will support and monitor implementation of this program through the MTSS process, classroom walkthroughs, and support from instructional coaches, including modeled use of the program for professional learning.</p>
<p>Number of times per week interventions are provided:</p> <p>Small group or 1:1 direct instruction provided 5 times per week</p>
<p>Number of minutes per intervention session:</p> <p>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.</p> <p>The use of all programs/materials/strategies is monitored through classroom walkthroughs, progress monitoring checks and Intervention support team meetings. Professional learning on the use of the above programs occurs through modeling by Instructional coaches, PLCs, and district wide Professional Learning days.</p>
<p>What procedures are in place to identify and solve problems to improve effectiveness of Tier 3 interventions?</p> <p>Intervention support team meets every 4-6 weeks, depending on student need, to determine individual student intervention to close academic gaps. Panorama, a system that offers a comprehensible, actionable view of every student, records the progress of student receiving intervention; progress monitoring plans and data are reviewed at Intervention Support Team meetings to determine student progress.</p>

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

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

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

Professional learning 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 Director. A Professional Learning Calendar will be posted on the district website. Support for professional learning will be provided by the Director of Curriculum and the Instructional Services Department. After professional learning requirements are communicated, the Director of Curriculum 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 learning will be shared with principals through email and kept by the Director of Curriculum for reference.

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.

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

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

The New Worlds Scholarship is available to eligible students in PreK-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.

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

In accordance with the list outlined in s. 1008.25(5)(d), F.S., describe the district's plan for notifying parents of students identified with a substantial reading deficiency. Include literacy partnerships or programs the district utilizes to increase support for families to engage in literacy activities and reading at home (e.g., New Worlds Reading Initiative).

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 PreK-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 Scholarship is available to eligible students in PreK-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.

8) Assurances (Rule 6A-6.053(8)(b)2., F.A.C.)

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

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

Local Educational Agency Chief Executive Officer or Authorized Representative (Printed Name):	
Holly Harden	
Signature:	Date: