District K-12 Comprehensive Evidence-Based Reading Plan

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

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

1) Contact Information

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

Point of Contact	Name	Email	Phone
Main Reading Contact	Mandie Fowler	Mandie.fowler@lcsb.org	850-643-2275
Data Element	Mandie Fowler	Mandie.fowler@lcsb.org	850-643-2275
Third Grade Promotion	Mandie Fowler	Mandie.fowler@lcsb.org	850-643-2275
Multi-Tiered System of Supports	Mandie Fowler	Mandie.fowler@lcsb.org	850-643-2275
Other (Enter Responsibility)			

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

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

Reading Allocation Budget Item	Amount	FTE (where applicable)
Amount of District Evidence-Based Reading Instruction Allocation		
Estimated proportional share distributed to district charters *Charter schools must utilize their proportionate share of the evidence-based reading allocation in accordance with Section (s.) 1002.33(7)(a)2.a. and s. 1008.25(3)(a), Florida Statutes (F.S.). Note: All intensive reading interventions specified by the charter must be*	**N/A**	

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

3) Literacy Leadership – District and School

A. Measurable Student Achievement Goals ([Rule 6A-6.053(1)(d), F.A.C.](#))
For each grade, PreK-10, establish clear and measurable student literacy achievement goals based on the Florida Assessment of Student Thinking (FAST). Goals for plan year should increase from previous year in order to meet statewide literacy achievement goals.

Florida Assessment of Student Thinking (FAST)				
Grade	Previous School Year – % of Students Scoring		Goal for Plan Year – % of Students Scoring	
	Urgent Intervention <10th percentile	**At & Above Benchmark** 40th percentile & above	**Urgent Intervention** <10th percentile	**At & Above Benchmark** 40th percentile & above
PreK	1%	89%	0%	93%
K	5%	73%	1%	55%

1	13%	66%	9%	62%
2	10%	67%	6%	63%

Florida Assessment of Student Thinking (FAST)				
Grade	Previous School Year – % of Students Scoring		Goal for Plan Year – % of Students Scoring	
	Level 1	Levels 3-5	Level 1	Levels 3-5
3	19%	59%	15	63
4	26%	52%	22	56
5	15%	57%	11	61
6	17%	57%	13	61
7	22%	50%	18	54
8	24%	52%	20	58
9	24%	50%	20	54
10	24%	50%	20	54

B. **School Literacy Leadership Teams ([Rule 6A-6.053(3), F.A.C.](#))**
   Schools are required to establish a School Literacy Leadership Team.

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

   The school principal identifies lead teachers, based on historic student success and classroom modeling, to participate in the school literacy leadership team, these same lead teachers are also part of the school leadership team and the district literacy leadership team. The school literacy leadership teams also include school administrators and guidance counselors.

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

   The literacy leadership team requirements are communicated to principals through administrative meetings and emails.

C. **Plan Implementation and Monitoring ([Rule 6A-6.053(7), (8), F.A.C.](#))**
   Districts must monitor the implementation of the District K-12 CERP at the district and school level.

   1. **Provide an explanation of the following:**

Grades K-5	District Level	School Level
Data that will be collected and frequency of review	**FAST data, district Progress Monitoring data (iReady & WriteScore) 3X annually or more frequently as outlined in the district MTSS guidance**	**FAST data, district Progress Monitoring data (iReady & WriteScore) 3X annually or more frequently as outlined in the district MTSS guidance**

3

Actions for continuous support and improvement	**Tiered support as outlined in the district MTSS guide**	**Tiered support as outlined in the district MTSS guide**

Grades 6-8	**District Level**	**School Level**
Data that will be collected and frequency of review	**FAST data, district Progress Monitoring data (iReady & WriteScore) 3X annually or more frequently as outlined in the district MTSS guidance**	**FAST data, district Progress Monitoring data (iReady & WriteScore) 3X annually or more frequently as outlined in the district MTSS guidance**
Actions for continuous support and improvement	**Tiered support as outlined in the district MTSS guide**	**Tiered support as outlined in the district MTSS guide**
Grades 9-12	**District Level**	**School Level**
Data that will be collected and frequency of review	**FAST data, district Progress Monitoring data (CommonLit & WriteScore) 3X annually or more frequently as outlined in the district MTSS guidance**	**FAST data, district Progress Monitoring data (CommonLit & WriteScore) 3X annually or more frequently as outlined in the district MTSS guidance**
Actions for continuous support and improvement	**Tiered support as outlined in the district MTSS guide**	**Tiered support as outlined in the district MTSS guide**

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

If it is determined through classroom walk throughs and review of student/ school data that the plan is not meeting the needs of students the first step is consultation with school leadership and teachers. During this face to face consultation team members would problem solve to determine areas of concern and determine strategies for improvement. Differentiated support is provided to specific schools and teachers based on identified need.

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

The district has identified areas of improvement based on the K-12 CERP Reflection Tool and root-cause analysis of student performance data. The district will focus targeted trainings, modeling, and feedback on small group differentiated instruction.

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

The principal conducts weekly reading walkthroughs, using the Danielson framework for teaching. This data is available to district leadership via the online platform. At least quarterly principals are required to submit hard copy reports documenting classroom reading walkthroughs.

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

The district has in place a process for the effective implementation of the K-12 Reading plan. The principal utilizes the school based literacy team for ensuring the fidelity of

implementation of the plan. This is accomplished through monthly leadership team meetings. The following elements are reviewed during these meetings: ~Review of student and teacher schedules. ~Review of weekly walkthrough data to determine fidelity of implementation of the reading curriculum and intensive supports. ~Review of progress monitoring data to ensure assessments are completed during the window and to determine tiered instructional needs of individual students. ~Review of any other relevant information. ~The principal and the school based literacy team are responsible for problem-solving areas of the reading plan that are not effectively implemented.

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

A. Literacy Coaches (Rule 6A-6.053(6)(a), F.A.C.)
Literacy coaches should be assigned to schools determined to have the greatest need based on student performance data in reading. Districts can use the Just Read, Florida! literacy coach model or explain the evidence-based coaching model used in the district and how the district will monitor the implementation and effectiveness of the coaching model.

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

The district has one Instructional Coach and 5 classroom model teachers, 4 of which are from RAISE schools. Student FAST data is used to target coaching services and supports.

B. The Just Read, Florida! Literacy Coach Model (Rule 6A-6.053(6)(c), F.A.C.)
The Just Read, Florida! literacy coach model delineates the roles and responsibilities of literacy coaches:
- Provide professional development on the following:
  - The major reading components, as needed, based on an analysis of student performance data;
  - Administration and analysis of instructional assessments; and
  - Providing differentiated instruction and intensive interventions.
- Model effective instructional strategies for teachers in whole and small group instruction;
- Collect and use data on instructional practices to inform and implement professional learning activities;
- Train teachers to administer assessments, analyze data, and use data to differentiate instruction;
- Coach and mentor teachers daily;
- Work with teachers to ensure that evidence-based reading strategies and programs grounded in the science of reading are implemented with fidelity;
- Participate in literacy leadership teams;
- Continue to grow professionally to increase knowledge of and ability to apply effective pedagogy and andragogy;
- Prioritize time to teachers, activities, and roles that will have the greatest impact on student achievement in reading; and
- Work with school principals to plan and implement a consistent program of improving reading achievement using evidence-based strategies that demonstrate a statistically significant effect on improving student outcomes.

Literacy coaches must possess the following:
- A minimum of a bachelor's degree and reading endorsement or K-12 certification in reading;

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

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

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

   Yes/No

Yes

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

N/A

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

Principals receive communication regarding literacy coaching through monthly administrator meetings, as well as email and bi-weekly face-to-face meetings.

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

The district has had six teachers complete the literacy coaching endorsement during the 2022-23 year. These model teachers meet together monthly to discuss coursework and how to best apply new knowledge to the district schools.

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

The district provides TD time for lead teachers to meet with the district Instructional Coach and Director of Instruction to conduct meaningful data analysis across the school based on both observational and qualitative data. This data analysis is then used to support school administrators

with iPdP goals for teachers, pairing those novice teachers with appropriate mentors and model teachers. Professional development is also tailored to best support district literacy goals.

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

The district monitors implementation of the coaching model through administrator interviews, calendar documentation, Progress Monitoring data analysis, and teacher survey results.

5) K-12 Assessment, Curriculum, and Instruction

A. **Florida's Formula for Success ([Rule 6A-6.053(9)(a), F.A.C.](#))**
K-12 reading instruction will align with Florida's Formula for Success, 6 + 4 + T1 +T2 + T3, which includes the following:

- **Six components of reading**: oral language, phonological awareness, phonics, fluency, vocabulary, and comprehension;

- **Four types of classroom assessments**: screening, progress monitoring, diagnostic, and summative assessment;
- **Three tiers of instruction that are standards-aligned**; include accommodations for students with a disability, students with an Individual Educational Plan (IEP), and students who are English language learners; and incorporate the principles of Universal Design for Learning as defined in [34 C.F.R. 200.2(b)(2)(ii)](#);
  - o **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;
  - o **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 still(s) and receive corrective feedback; occurs in addition to core instruction; and
  - o **Intensive, Individualized Instruction/Interventions (Tier 3)**: provides explicit, systematic individualized instruction based on student need, one-on-one or very small group instruction with more guided practice, immediate corrective feedback, and frequent progress monitoring; and occurs in addition to core instruction and Tier 2 interventions. Tier 3 interventions must be provided to students identified as having a substantial reading deficiency. All intensive reading interventions must be delivered by instructional personnel who possess a literacy micro-credential as provided in [s. 1003.485, F.S.](#), or are certified or endorsed in reading.

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

The district will align K-12 reading instruction to Florida's Formula for Success for all students including students with a disability as well as students who are English language learners through providing

evidence-based curriculum as well as teacher professional development on how best to utilize the curriculum. The district focuses on FCRR classroom instructional practices with specific targeted small group differentiated instruction.

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

Beginning in the 2022-2023 VPK Program Year, all VPK Programs will implement the Florida's Assessment of Student Thinking (FAST) using Star Early Literacy to assess student achievement of the performance standards in early literacy and mathematics. Prekindergarten children are active learners. They will be exposed to state approved, developmentally appropriate curriculum and materials with a focus on school readiness skills. The curriculum is based on Florida's Early Learning Standards. Liberty County takes pride in helping to prepare all prekindergarten students ages 3 to 5 years of age for a successful transition into kindergarten.

B. **Assessment/Curriculum Decision Trees (Rule 6A-6.053(9)(d), F.A.C.)**
   Districts are required to develop Assessment/Curriculum Decision Trees to demonstrate how data will be used to determine specific reading instructional needs and interventions for all students in grades K-12. Use Assessment/Curriculum Decision Trees to address ALL students. The template can be used for grade bands or for individual grades.

   The Decision Trees must contain the following information:

   - Name of screening, progress monitoring, diagnostic, local assessment, statewide assessment, or teacher observations used within the district. For students in the Voluntary Prekindergarten Education Program through grade 10, the coordinated screening and progress monitoring system must be administered pursuant to s. 1008.25(8)(b), F.S., and included as a component of the Assessment/Curriculum Decision Trees.
   - Targeted audience (grade level);
   - Performance criteria used for decision-making for each instrument at each grade level;
   - Assessment/curriculum connection, including evidence-based curriculum materials and practices used in instruction and interventions that address the six components of reading: oral language, phonological awareness, phonics, fluency, vocabulary, and comprehension;
   - Specific criteria for when a student is identified to receive intensive reading interventions, what intensive reading interventions will be used, how the intensive reading interventions are provided, and assurance that intensive reading interventions are delivered by a teacher who is certified or endorsed in reading or instructional personnel who possess a literacy micro-credential; and
   - Identification of the multisensory interventions provided to students in grades K-3 who have a substantial reading deficiency, including a description of the intensive, explicit, systematic, and multisensory reading interventions which will be provided to students in grades K-3.

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

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

Grades PreK-5

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

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

Name of the Assessment	Target Audience (Grades PreK-5)	What component of reading is being assessed? (Each component should be addressed.)	Assessment Type (Each type of assessment should be represented.)	How often is the data being collected?
				☐ Other
Other District Assessment (Enter name of assessment. Then, select all that apply.)	☐ PreK ☐ Grade K ☐ Grade 1 ☐ Grade 2 ☐ Grade 3 ☐ Grade 4 ☐ Grade 5	☐ Oral Language ☐ Phonological Awareness ☐ Phonics ☐ Fluency ☐ Vocabulary ☐ Comprehension	☐ Screening ☐ Progress Monitoring ☐ Diagnostic ☐ Summative	☐ Weekly ☐ 2 x Month ☐ Monthly ☐ Quarterly ☐ 3 x Year ☐ Annually ☐ As Needed ☐ Other

2. **Identification of K-5 Students with a Substantial Reading Deficiency (Rule 6A-6.053(10), F.A.C.)**
   In accordance with s. 1008.25(4)(c), F.S., students identified with a substantial reading deficiency must be covered by a federally required student plan, such as an individual education plan (IEP) or an individualized progress monitoring plan, or both, as necessary. A kindergarten through grade 3 student is identified as having a substantial reading deficiency if the following criteria are met:

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

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

The district identifies students in need of Tier 2/3 interventions based on Progress Monitoring data, RtI procedures, and teacher observations. The district supports school RtI teams through program review and support.

Classroom teachers are provided support for Tier 2 interventions in the classroom through modeling, planning, and purchases of evidence-based curriculum. While interventionists are provided curriculum and support for Tier 3 interventions.

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

The district identifies students in need of Tier 2/3 interventions based on Progress Monitoring data, RtI procedures, and teacher observations. The district supports school RtI teams through program review and support.

Classroom teachers are provided support for Tier 2 interventions in the classroom through modeling, planning, and purchases of evidence-based curriculum. While interventionists are provided curriculum and support for Tier 3 interventions.

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: Student scores 40 percent or greater on the FAST/STAR Reading or Early Literacy Assessment (Kg-2nd grade) Percentile rank (PR), ranging from 1-99) or Level 3 on the FAST Reading assessment (3rd-5th grade)
THEN TIER 1 Only
Core Instruction Indicate the core curriculum and how the program is supported by strong, moderate, or promising levels of evidence. Wonders, McGraw-Hill is used to provide Tier I instruction to students in grades K-5. This includes whole group, and small group instruction.
List performance criteria that indicate Tier 1 is sufficient for at least 80% of students. The district relies on Progress Monitoring data as well as classroom walkthrough observations to support the performance criteria that indicates Tier 1 support is sufficient for at least 80% of students.
Explain how the effectiveness of Tier 1 instruction is monitored. Classroom Walk-Through/ Observation Tool Provided by Core Reading Program/Monthly/Principal and District Staff Data School Level Meeting/Quarterly/ School Administration/SLT Grade Level Data Team Meetings/Monthly/Principal/Teachers Data Chats/ Targeted Students/ As Need/ Minimum 3 times per year/Following each progress monitoring. Tools Used Observation walk-through tool, running records, formative assessments, standards mastery, class work, fluency checks all assist in determining if core instruction is effective

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

• Review of school and class schedules • Classroom walkthroughs • Professional development

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 include: data analysis of student bi-weekly growth checks, STAR progress monitoring, and other program monitoring

Beginning of year data

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

Student scores 11-40 percent on the FAST/STAR Reading or Early Literacy Assessment (Kg-2nd grade) Percentile rank (PR), ranging from 1-99) or Level 2 on the FAST Reading assessment (3rd-5th grade)

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.

Wonders's Intervention • Fountas and Pinnell • FCRR strategies as part of other programs • iReady Tool Kit

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

Wonders Intervention • Fountas and Pinnell • iReady Magnetic Reader • Rewards!

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

K-3 students identified as having a substantial reading deficiency are provided small group multisensory interventions provided by the school Inclusion teachers and/or classroom teachers

Number of times per week interventions are provided:

2-3 times per week

Number of minutes per intervention session:

20-30 minutes

Explain how the effectiveness of Tier 2 interventions are monitored.

The effectiveness of Tier 2 interventions are monitored through data analysis of student bi-weekly growth checks, STAR progress monitoring, and other program monitoring

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

• Tier 2 interventions are developed in conjunction with grade level teams, the instructional coach, and guidance counselor. The school-based teams, as well as the district/school team review interventions, on a case by case basis during quarterly meetings. • Problem solving teams ensure continuity of tier 2 instruction Tier 2 interventions provided by classroom teacher when possible to ensure core curriculum alignment.

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

Performance criteria that prompt the addition of Tier 3 interventions include: data analysis of student bi-weekly growth checks, STAR progress monitoring, and other program monitoring

Beginning of year data

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

Student scores below11 percent on the FAST/STAR Reading or Early Literacy Assessment (Kg-2nd grade) Percentile rank (PR), ranging from 1-99) or Level 1 on the FAST Reading assessment (3rd-5th grade)
THEN TIER 1 Instruction, TIER 2 Interventions, and TIER 3 Intensive Interventions
Intensive, Individualized Instruction/Interventions   • Wonders Intervention activities • QuickReads • Fountas and Pinnell iReady Toolkit Integrates the following strategies as documented by John Hattie to have a positive effect on learning. • Meta-cognitive strategies o Self-evaluation, keeping records, goal- setting, reviewing records, and imagery • Explicit instruction • Immediate feedback FCRR Strategies
Indicate the evidence-based programs and practices implemented for students with a disability, students with an Individual Educational Plan (IEP), and students who are English language learners, as applicable.   Wonders Intervention • Fountas and Pinnell • iReady Magnetic Reader • Rewards!
For K-3 students who have a substantial reading deficiency, identify the multisensory interventions provided.   K-3 students identified as having a substantial reading deficiency are provided small group multisensory interventions provided by the school Inclusion teachers, classroom teachers, and school interventionists
Number of times per week interventions are provided: 4-5
Number of minutes per intervention session: 45-60 minutes
Explain how the effectiveness of Tier 3 interventions are monitored.   The effectiveness of Tier 3 interventions are monitored through data analysis of student bi-weekly growth checks, STAR progress monitoring, and other program monitoring
What procedures are in place to identify and solve problems to improve effectiveness of Tier 3 interventions?   • Tier 3 interventions are developed in conjunction with grade level teams, the instructional coach, and guidance counselor. The school-based teams, as well as the district/school team review interventions, on a case-by-case basis during quarterly meetings. • Problem solving teams ensure continuity of Tier 3 instruction.

3. **Summer Reading Camps (Rule 6A-6.053(12), F.A.C.)**
   Requirements of Summer Reading Camps pursuant to s. 1008.25(7), F.S., include:

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

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

The district will provide instruction for grade 3 students who score a Level 1 on the statewide standardized assessment for ELA. Summer Reading Camps will be hosted at both K-8 school sites in the

district and effective teachers that are endorsed in reading will be employed. Instruction will be provided using evidence-based materials to include Wonders Intervention program, QuickReads, iReady Toolkit, iReady phonic instruction, iReady Magnetic Readers, and FCRR student centered activities are utilized to support instruction and provide students with opportunities to practice reading skills. Instruction will be explicit, systematic, and multisensory and include all elements of reading.

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

Yes/No

Yes

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

The district will extend the opportunity for K-2 students that demonstrate a reading deficiency to participate in Summer Reading Camp. This program will be in conjunction with the 3rd grade reading camp described above.

Grades 6-8

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

Name of the Assessment	Target Audience (Grades 6-8)	What component of reading is being assessed?	Assessment Type (Each type of assessment should be represented.)	How often is the data being collected?
FAST ELA Reading	☒ Grade 6 ☒ Grade 7 ☒ Grade 8	☐ Oral Language ☐ Phonological Awareness ☐ Phonics ☐ Fluency ☒ Vocabulary ☒ Comprehension	☒ Screening ☒ Progress Monitoring ☐ Diagnostic ☒ Summative	☐ Weekly ☐ 2 x Month ☐ Monthly ☐ Quarterly ☒ 3 x Year ☐ Annually ☐ As Needed ☐ Other
Other District Assessment (Enter name of assessment. Then, select all that apply.)	☐ Grade 6 ☐ Grade 7 ☐ Grade 8	☐ Oral Language ☐ Phonological Awareness ☐ Phonics ☐ Fluency ☐ Vocabulary	☐ Screening ☐ Progress Monitoring ☐ Diagnostic ☐ Summative	☐ Weekly ☐ 2 x Month ☐ Monthly ☐ Quarterly ☐ 3 x Year ☐ Annually

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?
		☐ Comprehension		☐ As Needed ☐ Other

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

The district identifies students in need of Tier 2/3 interventions based on Progress Monitoring data, RtI procedures, and teacher observations. The district supports school RtI teams through program review and support.

Classroom teachers are provided support for Tier 2 interventions in the classroom through modeling, planning, and purchases of evidence-based curriculum. While interventionists are provided curriculum and support for Tier 3 interventions.

Grades 6-8 Decision Tree
Beginning of year data
IF: Student meets the following criteria at the beginning of the school year: Student scores 40 percent or greater on the STAR Reading Assessment and Level 3 of FAST-ELA
THEN TIER 1 Only
Core Instruction SAVVAS core curriculum is used with Tier 1 classroom instructional strategies as outlined in FCRR.
List performance criteria that indicate Tier 1 is sufficient for at least 80% of students. Level 3 or higher on FAST ELA, 40% or higher according to STAR Reading Assessment, and/or Grade level performance on iReady placement assessment
Explain how the effectiveness of Tier 1 instruction is monitored. Progress monitoring results, running records, formative assessments, standards mastery, class work, fluency checks all assist in determining if core instruction is effective
What procedures are in place to identify and solve problems to improve effectiveness of Tier 1 instruction? • Grade level teams review data together and problem solve to determine the most effective reading strategies. • The school MTSS/Reading Leadership Team review individual classroom data to determine if current reading practice is effective. • Classroom walk throughs by principals, assistant principals, identify classroom that are delivering high impact, effective instruction.
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 include: data analysis of student bi-weekly growth checks, FAST progress monitoring, and other program monitoring
Beginning of year data
IF: Student meets the following criteria at the beginning of the school year: Student scores between 11-40 percent on the FAST/STAR Reading Percentile rank (PR), ranging from 1-99) or Level 2 on the FAST Reading assessment

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.
FCRR student centered activities using the following research based resources: QuickReads Struggling Readers, iReady Toolkit

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

6th-8th grade students identified as having a substantial reading deficiency are provided small group multisensory interventions provided by the school Inclusion teachers and/or classroom teachers

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

Number of minutes per intervention session:
20-30

Explain how the effectiveness of Tier 2 interventions are monitored.

What procedures are in place to identify and solve problems to improve effectiveness of Tier 2 interventions?
• Tier 2 interventions are developed in conjunction with grade level teams, the instructional coach, and guidance counselor. The school-based teams, as well as the district/school team review interventions, on a case by case basis during quarterly meetings. • Problem solving teams ensure continuity of tier 2 instruction Tier 2 interventions provided by classroom teacher when possible to ensure core curriculum alignment.

Performance criteria that prompt the addition of Tier 3 interventions for students not meeting expectations/benchmarks during the school year:
Performance criteria that prompt the addition of Tier 3 interventions include: data analysis of student bi-weekly growth checks, FAST progress monitoring, and other program monitoring

Beginning of year data

IF: Student meets the following criteria at the beginning of the school year:
Student scores below 11 percent on the STAR Reading Percentile rank (PR), ranging from 1-99) or Level 1 on the FAST Reading assessment

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.
• SAVVAS Intervention activities • QuickReads • Fountas and Pinnell iReady Toolkit Integrates the following strategies as documented by John Hattie to have a positive effect on learning. • Meta-cognitive strategies o Self-evaluation, keeping records, goal- setting, reviewing records, and imagery • Explicit instruction • Immediate feedback FCRR Strategies

Indicate the evidence-based programs and practices implemented for students with a disability, students with an Individual Educational Plan (IEP), and students who are English language learners, as applicable.
SAVVAS Intervention • Fountas and Pinnell • iReady Magnetic Reader • Rewards!

Number of times per week interventions are provided:
4-5

Number of minutes per intervention session: **45-60**	

Explain how the effectiveness of Tier 3 interventions are monitored. The effectiveness of Tier 3 interventions are monitored through data analysis of student bi-weekly growth checks, STAR progress monitoring, and other program monitoring

What procedures are in place to identify and solve problems to improve effectiveness of Tier 3 interventions? • Tier 3 interventions are developed in conjunction with grade level teams, the instructional coach, and guidance counselor. The school-based teams, as well as the district/school team review interventions, on a case-by-case basis during quarterly meetings. • Problem solving teams ensure continuity of Tier 3 instruction.

Grades 9-12

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

Name of the Assessment	Target Audience (Grades 9-12)	What component of reading is being assessed?	Assessment Type (Each type of assessment should be represented.)	How often is the data being collected?
FAST ELA Reading	☒ Grade 9 ☒ Grade 10 ☐ Grade 11 ☐ Grade 12	☐ Oral Language ☐ Phonological Awareness ☐ Phonics ☐ Fluency ☒ Vocabulary ☒ Comprehension	☒ Screening ☒ Progress Monitoring ☐ Diagnostic ☒ Summative	☐ Weekly ☐ 2 x Month ☐ Monthly ☐ Quarterly ☒ 3 x Year ☐ Annually ☐ As Needed ☐ Other
Other District Assessment (Enter name of assessment. Then, select all that apply.)	☐ Grade 9 ☐ Grade 10 ☐ Grade 11 ☐ Grade 12	☐ Oral Language ☐ Phonological Awareness ☐ Phonics ☐ Fluency ☐ Vocabulary ☐ Comprehension	☐ Screening ☐ Progress Monitoring ☐ Diagnostic ☐ Summative	☐ Weekly ☐ 2 x Month ☐ Monthly ☐ Quarterly ☐ 3 x Year ☐ Annually ☐ As Needed ☐ Other

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

The district identifies students in need of Tier 2/3 interventions based on Progress Monitoring data, RtI procedures, and teacher observations. The district supports school RtI teams through program review and support.

Classroom teachers are provided support for Tier 2 interventions in the classroom through modeling, planning, and purchases of evidence-based curriculum. While interventionists are provided curriculum and support for Tier 3 interventions.

Grades 9-12 Decision Tree
Beginning of year data
IF: Student meets the following criteria at the beginning of the school year: Student scores 40 percent or greater on the STAR Reading Assessment and Level 3 of FAST-ELA

THEN TIER 1 Only
Core Instruction Indicate the core curriculum and how the program is supported by strong, moderate, or promising levels of evidence. SAVVAS core curriculum is used with Tier 1 classroom instructional strategies as outlined in FCRR.
List performance criteria that indicate Tier 1 is sufficient for at least 80% of students. Level 3 or higher on FAST ELA
Explain how the effectiveness of Tier 1 instruction is monitored. Progress monitoring results, running records, formative assessments, standards mastery, class work
What procedures are in place to identify and solve problems to improve effectiveness of Tier 1 instruction and/or curriculum provided to students? Grade level teams review data together and problem solve to determine the most effective reading strategies. • The school MTSS/Reading Leadership Team review individual classroom data to determine if current reading practice is effective. • Classroom walk throughs by principals, assistant principals, identify classroom that are delivering high impact, effective instruction.
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 include: data analysis of student FAST progress monitoring, and other program monitoring

Beginning of year data
IF: Student meets the following criteria at the beginning of the school year: Student scores Level 2 on the FAST Reading assessment

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. SAVVAS Interventions, CommonLit, Jamestown Reader Integrates the following strategies as documented by John Hattie to have a positive effect on learning. • Meta-cognitive strategies o Self-evaluation, keeping records, goal- setting, reviewing records, and imagery • Explicit instruction • Immediate feedback FCRR Strategies
Indicate the evidence-based programs and practices implemented for students with a disability, students with an Individual Educational Plan (IEP), and students who are English language learners, as applicable. SAVVAS Intervention • Fountas and Pinnell • iReady Magnetic Reader • Rewards!

Number of times per week interventions are provided: **2-3**	
Number of minutes per intervention session: **20-30**	
Explain how the effectiveness of Tier 2 interventions are monitored. Tier 2 interventions are developed in conjunction with grade level teams, the instructional coach, and guidance counselor. The school-based teams, as well as the district/school team review interventions, on a case by case basis during quarterly meetings. • Problem solving teams ensure continuity of tier 2 instruction Tier 2 interventions provided by classroom teacher when possible to ensure core curriculum alignment.	
What procedures are in place to identify and solve problems to improve effectiveness of Tier 2 interventions? The effectiveness of Tier 2 interventions are monitored through data analysis of student bi-weekly growth checks, STAR progress monitoring, and other program monitoring	
Performance criteria that prompt the addition of Tier 3 interventions for students not meeting expectations/benchmarks during the school year: Performance criteria that prompt the addition of Tier 3 interventions include: data analysis of student bi-weekly growth checks, FAST progress monitoring, and other program monitoring	

Beginning of year data
IF: Student meets the following criteria at the beginning of the school year: Student scores below 11 percent on the STAR Reading Percentile rank (PR), ranging from 1-99) or Level 1 on the FAST Reading assessment

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. • SAVVAS Intervention activities • QuickReads • Fountas and Pinnell iReady Toolkit Integrates the following strategies as documented by John Hattie to have a positive effect on learning. • Meta-cognitive strategies o Self-evaluation, keeping records, goal- setting, reviewing records, and imagery • Explicit instruction • Immediate feedback FCRR Strategies
Indicate the evidence-based programs and practices implemented for students with a disability, students with an Individual Educational Plan (IEP), and students who are English language learners, as applicable. SAVVAS Intervention • Fountas and Pinnell • iReady Magnetic Reader • Rewards!
Number of times per week interventions are provided: **4-5**
Number of minutes per intervention session: **45-60**
Explain how the effectiveness of Tier 3 interventions are monitored. The effectiveness of Tier 3 interventions are monitored through data analysis of student bi-weekly growth checks, STAR progress monitoring, and other program monitoring
What procedures are in place to identify and solve problems to improve effectiveness of Tier 3 interventions?

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

• Tier 3 interventions are developed in conjunction with grade level teams, the instructional coach, and guidance counselor. The school-based teams, as well as the district/school team review interventions, on a case-by-case basis during quarterly meetings. • Problem solving teams ensure continuity of Tier 3 instruction.

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

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

Reading professional development that will be provided by the district and/or schools will include: Professional development on use of reading series and any supplemental materials. The LCSB will utilize the Regional Reading Specialist to provide targeted professional development for individual teachers, grade levels, and/or grade spans. Teachers will participate in FCRR resource trainings. These trainings will help teachers integrate phonemic awareness, phonics, word study, spelling, fluency, vocabulary, and text comprehension strategies into an explicit, systematic, and sequential approach to reading instruction, including multisensory intervention strategies. The district administrative team, which includes the district technology instructional coach, in conjunction with the Director of Instruction, Director of ESE, and the Assistant Superintendent, will work with school principals to ensure that a review of progress monitoring data takes place at least quarterly to determine teachers whose data is not showing adequate growth. Based on results of the data professional development will be differentiated and intensified for individual teachers, grade levels, and/or grade spans.

The LEA will identify mentor teachers and establish model classrooms at each school in the district. Model classrooms will demonstrate best practices in literacy at each identified grade level. Teachers assigned a mentor will be new to the district (one to three years) or will be identified based on need as established by walkthrough data, progress monitoring data, and fidelity of implementation of the district adopted reading curriculum. The district and school level administrators will ensure that time is provided for teachers to meet weekly for professional development by building allotted time into master and grade level schedule for teachers to meet by grade group or subjects groups.

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

The district partners with PAEC to provide opportunities for teachers to earn their Reading Endorsement

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

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

The district provides targeted small group interventions before, during, and afterschool for students identified as Tier II/III utilizing a variety of federal grant funds.

8) Family Engagement (Rule 6A-6.053(11), F.A.C.)

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

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

The district provides a read-at-home plan for individual students identified with a substantial deficiency in reading. This plan is made available by the students' teacher sand also published on the district and school websites. The district partners with 21st Century, Title I Parent Involvement events, Title IV small group tutoring, and the Liberty County Public Library, New Worlds Reading Program to increase support for families to engage in literacy activities and reading at home.