

**Taylor County District School Board
Office of the Superintendent
Agenda Item for School Board Approval**

Date Submitted 09/23/2024 Board Meeting Date 09/20/2024

Date agenda item is due in the Superintendent's Office 10/01/2024

Person submitting the item: Jill Rudd

Name of document placed on agenda: TCSD 2024 - 2025 Reading Plan

Summary description regarding this action item:

Please review and acknowledge the updated TCSD

Comprehensive Evidence Based Reading Plan for the

2024-2025 school year.

APPROVED

OCT 01 2024

**By Taylor County
School Board**

Signatures Required

Yes No

Reviewed by:

Director of Finance _____

The action described above is provided for and is consistent with relevant contract and grant provisions and the Board approved budget as amended.

Director of Personnel _____

The action described above is provided for and is consistent with the Board approved staffing plan and collective bargaining agreements.

Director of Instruction Jill Rudd

The action described above is provided for and is consistent with relevant Federal programs and the Board approved School Improvement, Instructional and Curriculum Plans.

Superintendent _____

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	Jill Rudd	jill.rudd@taylor.k12.fl.us	850-838-2500
Data Element	Pam Padgett	pam.padgett@taylor.k12.fl.us	850-838-2500
Assessment	Pam Padgett	pam.padgett@taylor.k12.fl.us	850-838-2500
Third Grade Promotion	Chuck Finley	chuck.finley@taylor.k12.fl.us	850-838-2530
Third Grade Promotion	James Bray	james.bray@taylor.k12.fl.us	352-498-3303
Multi-Tiered System of Supports	Jill Rudd	jill.rudd@taylor.k12.fl.us	850-838-2500
	Sabrina Bethea	sabrina.bethea@taylor.k12.fl.us	
K-2 Instructional Coach	Kay Cantrell	Kay.cantrell@taylor.k12.fl.us	850-838-2506
3-5 Instructional Coach	Justin Eli Walker	Justin.walker@taylor.k12.fl.us	850-838-2530
6-8 Instructional Coach	Yvonne Heartsfield	Yvonne.heartsfield.taylor.k12.fl.us	850-838-2516
9-12 Instructional Coach	Lea Anne Kalinowski	Leanne.kalinowski@taylor.k12.fl.us	850-838-2525
Summer Reading Camp	Jill Rudd	Jill.rudd@taylor.k12.fl.us	850-838-2500
Reading Curriculum	Jill Rudd	Jill.rudd@taylor.k12.fl.us	850-838-2500

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 expenditure 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	\$242,719.23	
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>	N/A	
Elementary Expenses		
Literacy coaches	\$ 70,671.14	1
Intervention teachers	\$ 25,000.00	.5
Scientifically researched and evidence-based supplemental instructional materials Renaissance STAR & AR \$7,275.81; Curriculum Associates \$4210.00; Write Score \$4437.20; IXL Learning \$4068.50; Reading Horizons \$4950.00;	\$ 20,941.51	
Contract with Francene Folsom for ELA tutoring interventions 40%	\$4,000.00	
Summer reading camp	15,000.00	
Secondary Expenses		
Literacy coaches	\$ 66,800.53	1
Intervention teachers		
Scientifically researched and evidence-based supplemental instructional materials Renaissance STAR & AR \$1807.56	\$ 1,807.56	
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	\$6,000.00	
Incentives for K-12 instructional personnel and certified PreK teachers who possess the Reading Endorsement or Certification	\$2,000.00	
Incentives for K-12 instructional personnel and certified PreK teachers who possess the Emergent, Elementary, or Secondary Literacy Micro-Credential		
Additional time per day of evidence-based intensive reading instruction for extended literacy learning (before or after school, summer, etc.)		
Tutoring programs to accelerate literacy learning	\$22,000.00	
Family engagement activities		
Other – Please Describe		
K12 Lift Services \$3655.45 for 6-12 and \$4792.55for K-5	\$8448.00	
Sum of Expenditures	\$242,719.23	

3) Literacy Leadership – District and School

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

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

FAST		
Grade	Previous School Year – % of Students Scoring	Goal for Plan Year – % of Students Scoring

	Urgent Intervention <10 th percentile	At & Above Benchmark 40 th percentile & above	Urgent Intervention <10 th percentile	At & Above Benchmark 40 th percentile & above
VPK	2%	79%	1%	80%
K	16%	53%	10%	55%
1	26%	50%	20%	55%
2	24%	49%	20%	55%

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	33%	40%	30%	55%
4	27%	44%	24%	55%
5	34%	33%	30%	55%
6	26%	51%	20%	55%
7	38%	32%	30%	55%
8	36%	37%	30%	55%
9	27%	46%	24%	55%
10	21%	49%	18%	55%

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	Student assessment data will be collected three times per year generated by the FAST assessments: FAST (grades 3-5), STAR Reading (grades 1-2), and STAR Early Literacy (grades Pre-K and K). Assessments will be conducted in August, December/January, and May.	Student assessment data will be collected three times per year generated by the FAST assessments: FAST (grades 3-5), STAR Reading (grades 1-2), and STAR Early Literacy (grades Pre-K and K). Assessments will be conducted in August, December/January, and May.
Actions for continuous support and improvement	The Director of Instruction meets with the school administration and discusses student data after each progress monitoring period. Specifically reviewing trends among students and teachers, areas of concern, and data related	School administration and the Instructional Coach conduct data chats with grade level and individual teachers to discuss grade level and student data after each progress monitoring period. Specifically reviewing trends among

	to classroom teachers. This will assist the school administration in determining a coaching plan, if needed, the amount of support being provided by the instructional coach, and used to determine if students' learning paths need to be adjusted to better meet their needs.	students, classroom data and areas of concern. This will assist school administration in determining a coaching plan, if needed, the amount of support being provided by the instructional coach, differentiated professional learning, and used to determine if students' learning paths need to be adjusted to better meet their needs.
Grades 6-8	District Level	School Level
Data that will be collected and frequency of review	FAST progress monitoring data will be collected and reviewed 3x per year.	FAST progress monitoring data will be collected and reviewed 3x per year. Exact Path and WriteScore will be administered 2x per year.
Actions for continuous support and improvement	The Director of Instruction meets with the school administrations to discuss student data. Specifically reviews trends, areas of concern, and data related to classroom teachers. This will assist the school administration in determining if a coaching plan is needed, the amount of support being provided by instructional coaches, and if a student's learning path needs to be adjusted.	Data analysis by school literacy leadership team follows each progress monitoring session; data chats between literacy coach and teacher teams, and with individual teachers, after each progress monitoring session.
Grades 9-12	District Level	School Level
Data that will be collected and frequency of review	Standards based assessments, Exact Path, Write Score EOC testing, FAST retakes, and FAST progress monitoring.	Standards based assessments, Exact Path, Write Score EOC testing, FAST retakes, and FAST progress monitoring.
Actions for continuous support and improvement	The Director of Instruction meets with the school administration and discusses student	Instructional coach will have data chats with teachers after each

	<p>data. Specifically reviewing trends, areas of concern, and data related to classroom teachers. This will assist the school administration in determining if a coaching plan is needed, the amount of support being provided by instructional coaches, and if a student's learning path needs to be adjusted.</p>	<p>Progress Monitoring assessment.</p> <p>The Literacy Leadership team will analysis data to adjust instruction between each progress monitoring assessment.</p>
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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.

Needs assessment data are collected from all schools and used to determine focus areas in need of support. Achievement and other related student data are reviewed in our district's Instructional Leadership Meetings. School-level professional development needs assessment, along with school staff climate surveys, indicated that teachers identified a need for professional development to address Florida's B.E.S.T. Standards implementation, using data to implement instructional improvement and improve student learning, technology integration, effective reading instructional strategies, intervention and differentiation, family engagement, and managing challenging behavior. Administrators also took the Professional Development Needs Assessment, and they indicated a need for professional development in the areas of teacher evaluation and walk-throughs, implementing the science of reading, instructional coaching, implementing achievement level descriptors and data-driven decision making.

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

Implementation of the reading plan is monitored by walk-throughs conducted by principal and assistant principal following the Marzano model and utilizing the iObservation tool. Teachers submit lesson plans weekly, which are reviewed by the assistant principal for content. The Instructional Coaches also meet with the principal regularly to discuss reading instruction and strategies that could improve the instruction and assist the teacher. School-level administration and instructional coaches provide ongoing monitoring of plan implementation. The district uses an online walk-through platform to record classroom walkthrough observations. School leadership teams meet to discuss teacher concerns (Tier 2 and Tier 3 teachers). Instructional coaches are then used to provide teachers with MTSS. The Director of Personnel, Kiki Puhl, and the Director of Instruction, Jill Rudd, work collaboratively to monitor plan implementation and instructional delivery. Quarterly site visits are planned at each school site to enable district and school leadership to review and discuss all school-level data, intervention outcome data, and systematically monitor progress.

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.

The Assistant Principal and the instructional coach conduct on-going collections of progress monitoring data and gradebook data. All data is analyzed in depth with the principal. The principal will discuss what changes need to be made with the literacy team. The data is then disseminated to the teaching staff during collaborative planning or during a PLC. Lesson plans are reviewed weekly by the administration and/or instructional coach.

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.

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

Requirements are communicated during monthly leadership meetings and updates are provided via email to ensure documentation.

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

Requirements are communicated during leadership meetings and through email. Monthly instructional coach meetings are facilitated by the Director of Instruction. During these meetings, data analysis, tiered supports for teachers, intervention plans, professional development plans, data chat protocols, and a myriad of other topics are discussed, and instructional supports and plans are developed.

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

The district supports coaches in these areas during monthly coaching meetings by discussing the correct procedures for goals, action plans, and conducting professional learning. In addition to the meetings, classroom walk throughs are conducted to identify areas of need for specific teachers. Action plans are constructed based on the data collected during these support meetings. Coaches facilitate the implementation of the plans with grade level teams, as well as individual teachers.

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

The district monitors the implementation of the coach model by conducting quarterly site visits, monthly meetings with school administration and monthly meetings with instructional coaches.

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.

Each of the K-5 schools in the district provides at least 90 minutes of uninterrupted reading instruction each day by including systematic, scaffolded, and differentiated instructional practices. Teachers also provide feedback, as well as background and content knowledge for students. Through data analysis and teacher observation, students needing more intensified instruction are identified, and a plan for Tier 2 and Tier 3 instruction is formulated and implemented. Students with special needs receive additional instructional support through pull out and inclusive instructional practices. FAST data, iReady data and/or exact path data are also used to determine if students need additional services.

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

Student assessment data will be collected three times per year generated by the FAST assessment: STAR Early Literacy (grade Pre-K). Assessments will be conducted in August, January, and May. The preschool coordinator will conduct data chats with the VPK team and individual VPK lead teachers to discuss student data after each progress monitoring period. Specifically reviewing trends among students, classroom data and areas of concern. This will assist the preschool coordinator in determining instructional needs.

B. Assessment/Curriculum Decision Trees ([Rule 6A-6.053\(8\)\(b\)4., F.A.C.](#))

Districts must develop Assessment/Curriculum Decision Trees to show 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
Edmentum exact Path	<input type="checkbox"/> VPK <input checked="" type="checkbox"/> Grade K <input checked="" type="checkbox"/> Grade 1 <input checked="" type="checkbox"/> Grade 2 <input checked="" type="checkbox"/> Grade 3 <input checked="" type="checkbox"/> Grade 4 <input checked="" type="checkbox"/> Grade 5	<input checked="" type="checkbox"/> Oral Language <input checked="" type="checkbox"/> Phonological Awareness <input checked="" type="checkbox"/> Phonics <input checked="" type="checkbox"/> Fluency <input checked="" type="checkbox"/> Vocabulary <input checked="" type="checkbox"/> Comprehension	<input type="checkbox"/> Screening <input type="checkbox"/> Progress Monitoring <input checked="" type="checkbox"/> Diagnostic <input 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 checked="" type="checkbox"/> As Needed <input type="checkbox"/> Other
iReady	<input type="checkbox"/> VPK <input checked="" type="checkbox"/> Grade K <input checked="" type="checkbox"/> Grade 1 <input checked="" type="checkbox"/> Grade 2 <input checked="" type="checkbox"/> Grade 3 <input checked="" type="checkbox"/> Grade 4 <input checked="" type="checkbox"/> Grade 5	<input checked="" type="checkbox"/> Oral Language <input checked="" type="checkbox"/> Phonological Awareness <input checked="" type="checkbox"/> Phonics <input checked="" type="checkbox"/> Fluency <input checked="" type="checkbox"/> Vocabulary <input checked="" type="checkbox"/> Comprehension	<input type="checkbox"/> Screening <input type="checkbox"/> Progress Monitoring <input checked="" type="checkbox"/> Diagnostic <input 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 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.

Students are identified as Tier 2 or Tier 3 students by utilizing the FAST ELA PM Data (STAR for grades K-2 and FAST ELA for grade 3). Students scoring 10th percentile rank and below are identified as Tier 3 students, and students scoring between the 11th and 34th percentile are identified as Tier 2 students. These percentages are reviewed after each of the three progress monitoring assessments. Intensive instruction is fluid, and students can move from one level to another throughout the year based on the results of the FAST ELA assessments.

Steinhatchee School uses 20th Percentile and below for Tier 3 identification. 40th Percentile and above is considered Tier 1, while 21st to 39th percentile is designated as Tier 2. This is due to the smaller school enrollment enabling a greater intervention capacity.

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

Students are identified as Tier 2 or Tier 3 students by utilizing FAST ELA PM Data. Students scoring 10th percentile rank and below are identified as Tier 3 students, and students scoring between the 11th and 34th percentile are identified as Tier 2 students. These percentages are reviewed after each of the three progress monitoring assessments. Intensive instruction is fluid, and students can move from one level to another throughout the year based on the results of the FAST ELA assessments.

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.**

If the teacher or parent suspects dyslexia the student would be referred to the MTSS team. A meeting will then be conducted with the MTSS team to include the school psychologist for a possible dyslexia screener.

The student will be placed in Tier 3 interventions. The student will be in an intervention reading program which:

- a. Provide explicit, direct instruction that is systematic, sequential, and cumulative in language development, phonological awareness, phonics, fluency, vocabulary, and comprehension, as applicable.
- b. Provide daily targeted small group reading interventions based on student need in phonological awareness, phonics, including decoding and encoding, sight words, vocabulary, or comprehension.

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

If the screener comes back with an indication of dyslexia, the MTSS team will get parental consent for the school psychologist to conduct a full evaluation. Tier 3 interventions will continue throughout this process. An MTSS meeting will be scheduled to review the finding from the psychological evaluation.

Grades K-5 Decision Tree

Elementary schools (K-5) must teach reading in a dedicated, uninterrupted block of time of at least 90 minutes (about 1 and a half hours) daily to all students. The reading block will include whole group instruction using an evidence-based sequence of reading instruction and small group differentiated instruction to meet individual student needs.

Beginning of year data

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

If students score at the 35th percentile or above on the FAST (Grades 3-5) or STAR (Grades K-2), they will receive Tier 1 instruction.

THEN TIER 1 Only

Core Instruction: McGraw Hill's Wonder's, K-5 will be used during the 2024-2025 school year. EdReports indicates the curriculum Meets Expectations for Alignment and Usability for grades K-5.

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

Currently, criteria for meeting Tier 1 sufficiency for 80% of the students is not being met. According to FAST data, 43% of the students in grades 3-5 at TCES are proficient as evidenced of scoring a Level 3 or higher on the assessment. In addition, 50% of the students in grades K-2 are proficient as evidenced of scoring a Level 3 or higher on the STAR Assessment.

Explain how the effectiveness of Tier 1 instruction is monitored.

The effectiveness of Tier 1 instruction is monitored utilizing several tools: FAST/STAR PM Data, weekly walk throughs by administration and/or instructional coaches, monthly walk throughs by a team consisting of BSI members, district personnel, and school leadership, on-gong data chats, and weekly grade level common planning meetings.

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

Content and domain Data Analysis on progress monitoring. Teacher and parent team meeting or conferencing.

- Grade Level collaboration and team meetings.
- Literacy Leadership Team
- Content and Domain Data Analysis
- Walk throughs by administration and instructional coach with feedback
- Grade level collaboration and team meeting with modeling from coach

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

Students displaying a score between the 11th and 34th percentile are identified as Tier 2 students and will receive additional intensive instruction.

Beginning of year data

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

If students meet the following criteria at the beginning of the school year: Scores that reflect between 11th and 34th percentile on the FAST ELA (Grades 3-5) or STAR (Grades K-2). Students will receive Tier 2 intensive instruction, and progress monitoring will continue throughout the year with FAST/STAR PM 1, PM 2, and PM 3. This will be the main assessment for monitoring student growth. Intervention teams will review other assessment related to the intervention being implemented, as well as regular classroom performance and progress to closely monitor student progress throughout the year and adjust instructional practices as needed in between state testing.

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.

* K-5: Wonders Curriculum, including intervention material

*Grades K - 2: Voyager Sopris Sound Partners ESSA Evidence: STRONG

*Grades K-5: **Edmentum Exact Path**. Exact Path does not meet strong, moderate, or promising levels of evidence; however, the following IES Practice Guide Recommendation(s) support the program: Improving Reading Comprehension in Kindergarten through 3rd Grade, recommends teaching students how to use comprehension strategies (strong evidence), teaching students to identify and use the text's organizational structure to comprehend, learn, and remember content (moderate evidence), and establishing an engaging and motivating context in which to teach reading comprehension (moderate evidence). These recommendations were built into the program by providing digitized instruction on comprehension strategies, individualized practice, and a check for mastery. The program scaffolds the process of approaching various types of texts including informational and fictional texts in a fun and engaging manner for students in this grade-band. The district will support and monitor implementation of this program by scheduling face-to-face professional learning with Exact Path support, monitoring fidelity in Exact Path's suggested implementation plan, and consulting with Exact Path support as issues arise.

***Heggerty**: Heggerty does not meet strong, moderate, or promising levels of evidence; however, the following IES Practice Guide Recommendation(s) support the program: Foundational Skills to Support Reading for Understanding in Kindergarten Through 3rd: Teach students academic language skills, Minimal Evidence Tier 4, Develop awareness of the segments of sounds in speech and how they link to letters. Evidence Strong, Tier 1, teaches students to decode words Strong Evidence Tier 1. Walkthroughs are conducted by administration as well as the instructional coach to monitor the use of Heggerty. Teachers begin in whole groups and move to small groups for students that need more support. Online videos are used to model a lesson using the hand motions for each part of the lesson.

***Top Score**: Top Score does not meet strong, moderate, or promising levels of evidence; however, the following IES Practice Guide Recommendation(s) support the program: Teaching Elementary School Students to Be Effective Writers: Provide daily time for students to write Minimal Tier 4, Teach students to be Effective Writers, Strong Evidence, Tier 1, Teach students to become fluent with handwriting, spelling, sentence construction, typing, and word processing, Moderate Tier 2, Create an engaged community of writers, Minimal Tier 4. Top Score Writing provides students with daily time to write about a variety of topics with 80 or more lessons available in grade 1-5. Lessons include opportunities for expository, informative, and narrative writing. Lessons for each writing type scaffold students in developing procedural strategies to draft a complete text that fulfills the outlined purpose and prompt, breaks instruction down to the most basic building block of written composition, in addition to addressing the broader purpose of writing. Each Top Score Writing lesson sequence models critical aspects of the writing process to teach effective writing strategies and provides students with opportunities to practice in groups. Individual reflection, teacher-lead conferences, and peer editing are all embedded in the curriculum. The district will support and monitor implementation for this program by ongoing professional development provided

by instructional coach and the TopScore support team, classroom observations with feedback by administrators and instructional coach, and student progress monitoring two times per year.

***3-5 Perfection Learning Vocabu-lit:** 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 is to "Provide explicit vocabulary instruction" which is considered Strong Evidence/Tier 3 Promising. This recommendation is built into the program by allowing students to unlock word meaning through context clues and develop mastery using multiple research-based vocabulary strategies such as words in context, close reading, dictionary skills, multiple exposures, and short writing exercises to ensure students can use the vocabulary terms in their writing and speaking. The district will support and monitor implementation for this program with modeling by instructional coach and classroom observations with feedback by administrators/instructional coach. Students unlock work meaning through context clues and develop mastery using multiple research-based vocabulary strategies including words in context, close reading, dictionary skills, multiple exposures, and writing.

***Grades 3-5: Phonics for Reading** Phonics for Reading does not meet strong, moderate, or promising levels of evidence; however, the following IES Practice Guide Recommendation(s) support the program: Assisting Students Struggling with Reading: Response to Intervention (RtI) and Multi-Tier Intervention in the Primary Grades, recommends providing time for differentiated reading instruction for all students based on assessments of students' current reading level (minimal evidence), providing intensive, systematic instruction on up to three foundational reading skills in small groups to students who score below the benchmark score on universal screening (strong evidence), and providing instruction on a daily basis that promotes the development of various components of reading proficiency to students who show minimal progress after reasonable time in tier 2 small group instruction (minimal evidence). These recommendations were built into the program by differentiating foundation skill instruction based on students' needs (three levels of program), providing a systematic layout for remediation of foundational reading skills, and promoting vocabulary, fluency, and comprehension development amidst a focus on phonics. The district will support and monitor the implementation of this program by meeting with interventionists who will be using the program to outline the various components and resources connected to the program. The literacy coach will be available to model the instructional routines for interventionists as needed.

***Grade 3: SAVAAS Quick Reads- Strong: Evidence for ESSA**

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.

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.

*** K-5: Wonders Curriculum, including intervention material**

***Grades K - 2: Voyager Sopris Sound Partners ESSA Evidence: STRONG**

*Heggerty, VPK-2: Heggerty does not meet strong, moderate, or promising levels of evidence; however, the following IES Practice Guide Recommendation(s) support the program: Foundational Skills to Support Reading for Understanding in Kindergarten Through 3rd: Teach students academic language skills, Minimal Evidence Tier 4, Develop awareness of the segments of sounds in speech and how they link to letters. Evidence Strong, Tier 1, teaches students to decode words Strong Evidence Tier 1. Walkthrough are conducted by administration as well as the instructional coach to monitor the use of Heggerty. Teachers begin in whole groups and move to small groups for students that need more support. Online videos are used to model a lesson using the hand motions for each part of the lesson.

*Top Score: Top Score does not meet strong, moderate, or promising levels of evidence; however, the following IES Practice Guide Recommendation(s) support the program: Teaching Elementary School Students to Be Effective Writers: Provide daily time for students to write Minimal Tier 4, Teach students to be Effective Writers, Strong Evidence, Tier 1, Teach students to become fluent with handwriting, spelling, sentence construction, typing, and word processing, Moderate Tier 2, Create an engaged community of writers, Minimal Tier 4. Top Score Writing provides students with daily time to write about a variety of topics with 80 or more lessons available in grade 1-5. Lessons include opportunities for expository, informative, and narrative writing. Lessons for each writing type scaffold students in developing procedural strategies to draft a complete text that fulfills the outlined purpose and prompt, breaks instruction down to the most basic building block of written composition, in addition to addressing the broader purpose of writing. Each Top Score Writing lesson sequence models critical aspects of the writing process to teach effective writing strategies and provides students with opportunities to practice in groups. Individual reflection, teacher-lead conferences, and peer editing are all embedded in the curriculum. The district will support and monitor implementation for this program by ongoing professional development provided by instructional coach and the TopScore support team, classroom observations with feedback by administrators and instructional coach, and student progress monitoring two times per year.

*Grades K-5: Exact Path: Exact Path does not meet strong, moderate, or promising levels of evidence; however, the following IES Practice Guide Recommendation(s) support the program: Improving Reading Comprehension in Kindergarten through 3rd Grade, recommends teaching students how to use comprehension strategies (strong evidence), teaching students to identify and use the text's organizational structure to comprehend, learn, and remember content (moderate evidence), and establishing an engaging and motivating context in which to teach reading comprehension (moderate evidence). These recommendations were built into the program by providing digitized instruction on comprehension strategies, individualized practice, and a check for mastery. The program scaffolds the process of approaching various types of texts including informational and fictional texts in a fun and engaging manner for students in this grade-band. The district will support and monitor implementation of this program by scheduling face-to-face professional learning with Exact Path support, monitoring fidelity in Exact Path's suggested implementation plan, and consulting with Exact Path support as issues arise.

*3-5 Vocabu-Lit: ESSA Evidence: 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 is to "Provide explicit vocabulary instruction" which is considered Strong Evidence/Tier 3 Promising. This recommendation is built into the program by

allowing students to unlock word meaning through context clues and develop mastery using multiple research-based vocabulary strategies such as words in context, close reading, dictionary skills, multiple exposures, and short writing exercises to ensure students can use the vocabulary terms in their writing and speaking. The district will support and monitor implementation for this program with modeling by instructional coach and classroom observations with feedback by administrators/instructional coach. Students unlock work meaning through context clues and develop mastery using multiple research-based vocabulary strategies including words in context, close reading, dictionary skills, multiple exposures, and writing.

*FAST ForWord K-5: ESSA Evidence: Promising

*Grades 3-5: Phonics for Reading Phonics for Reading does not meet strong, moderate, or promising levels of evidence; however, the following IES Practice Guide Recommendation(s) support the program: Assisting Students Struggling with Reading: Response to Intervention (RtI) and Multi-Tier Intervention in the Primary Grades, recommends providing time for differentiated reading instruction for all students based on assessments of students' current reading level (minimal evidence), providing intensive, systematic instruction on up to three foundational reading skills in small groups to students who score below the benchmark score on universal screening (strong evidence), and providing instruction on a daily basis that promotes the development of various components of reading proficiency to students who show minimal progress after reasonable time in tier 2 small group instruction (minimal evidence). These recommendations were built into the program by differentiating foundation skill instruction based on students' needs (three levels of program), providing a systematic layout for remediation of foundational reading skills, and promoting vocabulary, fluency, and comprehension development amidst a focus on phonics. The district will support and monitor the implementation of this program by meeting with interventionists who will be using the program to outline the various components and resources connected to the program. The literacy coach will be available to model the instructional routines for interventionists as needed. *Grade 3: SAVAAS Quick Reads- Strong: Evidence for ESSA

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

Activities (For example: Kendore Learning, FCRR Student Center Activities) Evidence: School Guide for Identifying Evidence-Based Interventions for School Improvement

Interventions should focus on the individual student's needs as identified by both the diagnostic test(s) and teacher observation. Interventions must include instruction in phonemic awareness, phonics, fluency, vocabulary, and comprehension as appropriate.

The School Based Intervention Team must identify and prioritize interventions accordingly.

Number of times per week interventions are provided:

A minimum of 3 to 5 times per week

Number of minutes per intervention session:

A minimum of 20-30 minutes per session

Explain how the effectiveness of Tier 2 interventions are monitored.

Tier 2 interventions will be monitored daily by the direct interventionist by any of the following: teacher observations, progress monitoring assignments, and practice. Documentation will be kept on an intervention documentation sheet and must be updated after each intervention session. Also, the school-based intervention team will collect intervention documentation at least once per month and will review the data for

each student receiving such interventions. Tiered instruction will also be monitored after each of the state progress monitoring tests to evaluate each student's need for tiered interventions.

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

- * Continue core instruction on or above grade level in English/Language Arts (at least 90 min reading instruction) adding differentiated small group focused on students' needs.
- * Differentiate instruction to improve student growth and achievement
- * Provide a variety of opportunities to strengthen content area reading and research through various activities.
- * Monitor the student progress through program specific progress monitoring assessments, document participation and progress for each session, review student progress as it pertains to the intervention class but also the general ed classroom.
- * Specific interventions must be monitored monthly and reviewed monthly with the instructional coach and assistant principal. If interventions are not successful, they should be evaluated for fidelity of implementation. If intervention(s) is not working, it should be ended, and new intervention put into place. *Parent notification of reading deficiency.
- * Parent support and guidance on a "read-at-home plan."

Performance criteria that prompt the addition of Tier 3 interventions for students not meeting expectations/benchmarks during the school year: Students displaying a score in the 10th percentile and below are identified as Tier 3 students on the STAR ELA K-2 and the FAST ELA 3-5 will receive additional intensive instruction.

Beginning of year data

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

IF: Student meets the following criteria at the beginning of the school year: If students meet the following criteria at the beginning of the school year: Scores that reflect 10th percentile or below on the FAST ELA (Grades 3-5) or STAR (Grades K-2). Students will receive Tier 3 intensive instruction, and progress monitoring will continue throughout the year with FAST/STAR PM 1, PM 2, and PM 3. This will be the main assessment for monitoring student growth. Intervention teams will review other assessment related to the intervention being implemented, as well as regular classroom performance and progress to closely monitor student progress throughout the year and adjust instructional practices as needed in between state testing.

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.

- Intensive, individualized instruction/interventions
- Targeted instruction based on student need.
- Provides small group or one-on-one instruction.
- Includes accommodations (IEP, ESOL, or 504).
- Includes more frequent progress monitoring than Tier 1 instruction and Tier 2 interventions; and
- Ensures additional time allotted is in addition to core instruction and Tier 2 interventions.

* 3-5 Quick Reads: Strong <https://www.evidenceforessa.org/programs/reading>

* 3-5 Phonics for Reading Phonics for Reading does not meet strong, moderate, or promising levels of evidence; however, the following IES Practice Guide Recommendation(s) support the program: Assisting Students Struggling with Reading: Response to Intervention (RtI) and Multi-Tier Intervention in the Primary Grades,

recommends providing time for differentiated reading instruction for all students based on assessments of students' current reading level (minimal evidence), providing intensive, systematic instruction on up to three foundational reading skills in small groups to students who score below the benchmark score on universal screening (strong evidence), and providing instruction on a daily basis that promotes the development of various components of reading proficiency to students who show minimal progress after reasonable time in tier 2 small group instruction (minimal evidence). These recommendations were built into the program by differentiating foundation skill instruction based on students' needs (three levels of program), providing a systematic layout for remediation of foundational reading skills, and promoting vocabulary, fluency, and comprehension development amidst a focus on phonics. The district will support and monitor the implementation of this program by meeting with interventionists who will be using the program to outline the various components and resources connected to the program. The literacy coach will be available to model the instructional routines for interventionists as needed.

* K-2 Sound Partners: Strong

* K-2 McGraw Hill Wonders Curriculum and intervention material

* Grades K-5: Exact Path: Exact Path does not meet strong, moderate, or promising levels of evidence; however, the following IES Practice Guide Recommendation(s) support the program: Improving Reading Comprehension in Kindergarten through 3rd Grade, recommends teaching students how to use comprehension strategies (strong evidence), teaching students to identify and use the text's organizational structure to comprehend, learn, and remember content (moderate evidence), and establishing an engaging and motivating context in which to teach reading comprehension (moderate evidence). These recommendations were built into the program by providing digitized instruction on comprehension strategies, individualized practice, and a check for mastery. The program scaffolds the process of approaching various types of texts including informational and fictional texts in a fun and engaging manner for students in this grade-band. The district will support and monitor implementation of this program by scheduling face-to-face professional learning with Exact Path support, monitoring fidelity in Exact Path's suggested implementation plan, and consulting with Exact Path support as issues arise.

* Vocabu-Lit: 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 is to "Provide explicit vocabulary instruction" which is considered Strong Evidence/Tier 3 Promising. This recommendation is built into the program by allowing students to unlock word meaning through context clues and develop mastery using multiple research-based vocabulary strategies such as words in context, close reading, dictionary skills, multiple exposures, and short writing exercises to ensure students can use the vocabulary terms in their writing and speaking. The district will support and monitor implementation for this program with modeling by instructional coach and classroom observations with feedback by administrators/instructional coach. Students unlock word meaning through context clues and develop mastery using multiple research-based vocabulary strategies including words in context, close reading, dictionary skills, multiple exposures, and writing.

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

Through several resources and activities, we encourage students to use more than one of their senses when taking in new information. The goal is to promote reading using activities that appeal to each student's visual, auditory, kinesthetic, and tactile senses.

The Wonders Curriculum provides opportunities for several visual activities including picture books, on-line materials, and outlined resources. In addition, auditory resources are also available including computerized reading of the stories, as well as lessons that are constructed to promote verbal and auditory communication among students. Many activities involve movement around the room, interactive games, and the opportunity for students to engage with each other while participating in the lesson activities. Instructors also incorporate student engagement activities that promote kinesthetics by utilizing resources taken from products such as Kagan to include activities such as quiz-quiz-trade, stand up pair up, and many more. Finally, tactile activities are implemented daily using student-centered games, small group activities, reading games, and hands-on manipulatives from the Wonders Curriculum in addition to other resources.

Number of times per week interventions are provided:

A minimum of 3 to 5 times per week

Number of minutes per intervention session:

A minimum of 20-30 minutes per session

Explain how the effectiveness of Tier 3 interventions are monitored.

Tier 3 interventions will be monitored daily by the direct interventionist by any of the following: teacher observations, progress monitoring assignments, and practice. Documentation will be kept on an intervention documentation sheet and must be updated after each intervention session. Also, the school-based intervention team will collect intervention documentation at least once per month and will review the data for each student receiving such interventions. Tiered instruction will also be monitored after each of the state progress monitoring tests to evaluate each student's need for tiered interventions.

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

- Continued implementation of Tier 2 strategies.
- Students receive additional intervention service, outside the 90-minute reading block, from a highly qualified reading endorsed, pursuing reading endorsement, or reading certified teacher. B-Course Code- FNC BAS SKLS READ 5010020.
- The student's parents MUST be informed of the reading deficiency using the TCSD Reading Deficiency letter.
- A parent conference MUST be held.
- Parent support and guidance on a "read-at-home plan."
- Along with Tier 2 intervention, the student MUST be provided "intensive, explicit, systematic, and multisensory reading interventions immediately following the identification of the reading deficiency" per Florida Statute 1008.25 (paragraph 5).

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\(21\)\(A\)\(i\)](#).

3rd Grade Summer Reading Camp: Utilize Wonders Curriculum, Wordly Wise, and Phonics for Reading as materials/resources to enhance the implementation of a variety of reading and instructional strategies.

Wonders intervention materials: Strong Evidence
<https://www.evidenceforessa.org/programs/reading?page=3>

Wordly Wise: does not meet strong, moderate, or promising levels of evidence; however, the following IES Practice Guide Recommendation(s) support the program: Teaching Academic Content and Literacy to English Learners in Elementary and Middle School recommends teaching a set of academic vocabulary words intensively across several days using a variety of instructional activities (strong evidence), providing regular, structured opportunities to develop written language skills (minimal evidence), and providing small group instructional

intervention to students struggling in areas of literacy and English language development (moderate evidence). These recommendations were built into the program by introducing, practicing, and providing opportunities to use a wide range of vocabulary words. Students have multiple opportunities to review new words and their meaning before using them in conversations and written responses. This allows for systematic and meaningful vocabulary interventions to take place in the four-week summer school. The district will support and monitor implementation of this program by meeting with teachers who will be using the program to outline the various components and resources connected to the program. The literacy coach will be available to model the instructional routines for interventionists as needed.

Phonics for Reading does not meet strong, moderate, or promising levels of evidence; however, the following IES Practice Guide Recommendation(s) support the program: **Assisting Students Struggling with Reading: Response to Intervention (RtI) and Multi-Tier Intervention in the Primary Grades**, recommends providing time for differentiated reading instruction for all students based on assessments of students' current reading level (minimal evidence), providing intensive, systematic instruction on up to three foundational reading skills in small groups to students who score below the benchmark score on universal screening (strong evidence), and providing instruction on a daily basis that promotes the development of various components of reading proficiency to students who show minimal progress

after reasonable time in tier 2 small group instruction (minimal evidence). These recommendations were built into the program by differentiating foundation skill instruction based on students' needs (three levels of program), providing a systematic layout for remediation of foundational reading skills, and promoting vocabulary, fluency, and comprehension development amidst a focus on phonics. The district will support and monitor the implementation of this program by meeting with interventionists who will be using the program to outline the various components and resources connected to the program. The literacy coach will be available to model the instructional routines for interventionists as needed.

I-Ready Diagnostic, I-Ready Toolkit <https://eric.ed.gov/?q=iready&id=ED588953>

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

K-2: yes, if funding is available.

4-5: no

Grades 6-8

5. Grades 6-8 Assessments

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

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

Name of the Assessment	Target Audience (Grades 6-8)	What component of reading is being assessed?	Assessment Type (Each type of assessment should be represented.)	How often is the data being collected?
		<input checked="" type="checkbox"/> Phonics <input checked="" type="checkbox"/> Fluency <input type="checkbox"/> Vocabulary <input type="checkbox"/> Comprehension	<input checked="" type="checkbox"/> Diagnostic <input type="checkbox"/> Summative	<input type="checkbox"/> Quarterly <input checked="" type="checkbox"/> 3 x Year <input type="checkbox"/> Annually <input type="checkbox"/> As Needed <input type="checkbox"/> Other
HMH Read 180 Reading Inventory	<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 checked="" type="checkbox"/> Fluency <input checked="" type="checkbox"/> Vocabulary <input checked="" type="checkbox"/> Comprehension	<input checked="" type="checkbox"/> Screening <input checked="" type="checkbox"/> Progress Monitoring <input checked="" type="checkbox"/> Diagnostic <input type="checkbox"/> Summative	<input type="checkbox"/> Weekly <input type="checkbox"/> 2 x Month <input 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
HMH Read 180 Phonics Inventory	<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 type="checkbox"/> Vocabulary <input type="checkbox"/> Comprehension	<input checked="" type="checkbox"/> Screening <input checked="" type="checkbox"/> Progress Monitoring <input checked="" type="checkbox"/> Diagnostic <input type="checkbox"/> Summative	<input type="checkbox"/> Weekly <input type="checkbox"/> 2 x Month <input 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
Diagnostic Assessment of Reading	<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 type="checkbox"/> Vocabulary <input type="checkbox"/> Comprehension	<input type="checkbox"/> Screening <input type="checkbox"/> Progress Monitoring <input checked="" type="checkbox"/> Diagnostic <input type="checkbox"/> Summative	<input type="checkbox"/> Weekly <input type="checkbox"/> 2 x Month <input type="checkbox"/> Monthly <input type="checkbox"/> Quarterly <input type="checkbox"/> 3 x Year <input type="checkbox"/> Annually <input checked="" type="checkbox"/> As Needed <input type="checkbox"/> Other

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

Determination is made through analysis of the most recent FAST data. If no FAST data is available, Exact Path progress monitoring data is used.

Grades 6-8 Decision Tree

Beginning of year data

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

2023/2024 F.A.S.T. ELA Score is at Level 3, 4, 5 or

6th Grade – Most recent Exact Path Reading Scores is at or above 1110 (national percentile ranking is 40th percentile and above)

7th Grade - Most recent Exact Path Reading Scores is at or above 1144 (national percentile ranking is 56th percentile and above)

8th Grade - Most recent Exact Path Reading Scores is at or above 1159 (national percentile ranking is 47th percentile and above)

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 ELA to be used during the 2024-2025 school year will be McGraw Hill's Study Sync. EdReports indicates this curriculum Meets Expectations for Alignment and Usability for grades 6-8.

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

F.A.S.T. PM3 indicating students on grade level – Level 3, 4, or 5

Explain how the effectiveness of Tier 1 instruction is monitored.

- Lesson plan checks and feedback – Administrators and Instructional Coach
- Classroom walk-throughs and feedback – Administrators and Instructional Coach
- Data Chats following each progress monitoring – Administrators and Instructional Coach

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

- Literacy Leadership Team – reviews student data and identifies areas of concern using the Four-Step Data Solving Process
- Weekly content-area PLCs
- Feedback and Coaching Conversations/Modeling
- Instructional Data Analysis and Data Chats

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

F.A.S.T. PM2 data – administered before holiday break to aid in 2nd semester scheduling. Students scoring a Level 2 on PM2, who are not already receiving Tier 2 and/or Tier 3 interventions will begin receiving Tier 2 interventions.

Beginning of year data

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

2023/24 F.A.S.T. ELA score is at Level 2 or student scores a Level 1 for the previous year only or

6th Grade – Most recent Exact Path Reading Scale Scores is between 995 and 1109 (national percentile ranking is 18th percentile through 39th percentile)

7th Grade – most recent Exact Path Reading Scale Scores is between 1030 and 1143 (national percentile ranking is 26th through 55th percentile)

8th Grade – most recent Exact Path Reading Scores is between 1049 and 1158 (national percentile ranking is 23rd percentile through 46th percentile)

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.

Edmentum Exact Path individualized instruction and resources used to develop and implement small group instruction targeting specific skills. Exact Path does not meet strong, moderate, or promising levels of evidence; however, the following IES Practice Guide Recommendation(s) support the program: Providing Reading Interventions for

Students in Grades 4-9. Recommendation #3 is to “Routinely use a set of comprehension-building practices to help students make sense of the text” which is considered Tier 1 Strong. According to the Exact Path white paper “Designed with the Science of Reading, “These recommendations were built into the program by providing reading comprehension strategy instruction followed by coaching during reading. To keep fluent learners engaged, Exact Path characters also converse about how they are applying the reading strategies, which offers strong modeling of metacognition. Learners are asked to apply comprehension skills during instructional modules and in a separate practice component with feedback. Exact Path keeps track of how students are performing as they answer questions and responds intelligently to determine how students should progress through a module and along their learning path. As students move from the tutorial portion of a module to the practice component, the progression follows a gradual release methodology. The scaffolds of explicit instruction and modeling offered in the tutorial are systematically removed as students move through various types of practice, gradually shifting responsibility for learning and applying newly gained skills to the student.” The district will support and monitor implementation for this program by ongoing professional development provided by instructional coach and Edmentum support team, classroom observations with feedback by administrators and instructional coach, and student progress monitoring three times per year.

McGraw-Hill StudySync – Core ELA is McGraw Hill StudySync. Lesson scaffolds are available and will be used for students approaching grade level and identified as needing instructional Tier 2 support. EdReports indicates that this curriculum Meets Expectations for Alignment and Usability for grades 6-8.

Perfection Learning Vocabu-lit: 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 is to “Provide explicit vocabulary instruction” which is considered Strong Evidence/Tier 3 Promising. This recommendation is built into the program by allowing students to unlock word meaning through context clues and develop mastery using multiple research-based vocabulary strategies such as words in context, close reading, dictionary skills, multiple exposures, and short writing exercises to ensure students can use the vocabulary terms in their writing and speaking. The district will support and monitor implementation for this program with modeling by instructional coach and classroom observations with feedback by administrators/instructional coach.

Students unlock word meaning through context clues and develop mastery using multiple research-based vocabulary strategies including words in context, close reading, dictionary skills, multiple exposures, and writing.

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.

Exact Path: individualized instruction and resources used to develop and implement small group instruction targeting specific skills. Exact Path does not meet strong, moderate, or promising levels of evidence; however, the following IES Practice Guide Recommendation(s) support the program: Providing Reading Interventions for Students in Grades 4-9. Recommendation #3 is to “Routinely use a set of comprehension-building practices to help students make sense of the text” which is considered Tier 1 Strong.

According to the Exact Path white paper “Designed with the Science of Reading, “These recommendations were built into the program by providing reading comprehension strategy instruction followed by coaching during reading. To keep fluent learners engaged, Exact Path characters also converse about how they are applying the reading strategies, which offers strong modeling of metacognition. Learners are asked to apply comprehension skills during instructional modules and in a separate practice component with feedback. Exact Path keeps track of how students are performing as they answer questions and responds intelligently to determine how students should progress through a module and along their learning path. As students move from the tutorial portion of a module to the practice component, the progression follows a gradual release methodology. The scaffolds of explicit instruction and modeling offered in the tutorial are systematically removed as students move through various types of practice, gradually shifting responsibility for learning and applying newly gained skills to the student.” The district will support and monitor implementation for this program by ongoing professional development provided by instructional coach and Edmentum support team, classroom observations with feedback by administrators and instructional coach, and student progress monitoring three times per year.

Study Sync

Vocabu-lit: 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 is to “Provide explicit vocabulary instruction” which is considered Strong Evidence/Tier 3 Promising. This recommendation is built into the program by allowing students to unlock word meaning through context clues and develop mastery using multiple research-based vocabulary strategies such as words in context, close reading, dictionary skills, multiple exposures, and short writing exercises to ensure students can use the vocabulary terms in their writing and speaking. The district will support and monitor implementation for this program with modeling by instructional coach and classroom observations with feedback by administrators/instructional coach. Students unlock work meaning through context clues and develop mastery using multiple research-based vocabulary strategies including words in context, close reading, dictionary skills, multiple exposures, and writing.

Number of times per week interventions are provided:

5

Number of minutes per intervention session:

55 minutes

Explain how the effectiveness of Tier 2 interventions are monitored.

Data analysis of PM2 and PM3 F.A.S.T data; Exact Path Progress Monitoring; Student grades

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

- Review student data and identifies areas of concern using the Four-Step Data Solving Process - Literacy Leadership Team
- Weekly content-area PLCs
- Monitor usage of Exact Path
- Coaching Conversations/Modeling
- Lesson Plan checks and feedback
- Classroom Walkthroughs and feedback

- Instructional Data Analysis and Data Chats

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

F.A.S.T. PM2 data – administered before holiday break to aid in 2nd semester scheduling. Students scoring a Level 1 on PM2, who are not already receiving Tier 2 and/or Tier 3 interventions will begin receiving Tier 3 interventions.

Beginning of year data

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

2023/24 F.A.S.T. ELA Score at Level 1 or

6th Grade – Most recent Exact Path Reading Scale Score is 994 and below (national percentile ranking is 1st percentile through 38th percentile)

7th Grade – Most recent Exact Path Reading Scale Score is 1029 and below (national percentile ranking is 1st percentile through 25th percentile)

8th Grade – Most recent Exact Path Reading Scale Score is 1048 and below (national percentile ranking is 1st percentile through

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.

Read 180 – intensive, individualized reading instruction and skills practice, building fluency and reading comprehension through modeled and independent reading and targeted small-group differentiated instruction based on data-driven reports. Reading interventions are provided by a highly qualified, reading endorsed teacher. According to What Works Clearinghouse, Read 180 is considered strong for comprehension, strong for literacy achievement, and moderate for reading fluency. The Read 180 program from Houghton-Mifflin Harcourt meets ESSA Strong Evidence criteria.

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.

Houghton-Mifflin Harcourt Read 180

Number of times per week interventions are provided:

5

Number of minutes per intervention session:

55 minutes

Explain how the effectiveness of Tier 3 interventions are monitored.

Analysis of PM2 and PM3 F.A.S.T. data; Student grades; NWEA Map 3x per year for all Tier 3 students; Code Placement Assessment for lowest level students, if indicated by NWEA Map.

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

- Review student data and identifies areas of concern using the Four-Step Data Solving Process - Literacy Leadership Team
- Weekly content-area PLCs
- Monitor usage of Read180
- Coaching Conversations/Modeling

- Lesson Plan checks and feedback
- Classroom Walkthroughs and feedback
- Instructional Data Analysis and Data Chats

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	Oral Language Phonological Awareness Phonics 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
Edmentum Exact Path	<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 type="checkbox"/> Screening <input type="checkbox"/> Progress Monitoring <input checked="" type="checkbox"/> Diagnostic <input type="checkbox"/> Summative	<input type="checkbox"/> Weekly <input type="checkbox"/> 2 x Month <input type="checkbox"/> Monthly <input type="checkbox"/> Quarterly <input type="checkbox"/> 3 x Year <input checked="" type="checkbox"/> Annually <input checked="" type="checkbox"/> As Needed <input type="checkbox"/> Other
NWEA MAP Growth	<input checked="" type="checkbox"/> Grade 9 <input checked="" type="checkbox"/> Grade 10 <input type="checkbox"/> Grade 11 <input 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 type="checkbox"/> Vocabulary <input type="checkbox"/> Comprehension	<input checked="" 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 checked="" type="checkbox"/> 3 x Year <input type="checkbox"/> Annually <input type="checkbox"/> As Needed <input type="checkbox"/> Other
HMH READ 180 Reading Inventory	<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 checked="" type="checkbox"/> Fluency <input checked="" type="checkbox"/> Vocabulary <input checked="" type="checkbox"/> Comprehension	<input checked="" type="checkbox"/> Screening <input checked="" type="checkbox"/> Progress Monitoring <input checked="" type="checkbox"/> Diagnostic <input type="checkbox"/> Summative	<input type="checkbox"/> Weekly <input type="checkbox"/> 2 x Month <input type="checkbox"/> Monthly <input type="checkbox"/> Quarterly <input checked="" type="checkbox"/> 3 x Year <input type="checkbox"/> Annually <input checked="" type="checkbox"/> As Needed <input type="checkbox"/> Other

Name of the Assessment	Target Audience (Grades 9-12)	What component of reading is being assessed?	Assessment Type (Each type of assessment should be represented.)	How often is the data being collected?
HMH READ 180 Phonics Inventory	<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 checked="" type="checkbox"/> Phonological Awareness <input checked="" type="checkbox"/> Phonics <input checked="" type="checkbox"/> Fluency <input type="checkbox"/> Vocabulary <input type="checkbox"/> Comprehension	<input checked="" type="checkbox"/> Screening <input 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

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

2023-2024—Students who score below level 3, 4, or 5 on FAST ELA progress monitoring will be served in Tier 2/Tier 3 interventions.

Grades 9-12 Decision Tree
<p>Beginning of year data</p> <p>IF student meets the following criteria at the beginning of the school year: FAST PM 3 Scale Scores</p> <p>9th Grade Level 5: 267-303 Level 4: 254-266 Level 3: 242-253</p> <p>10th Grade Level 5: 271-308 Level 4: 258-270 Level 3: 247-257</p> <p>11th Grade Level 5: 271-308 Level 4: 258-270 Level 3: 247-257</p> <p>12th Grade Level 5: 271-308 Level 4: 258-270 Level 3: 247-257</p>
THEN TIER 1 Only
<p>Core Instruction Indicate the core curriculum and how the program is supported by strong, moderate or promising levels of evidence. Savvas My Perspectives</p>
<p>List performance criteria that indicate Tier 1 is sufficient for at least 80% of students. 9th Grade: 242 or higher on FAST PM 3 progress monitoring data. 10th Grade: 247 or higher on FAST PM 3 progress monitoring data. 11th Grade: Class Grades for core subjects 12th Grade: Class Grades for core subjects</p>

Explain how the effectiveness of Tier 1 instruction is monitored.

- Progress monitoring three times per year using FAST and Exact Path. Progress monitoring 2 times per year using Write Score.
- Administration and Instructional coaches will review the following with teachers
 - Lesson plans
 - Classroom walk-throughs
 - Data chats with teachers after each progress monitoring.

What procedures are in place to identify and solve problems to improve effectiveness of Tier 1 instruction and/or curriculum provided to students?

- Literacy Leadership team will review data to identify areas of concern
- Feedback, conversations, and modeling from the instructional coach
- Monthly PLCs to further training in B.E.S.T. State Standards, core curriculum, gradual release, and lesson rigor.

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

- Students who are failing English class
- Students who fall below grade level (242 Scale score for 9th grade and 247 Scale score for 10th grade) on FAST Progress Monitoring 2.

Beginning of year data

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

Students who fall below Grade level on FAST progress monitoring 3 from the prior year
9th grade: 241
10th grade: 246
11th grade: below 247
12th grade: below 247

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.

- **Connections:** does not meet strong, moderate, or promising levels of evidence; however, the following IES Practice Guide Recommendation(s) support the program: Improving Adolescent Literacy: Effective Classroom and Intervention Practices. Recommendation(s) Provide explicit vocabulary instruction, provide direct and explicit comprehension strategy instruction, provide opportunities for extended discussion and text meaning and interpretation, and increase student motivation and engagement in literacy learning; Evidence level for all of these is 3. These recommendations were built into the program by including materials with Close Reading guides which allows students to practice the skills listed above, embedded vocabulary instruction and discussion opportunities built in. The district will support and monitor implementation of this program by monitoring data from FAST, Exact Path, Write Score, and class data. Teachers will have professional learning opportunities during PLCs provided by the instructional coach.
- **Exact Path:** individualized instruction and resources used to develop and implement small group instruction targeting specific skills. Exact Path does not meet strong, moderate, or promising levels of evidence; however, the following IES Practice Guide Recommendation(s) support the program: Providing Reading Interventions for Students in Grades 4-9. Recommendation #3 is to “Routinely use a set of comprehension-building practices to help students make sense of the text” which is considered Tier 1 Strong. According to the Exact Path white paper

“Designed with the Science of Reading, “These recommendations were built into the program by providing reading comprehension strategy instruction followed by coaching during reading. To keep fluent learners engaged, Exact Path characters also converse about how they are applying the reading strategies, which offers strong modeling of metacognition. Learners are asked to apply comprehension skills during instructional modules and in a separate practice component with feedback. Exact Path keeps track of how students are performing as they answer questions and responds intelligently to determine how students should progress through a module and along their learning path. As students move from the tutorial portion of a module to the practice component, the progression follows a gradual release methodology. The scaffolds of explicit instruction and modeling offered in the tutorial are systematically removed as students move through various types of practice, gradually shifting responsibility for learning and applying newly gained skills to the student.” The district will support and monitor implementation for this program by ongoing professional development provided by instructional coach and Edmentum support team, classroom observations with feedback by administrators and instructional coach, and student progress monitoring three times per year.

- **Study Island:** Study Island does not meet strong, moderate, or promising levels of evidence; however, the following IES Practice Guide Recommendation(s) support the program: Improving Adolescent Literacy: Effective Classroom and Intervention Practices. Recommendation(s) 1). Provide explicit vocabulary instruction. Evidence Level 3 2) Provide direct and explicit comprehension strategy instruction. Evidence Level 3. 3) Provide opportunities for extended discussion of text meaning and interpretation. Evidence Level 3. 4) Increase student motivation and engagement in literacy learning. Evidence Level 3 5) Make available intensive and individualized interventions for struggling readers that can be provided by trained specialists. Evidence level 3. These recommendations were built into the program. This is a supplement program that allows teachers to pull lessons gear to student need based on B.E.S.T. ELA Standards. The district will support and monitor implementation of this program by reviewing data from progress monitoring 3x’s per year and student data from the program, including teachers will receive professional learning at the beginning of the school year and then during the academic year as needed.
- **Vocabu-lit:** 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 is to “Provide explicit vocabulary instruction” which is considered Strong Evidence/Tier 3 Promising. This recommendation is built into the program by allowing students to unlock word meaning through context clues and develop mastery using multiple research-based vocabulary strategies such as words in context, close reading, dictionary skills, multiple exposures, and short writing exercises to ensure students can use the vocabulary terms in their writing and speaking. The district will support and monitor implementation for this program with modeling by instructional coach and classroom observations with feedback by administrators/instructional coach. Students unlock work meaning through context clues and develop mastery using multiple research-based vocabulary strategies including words in context, close reading, dictionary skills, multiple exposures, and writing.

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.

- **Connections** do not meet strong, moderate, or promising levels of evidence; however, the following IES Practice Guide Recommendation(s) support the program: Improving Adolescent Literacy: Effective Classroom and Intervention Practices. Recommendation(s) Provide explicit vocabulary instruction, provide direct and explicit comprehension strategy instruction, provide opportunities for extended discussion and text meaning and interpretation, and increase student motivation and engagement in literacy learning; Evidence level for all of these is 3. These recommendations were built into the program by including materials with Close Reading guides which allow students to practice the skills listed above, embedded vocabulary instruction and discussion opportunities built in. The district will support and monitor implementation of this program by monitoring data from FAST, Exact Path, Write Score, and class data. Teachers will have professional learning opportunities during PLCs provided by the instructional coach.
- **Exact Path** does not meet strong, moderate, or promising levels of evidence; however, the following IES Practice Guide Recommendation(s) support the program: Improving Adolescent Literacy: Effective Classroom and Intervention Practices. Recommendation(s) Make available intensive and individualized interventions for struggling readers that can be provided by trained specialists; Evidence Level 3. These recommendations were built into the program by assigning students a learning path after they have completed a diagnostic test. The learning path is designed to fill any learning gaps that students may have. The district will support and monitor implementation of this program by reviewing data from the Exact Path program. Teachers will receive ongoing profession learning throughout the year from the company trainers and the instruction coach.
- **Study Island** does not meet strong, moderate, or promising levels of evidence; however, the following IES Practice Guide Recommendation(s) support the program: Improving Adolescent Literacy: Effective Classroom and Intervention Practices. Recommendation(s) 1) Provide explicit vocabulary instruction. Evidence Level 3 2) Provide direct and explicit comprehension strategy instruction. Evidence Level 3. 3) Provide opportunities for extended discussion of text meaning and interpretation. Evidence Level 3. 4) Increase student motivation and engagement in literacy learning. Evidence Level 3 5) Make available intensive and individualized interventions for struggling readers that can be provided by trained specialists. Evidence level 3. These recommendations were built into the program. This is a supplement program that allows teachers to pull lessons gear to student need based on B.E.S.T. ELA Standards. The district will support and monitor implementation of this program by reviewing data from progress monitoring 3x's per year and student data from the program, including teachers will receive professional learning at the beginning of the school year and then during the academic year as needed.
- **Vocabu-lit** does not meet strong, moderate, or promising levels of evidence; however, the following IES Practice Guide Recommendation(s) support the program: Improving Adolescent Literacy: Effective Classroom and Intervention Practices. Recommendation(s) 1) Provide explicit vocabulary instruction. Evidence Level 3 2) Provide direct and explicit comprehension strategy instruction. Evidence Level 3. 4) Increase student motivation and engagement in literacy learning. Evidence Level 3. These recommendations were built into the program by using new vocabulary in chunked literature passages. Students can interact with new vocabulary in a meaningful way. The district will support and monitor implementation of this program by reviewing data from progress monitoring 3x's per year and student

data from the program. Teachers will receive ongoing professional learning as needed throughout the academic year.

Number of times per week interventions are provided:
Interventions will be provided 5 times per week.

Number of minutes per intervention session:
Interventions will last 55 minutes per session.

Explain how the effectiveness of Tier 2 interventions are monitored.

- Class summative assessment data
- Class formative assessment data
- Exact Path progress monitoring
- Write Score progress monitoring
- FAST Progress monitoring data

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

- Literacy Leadership team will review data to identify areas of concern
- Feedback, conversations, and modeling from the instructional coach
- Monthly PLCs to further training in B.E.S.T. State Standards, core curriculum, gradual release, and lesson rigor.
- MTSS meetings to review student data
- Small group intervention data

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

Students who continue to score between:

9th Grade 174-223

10th Grade 179-229

11th Grade: Below 247

12th Grade: Below 247

With tier 2 instruction and interventions

Beginning of year data

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

Students who score a level 1 on FAST

9th Grade: 174-223

10th Grade: 179-229

11th Grade: Below 247

12th Grade: Below 247

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.

- **READ180:** does not meet strong, moderate, or promising levels of evidence; however, the following IES Practice Guide Recommendation(s) support the program: Improving Adolescent Literacy: Effective Classroom and Intervention Practices. Recommendations 1) Provide explicit vocabulary instruction; evidence level 3; Provide direct and explicit comprehension strategy instruction; evidence level 3; Make available intensive and individualized intervein for struggling readers that can be provided by trained teachers;

evidence level 3. READ 180 is a reading program designed for struggling readers who are reading 2 or more years below grade level. It combines online and direct instruction, student assessment, and teacher professional development. READ 180 is delivered in 90-minute sessions that include whole-group instruction, three small-group rotations, and whole-class wrap-up. Small-group rotations include individualized instruction using an adaptive computer application, small-group instruction, and independent reading. The district will support and monitor implementation of this program by reviewing progress monitoring data, NWEA MAP Growth data, and FAST data, including ongoing training from the company for professional learning.

- **Connections:** does not meet strong, moderate, or promising levels of evidence; however, the following IES Practice Guide Recommendation(s) support the program: Improving Adolescent Literacy: Effective Classroom and Intervention Practices. Recommendation(s) Provide explicit vocabulary instruction, provide direct and explicit comprehension strategy instruction, provide opportunities for extended discussion and text meaning and interpretation, and increase student motivation and engagement in literacy learning; Evidence level for all of these is 3. These recommendations were built into the program by including materials with Close Reading guides which allow students to practice the skills listed above, embedded vocabulary instruction and discussion opportunities built in. The district will support and monitor implementation of this program by monitoring data from FAST, Exact Path, Write Score, and class data. Teacher will have professional learning opportunities during PLCs provided by the instructional coach.
- **Exact Path:** individualized instruction and resources used to develop and implement small group instruction targeting specific skills. Exact Path does not meet strong, moderate, or promising levels of evidence; however, the following IES Practice Guide Recommendation(s) support the program: Providing Reading Interventions for Students in Grades 4-9. Recommendation #3 is to “Routinely use a set of comprehension-building practices to help students make sense of the text” which is considered Tier 1 Strong. According to the Exact Path white paper “Designed with the Science of Reading, “These recommendations were built into the program by providing reading comprehension strategy instruction followed by coaching during reading. To keep fluent learners engaged, Exact Path characters also converse about how they are applying the reading strategies, which offers strong modeling of metacognition. Learners are asked to apply comprehension skills during instructional modules and in a separate practice component with feedback. Exact Path keeps track of how students are performing as they answer questions and responds intelligently to determine how students should progress through a module and along their learning path. As students move from the tutorial portion of a module to the practice component, the progression follows a gradual release methodology. The scaffolds of explicit instruction and modeling offered in the tutorial are systematically removed as students move through various types of practice, gradually shifting responsibility for learning and applying newly gained skills to the student.” The district will support and monitor implementation for this program by ongoing professional development provided by instructional coach and Edmentum support team, classroom observations with feedback by administrators and instructional coach, and student progress monitoring three times per year.
- **SAT Prep** does not meet strong, moderate, or promising levels of evidence; however, the following IES Practice Guide Recommendation(s) support the program: Helping Students navigate the Path to College: What High Schools Can Do,

Recommendation(s) Utilize assessment measures throughout high school so that students are aware of how prepared they are for college and assist them in overcoming deficiencies as they are identified; Evidence Level 4. The second IES Practice Guide Recommendation that supports the program is Using Student Achievement Data to Support Instructional Decision Making. Recommendation Teach Students to examine their own data and set learning goals: Evidence level 4. These recommendations were built into the program by giving students multiple opportunities to practice skills needed to be successful on the SAT exam. The district will support and monitor implementation of this program by monitoring the test data, and classroom data including teachers will participate in PLCs for ongoing ELA, data driven instruction, and teacher/student data chats professional learning.

- **Act Prep** does not meet strong, moderate, or promising levels of evidence; however, the following IES Practice Guide Recommendation(s) support the program: Helping Students navigate the Path to College: What High Schools Can Do, Recommendation(s) Utilize assessment measures throughout high school so that students are aware of how prepared they are for college and assist them in overcoming deficiencies as they are identified; Evidence Level 4. The second IES Practice Guide Recommendation that supports the program is Using Student Achievement Data to Support Instructional Decision Making. Recommendation Teach Students to examine their own data and set learning goals: Evidence level 4. These recommendations were built into the program by giving students multiple opportunities to practice skills needed to be successful on the ACT exam. The district will support and monitor implementation of this program by monitoring the test data, and classroom data. Teachers will participate in PLCs for ongoing ELA, data driven instruction, and teacher/student data chats professional learning.
- **CLT Prep** does not meet strong, moderate, or promising levels of evidence; however, the following IES Practice Guide Recommendation(s) support the program: Helping Students navigate the Path to College: What High Schools Can Do, Recommendation(s) Utilize assessment measures throughout high school so that students are aware of how prepared they are for college and assist them in overcoming deficiencies as they are identified; Evidence Level 4. The second IES Practice Guide Recommendation that supports the program is Using Student Achievement Data to Support Instructional Decision Making. Recommendation Teach Students to examine their own data and set learning goals: Evidence level 4. These recommendations were built into the program by giving students multiple opportunities to practice skills needed to be successful on the SAT exam. The district will support and monitor implementation of this program by monitoring the test data, and classroom data. Teachers will participate in PLCs for ongoing ELA, data driven instruction, and teacher/student data chats professional learning as well as training on the Classic Learning Test.

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.

9th Grade: READ 180-is a reading program designed for struggling readers who are reading 2 or more years below grade level. It combines online and direct instruction, student assessment, and teacher professional development.

10th Grade: READ 180 is a reading program designed for struggling readers who are reading 2 or more years below grade level. It combines online and direct instruction, student assessment, and teacher professional development.

11th Grade: Supplemental English Language Arts-Connections is a guided close reading instruction with a related skills focused teaches students to achieve a deeper understanding of texts. Students read with a purpose to recognize central ideas and details, use textual evidence to analyze text, and integrate ideas across within and across high-quality texts.

12th Grade: Supplemental English Language Arts-Connections is a guided close reading instruction with a related skills focused teaches students to achieve a deeper understanding of texts. Students read with the purpose of recognizing central ideas and details, use textual evidence to analyze text, and integrate ideas across within and across high-quality texts.

SAT Prep does not meet strong, moderate, or promising levels of evidence; however, the following IES Practice Guide Recommendation(s) support the program: Helping Students navigate the Path to College: What High Schools Can Do, Recommendation(s) Utilize assessment measures throughout high school so that students are aware of how prepared they are for college and assist them in overcoming deficiencies as they are identified; Evidence Level 4. The second IES Practice Guide Recommendation that supports the program is Using Student Achievement Data to Support Instructional Decision Making. Recommendation Teach Students to examine their own data and set learning goals: Evidence level 4. These recommendations were built into the program by giving students multiple opportunities to practice skills needed to be successful on the SAT exam. The district will support and monitor implementation of this program by monitoring the test data, and classroom data including teachers will participate in PLCs for ongoing ELA, data driven instruction, and teacher/student data chats professional learning.

Act Prep does not meet strong, moderate, or promising levels of evidence; however, the following IES Practice Guide Recommendation(s) support the program: Helping Students navigate the Path to College: What High Schools Can Do, Recommendation(s) Utilize assessment measures throughout high school so that students are aware of how prepared they are for college and assist them in overcoming deficiencies as they are identified; Evidence Level 4. The second IES Practice Guide Recommendation that supports the program is Using Student Achievement Data to Support Instructional Decision Making. Recommendation Teach Students to examine their own data and set learning goals: Evidence level 4. These recommendations were built into the program by giving students multiple opportunities to practice skills needed to be successful on the ACT exam. The district will support and monitor implementation of this program by monitoring the test data, and classroom data. Teachers will participate in PLCs for ongoing ELA, data driven instruction, and teacher/student data chats professional learning.

CLT Prep does not meet strong, moderate, or promising levels of evidence; however, the following IES Practice Guide Recommendation(s) support the program: Helping Students navigate the Path to College: What High Schools Can Do, Recommendation(s) Utilize assessment measures throughout high school so that students are aware of how prepared they are for college and assist them in overcoming deficiencies as they are identified; Evidence Level 4. The second IES Practice Guide Recommendation that supports the program is Using Student Achievement Data to Support Instructional Decision Making. Recommendation Teach Students to examine their own data and set learning goals: Evidence level 4. These recommendations were built into the program by giving students multiple opportunities to practice skills needed to be successful on the SAT exam. The district will support and monitor implementation of this program by monitoring the test data, and

classroom data. Teachers will participate in PLCs for ongoing ELA, data driven instruction, and teacher/student data chats professional learning as well as training on the Classic Learning Test.

Number of times per week interventions are provided:

Interventions will be provided 5 days per week.

Number of minutes per intervention session:

Intervention sessions will last 55 minutes per session.

Explain how the effectiveness of Tier 3 interventions are monitored.

- Class summative assessment data
- Class formative assessment data
- Exact Path progress monitoring
- Write Score progress monitoring
- FAST Progress monitoring data
- READ180 Lexile growth on NWEA Map Growth assessment. Based on this assessment, students will either be placed in READ 180 Comprehension or Core. READ 180 Core is for our lowest achieving students.

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

- Students' scores on benchmark assessments, NWEA Map Growth Assessment (READ 180), progress monitoring scores including; FAST, WriteScore, and Exact Path will be monitored.
- If students are still struggling, then teachers meet with the reading coach to review lesson plans and decide which further differentiations and/or interventions are needed.
- If needed, individual reading plans for students will be developed as needed on a case-by-case basis.

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

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

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

Throughout the school year multiple opportunities for reading professional development are made available to instructional and non-instructional staff. The Panhandle Area

Educational Consortium reading competency courses and UF Lastinger Center Literacy Matrixes are available at no-cost to all teachers. Professional learning in Science of Reading, differentiating and scaffolding instruction will be offered to all instructional staff to enhance their knowledge. The Director of Instruction and two of the four instructional coaches have been trained by DOE JRF as a Reading Endorsement trainer for the new reading endorsement pathway. Reading-endorsed Literacy Coaches will provide school level training to their content area ELA teachers. Additional professional development will be secured from vendors, such as HMH Read 180/System 44, i-Ready, and Exact Path, to support program implementation fidelity. The instructional coach and the school-level administrators are responsible for determining the needed professional development at their school sites after a thorough analysis of all school-level data sources. Instructional coaches which are 50% funded through the FEFP Reading Allocation are also charged with the task of providing support to all teachers with systematic instructional coaching for new and/or struggling teachers. Additional duties of the instructional coach include:

Training in multisensory reading intervention.

Providing differentiated professional development with intensity increased for those teachers whose progress monitoring data is not showing adequate growth.

Identifying mentor teachers & establishing of model classrooms within the school - state assessment and progress monitoring outcome data will be used to identify teacher's exemplary student learning gains. These teachers will serve as reading mentors and hence become model classrooms open for collegial observations.

Collaborative department and grade level planning - School level literacy leaders will work to provide teachers with a weekly time to meet for professional development including lesson study and PLCs.

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).

Students at TCPS, TCES and Steinhatchee School are offered supplemental educational tutoring services through Title I after-school tutoring. Students are deemed eligible for the services if their state mandated test scores in reading or math fall within the bottom quartile ranges for the attending school (Level 1 and Level 2) for grades K through 5. Students scoring below grade level at least one year will be eligible for after school tutoring. Eligibility is also based on student attendance from the current and previous school year. Students who meet the above-mentioned criteria coupled with at least 88% attendance rate will be eligible for the additional services.

If there is not enough funding to provide tutoring for all students requesting services, priority will be given to the lowest performing students displaying an attendance rate that falls within the set percentage rate. Tutoring spaces will be filled, and services provided until all funding is exhausted. Students who receive intensive reading or math intervention classes with a certified teacher (during the school day) will not be eligible for tutoring in the subject areas in which they already receive daytime interventions.

Students falling within the bottom quartile who do not receive the daily intervention services will receive priority for after school tutoring services.

Students enrolled in the after-school tutoring program will begin tutoring in January and continue tutoring through the end of April or early May. Students will be provided with 30 hours of instruction. Tutoring is scheduled for 2 days a week with sessions being provided on Tuesday and Thursday for an hour each session. The reading curriculum utilized is Spectrum Reading for Grades 2-5, and Phonics for Reading for Grades K-2.

Taylor County School District also has RAISE High School Tutors for K-2 students during the school day. The students are trained through a school based FCRR trainer on how to use the reading materials, building the foundations of literacy, and provided the materials necessary based on the needs of the individual students being tutored. This is grant funded.

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).

Taylor County School District provides digital library access for students and families to use at home. After the first progress monitoring data is analyzed, school-based instructional coaches and administrators will identify the students with a substantial reading deficiency. The district has a Read at Home Plan that is shared with families, and it is also available on the school district website.

Currently, K-5 students all have access to online digital books and those in grades 6-12 have access to the Three Rivers Digital Lending Library.

Any VPK student not yet meeting age-appropriate standards according to FAST Star Early Literacy or any K-5th grade student not yet reading on grade level will be enrolled in the New World's Reading Initiative. A representative from New World's Reading will be on site to assist with enrollment at the open house as well as Family and Parent Engagement Events.

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
	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.
	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.
	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.
	d. Each school has a Literacy Leadership Team consisting of a school administrator, literacy coach, media specialist and a lead teacher, as applicable.
	e. All literacy coaches in the district meet the minimum qualifications described in Rule 6A-6.053(4), F.A.C.
	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.
	g. Literacy coaches are assigned to schools with the greatest need based on student performance data in reading.
	h. Time is provided for teachers to meet weekly for professional learning, including lesson study and professional learning communities.
	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):	
<i>Alicia Beshears</i>	
Signature:	Date:
<i>Alicia G. Beshears</i>	<i>10-1-24</i>

APPROVED

OCT 01 2024

By Taylor County
School Board