

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

Date Submitted 06/01/2023 Board Meeting Date 06/15/2023

Date agenda item is due in the Superintendent's Office 06/06/2023

Person submitting the item: Jill Rudd

Name of document placed on agenda: TCSD 2023-2024 Reading Plan

Summary description regarding this action item:

Please review and acknowledge the TCSD 2023-2024

Reading Plan that will be submitted to FLDOE

Just Read Florida

APPROVED

Signatures Required

JUN 15 2023

Yes No

By Taylor County School Board

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 K-12 Comprehensive Evidence-Based Reading Plan

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

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

1) Contact Information

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

Point of Contact	Name	Email	Phone
Main Reading Contact	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	
Elementary ELA Instructional Coach	Kay Cantrell	Kay.cantrell@taylor.k12.fl.us	850-838-2506
Elementary ELA Instructional Coach	Deana White	Deana.white@taylor.k12.fl.us	850-838-2530
Secondary ELA Instructional Coach	Yvonne Heartsfield	Yvonne.heartsfield@taylor.k12.fl.us	850-838-2516
Secondary ELA Instructional Coach	Lea Anne Kalinowski	Leanne.kalinowski@taylor.k12.fl.us	850-838-2525
Summer Reading Camp	Deana White	Deana.white@taylor.k12.fl.us	850-838-2530
Reading Curriculum	Jill Rudd	Jill.rudd@taylor.k12.fl.us	Jill Rudd

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

Reading Allocation Budget Items

The evidence-based reading instruction allocation is created to provide comprehensive reading instruction to students in prekindergarten (PreK) through grade 12. Districts will include salaries and benefits, professional

development, assessment, programs/materials, tutoring, and incentives required to effectively implement the district’s plan. Budget must prioritize K-3 students with substantial deficiencies in reading.

Reading Allocation Budget Item	Amount	FTE (where applicable)
Amount of District Evidence-Based Reading Instruction Allocation	253,175.00	
Estimated proportional share distributed to district charters <i>*Charter schools must utilize their proportionate share of the evidence-based reading allocation in accordance with Section (s.) 1002.33(7)(a)2.a. and s. 1008.25(3)(a), Florida Statutes (F.S.). Note: All intensive reading interventions specified by the charter must be delivered by a teacher who has a literacy micro-credential or is certified or endorsed in reading.</i>	n/a	
Elementary Expenses		
Literacy coaches	79,000.00	1
Intervention teachers	90,000.00	1
Scientifically researched and evidence-based supplemental instructional materials		
Summer reading camps for grade 3 students		
Secondary Expenses		
Literacy coaches	72,000.00	1
Intervention teachers		
Scientifically researched and evidence-based supplemental instructional materials		
K-12/PreK Expenses		
Professional development to help K-12 instructional personnel and certified PreK teachers earn a certification, a credential, an endorsement or an advanced degree in scientifically researched and evidence-based reading instruction	12,175.00	
Incentives for K-12 instructional personnel and certified PreK teachers who possess the Reading Endorsement or Certification		
Incentives for K-12 instructional personnel and certified PreK teachers who possess the Emergent, Elementary, or Secondary Literacy Micro-Credential		
Additional time per day of evidence-based intensive reading instruction for extended literacy learning (before or after school, summer, etc.)		
Tutoring programs to accelerate literacy learning		
Family engagement activities		
Other – Please Describe		
Sum of Expenditures	253,175.00	

3) Literacy Leadership – District and School

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

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

Florida Assessment of Student Thinking (FAST)				
Grade	Previous School Year – % of Students Scoring		Goal for Plan Year – % of Students Scoring	
	Urgent Intervention <10 th percentile	At & Above Benchmark 40 th percentile & above	Urgent Intervention <10 th percentile	At & Above Benchmark 40 th percentile & above
PreK	3%	82%	2%	84%
K	9%	69%	8%	72%
1	18%	47%	16%	50%
2	30%	46%	28%	49%

Florida Assessment of Student Thinking (FAST)				
Grade	Previous School Year – % of Students Scoring		Goal for Plan Year – % of Students Scoring	
	Level 1	Levels 3-5	Level 1	Levels 3-5
3	28%	44%	26%	47%
4	28%	45%	26%	48%
5	25%	46%	23%	49%
6	39%	29%	37%	32%
7	44%	31%	42%	34%
8	29%	50%	27%	53%
9	38%	40%	36%	43%
10	36%	40%	34%	43%

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

Schools are required to establish a School Literacy Leadership Team.

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

The principal determines the staff based on those who are endorsed in the specific areas, such as the Literacy Coach. The School Literacy Leadership Team consists of a school administrator, literacy coach, media specialist, and lead teachers. The principal requires the literacy coach to facilitate the team, as well as schedule and conduct monthly meetings.

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

The School Literacy Leadership Team requirement is communicated to both the school administration and the site based instructional coaches through email, as well as meeting agendas and notes. Meetings take place monthly, school principals receive literacy team documentation and updates on a monthly basis. The principal and the instructional coach also meet to discuss the importance of disaggregating data to stakeholders and how this will be used to improve student achievement.

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

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

1. Provide an explanation of the following:

Grades K-5	District Level	School Level
Data that will be collected and frequency of review	Student assessment data will be collected three times a year generated by F.A.S.T assessments: FAST (grades 3-5), STAR Reading (grades 1-2), and STAR Early Literacy (grades PreK and K-Assessments will be conducted in August, December/January, and May each year.	Student assessment data will be collected three times a year generated by F.A.S.T assessments: FAST (grades 3-5), STAR Reading (grades 1-2), and STAR Early Literacy (grades PreK and K-Assessments will be conducted in August, December/January, and May each year.
Actions for continuous support and improvement	The Director of Instruction meets with the school administration and discusses student data. Specifically reviewing trends, areas of concerns, and data related to classroom teachers. This will assist school administration in determining if a coaching plan is needed, the amount of support being provided by instructional coaches, and used to determine if students learning paths need to be adjusted.	Data is utilized to monitor all student progress, as well as, used to identify students in need of Tier 2 and Tier 3 interventions. In addition, small groups are formed based on standards based instructional needs. Data chats will take place after each testing administration to include school leadership, instructional coaches, teachers, and when appropriate students.

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.
Actions for continuous support and improvement	The Director of Instruction meets with the school administration and discusses student data. Specifically reviewing trends, areas of concerns, and data related to classroom teachers. This will assist 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 follow each progress monitoring session; data chats between literacy coach and teacher teams, as well as with individual teachers, following 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	Standards based assessments, Exact path, Write Score, EOC

	testing, FSA retakes, FAST Progress monitoring	testing, FSA retakes, FAST Progress monitoring
Actions for continuous support and improvement	The Director of Instruction meets with the school administration and discusses student data. Specifically reviewing trends, areas of concerns, and data related to classroom teachers. This will assist 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.	Ongoing data chats, Professional learning communities, and classroom modeling

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

School level data chats are facilitated by the school-based administration and the instructional coaches.
 The school Principal and/or the Instructional Coach notify the Director of Instruction about the issue.
 The district leadership team meets with the school-based teams at least three times during the school year to discuss progress.

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

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 State's new 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, instructional coaching, implementing Florida Standards and related assessments, and data-driven decision making.

4. 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 teacher MTSS. The Director of Personnel, Kiki Puhl, and the Director of Instruction, Jill Rudd, work collaboratively to monitoring 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.

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

The Assistant Principal of Curriculum and the literacy 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 administration and/or literacy coach.

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

A. Literacy Coaches (Rule 6A-6.053(6)(a), F.A.C.)

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

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

Taylor County School District has historically had inconsistent and low ELA proficiency and learning gain rates on state assessments. The district has worked diligently to set-aside funding to pay for instructional coaches at each grade span within the district. Instructional coaches are collaboratively funded between state categorical funding and federal title grant funds. All the instructional reading coaches are reading endorsed and/or Literacy Coach Certified.

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

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

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

- Work with school principals to plan and implement a consistent program of improving reading achievement using evidence-based strategies that demonstrate a statistically significant effect on improving student outcomes.

Literacy coaches must possess the following:

- A minimum of a bachelor's degree and reading endorsement or K-12 certification in reading;
- Effective or highly effective rating from the most recently available evaluation that contains student performance data;
- Specialized knowledge of evidence-based reading instruction grounded in the science of reading, infusing evidence-based reading strategies into content area instruction;
- Special expertise in quality reading instruction and infusing reading strategies into content area instruction;
- Data management skills;
- Strong knowledge base in working with adult learners;
- Excellent communication skills; and
- Outstanding presentation, interpersonal, and time-management skills.

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

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

Yes/No

Yes

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

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

Requirements are communicated during leadership meetings and through email.

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 development 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.

5) K-12 Assessment, Curriculum, and Instruction

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

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

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

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

Each of the K-5 schools in the district provide 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 and/or exact path data is 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.

The preschool program uses the FAST assessment 3 times per school year for the instructional and intervention planning necessary for student growth and achievement. The curriculum used is Creative Curriculum for Preschool as well as the Florida Early Learning and Developmental Standards and Benchmarks to support instruction of knowledge and skills that a child on a developmental progression should know and be able to do at the end of an age-related timeframe.

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

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

The Decision Trees must contain the following information:

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

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

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

Grades PreK-5

1. Grades PreK-5 Assessments

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

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

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

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

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

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

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

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 the 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.

Grades K-5 Decision Tree
Elementary schools (K-5) must teach reading in a dedicated, uninterrupted block of time of at least 90 minutes daily to all students. The reading block will include whole group instruction utilizing an evidence-based sequence of reading instruction and small group differentiated instruction in order to meet individual student needs.
Beginning of year data
IF: Student meets the following criteria at the beginning of the school year: If 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 Indicate the core curriculum and how the program is supported by strong, moderate, or promising levels of evidence. If students meet the following criteria at the beginning of the school year: Scores that reflect 35th percentile or higher on the FAST ELA (Grades 3-5) or STAR (Grades K-2). Students will receive progress monitoring throughout the year with FAST/STAR PM 1, PM 2, and PM 3. This will be the main assessment for monitoring student growth. Reading teams will review other assessment data such as Study Island, Weekly Reading Tests, and Exact Path Progress to closely monitor student progress throughout the year and adjust instructional practices as needed in between state testing.
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, 51% 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 for conferencing.
- Grade Level collaboration and team meetings.
- In person/virtual:
 - Content and Domain Data Analysis
 - Walk throughs by administration and instructional coach
 - 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 directly related to the intervention being implemented, as well as regular classroom performance and progress to closely monitor student progress throughout the year and make adjustments to 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.

- 1) K-5: Wonders Curriculum. [essa-evidence-for-wonders.pdf](#)
- 2) Grades 3-5: Phonics for Reading by Anita Archer, Grades K-5 Curriculum Associates: Tier 1 – Strong Evidence I-Ready Diagnostic, I-Ready Toolkit <https://eric.ed.gov/?q=iready&id=ED588953>
VPK-2nd Grade: Heggerty
- 3) Grade 3: SAVAAS Quick Reads- Strong: Evidence for ESSA
- 4) Grades K - 2: Voyager Sopris Sound Partners
- 5) Grades K-5: Exact Path
- 6) Additional diagnostics such as DAR and Cool Tools in addition to other informal reading inventory tests as needed Strong: Evidence for ESSA
- 8) Appropriate Wonders grade level text for small group/guided and INDIVIDUAL reading. Strong: Evidence for ESSA
- 9) Wonders intervention materials: Strong Evidence
<https://www.evidencefoessa.org/programs/reading?page=3>
- 9) STAR Reading Progress Monitoring Strong Evidence:
<https://www.evidencefoessa.org/programs/reading?page=3>
- 10) AR Reading Program The What Works Clearinghouse (WWC)
<https://ies.ed.gov/ncee/wwc/Docs/InterventionRep>
- 11) 3-5 Brightfish: Strong

12) 3-5 Vocabu-Lit: Strong

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

1) K-5: Wonders Curriculum. [essa-evidence-for-wonders.pdf](#)

2) Grades 3-5: Phonics for Reading by Anita Archer, Grades K-5 Curriculum Associates: Tier 1 – Strong Evidence I-Ready Diagnostic, I-Ready Toolkit <https://eric.ed.gov/?q=iready&id=ED588953>
VPK-2nd Grade: Heggerty

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

4) Grades K - 2: Voyager Sopris Sound Partners

5) Grades K-5: Exact Path

6) Additional diagnostics such as DAR and Cool Tools in addition to other informal reading inventory tests as needed Strong: Evidence for ESSA

8) Appropriate Wonders grade level text for small group/guided and INDIVIDUAL reading. Strong: Evidence for ESSA

9) Wonders intervention materials: Strong Evidence

<https://www.evidenceforessa.org/programs/reading?page=3>

9) STAR Reading Progress Monitoring Strong Evidence:

<https://www.evidenceforessa.org/programs/reading?page=3>

10) AR Reading Program The What Works Clearinghouse (WWC)

<https://ies.ed.gov/ncee/wwc/Docs/InterventionRep>

11) 3-5 Brightfish: Strong

12) 3-5 Vocabu-Lit: Strong

For K-3 students who have a substantial reading deficiency, 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 test 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?

- 1) 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.
- 2) Provide a variety of opportunities to strengthen content area reading and research through various activities.
- 3) 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.
- 4) Specific interventions must be monitored monthly and reviewed at the 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.
- 5) Parent notification of reading deficiency.
- 6) 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:

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 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 directly related to the particular intervention being implemented, as well as regular classroom performance and progress to closely monitor student progress throughout the year and make adjustments to 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
 - is 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.
- 1) Grades 3-5: Utilize BrightFish Reading as a material/resource coupled with an implementation of a variety of reading and instructional strategies to provide intensive tier 3 reading interventions
 - 2) 3-5 Quick Reads: Strong <https://www.evidenceforessa.org/programs/reading>
 - 3) 3-5 Phonics for Reading: Moderate <https://www.evidenceforessa.org/programs/reading>
 - 4) K-2 Sound Partners: Strong <https://www.evidenceforessa.org/programs/reading>

5) Steinhatchee School Reading Horizons Discovery Grades K-2, Reading Horizons Elevate 3-5
<https://readinghorizons.com/reading-method/reading-research/essa-documentation>

6) 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.

Reading Strategies

· <https://ies.ed.gov/ncee/wwc/PracticeGuide/14>

· https://ies.ed.gov/ncee/wwc/Docs/PracticeGuide/readingcomp_pg_092810.pdf#page=23

· Utilize narrative and informational text to identify and utilize text structure to help guide student comprehension, learning, and over all understanding – MODERATE

· Teach comprehension through engaging and motivating context (purpose for reading, actively engage students, student choice, and collaboration with peers): MODERATE

· Teach student how to use research based reading comprehension strategies (activate prior knowledge, questioning, visualization, inferencing, and summarizing): STRONG

Instructional Strategies

· <https://ies.ed.gov/ncee/wwc/PracticeGuide/14>

· https://www.theoakwoodschool.org/uploaded/Portals/2018_2019_September_24_Coffee_Talk_Maximizing_Student_Learning.pdf

· Direct Instruction (.59) to prepare for reciprocal teaching: incorporate differentiation and scaffolding

· Reciprocal Teaching (.74): Small group instruction, teacher modeling, guided group discussions focusing on summarizing, predicting, questioning, and eventually assuming role as teacher

· Formative Assessments (.9): On-going assessments and feedback

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

7) Grades 3-5: Utilize BrightFish Reading as a material/resource coupled with an implementation of a variety of reading and instructional strategies to provide intensive tier 3 reading interventions.

Reading Strategies

- <https://ies.ed.gov/ncee/wwc/PracticeGuide/14>
- https://ies.ed.gov/ncee/wwc/Docs/PracticeGuide/readingcomp_pg_092810.pdf#page=23
- Utilize narrative and informational text to identify and utilize text structure to help guide student comprehension, learning, and overall understanding – MODERATE
- Teach comprehension through engaging and motivating context (purpose for reading, actively engage students, student choice, and collaboration with peers): MODERATE
- Teach student how to use research-based reading comprehension strategies (activate prior knowledge, questioning, visualization, inferencing, and summarizing): STRONG

Instructional Strategies

- <https://ies.ed.gov/ncee/wwc/PracticeGuide/14>
- https://www.theoakwoodschool.org/uploaded/Portals/2018_2019_September_24_Coffee_Talk_Maximizing_Student_Learning.pdf
- Direct Instruction (.59) to prepare for reciprocal teaching: incorporate differentiation and scaffolding
- Reciprocal Teaching (.74): Small group instruction, teacher modeling, guided group discussions focusing on summarizing, predicting, questioning, and eventually assuming role as teacher
- Formative Assessments (.9): On-going assessments and feedback
- 8) 3-5 Quick Reads: Strong <https://www.evidenceforessa.org/programs/reading>
- 9) 3-5 Phonics for Reading: Moderate <https://www.evidenceforessa.org/programs/reading>
- 10) Steinhatchee School Reading Horizons Discovery Grades K-2, Reading Horizons Elevate 3-5 <https://readinghorizons.com/reading-method/reading-research/essa-documentation>
- 11) 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.

Reading Strategies

- <https://ies.ed.gov/ncee/wwc/PracticeGuide/14>
- https://ies.ed.gov/ncee/wwc/Docs/PracticeGuide/readingcomp_pg_092810.pdf#page=23
- Utilize narrative and informational text to identify and utilize text structure to help guide student comprehension, learning, and overall understanding – MODERATE
- Teach comprehension through engaging and motivating context (purpose for reading, actively engage students, student choice, and collaboration with peers): MODERATE
- Teach student how to use research-based reading comprehension strategies (activate prior knowledge, questioning, visualization, inferencing, and summarizing): STRONG

Instructional Strategies

- <https://ies.ed.gov/ncee/wwc/PracticeGuide/14>
- https://www.theoakwoodschool.org/uploaded/Portals/2018_2019_September_24_Coffee_Talk_Maximizing_Student_Learning.pdf
- Direct Instruction (.59) to prepare for reciprocal teaching: incorporate differentiation and scaffolding
- Reciprocal Teaching (.74): Small group instruction, teacher modeling, guided group discussions focusing on summarizing, predicting, questioning, and eventually assuming role as teacher

Formative Assessments (.9): On-going assessments and feedback

For K-3 students who have a substantial reading deficiency, 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 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 through the use of 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 test to evaluate each student's need for particular tiered interventions.

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

- Continue 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).

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

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

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

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

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>

Phonics for Reading by Anita Archer [Curriculum Associates: Tier 1 – Strong Evidence](#)
[I-Ready Diagnostic, I-Ready Toolkit](#) <https://eric.ed.gov/?q=iready&id=ED588953>

Reading Strategies

- <https://ies.ed.gov/ncee/wwc/PracticeGuide/14>

- https://ies.ed.gov/ncee/wwc/Docs/PracticeGuide/readingcomp_pg_092810.pdf#page=23
- Utilize narrative and informational text to identify and utilize text structure to help guide student comprehension, learning, and overall understanding – MODERATE
- Teach comprehension through engaging and motivating context (purpose for reading, actively engage students, student choice, and collaboration with peers): MODERATE
- Teach student how to use research-based reading comprehension strategies (activate prior knowledge, questioning, visualization, inferencing, and summarizing): STRONG

Instructional Strategies

- <https://ies.ed.gov/ncee/wwc/PracticeGuide/14>
- https://www.theoakwoodschoo.org/uploaded/Portals/2018_2019_September_24_Coffee_Talk_Maximizing_Student_Learning.pdf
- Direct Instruction (.59) to prepare for reciprocal teaching: incorporate differentiation and scaffolding
- Reciprocal Teaching (.74): Small group instruction, teacher modeling, guided group discussions focusing on summarizing, predicting, questioning, and eventually assuming role as teacher
- Formative Assessments (.9): On-going assessments and feedback

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

Yes/No

K-2: yes
4-5: no

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

Grades K-2

Grades K-2 summer reading camp will mirror what is being implemented in Summer Reading Camp for 3rd Grade: Utilize Wonders Curriculum, Wordly Wise, Phonics for Reading, and Sopris Voyager Learning Passport as materials/resources to enhance the implementation of a variety of reading and instructional strategies. Below are the programs available that can be utilized for Grades K-2.

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

Phonics for Reading by Anita Archer Curriculum Associates: Tier 1 – Strong Evidence I-Ready Diagnostic, I-Ready Toolkit <https://eric.ed.gov/?q=iready&id=ED588953>

Sopris Voyager Passport – Strong Evidence <https://www.evidenceforessa.org/programs/reading>

Reading Strategies

- <https://ies.ed.gov/ncee/wwc/PracticeGuide/14>
- https://ies.ed.gov/ncee/wwc/Docs/PracticeGuide/readingcomp_pg_092810.pdf#page=23

- Utilize narrative and informational text to identify and utilize text structure to help guide student comprehension, learning, and over all understanding – MODERATE
- Teach comprehension through engaging and motivating context (purpose for reading, actively engage students, student choice, and collaboration with peers): MODERATE
- Teach student how to use research-based reading comprehension strategies (activate prior knowledge, questioning, visualization, inferencing, and summarizing): STRONG

Instructional Strategies

- <https://ies.ed.gov/ncee/wwc/PracticeGuide/14>
- https://www.theoakwoodschool.org/uploaded/Portals/2018_2019_September_24_Coffee_Talk_Maximizing_Student_Learning.pdf
- Direct Instruction (.59) to prepare for reciprocal teaching: incorporate differentiation and scaffolding
- Reciprocal Teaching (.74): Small group instruction, teacher modeling, guided group discussions focusing on summarizing, predicting, questioning, and eventually assuming role as teacher
- Formative Assessments (.9): On-going assessments and feedback

Grades 6-8

4. Grades 6-8 Assessments

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

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

5. 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
<p>Beginning of year data</p> <p>IF: Student meets the following criteria at the beginning of the school year: IF: 2022/2023 F.A.S.T. ELA Score is at Proficiency Level 3, 4, or 5 <u>or</u> 6th Grade – Most recent Exact Path Reading Scores (national percentile ranking is 40th percentile and above) Scale score is at or above 1110 7th Grade - Most recent Exact Path Reading Scores (national percentile ranking is 56th percentile and above) Scale score is at or above 1144 8th Grade - Most recent Exact Path Reading Scores (national percentile ranking is 47th percentile and above) Scale score is at or above 1159</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. Core ELA to be used during the 2023-24 school year will be McGraw Hill’s StudySync. EdReports indicates that this curriculum Meets Expectations for Alignment and Usability for grades 6-8 and evidence from McGraw Hill’s Grades 6-12 Research indicates an ESSA level of Tier 3 – Promising.</p>
<p>List performance criteria that indicate Tier 1 is sufficient for at least 80% of students. F.A.S.T. PM2 and/or PM3 indicate students are on grade level</p>
<p>Explain how the effectiveness of Tier 1 instruction is monitored.</p> <ul style="list-style-type: none"> • Lesson plan checks and feedback – Admin and Instructional Coach • Classroom walk-throughs and feedback – Admin, Instructional Coach, MTSS Coordinator • Data Chats following each progress monitoring – Instructional Coach, Admin, MTSS Coordinator
<p>What procedures are in place to identify and solve problems to improve effectiveness of Tier 1 instruction?</p> <ul style="list-style-type: none"> • Literacy Leadership Team/Data Team – reviews student data and identifies areas of concern using the Four-Step Data Solving Process • Weekly Grade-Level Team Meetings • Feedback and Coaching Conversations/Modeling • Instructional Data Analysis and Data Chats • Monthly PLCs, which include continued PD centered around implementation of B.E.S.T. ELA standards, continued PD for implementation of McGraw Hill StudySync and continued PD for Edmentum Exact Path.
<p>Performance criteria that prompt the addition of Tier 2 interventions for students not meeting expectations/benchmarks during the school year: F.A.S.T. PM 2 data (this will need to administer before holiday break to aid in 2nd semester scheduling)</p>
<p>Beginning of year data</p> <p>IF: Student meets the following criteria at the beginning of the school year:</p>

2022/23 FAST ELA Score is at Level 2 or student scores a Level 1 for the previous year only, student may be one to two years below reading level and/or

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

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

8th Grade - Most recent Exact Path Reading Scores (national percentile ranking is 23rd percentile through 46th percentile) Scale score is between 1049 and 1158

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.

Exact Path Individualized Instruction and resources used to develop and implement small group instruction targeting specific skills

McGraw-Hill Study Sync - Core ELA is McGraw Hill Study Sync. Lesson scaffolds are available and will be used for those students approaching grade level and identified as in need of instructional Tier 2 supports. EdReports indicates that this curriculum Meets Expectations for Alignment and Usability for grades 6-8 and evidence from McGraw Hill's Grades 6-12 Research indicates an ESSA level of Tier 3 – Promising.

Perfection Learning: **Vocabu-Lit** – documentation from Perfection Learning includes “Most vocabulary is acquired through incidental exposure rather than through direct instruction and most incidental exposure to new vocabulary occurs via reading rather than speaking and listening because many words that are rarely used in speech are used more often in writing (Nippold, 1998; Webb & Nation, 2017). Incidental learning of vocabulary requires students to read voraciously because it takes many exposures to words in context to develop a rich and deep vocabulary network (Swanborn & de Glopper, 1999). As a result, those who lack vocabulary proficiency are likely to struggle with comprehending text and may miss opportunities to increase their vocabulary knowledge incidentally through reading. According to Bromley (2004), vocabulary is a principal contributor to comprehension, fluency, and achievement. Children who know the meaning of most of the words they hear and read comprehend more than those who do not (Freebody and Anderson, 1983). Furthermore, a student's vocabulary is a strong indicator of their success in school (Baker, Simmons & Kame'enui, 1998).

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

Exact Path Individualized Instruction and resources used to develop and implement small group instruction targeting specific skills

McGraw-Hill Study Sync - Core ELA is McGraw Hill Study Sync. Lesson scaffolds are available and will be used for those students approaching grade level and identified as in need of instructional Tier 2 supports. EdReports indicates that this curriculum Meets Expectations for Alignment and Usability for grades 6-8 and evidence from McGraw Hill's Grades 6-12 Research indicates an ESSA level of Tier 3 – Promising.

Perfection Learning: **Vocabu-Lit** – documentation from Perfection Learning includes “Most vocabulary is acquired through incidental exposure rather than through direct instruction and most incidental exposure to new vocabulary occurs via reading rather than speaking and listening because many words that are rarely used in speech are used more often in writing (Nippold, 1998; Webb & Nation, 2017). Incidental learning of vocabulary requires students to read voraciously because it takes many exposures to words in context to

develop a rich and deep vocabulary network (Swanborn & de Glopper, 1999). As a result, those who lack vocabulary proficiency are likely to struggle with comprehending text and may miss opportunities to increase their vocabulary knowledge incidentally through reading. According to Bromley (2004), vocabulary is a principal contributor to comprehension, fluency, and achievement. Children who know the meaning of most of the words they hear and read comprehend more than those who do not (Freebody and Anderson, 1983). Furthermore, a student's vocabulary is a strong indicator of their success in school (Baker, Simmons & Kame'enui, 1998).

Number of times per week interventions are provided:

5

Number of minutes per intervention session:

45 minutes

Explain how the effectiveness of Tier 2 interventions are monitored.

Data analysis of PM2 and PM3 FAST data; student grades

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

- Literacy Leadership Team/Data Team reviews student data and identifies areas of concern using the Four-Step Data Solving Process
- MTSS Monthly Meetings to review intervention data and update interventions as needed and student data suggests
- Weekly Grade Level Team Meetings
- Monitor usage of Exact Path – Teacher, Instructional Coach, MTSS Coordinator
- Lesson Plan Checks and Feedback – Admin and Instructional Coach
- Classroom Walk-throughs and Feedback – Admin, Instructional Coach, MTSS Coordinator
- Coaching Conversations – Instructional Coach
- Data Chats after Progress Monitoring – Instructional Coach

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

Beginning of year data

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

2022/23 FSA ELA Score at Level 1 for two or more consecutive years

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

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

8th Grade - Most recent Exact Path Reading Scores (national percentile ranking is 1st percentile through 22nd percentile) Scale score is at or 1048 and below

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/System 44 - 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. According to What Works Clearinghouse, Read 180 is considered strong for comprehension, strong for literacy achievement, and moderate for reading fluency. Read 180/System 44 Interventions are provided by a highly qualified, reading endorsed teacher. Read 180/System 44 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 Individual Educational Plan (IEP), and students who are English language learners, as applicable. Read 180/System 44 - 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. According to What Works Clearinghouse, Read 180 is considered strong for comprehension, strong for literacy achievement, and moderate for reading fluency. Read 180/System 44 Interventions are provided by a highly qualified, reading endorsed teacher. Read 180/System 44 from Houghton-Mifflin Harcourt meets ESSA Strong Evidence criteria.

Number of times per week interventions are provided: 5

Number of minutes per intervention session: 45

Explain how the effectiveness of Tier 3 interventions are monitored.

Data analysis of PM2 and PM3 FAST data; student grades; Reading Inventory three times per year for all Tier 3 students; Phonics Inventory for lowest level students, if indicated by Reading Inventory.

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

- Literacy Leadership Team/Data Team reviews student data and identifies areas of concern using the Four-Step Data Solving Process
- MTSS Monthly Meetings to review intervention data and update interventions as needed and student data suggests
- Weekly Grade Level Team Meetings
- Lesson Plan Checks and Feedback – Admin and Instructional Coach
- Classroom Walk-throughs and Feedback – Admin, Instructional Coach, MTSS Coordinator
- Coaching Conversations – Instructional Coach
- Data Chats after Progress Monitoring – Instructional Coach, MTSS Coordinator

Grades 9-12

6. Grades 9-12 Assessments

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

Name of the Assessment	Target Audience (Grades 9-12)	What component of reading is being assessed?	Assessment Type (Each type of assessment should be represented.)	How often is the data being collected?
FAST ELA Reading	<input checked="" type="checkbox"/> Grade 9	<input type="checkbox"/> Oral Language	<input checked="" type="checkbox"/> Screening	<input type="checkbox"/> Weekly

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?
	<input checked="" type="checkbox"/> Grade 10 <input type="checkbox"/> Grade 11 <input type="checkbox"/> Grade 12	<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"/> Progress Monitoring <input type="checkbox"/> Diagnostic <input checked="" type="checkbox"/> Summative	<input type="checkbox"/> 2 x Month <input type="checkbox"/> Monthly <input type="checkbox"/> Quarterly <input checked="" type="checkbox"/> 3 x Year <input type="checkbox"/> Annually <input type="checkbox"/> As Needed <input type="checkbox"/> Other
Other District Assessment (Enter name of assessment. Then, select all that apply.)	<input type="checkbox"/> Grade 9 <input 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 type="checkbox"/> Vocabulary <input type="checkbox"/> Comprehension	<input type="checkbox"/> Screening <input type="checkbox"/> Progress Monitoring <input type="checkbox"/> Diagnostic <input type="checkbox"/> Summative	<input type="checkbox"/> Weekly <input type="checkbox"/> 2 x Month <input type="checkbox"/> Monthly <input type="checkbox"/> Quarterly <input type="checkbox"/> 3 x Year <input type="checkbox"/> Annually <input type="checkbox"/> As Needed <input type="checkbox"/> Other

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

Students who score below proficiency based on FAST ELA progress monitoring.

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: (Enter assessment criteria that will be used.) FAST PM 3 ELA Scale Scores Grade 9: Level 5: 370 and above Level 4: 355-369 Level 3: 343-354</p> <p>Grade 10: Level 5: 378 and above Level 4: 362-377 Level 3: 350-361</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. My perspectives</p>

<p>List performance criteria that indicate Tier 1 is sufficient for at least 80% of students. Grade 9: 343 or higher on FAST progress monitoring Grade 10: 350 or higher on FAST progress monitoring</p>
<p>Explain how the effectiveness of Tier 1 instruction is monitored. FAST progress monitoring, exact path</p>
<p>What procedures are in place to identify and solve problems to improve effectiveness of Tier 1 instruction and/or curriculum provided to students? MTSS interventions</p>
<p>Performance criteria that prompt the addition of Tier 2 interventions for students not meeting expectations/benchmarks during the school year: Students who are failing a class and/or students who fall below proficient on FAST progress monitoring.</p>
<p>Beginning of year data</p>
<p>IF: Student meets the following criteria at the beginning of the school year: (Enter assessment criteria that will be used.) Students who score below proficient on FAST. 9th grade 342 or below 10th grade 349 or below</p>
<p>THEN TIER 1 Instruction and TIER 2 Interventions</p>
<p>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. Vocabulit Connections Exact path</p>
<p>Indicate the evidence-based programs and practices implemented for students with a disability, students with an Individual Educational Plan (IEP), and students who are English language learners, as applicable. Vocabulit Connections Exact path</p>
<p>Number of times per week interventions are provided: 3</p>
<p>Number of minutes per intervention session: 20-30 minutes per session</p>
<p>Explain how the effectiveness of Tier 2 interventions are monitored. FAST progress monitoring</p>
<p>What procedures are in place to identify and solve problems to improve effectiveness of Tier 2 interventions? FAST progress monitoring, small group intervention data, MTSS monitoring</p>
<p>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 276 – 327 10th grade: 284 – 333 with tier 2 instruction and interventions.</p>
<p>Beginning of year data</p>

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

(Enter assessment criteria that will be used.)

Students who score a level 1 on FSA or FAST

9th grade: 276-327

10th grade: 284-333

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, American Lit (11th grade), 12th grade intensive reading

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

Read 180, American Lit (11th grade), 12th grade intensive reading

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.

FAST progress monitoring

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

Students' scores on benchmark assessments, Reading inventory (READ 180), progress monitoring scores, and classroom assignments are 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, an individual reading plan will be put in place.

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

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

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

Over the course of the school year many different opportunities for reading professional development will be made available to instructional and non-instructional staff. The Panhandle Area Educational Consortium reading competency courses are available at no-cost to all ELA teachers. Many different opportunities will be provided to the content area reading teachers over the course of the 2023-24 school year. The Director of Instruction, Jill Rudd, has 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

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

Teachers in the district can earn their Reading Endorsement through PAEC or UF Literacy Matrix.

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

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

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 school year, as well as the 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 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. The math curriculum utilized is MAFS Rehearsal from Rally Education, but standards based instruction is emphasized allowing for a variety of hands on activities, math games, and math manipulatives.

Taylor County School District also has high school students tutoring 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.

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

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

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

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. Read-at-Home plans will be developed and shared with families by the end of the first nine weeks of school. 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. Struggling K-5 students are invited and encouraged to enroll in the New Worlds Reading Initiative to receive free books at home.

APPROVED

JUN 15 2023

By Taylor County
School Board