NASSAU COUNTY SCHOOL DISTRICT

K-12 READING PLAN

Dr. Kathy K. Burns, Superintendent
School Board of Nassau County
1201 Atlantic Avenue
Fernandina Beach, Florida 32034
904-491-9900

Mark Durham
Assistant Superintendent

Misty Mathis
Executive Director of Curriculum, Instruction

Nassau County School Board Equity and Non-Discrimination Statement

The School Board of Nassau County, Florida, does not discriminate in admission, access, treatment or employment in its programs and educational or extra-curricular school activities on the basis of race, color, religion, age, sex, national origin, marital status, disability, genetic information, sexual orientation, gender identity or expression, or any other reason prohibited by law. The School Board also provides equal access to the Boy Scouts of America and other patriotic youth groups. Steps and forms for filing a complaint are available on the district's website under the Equity and Non-Discrimination tab. The following district contacts have been designated to handle inquiries regarding non-discrimination and harassment policies, reports of alleged violations, concerns about compliance and/or the complaint procedures:

Equity Contact:
Tia L. Brown
Director, Professional Development
1201 Atlantic Ave.
Fernandina Beach, FL 32034
(904) 491-9888
brownti@nassau.k12.fl.us

Title IX / Bullying and Harassment / Section 504:
Mark Durham
Assistant Superintendent
1201 Atlantic Ave.
Fernandina Beach, FL 32034
(904) 491-9905
durhamma@nassau.k12.fl.us

Americans with Disabilities Act (ADA)
Jeffery Bunch
Director of Facilities
86334 Goodbread Rd.
Yulee, FL 32097
(904) 225-5343
bunchje@nassau.k12.fl.us

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
Executive Director of Curriculum and Instruction	Misty Mathis	mathmi@nassau.k12.fl.us	904-491-9900
Main Reading Contact	Rhonda Devereaux	deverearh@nassau.k12.fl.us	904-491-9900
Data Element	Pam McBee	mcbeepa@nassau.k12.fl.us	904-491-9900
Third Grade Promotion	Rhonda Devereaux	deverearh@nassau.k12.fl.us	904-491-9900
Multi-Tiered System of Supports	Rhonda Devereaux	deverearh@nassau.k12.fl.us	904-491-9900
High School ELA	Natasha Drake	drakena@nassau.k12.fl.us	904-491-9900
Director of Staff Development	Tia Brown	brownti@nassau.k12.fl.us	904-491-9900
Director of Exceptional Student Education	Patricia Kelly	kellypa@nassau.k12.fl.us	904-491-9900

2) District Expenditures

Comprehensive System of Reading Instruction Expenditures (Rule 6A-6.053(8)(b)3.b., F.A.C.)
The reading funding included in the Florida Education Finance Program (FEFP) base funding is intended to provide comprehensive reading instruction to students in prekindergarten (PreK) through grade 12. Districts will include salaries and benefits, professional learning, assessment, programs/materials, tutoring and incentives required to effectively implement the district's plan. The expenditures must prioritize K-3 students who have a substantial reading deficiency or characteristics of dyslexia.

Comprehensive System of Reading Instruction Expenditures	Amount	FTE (where applicable)
Anticipated Amount of District Base Funding for CERP		
Estimated proportional share distributed to district charters	N/A	

Comprehensive System of Reading Instruction Expenditures	Amount	FTE (where applicable)
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.		
Elementary Expenses		
Literacy coaches	831,495.33	**10**
Intervention teachers		
Scientifically researched and evidence-based supplemental instructional materials		
Summer reading camps		
Secondary Expenses		
Literacy coaches		
Intervention teachers		
Scientifically researched and evidence-based supplemental instructional materials		
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		
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	**831,495.33**	

3) Literacy Leadership – District and School

A. **Measurable Student Achievement Goals (Rule 6A-6.053(8)(b)3.d., F.A.C.)**
For each grade, Voluntary Prekindergarten (VPK)-10, establish clear and measurable student literacy achievement goals based on the Florida Assessment of Student Thinking (FAST). Goals for the plan year should increase from the previous year in order to meet statewide literacy achievement goals.

FAST				
Grade	Previous School Year – % of Students Scoring		Goal for Plan Year – % of Students Scoring	
	Urgent Intervention <10th percentile	**At & Above Benchmark** 40th percentile & above	**Urgent Intervention** <10th percentile	**At & Above Benchmark** 40th percentile & above
VPK	Do not offer yearly VPK program	Do not offer yearly VPK program	Do not offer yearly VPK program	Do not offer yearly VPK program

K	5%	86% Early Lit	2%	89%
1	5%	84%	2%	87%
2	5%	83%	2%	86%

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	11%	68%	8%	71%
4	10%	69%	7%	72%
5	9%	69%	6%	72%
6	10%	68%	7%	71%
7	14%	62%	11%	65%
8	11%	68%	8%	71%
9	14%	61%	11%	64%
10	13%	64%	10%	67%

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	F.A.S.T PM1, PM2, & PM3	F.A.S.T PM1, PM2, & PM3
Actions for continuous support and improvement	Data will be reviewed by the Curriculum and Instruction Team. K-5 administrators will hold data meetings with the School Literacy Leadership teams. Literacy Leadership meeting minutes will be reviewed and discussed quarterly with administration by the Director of Elementary Education	School-wide data will be reviewed for each grade level, subject, and teacher. Principals will hold data chats with the Literacy Leadership team, grade level teams, departments, and individual teachers.
Grades 6-8	**District Level**	**School Level**
Data that will be collected and frequency of review	F.A.S.T PM1, PM2, & PM3	F.A.S.T PM1, PM2, & PM3
Actions for continuous support and improvement	Data will be reviewed by the Curriculum and Instruction Team. 6-8 administrators will hold data meetings with the School Literacy Leadership teams. Literacy Leadership meeting minutes will be reviewed and discussed quarterly with administration by the Director of Elementary	School-wide data will be reviewed for each grade level, subject, and teacher. Principals will hold data chats with the Literacy Leadership team, grade level teams, departments, and individual teachers.

Grades 9-12	District Level	School Level
	Education and the Director of Middle School.	
Data that will be collected and frequency of review	F.A.S.T PM1, PM2, & PM3	F.A.S.T PM1, PM2, & PM3
Actions for continuous support and improvement	Data will be reviewed by the Curriculum and Instruction Team. 9-12 administrators will hold data meetings with the School Literacy Leadership teams. Literacy Leadership meeting minutes will be reviewed and discussed quarterly with administration by the Director of Elementary Education and the Director of High Schools.	School-wide data will be reviewed for each grade level, subject, and teacher. Principals will hold data chats with the Literacy Leadership team, grade level teams, departments, and individual teachers.

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.**

Priority areas identified for improvement:

Literacy Leadership-
1. Build capacity within the schools to increase literacy outcomes by ensuring all School Literacy Leadership Teams meet regularly to disaggregate data and make informed decisions about how to maximize student growth.
2. Provide school-based administrators training on scientifically based reading research and evidence-based practices.
3. Provide additional training and coaching as needed to school-based administrators when indicated by student achievement data in reading/literacy.

Standards, Curriculum, Instruction & Intervention-
1. Adopt evidence-based supplemental and intervention programs to use with students needing additional instruction beyond core instruction.

Professional Learning-
1. Provide school-based professional learning to help teachers integrate phonological 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.

Strategies to address priorities:

Literacy Leadership/Professional Learning-
1. Provide district monitoring to ensure all School Literacy Leadership Teams are meeting regularly to disaggregate data and make informed decisions about how to maximize student growth.
2. Provide school-based administrators with training on scientifically based reading research and evidence-based practices.
3. Implement coaching and training for school-based administrators as needed when student achievement data in reading/literacy demonstrate significant deficits in proficiency rates.

CERP will be revised in the following ways:

Standards, Curriculum, Instruction & Intervention-
1. Explore state intervention materials for grades K-4 once they are provided to the districts.
2. Explore REWARDS and Sonday System more diligently for grades 6-12 as Tier II and Tier III interventions.

Professional Learning -
1. K-12 Literacy/Reading coaches will provide site-based training to help teachers integrate phonological 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.

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

Principals will monitor the implementation of the reading plan using regular school- based literacy leadership team meetings to analyze data, identify professional learning needs, and identify any areas in need of improvement. Principals will also continue to use the state provided school-based ELA walkthrough tool to conduct administrative and literacy team walkthroughs on their campus. District directors will also conduct literacy-based walkthroughs at each school campus.

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.**

School principals will monitor F.A.S.T PM1, PM2, and PM3 data, STAR reading data, phonics screeners, DIBELS, Lexia data, and curriculum-based assessment data as it applies to their specific grade band. Principals will also monitor on-going collaborative planning efforts within each grade band to ensure instruction that supports the needs of students is provided.

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.**

N/A

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

The Director of Elementary Education will communicate the literacy coach model with all principals at our July Principals Meeting. Continued communication of expectations will be provided as needed during future principal meetings and site-based visits.

Nassau County is using The Just Read, Florida! Literacy Coach Model.

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

District Literacy Coach monthly meetings will be facilitated by the Director of Elementary Education to set norms for data collection, implement effective coaching cycles, and to plan professional development based on data trends. Nassau County will continue our partnership with the State's Regional Literacy Director (SRLD) to provide guidance and support as it pertains to literacy instruction and state expectations.   Opportunities to participate in the Literacy Coach Endorsement Academy will be made available to newly hired Reading/Literacy Coaches.

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

The Director of Elementary Education will support and monitor the literacy coaches' time and tasks. Professional development has been and will continue to be provided to literacy coaches from state provided State Regional Literacy Directors assigned to Nassau County. Coaches have been provided with professional development in the following areas: analyzing data, conducting data meetings, coaching cycles, creating instructional action plans, providing feedback to teachers as it relates to literacy instruction, and providing district and school-wide literacy professional development. Twelve of sixteeen Literacy Coaches have completed the Literacy Endorsement Academy.

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

Literacy coaches submit monthly calendars, coaching logs, professional development presentations, sign in sheets, and agendas to the Director of Elementary Education. Regular school-based literacy walkthroughs will be made by the Director of Elementary Education, Middle School Director, and the Director of High Schools to monitor effective implementation of the coaching model.

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 still(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.**

   The district will align K-12 reading instruction with Florida's Revised Formula for Success by using state adopted evidence-based, B.E.S.T. standards aligned curriculum. The new curriculum encompasses the six components of reading, the four types of assessments, core instruction, immediate intervention, and immediate intensive intervention for each grade level. In addition, curriculum maps (instructional pacing guides) have been revised to incorporate the new formula for success to ensure all the components of reading are included in classroom instruction. Students with disabilities and English language learners are afforded quality Tier I, Tier II, and Tier III interventions as appropriate.

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

   Nassau County does not currently offer a public school PreK program.

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

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

The Decision Trees must contain the following information:

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

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

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

Grades VPK-5

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

Name of the Assessment	Target Audience (Grades VPK-5)	What component of reading is being assessed? (Each component should be addressed.)	Assessment Type (Each type of assessment should be represented.)	How often is the data being collected?
FAST Star Early Literacy	☐ VPK ☒ Grade K	☒ Oral Language ☒ Phonological	☒ Screening ☒ Progress	☐ Weekly ☐ 2 x Month

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?
	☒ Grade 1 ☐ Grade 2 ☐ Grade 3 ☐ Grade 4 ☐ Grade 5	Awareness ☒ Phonics ☒ Fluency ☒ Vocabulary ☒ Comprehension	Monitoring ☒ Diagnostic ☒ Summative	☐ Monthly ☐ Quarterly ☒ 3 x Year ☐ Annually ☐ As Needed ☐ Other
FAST Star Reading	☐ VPK ☐ Grade K ☒ Grade 1 ☒ Grade 2 ☐ Grade 3 ☐ Grade 4 ☐ Grade 5	☐ Oral Language ☐ Phonological Awareness ☐ Phonics ☐ Fluency ☒ Vocabulary ☒ Comprehension	☒ Screening ☒ Progress Monitoring ☒ Diagnostic ☒ Summative	☐ Weekly ☐ 2 x Month ☐ Monthly ☐ Quarterly ☒ 3 x Year ☐ Annually ☐ As Needed ☐ Other
FAST ELA Reading	☐ VPK ☐ Grade K ☐ Grade 1 ☐ Grade 2 ☒ Grade 3 ☒ Grade 4 ☒ Grade 5	☐ Oral Language ☐ Phonological Awareness ☐ Phonics ☐ Fluency ☒ Vocabulary ☒ Comprehension	☒ Screening ☒ Progress Monitoring ☐ Diagnostic ☒ Summative	☐ Weekly ☐ 2 x Month ☐ Monthly ☐ Quarterly ☒ 3 x Year ☐ Annually ☐ As Needed ☐ Other
Benchmark Assessments	☐ VPK ☒ Grade K ☒ Grade 1 ☒ Grade 2 ☒ Grade 3 ☒ Grade 4 ☒ Grade 5	☐ Oral Language ☐ Phonological Awareness ☐ Phonics ☐ Fluency ☒ Vocabulary ☒ Comprehension	☒ Screening ☒ Progress Monitoring ☐ Diagnostic ☒ Summative	☐ Weekly ☒ 2 x Month ☐ Monthly ☐ Quarterly ☐ 3 x Year ☐ Annually ☐ As Needed ☐ Other
Sonday System	☐ VPK ☒ Grade K ☒ Grade 1 ☒ Grade 2 ☒ Grade 3 ☒ Grade 4 ☒ Grade 5	☒ Oral Language ☒ Phonological Awareness ☒ Phonics ☒ Fluency ☐ Vocabulary ☐ Comprehension	☒ Screening ☒ Progress Monitoring ☐ Diagnostic ☐ Summative	☐ Weekly ☐ 2 x Month ☐ Monthly ☐ Quarterly ☐ 3 x Year ☐ Annually ☒ As Needed ☐ Other

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?
DIBELS	☐ VPK ☒ Grade K ☒ Grade 1 ☒ Grade 2 ☒ Grade 3 ☒ Grade 4 ☒ Grade 5	☐ Oral Language ☒ Phonological Awareness ☒ Phonics ☒ Fluency ☐ Vocabulary ☒ Comprehension	☒ Screening ☒ Progress Monitoring ☐ Diagnostic ☒ Summative	☐ Weekly ☐ 2 x Month ☐ Monthly ☐ Quarterly ☒ 3 x Year ☐ Annually ☐ As Needed ☐ Other
District Created Phonics Screener	☐ VPK ☒ Grade K ☒ Grade 1 ☒ Grade 2 ☐ Grade 3 ☐ Grade 4 ☐ Grade 5	☐ Oral Language ☐ Phonological Awareness ☒ Phonics ☐ Fluency ☐ Vocabulary ☐ Comprehension	☒ Screening ☒ Progress Monitoring ☒ Diagnostic ☐ Summative	☐ Weekly ☐ 2 x Month ☒ Monthly ☐ Quarterly ☐ 3 x Year ☐ Annually ☐ As Needed ☐ Other
District Created Phonological Awareness Screener	☐ VPK ☒ Grade K ☒ Grade 1 ☐ Grade 2 ☐ Grade 3 ☐ Grade 4 ☐ Grade 5	☒ Oral Language ☒ Phonological Awareness ☐ Phonics ☐ Fluency ☐ Vocabulary ☐ Comprehension	☒ Screening ☒ Progress Monitoring ☒ Diagnostic ☐ Summative	☐ Weekly ☐ 2 x Month ☒ Monthly ☐ Quarterly ☐ 3 x Year ☐ Annually ☐ As Needed ☐ Other
Saxon Phonics Assessments	☐ VPK ☒ Grade K ☒ Grade 1 ☒ Grade 2 ☐ Grade 3 ☐ Grade 4 ☐ Grade 5	☒ Oral Language ☐ Phonological Awareness ☒ Phonics ☐ Fluency ☐ Vocabulary ☐ Comprehension	☐ Screening ☒ Progress Monitoring ☐ Diagnostic ☒ Summative	☒ Weekly ☒ 2 x Month ☐ Monthly ☐ Quarterly ☐ 3 x Year ☐ Annually ☐ As Needed ☐ Other
Fountas & Pinnell Leveled Literacy Intervention (LLI)	☐ VPK ☒ Grade K ☒ Grade 1 ☒ Grade 2 ☒ Grade 3 ☒ Grade 4 ☒ Grade 5	☐ Oral Language ☐ Phonological Awareness ☒ Phonics ☒ Fluency ☒ Vocabulary ☒ Comprehension	☐ Screening ☒ Progress Monitoring ☐ Diagnostic ☐ Summative	☐ Weekly ☐ 2 x Month ☐ Monthly ☐ Quarterly ☐ 3 x Year ☐ Annually ☒ As Needed ☐ Other

2. **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 in need of Tier 2 interventions:
K-2- if the student Percentile Rank on STAR Reading or STAR Early Literacy is 10-24%.

Grade 3- if the student Percentile Rank on STAR Reading is 10-24% **and/or** Level 2 or lower performance on the F.A.S.T. PM3 standardized English Language Arts assessment the **previous year.**

Students are identified as in need of Tier 3 interventions:
K-2- if the student Percentile Rank on STAR Reading or STAR Early Literacy is below the tenth (10th) percentile **or** is unable to complete the practice items on the designated grade-level assessment 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.

Grade 3- the student Percentile Rank on STAR Reading is below the tenth (10th) percentile **or** is unable to complete the practice items on the designated grade-level assessment 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; **and/or** the student scores a Level 1 on the F.A.S.T. PM3 standardized English Language Arts assessment the **previous year.**

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

Students are identified as in need of Tier 2 interventions:
Grade 4-5 students are identified as in need of Tier 2 interventions if their Percentile Rank on STAR Reading is 10-24% **and/or** Level 2 or lower performance on the F.A.S.T. PM3 standardized English Language Arts assessment the **previous year**.

Students are identified as in need of Tier 3 interventions:
Grade 4-5 students are identified as in need of Tier 3 interventions if their Percentile Rank score on the STAR Reading is below the tenth (10th) percentile **or** is unable to complete the practice items on the designated grade-level assessment 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; **and/or** Level 1 performance on the F.A.S.T. PM3 standardized English Language Arts assessment the **previous year**.

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.

Process for identifying grades K-3 students with characteristics of dyslexia:
The classroom teacher will use regular weekly progress monitoring, formative assessments, or teacher observation data, and minimum skill levels for reading competency screeners in the areas of phonological awareness and phonics to identify characteristics of dyslexia. Tier 3 interventions will be provided to students identified as having characteristics of dyslexia.

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

The classroom teacher will use regular weekly screeners in the areas of phonological awareness and phonics to identify students with characteristics of dyslexia. Students demonstrating characteristics of dyslexia, who are not responding well to classroom remediation or small group instruction will be administered additional screening using an Orton-Gillingham Research Based screener (e.g, Sonday System).

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:

(Enter assessment criteria that will be used.)

K-5 students scoring a Percentile Rank on STAR Reading or Early Literacy of 25% or above; **and/or** at or above proficiency (Level 3 or higher) on F.A.S.T. PM3 standardized English Language Arts assessment the **previous year**.

THEN TIER 1 Only

Core Instruction
Indicate the core curriculum and how the program is supported by strong, moderate or promising levels of evidence.

All students receive Tier I Core Instruction using the state approved and district adopted Florida Benchmark Advance curriculum. Tier I instruction includes evidence-based curriculum materials and practices used in instruction that address the six components of reading: oral language, phonological awareness, phonics, fluency, vocabulary, and comprehension.
NOTE the three cueing system model is NOT used.

List performance criteria that indicate Tier 1 is sufficient for at least 80% of students.
K-5 -60% or higher on Benchmark Advance Assessments-Core Curriculum.
K-5 Percentile Rank on STAR Reading or Early Literacy is 25% or above the current year **and/or** F.A.S.T PM3 standardized English Language Arts assessment the **previous year-** Level 3 or above (grades 3-5).

Explain how the effectiveness of Tier 1 instruction is monitored.
The district monitors implementation through monthly principal meetings, site-based walk-throughs, and on-going data analysis of progress monitoring data. School-based administration ensures class schedules maximize the 90-minute reading block, review lesson plans, complete classroom observations, monitor progress monitoring data and curriculum assessment data to ensure evidence-based instructional strategies are implemented.

What procedures are in place to identify and solve problems to improve effectiveness of Tier 1 instruction?
District and school administration review lesson plans and observe classroom teachers utilizing instructional strategies as defined by the Practice Profiles (explicit, systematic, scaffolded and differentiated instruction). Professional development opportunities are provided for classroom teachers at the school and district level to support effective use of these practices. K-12 Reading/Literacy coaches are on site to provide coaching and modeling support as needed to increase teacher effectiveness. Progress monitoring data is reviewed regularly by school and district administrators.

Literacy leadership and professional learning were identified in the CERP Reflection tool as areas for continued improvement: The following strategies will assist district administrators, school-based administrators, literacy coaches, and teachers in improving Tier I instruction:
1. Provide district monitoring to ensure all School Literacy Leadership Teams are meeting regularly to disaggregate data and make informed decisions about how to maximize student growth.
2. Provide school-based administrators with training on scientifically based reading research and evidence-based practices.
3. Implement coaching and training for school-based administrators as needed when student achievement data in reading/literacy demonstrate significant deficits in proficiency rates.
4. K-12 Literacy/Reading coaches will provide site-based training to help teachers integrate phonological 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.

All ELA courses are assigned state approved curriculum to use as Tier I curriculum resources. Curriculum is reviewed annually to ensure curriculum aligns to the state standards and teaches the

standards in an explicit and systematic order. Formative data sources are also analyzed and used as indicators of the effectiveness of the Tier I curriculum.
Performance criteria that prompt the addition of Tier 2 interventions for students not meeting expectations/benchmarks during the school year: **Students meeting one or more of the criteria below may require the addition of Tier 2 interventions:** **K-5** -59% or below on Benchmark Advance Assessments-Core Curriculum **K-2** -Percentile Rank on STAR Reading or Early Literacy is 10-24. **3-5 -**Percentile Rank on STAR Reading is 10-24 **and/or** F.A.S.T PM3 standardized English Language Arts assessment the **previous year**- Level 2 or below. **Additional criteria if needed to triangulate data:** DIBELS- Instructional reading performance below grade level expectancy K-5- Instructional reading performance below grade level expectancy as defined by Next Step to Guided Reading assessment- Fountas & Pinnell.
Beginning of year data
IF student meets the following criteria at the beginning of the school year: (Enter assessment criteria that will be used.) K-5-Percentile Rank on STAR Reading or Early Literacy is 10-24%; **and/or** proficiency Level 2 or below on F.A.S.T. PM3 standardized English Language Arts assessment the **previous year**- (grades 3-5). **Additional criteria if needed:** DIBELS- Instructional reading performance below grade level expectancy K-5 Instructional reading performance below grade level expectancy as defined by Next Step to Guided Reading assessment- Fountas & Pinnell.

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-2 grade students receive daily small group differentiated phonics instruction and standards-based remedial core curriculum instruction as part of their 90-minute reading block. The Fountas & Pinnell Leveled Literacy Intervention (LLI) program and/or Lexia Core program are also used to provide Tier 2 interventions.
3-5 grade students receive daily small group differentiated, standards-based remedial core curriculum instruction as part of their 90-minute reading block. The Fountas & Pinnell Leveled Literacy Intervention (LLI) program and/or Lexia Core Program are also used to provide Tier 2 interventions.
Small group differentiated instruction (strong evidence)
Lexia Core 5 (strong evidence- per Evidence for ESSA)
Fountas & Pinnell Leveled Literacy Intervention (LLI) (strong evidence - per Evidence for ESSA)
*The district will monitor to ensure that teachers will not employ three-cueing instructional practices for word reading through review or lesson plans and regular classroom observations from literacy coach and school administrators.
*Professional development is provided to educate teachers on appropriate word reading strategies grounded in the science of reading.

Indicate the evidence-based programs and practices implemented for students with a disability, students with an IEP and students who are English language learners, as applicable.
Small Group differentiated instruction (strong evidence)
Lexia Core 5 (strong evidence)
Fountas & Pinnell Leveled Literacy Intervention (LLI) (strong evidence)
*The district will monitor to ensure that teachers will not employ three-cueing instructional practices for word reading through review or lesson plans and regular classroom observations from literacy coach and school administrators.
*Professional development is provided to educate teachers on appropriate word reading strategies grounded in the science of reading.

For K-3 students who have a substantial reading deficiency or characteristics of dyslexia, identify the multisensory interventions provided.
Multi-sensory manipulatives are provided during small group instruction. (Example: Elkonin boxes, stretchable manipulatives, line readers and tracking devices, visual timers, fidgets, low tech assistive technology devices etc.)

Number of times per week interventions are provided:
3 times a week

Number of minutes per intervention session:
Differentiated instruction will be 20 minutes

Explain how the effectiveness of Tier 2 interventions are monitored.
Diagnostic and progress monitoring data is regularly reviewed three times a year by district administration, school administration, grade level bands, and individual classroom teachers.

School and district administrators will support and monitor implementation of the Tier 2 interventions through classroom walkthroughs, regular data chats, monitoring lesson plans, instructional planning meetings, and MTSS progress monitoring meetings.

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

In addition to the strategies listed to improve the effectiveness of Tier I instruction, schools will provide the following strategies to solve problems to improve the effectiveness of Tier 2 interventions:

Weekly collaborative planning meeting to discuss and plan instructional interventions.
Monthly MTSS meetings to review intervention students' progress.
School and county-wide mentor/mentee program and professional development opportunities
District/school New Teacher Program, administrative walk-throughs, modeling, and
reviewing progress monitoring data
Reading coaches provide coaching and modeling of best instructional practices.

Performance criteria that prompt the addition of Tier 3 interventions for students not meeting expectations/benchmarks during the school year:
Students meeting one or more of the criteria below may require the addition of Tier 3 interventions:
K-5 -59% or below on Benchmark Advance Assessments-Core Curriculum
K-2 -Percentile Rank on STAR Reading or Early Literacy is 1-9.
3-5 -Percentile Rank on STAR Reading is 1-9 **and/or** F.A.S.T PM3 standardized English Language Arts assessment the **previous year**- Level 1 or below.
Additional criteria if needed to triangulate data:
DIBELS- Instructional reading performance below grade level expectancy
K-5 Instructional reading performance below grade level expectancy as defined by Next Step to Guided Reading assessment- Fountas & Pinnell

Beginning of year data

IF student meets the following criteria at the beginning of the school year:
(Enter assessment criteria that will be used.)
K-5 Percentile Rank on STAR Reading or Early Literacy is 1-9%; **and/or** proficiency Level 1 on F.A.S.T. PM3 standardized English Language Arts assessment the - (grades 3-5).

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.
K-2 grade students receive daily small group differentiated phonics instruction and standards-based remedial core curriculum instruction as part of their 90-minute reading block. Additionally, students receive Fountas & Pinnell Leveled Literacy Intervention (LLI) program **and/or** Lexia Core program. The Sonday System is used to provide Tier 3 interventions.
3-5 grade students receive daily small group differentiated, standards-based remedial core curriculum instruction as part of their 90-minute reading block. Additionally, students receive the Fountas & Pinnell Leveled Literacy Intervention (LLI) program **and/or** Lexia Core Program. The Sonday System is also used to provide Tier 3 interventions.

Supported Levels of Evidence:
Small group instruction- (strong evidence)
Lexia Core 5 (strong evidence- per Evidence for ESSA)
Fountas & Pinnell Leveled Literacy Intervention (LLI) (strong evidence - per Evidence for ESSA)
*The district will monitor to ensure that teachers will not employ three-cueing instructional practices for word reading through review or lesson plans and regular classroom observations from literacy coach and school administrators.
*Professional development is provided to educate teachers on appropriate word reading strategies grounded in the science of reading.

Sonday System- Sonday System does not meet strong, moderate, or promising levels of evidence: however, the following IES Practice Guide recommendations support the program: Foundational Skills to Support

Reading for Understanding in Kindergarten Through 3rd Grade:
https://ies.ed.gov/ncee/wwc/PracticeGuide/21
*Teach students academic language skills, including the use of inferential and narrative language, and vocabulary knowledge. (minimal evidence)
*Develop awareness of the segments of sound in speech and how they link to letters. (strong evidence)
*Teach students to decode words, analyze word parts, and write and recognize words. (strong evidence)
*Ensure that each student reads connected text every day to support reading accuracy, fluency, and comprehension. (moderate evidence)
*The district will monitor to ensure that teachers employ instructional practices for word reading through review or lesson plans and regular classroom observations from literacy coach and school administrators.
*Professional development is provided to educate teachers on appropriate word reading strategies grounded in the science of reading.

Indicate the evidence-based programs and practices implemented for students with a disability, students with an IEP and students who are English language learners, as applicable.
Small Group differentiated instruction (strong evidence)
Lexia Core 5 (strong evidence)
Fountas & Pinnell Leveled Literacy Intervention (LLI) (strong evidence)

Sonday System (IEP Practice Guide recommendations support the program)

For K-3 students who have a substantial reading deficiency or characteristics of dyslexia, identify the multisensory interventions provided.
Multi-sensory manipulatives are provided during small group instruction. (Example: Elkonin boxes, stretchable manipulatives, line readers and tracking devices, visual timers, fidgets, low tech assistive technology devices etc.)

Number of times per week interventions are provided:
4 days

Number of minutes per intervention session:
30- 40 minutes

Explain how the effectiveness of Tier 3 interventions are monitored.
Diagnostic, progress monitoring data, and intervention data is regularly reviewed by school administration, grade level bands and individual classroom teachers.

School and district administrators will support and monitor implementation of the Tier 3 interventions through classroom walkthroughs, regular data chats, monitoring lesson plans, instructional planning meetings, and MTSS progress monitoring meetings.

What procedures are in place to identify and solve problems to improve effectiveness of Tier 3 interventions?
In addition to the strategies listed to improve the effectiveness of Tier I instruction and Tier 2 interventions, schools will provide the following strategies to solve problems to improve the effectiveness of Tier 3 interventions:

Weekly collaborative planning meeting to discuss and plan instructional interventions.
Monthly MTSS meetings to review intervention students' progress.
School and county-wide mentor/mentee program and professional development opportunities
District/school New Teacher Program, administrative walk-throughs, modeling, and reviewing progress monitoring data
Reading coaches provide coaching and modeling of best instructional practices

4. **Summer Reading Camps ([Rule 6A-6.053(7), F.A.C.](#))**
   Requirements of Summer Reading Camps pursuant to [s. 1008.25(8), F.S.](#), include:

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

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

The district's instructional plan for grade 3 Summer Reading Camp is as follows:
All students who scored below 50 percentile rank based on STAR Reading End of Year assessment or who have scored a Level 1 or 2 on F.A.S.T English Language Arts assessment are invited to participate in the grade 3 Summer Reading Camp.

Teachers instructing the program must have a Highly Effective instructional practice rating on their annual evaluation and be endorsed/certified in reading.

Curriculum (Instructional Materials) - All instructional materials will be standards-aligned and focus around the 6 components of reading including oral language, phonological awareness, phonics, fluency, vocabulary, and comprehension. It will include formative and summative assessments. Instruction strategies - Explicit, systematic, scaffolded, differentiated small group instruction will be provided.

Instructional materials will include multi-sensory hands-on manipulatives.

The following materials will be utilized:
Benchmark Core Curriculum materials, state adopted.
Lexia Core 5 - strong evidence
Fountas & Pinnell Leveled Literacy Intervention (LLI) (strong evidence - per Evidence for ESSA)
*The district will monitor to ensure that teachers will not employ three-cueing instructional practices for word reading through review or lesson plans and regular classroom observations from literacy coach and school administrators.
*Professional development is provided to educate teachers on appropriate word reading strategies grounded in the science of reading.

4b. **Districts have the option of providing Summer Reading Camps to students in grades K-5 with a reading deficiency. Will the district implement this option?**
   Yes/No

YES

Grades 6-8

---

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

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

Name of the Assessment	Target Audience (Grades 6-8)	What component of reading is being assessed?	Assessment Type (Each type of assessment should be represented.)	How often is the data being collected?
	☒ Grade 8	Awareness ☒ Phonics ☒ Fluency ☐ Vocabulary ☐ Comprehension	Monitoring ☐ Diagnostic ☐ Summative	☐ Monthly ☐ Quarterly ☐ 3 x Year ☐ Annually ☒ As Needed ☐ Other
Benchmark Assessment, Leveled Literacy Intervention (LLI)	☒ Grade 6 ☒ Grade 7 ☒ Grade 8	☐ Oral Language ☒ Phonological Awareness ☒ Phonics ☒ Fluency ☒ Vocabulary ☒ Comprehension	☒ Screening ☒ Progress Monitoring ☒ Diagnostic ☐ Summative	☐ Weekly ☐ 2 x Month ☐ Monthly ☐ Quarterly ☐ 3 x Year ☐ Annually ☒ As Needed ☐ Other

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

Students are identified as in need of Tier 2 interventions:
6-8- If the student Percentile Rank on STAR Reading is 10-24% **and/or** scores a Level 2 or lower on the F.A.S.T. PM3 standardized English Language Arts assessment the **previous year**.

Students are identified as in need of Tier 3 interventions:
6-8 - If the student Percentile Rank on STAR Reading is below the tenth (10th) percentile **and/or** 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 **and/or** the student scores a Level 1 on the PM3 F.A.S.T. standardized English Language Arts assessment the **previous year.**

Grades 6-8 Decision Tree
Beginning of year data
IF student meets the following criteria at the beginning of the school year: **6-8** students scoring a Percentile Rank on STAR Reading of 25% or above; **and/or** at or above proficiency (Level 3 or higher) on F.A.S.T. PM3 standardized English Language Arts assessment **the previous year.**
THEN TIER 1 Only
Core Instruction **Indicate the core curriculum and how the program is supported by strong, moderate or promising levels of evidence.** All students receive Tier I Core Instruction using the state approved and district adopted SAVVAS curriculum. Tier I instruction includes evidence-based curriculum materials and practices used in instruction that primarily address fluency, vocabulary, and comprehension.
List performance criteria that indicate Tier 1 is sufficient for at least 80% of students.

6-8 -60% or higher on SAVVAS Assessments-Core Curriculum.
6-8 -Percentile Rank on STAR Reading is 25% or above for the current school year **and/or** F.A.S.T PM3 standardized English Language Arts assessment the **previous year-** Level 3 or above.

Explain how the effectiveness of Tier 1 instruction is monitored.
The district monitors implementation through monthly principal meetings, site-based walk-throughs, and on-going data analysis of progress monitoring data. School-based administration ensures class schedules maximize the 90-minute reading block, review lesson plans, complete classroom observations, monitor progress monitoring data and curriculum assessment data to ensure evidence-based instructional strategies are implemented.

What procedures are in place to identify and solve problems to improve effectiveness of Tier 1 instruction?
District and school administration review lesson plans and observe classroom teachers utilizing instructional strategies as defined by the Practice Profiles (explicit, systematic, scaffolded and differentiated instruction). Professional development opportunities are provided for classroom teachers at the school and district level to support effective use of these practices.   Reading coaches are on site to provide coaching and modeling support as needed to increase teacher effectiveness. Progress monitoring data is reviewed regularly by school and district administrators.

Literacy leadership and professional learning were identified in the CERP Reflection tool as areas for continued improvement: The following strategies will assist district administrators, school-based administrators, literacy coaches, and teachers in improving Tier I instruction:
1. Provide district monitoring to ensure all School Literacy Leadership Teams are meeting regularly to disaggregate data and make informed decisions about how to maximize student growth.
2. Provide school-based administrators with training on scientifically based reading research and evidence-based practices.
3. Implement coaching and training for school-based administrators as needed when student achievement data in reading/literacy demonstrate significant deficits in proficiency rates.
4. K-12 Literacy/Reading coaches will provide site-based training to help teachers integrate phonological 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.

All ELA courses are assigned state approved curriculum to use as Tier I curriculum resources. Curriculum is reviewed annually to ensure curriculum aligns to the state standards and teaches the standards in an explicit and systematic order. Formative data sources are also analyzed and used as indicator of the effectiveness of the Tier I curriculum.

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

6-8 -59% or below on SAVVAS Assessments-Core Curriculum.
6-8 -Percentile Rank on STAR Reading is 10-24 for the current school year **and/or** F.A.S.T PM3 standardized English Language Arts assessment the **previous year-** Level 2 or below.

Additional criteria if needed:
DIBELS- Instructional reading performance below grade level expectancy
Instructional reading performance below grade level expectancy as defined by Benchmark Leveled Literacy Intervention (LLI) assessment- Fountas & Pinnell

Beginning of year data

IF student meets the following criteria at the beginning of the school year:
(Enter assessment criteria that will be used.)

6-8-Percentile Rank on STAR Reading is 10-24%; **and/or** F.A.S.T. PM3 standardized English Language Arts assessment the **previous year-** Level 2 or below.

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.

6-8 grade students receive daily small group differentiated, standards-based remedial core curriculum instruction as part of their 90-minute reading block. The Fountas & Pinnell Leveled Literacy Intervention (LLI) program and/or Lexia Power Up are also used to provide Tier 2 interventions.
Small group differentiated instruction (strong evidence)
Lexia Power Up (strong evidence- per Evidence for ESSA)
Fountas & Pinnell Leveled Literacy Intervention (LLI) (strong evidence - per Evidence for ESSA)
*The district will monitor to ensure that teachers will not employ three-cueing instructional practices for word reading through review or lesson plans and regular classroom observations from literacy coach and school administrators.
*Professional development is provided to educate teachers on appropriate word reading strategies grounded in the science of reading.

Indicate the evidence-based programs and practices implemented for students with a disability, students with an IEP and students who are English language learners, as applicable.
Small Group differentiated instruction (strong evidence)
Lexia Power Up (strong evidence)
Fountas & Pinnell Leveled Literacy Intervention (LLI) (strong evidence - per Evidence for ESSA)
*The district will monitor to ensure that teachers will not employ three-cueing instructional practices for word reading through review or lesson plans and regular classroom observations from literacy coach and school administrators.
*Professional development is provided to educate teachers on appropriate word reading strategies grounded in the science of reading.

Number of times per week interventions are provided:
3 time per week students are in small group

Number of minutes per intervention session:
20 minutes

Explain how the effectiveness of Tier 2 interventions are monitored.
Diagnostic and progress monitoring data is regularly reviewed three times a year by district administration, school administration, grade level bands, and individual classroom teachers.

School and district administrators will support and monitor implementation of the Tier 2 interventions through classroom walkthroughs, regular data chats, monitoring lesson plans, instructional planning meetings, and MTSS progress monitoring meetings.

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

In addition to the strategies listed to improve the effectiveness of Tier I instruction, schools will provide the following strategies to solve problems to improve the effectiveness of Tier 2 interventions:

Weekly collaborative planning meeting to discuss and plan instructional interventions.
Monthly MTSS meetings to review intervention students' progress.
School and county-wide mentor/mentee program and professional development opportunities

District/school New Teacher Program, administrative walk-throughs, and modeling, reviewing progress monitoring data
Reading coaches provide coaching and modeling of best instructional practices.

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

6-8- 59% or below on SAVVAS Assessments-Core Curriculum.
6-8- Percentile Rank on STAR Reading is 1-9 for the current year **and/or** F.A.S.T PM3 standardized English Language Arts assessment the **previous year-** Level 1

Additional criteria if needed:
DIBELS- Instructional reading performance below grade level expectancy
Instructional reading performance below grade level expectancy as defined by Benchmark Leveled Literacy Intervention (LLI) assessment- Fountas & Pinnell
Fountas & Pinnell Leveled Literacy Intervention (LLI) (strong evidence - per Evidence for ESSA)
*The district will monitor to ensure that teachers will not employ three-cueing instructional practices for word reading through review or lesson plans and regular classroom observations from literacy coach and school administrators.
*Professional development is provided to educate teachers on appropriate word reading strategies grounded in the science of reading.

Beginning of year data

IF student meets the following criteria at the beginning of the school year:
(Enter assessment criteria that will be used.)
6-8 Percentile Rank on STAR Reading is 1-9%; **and/or** F.A.S.T. PM3 standardized English Language Arts assessment the **previous year-** Level 1.

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.
6-8 grade students receive daily small group instruction and standards-based remedial core curriculum instruction as part of their 90-minute reading block. Additionally, students receive the Fountas & Pinnell Leveled Literacy Intervention (LLI) program **and/or** Lexia Power Up Program. Rewards and Sonday System are also used to provide Tier 3 interventions.

Lexia Power Up (strong evidence- per Evidence for ESSA)
Fountas & Pinnell Leveled Literacy Intervention (LLI) (strong evidence - per Evidence for ESSA)
*The district will monitor to ensure that teachers will not employ three-cueing instructional practices for word reading through review or lesson plans and regular classroom observations from literacy coach and school administrators.
*Professional development is provided to educate teachers on appropriate word reading strategies grounded in the science of reading.
Rewards-
Rewards does not meet strong, moderate, or promising levels of evidence: however, the following IES Practice Guide recommendations support the program: Foundational Skills to Support
Reading for Understanding in Grade K-5:
*Teach students academic language skills, including the use of inferential and narrative language, and vocabulary knowledge.
*Develop awareness of the segments of sound in speech and how they link to letters.
*Teach students to decode words, analyze word parts, and write and recognize words.
*Ensure that each student reads connected text every day to support reading accuracy, fluency,

and comprehension.

Sonday System- Sonday System does not meet strong, moderate, or promising levels of evidence: however, the following IES Practice Guide recommendations support the program: Providing Reading Interventions for Students in Grades 4-9: https://ies.ed.gov/ncee/WWC/PracticeGuide/29

*Build Students decoding skills so they can read complex multisyllabic words (strong evidence)

*Provide purposeful fluency-building activities to help students read effortlessly (strong evidence)

*Routinely use a set of comprehension-building practices to help students make sense of text (strong evidence)

*Provide students with opportunities to practice making sense of stretch text that will expose them to complex ideas and information (moderate evidence)

*The district will monitor to ensure that teachers employ instructional practices for word reading through review or lesson plans and regular classroom observations from literacy coach and school administrators.

*Professional development is provided to educate teachers on appropriate word reading strategies grounded in the science of reading.

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

Small Group differentiated instruction (strong evidence)

Lexia Power Up (strong evidence)

Fountas & Pinnell Leveled Literacy Intervention (LLI) (strong evidence - per Evidence for ESSA)

*The district will monitor to ensure that teachers will not employ three-cueing instructional practices for word reading through review or lesson plans and regular classroom observations from literacy coach and school administrators.

*Professional development is provided to educate teachers on appropriate word reading strategies grounded in the science of reading.

Rewards - (See IEP practice guide: Foundational Skills to Support Reading for Understanding in Grade K-5.)

Sonday System- (See IEP practice guide: Foundational Skills to Support Reading for Understanding in Grade K-5.)

Number of times per week interventions are provided:
4 days per week

Number of minutes per intervention session:
30-40 minutes

Explain how the effectiveness of Tier 3 interventions are monitored.
Diagnostic, progress monitoring data, and intervention data is regularly reviewed by school administration, grade level bands, and individual classroom teachers.

School and district administrators will support and monitor implementation of the Tier 3 interventions through classroom walkthroughs, regular data chats, monitoring lesson plans, instructional planning meetings, and MTSS progress monitoring meetings.

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

In addition to the strategies listed to improve the effectiveness of Tier I instruction and Tier 2, schools will provide the following strategies to solve problems to improve the effectiveness of Tier 3 interventions:

Weekly collaborative planning meeting to discuss and plan instructional interventions.
Monthly MTSS meetings to review intervention students' progress.
School and county-wide mentor/mentee program and professional development opportunities
District/school New Teacher Program, administrative walk-throughs, and modeling,
reviewing progress monitoring data
Reading coaches provide coaching and modeling of best instructional practices.

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	☒ Grade 9 ☒ Grade 10 ☐ Grade 11 ☐ Grade 12	☐ Oral Language ☐ Phonological Awareness ☐ Phonics ☐ Fluency ☒ Vocabulary ☒ Comprehension	☒ Screening ☒ Progress Monitoring ☐ Diagnostic ☒ Summative	☐ Weekly ☐ 2 x Month ☐ Monthly ☐ Quarterly ☒ 3 x Year ☐ Annually ☐ As Needed ☐ Other
STAR Reading Grade 9-12 Intensive Reading Students	☒ Grade 9 ☒ Grade 10 ☒ Grade 11 ☒ Grade 12	☐ Oral Language ☐ Phonological Awareness ☐ Phonics ☐ Fluency ☒ Vocabulary ☒ Comprehension	☒ Screening ☒ Progress Monitoring ☒ Diagnostic ☒ Summative	☐ Weekly ☐ 2 x Month ☐ Monthly ☒ Quarterly ☐ 3 x Year ☐ Annually ☐ As Needed ☐ Other
PSAT/SAT/ACT	☒ Grade 9 ☒ Grade 10 ☒ Grade 11 ☒ Grade 12	☐ Oral Language ☐ Phonological Awareness ☐ Phonics ☐ Fluency ☒ Vocabulary ☒ Comprehension	☐ Screening ☐ Progress Monitoring ☐ Diagnostic ☒ Summative	☐ Weekly ☐ 2 x Month ☐ Monthly ☐ Quarterly ☐ 3 x Year ☒ Annually ☐ As Needed ☐ Other
SAVVAS Assessments	☒ Grade 9 ☒ Grade 10 ☒ Grade 11 ☒ Grade 12	☐ Oral Language ☐ Phonological Awareness ☐ Phonics ☐ Fluency ☒ Vocabulary ☒ Comprehension	☐ Screening ☐ Progress Monitoring ☐ Diagnostic ☒ Summative	☐ Weekly ☒ 2 x Month ☐ Monthly ☐ Quarterly ☐ 3 x Year ☐ Annually ☐ As Needed ☐ Other
Rewards	☒ Grade 9 ☒ Grade 10 ☒ Grade 11 ☒ Grade 12	☒ Oral Language ☒ Phonological Awareness ☒ Phonics ☒ Fluency	☒ Screening ☒ Progress Monitoring ☒ Diagnostic ☒ Summative	☐ Weekly ☐ 2 x Month ☒ Monthly ☐ Quarterly

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?
		☒ Vocabulary ☒ Comprehension		☐ 3 x Year ☐ Annually ☐ As Needed ☐ Other
Sonday Systems	☒ Grade 9 ☒ Grade 10 ☐ Grade 11 ☐ Grade 12	☐ Oral Language ☒ Phonological Awareness ☒ Phonics ☒ Fluency ☐ Vocabulary ☐ Comprehension	☒ Screening ☒ Progress Monitoring ☐ Diagnostic ☐ Summative	☐ Weekly ☐ 2 x Month ☐ Monthly ☐ Quarterly ☐ 3 x Year ☐ Annually ☒ As Needed ☐ Other

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

> **Students are identified as in need of Tier 2 interventions:**
> **9-12**- if the student Percentile Rank on STAR Reading is 10-24% **and/or** Level 2 on the F.A.S.T. PM3 standardized English Language Arts assessment the **previous year.**
>
> **Students are identified as in need of Tier 3 interventions:**
> **9-12** - if the student Percentile Rank on STAR Reading is below the tenth (10th) percentile 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 **and/or** the student scores a Level 1 on the F.A.S.T. PM3 standardized English Language Arts assessment the **previous year.**

Grades 9-12 Decision Tree
Beginning of year data
IF student meets the following criteria at the beginning of the school year: (Enter assessment criteria that will be used.) **9-12** students scoring a Percentile Rank on STAR Reading of 25% or above; **and/or** at or above proficiency (Level 3 or higher) on F.A.S.T. PM3 standardized English Language Arts assessment **the previous year.**
THEN TIER 1 Only
Core Instruction **Indicate the core curriculum and how the program is supported by strong, moderate or promising levels of evidence.** All students receive Tier I Core Instruction using the state approved and district adopted SAVVAS curriculum. Tier I instruction includes evidence-based curriculum materials and practices used in instruction that primarily address fluency, vocabulary, and comprehension.
List performance criteria that indicate Tier 1 is sufficient for at least 80% of students. **9-12** -60% or higher on SAVVAS Assessments-Core Curriculum. **9-12** - Percentile Rank on STAR Reading is 25% or above for the current school year **and/or** F.A.S.T PM3 standardized English Language Arts assessment the **previous year-** Level 3 or above.
Explain how the effectiveness of Tier 1 instruction is monitored.

The district monitors implementation through monthly principal meetings, site-based walk-throughs, and on-going data analysis of progress monitoring data. School-based administration ensures class schedules maximize instructional time, review lesson plans, complete classroom observations, monitor progress monitoring data and curriculum assessment data to ensure evidence-based instructional strategies are implemented.

What procedures are in place to identify and solve problems to improve effectiveness of Tier 1 instruction and/or curriculum provided to students?
District and school administration review lesson plans and observe classroom teachers utilizing instructional strategies as defined by the Practice Profiles (explicit, systematic, scaffolded and differentiated instruction). Professional development opportunities are provided for classroom teachers at the school and district level to support effective use of these practices. Reading coaches are on site to provide coaching and modeling support as needed to increase teacher effectiveness. Progress monitoring data is reviewed regularly by school and district administrators.

Literacy leadership and professional learning were identified in the CERP Reflection tool as areas for continued improvement: The following strategies will assist district administrators, school-based administrators, literacy coaches, and teachers in improving Tier I instruction:
1. Provide district monitoring to ensure all School Literacy Leadership Teams are meeting regularly to disaggregate data and make informed decisions about how to maximize student growth.
2. Provide school-based administrators with training on scientifically based reading research and evidence-based practices.
3. Implement coaching and training for school-based administrators as needed when student achievement data in reading/literacy demonstrate significant deficits in proficiency rates.
4. K-12 Literacy/Reading coaches will provide site-based training to help teachers integrate phonological 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.

All ELA courses are assigned state approved curriculum to use as Tier I curriculum resources. Curriculum is reviewed annually to ensure curriculum aligns to the state standards and teaches the standards in an explicit and systematic order. Formative data sources are also analyzed and used as indicator of the effectiveness of the Tier I curriculum.

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

9-12 -59% or below on SAVVAS Assessments-Core Curriculum.
9-12 -Percentile Rank on STAR Reading is 10-24 the current school year **and/or** F.A.S.T PM3 standardized English Language Arts assessment the **previous year-** Level 2 or below.

Beginning of year data

IF student meets the following criteria at the beginning of the school year:
(Enter assessment criteria that will be used.)
9-12-Percentile Rank on STAR Reading is 10-24%; **and/or** F.A.S.T. PM3 standardized English Language Arts assessment the **previous year-** Level 2 or below.

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.
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.

9-12 grade students receive small group differentiated, standards-based remedial core curriculum instruction as part of their remedial Reading/ELA block. Lexia Power Up is also used for Tier 2 intervention.
Small group instruction (strong evidence)
Lexia Power Up (strong evidence- per 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.
Small group instruction (strong evidence)
Lexia Power Up (strong evidence- per Evidence for ESSA)

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

Number of minutes per intervention session:
20-30 minutes per session. 40-60 minutes per week.

Explain how the effectiveness of Tier 2 interventions are monitored.
Diagnostic and progress monitoring data is regularly reviewed three times a year by district administration, school administration, grade level bands, and individual classroom teachers.
School and district administrators will support and monitor implementation of the Tier 2 interventions through classroom walkthroughs, regular data chats, monitoring lesson plans, instructional planning meetings, and MTSS progress monitoring meetings**.**

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

In addition to the strategies listed to improve the effectiveness of Tier I instruction, schools will provide the following strategies to solve problems to improve the effectiveness of Tier 2 interventions:

Weekly collaborative planning meeting to discuss and plan instructional interventions.
Monthly MTSS meetings to review intervention students' progress.
School and county-wide mentor/mentee program and professional development opportunities
District/school New Teacher Program, administrative walk-throughs, and modeling,
reviewing progress monitoring data
Reading coaches provide coaching and modeling of best instructional practices

---

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

9-12- 59% or below on SAVVAS Assessments-Core Curriculum.
9-12- Percentile Rank on STAR Reading is 1-9 for the current year **and/or** F.A.S.T PM3 standardized English Language Arts assessment the **previous year-** Level 1.

Beginning of year data

IF student meets the following criteria at the beginning of the school year:
Enter assessment criteria that will be used.)
9-12 Percentile Rank on STAR Reading is 1-9%; **and/or** F.A.S.T. PM3 standardized English Language Arts assessment the **previous year-** Level 1.

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.

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.

Students receive small group instruction and standards-based remedial core curriculum instruction as part of their reading/ELA block. Additionally, students use the Lexia Power Up Program. Rewards and/or Sonday System are also used to provide Tier 3 interventions.

Lexia Power Up (strong evidence- per Evidence for ESSA)
Rewards-
Rewards does not meet strong, moderate, or promising levels of evidence: however, the following IES Practice Guide recommendations support the program: Foundational Skills to Support
Reading for Understanding in Grade K-5:
*Teach students academic language skills, including the use of inferential and narrative language, and
 vocabulary knowledge.
*Develop awareness of the segments of sound in speech and how they link to letters.
*Teach students to decode words, analyze word parts, and write and recognize words.
*Ensure that each student reads connected text every day to support reading accuracy, fluency,
 and comprehension.
Sonday System- Sonday System does not meet strong, moderate, or promising levels of evidence: however, the following IES Practice Guide recommendations support the program: Providing Reading Interventions for Students in Grades 4-9: https://ies.ed.gov/ncee/WWC/PracticeGuide/29
*Build Students decoding skills so they can read complex multisyllabic words (strong evidence)
*Provide purposeful fluency-building activities to help students read effortlessly (strong evidence)
*Routinely use a set of comprehension-building practices to help students make sense of text (strong evidence)
*Provide students with opportunities to practice making sense of stretch text that will expose them to complex ideas and information (moderate evidence)
*The district will monitor to ensure that teachers employ instructional practices for word reading through review or lesson plans and regular classroom observations from literacy coach and school administrators.
*Professional development is provided to educate teachers on appropriate word reading strategies grounded in the science of reading.

Indicate the evidence-based programs and practices implemented for students with a disability, students with an IEP and students who are English language learners, as applicable.
Small group instruction (strong evidence)
Lexia Power Up (strong evidence)
Rewards - (See IEP practice guide: Foundational Skills to Support Reading for Understanding in Grade K-5.)
Sonday System- (See IEP practice guide: Foundational Skills to Support Reading for Understanding in Grade K-5.)

Number of times per week interventions are provided:
3-4 times per week.

Number of minutes per intervention session:
20-30 minutes per session.

Explain how the effectiveness of Tier 3 interventions are monitored.
Diagnostic, progress monitoring data, and intervention data is regularly reviewed by school administration, grade level bands, and individual classroom teachers.

School and district administrators will support and monitor implementation of the Tier 3 interventions through classroom walkthroughs, regular data chats, monitoring lesson plans, instructional planning meetings, and MTSS progress monitoring meetings.

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

In addition to the strategies listed to improve the effectiveness of Tier I instruction and Tier 2 interventions, schools will provide the following strategies to solve problems to improve the effectiveness of Tier 3 interventions:

Weekly collaborative planning meeting to discuss and plan instructional interventions.
Monthly MTSS meetings to review intervention students' progress.
School and county-wide mentor/mentee program and professional development opportunities
District/school New Teacher Program, administrative walk-throughs, and modeling,
reviewing progress monitoring data
Reading coaches provide coaching and modeling of best instructional practices

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.

Nassau County will provide the following professional learning for the 2024-2025 school year:

Professional development will be provided 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.

The Science of Reading

Common Language of Instruction using the practice profiles: explicit, systematic, scaffolded, differentiated instruction, and corrective feedback.

Differentiated professional development with intensity increased for those teachers whose progress monitoring data is not showing adequate growth Identification of mentor teachers.

Clinical Educator Training for mentor teachers to provide quality mentorship.

Administrators will provide teachers with time weekly to meet for professional development including lesson study and PLCs.

K-12 Reading Coaches will provide teachers with coaching and modeling of instructional literacy best practices.

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).

Tutoring is provided in all grade bands K-12. District and school allocated funds are appropriated to provide before/after school tutoring and summer tutoring/remedial programs for grades K-12.

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).

All K-5 schools participated in the New Worlds Reading Initiative. The Read-At-Home Plan will be communicated to all stakeholders via, phone, email, written correspondence, parent events, posted on school/classroom websites, and discussed at parent conferences. The Read-At-Home plan will be provided to each family in an understandable language and format. In addition, our schools have implemented a three day a week take home reader program. A book is sent home to the student to read with an adult along with questions/activities specific to skills taught, needs of the students, and prior skills. The book and questions/activity are first introduced in class, allowing students to gain interest and confidence with the book. It is read and returned and is discussed more in depth in class the next school day. This program allows our students to build vocabulary, fluency, phonics, oral language, and go deeper in comprehension while exposing them to books that have been explicitly chosen to meet the needs of the students.

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
	d. 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):	
Signature:	Date: