Comprehensive Evidence-Based Reading Plan

School Year 2024-2025

Clay County District Schools

Mr. David Broskie
Superintendent

The School Board of Clay County

Erin Skipper	District 1
Mary Bolla	District 2
Beth Clark	District 3
Michele Hanson	District 4
Ashley Gilhousen	District 5

District Comprehensive Evidence-Based Reading Plan

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

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

1) Contact Information

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

Point of Contact	Name	Email	Phone
Main Reading Contact	Melanie McIver	melanie.mciver@myoneclay.net	(904) 336-6965
Data Element	Jarrod Eason	jarrod.eason@myoneclay.net	(904) 336-6301
Third Grade Promotion	Melanie McIver	melanie.mciver@myoneclay.net	(904) 336-6965
Multi-Tiered System of Supports	Robin Rae	robin.rae@myoneclay.net	(904) 336-6593

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	**$2,314,737**	
Estimated proportional share distributed to district charters *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.* *This is an estimated amount provided to us by charter schools based on the expenditures they are planning through their allocated FEFP Funds.*		
Elementary Expenses		
Literacy coaches	**$628,967**	**10**
Intervention staff	**$136,000**	**29**
Scientifically researched and evidence-based supplemental instructional materials	**$300,000**	
Summer reading camps	**$200,000**	
Secondary Expenses		
Literacy coaches	**$275,000**	**3**
Intervention staff	**$93816.5**	**15**
Scientifically researched and evidence-based supplemental instructional materials	**$275,000**	
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	**$175,000**	
Incentives for K-12 instructional personnel and certified PreK teachers who possess the Reading Endorsement or Certification	**$75,000**	
Incentives for K-12 instructional personnel and certified PreK teachers who possess the Emergent, Elementary, or Secondary Literacy Micro-Credential	**$75,000**	
Additional time per day of evidence-based intensive reading instruction for extended literacy learning (before or after school, summer, etc.)	**$21,000**	
Tutoring programs to accelerate literacy learning	**$54,954**	
Family engagement activities	**$5,000**	
Other – Please Describe		
Sum of Expenditures	**$2,314,737**	

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	0%	94%	0%	95%
K	4.6%	80%	3.5%	83%
1	11.6%	69.2%	10.5%	72.2%
2	11.9%	68.9%	10.7%	71.9%

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	14%	63%	11%	67%
4	20%	56%	17%	60%
5	19%	54%	16%	58%
6	13%	65%	10%	68%
7	19%	57%	16%	60%
8	17%	58%	14%	55%
9	13%	61%	10%	64%
10	14%	62%	11%	65%

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 PreK (VPK)- Grade 12	District Level		School Level	
	District Literacy Leadership Team		**School Literacy Leadership Team**	
Data that will be collected and frequency of review	**Collected Data**	**Review Frequency**	**Collected Data**	**Review Frequency**
	FAST/STAR	3 times per year	FAST/STAR	BOY, MOY, & EOY
	Student Grades	Quarterly	Student Grades	Quarterly
	District Level Data Meetings (Tier 1)	Monthly	Grade Level Data Meetings (Tier 1)	Monthly

	MTSS (Tier 2 and Tier 3 Intervention Implementation)	Monthly	MTSS (Tier 2 and Tier 3 Intervention Implementation) (3rd Grade Portfolio)	Monthly	
	Attendance	Monthly	Attendance	Monthly	
	Discipline	Monthly	Discipline	Monthly	
	Computer Assisted Instruction (CAI)	Monthly	Computer Assisted Instruction (CAI)	Monthly	
			Classroom Walkthrough Data	Monthly	
	Classroom Walkthrough Data	Monthly			
Actions for continuous support and improvement	For continuous support and improvement, the DLLT will communicate, collaborate, critically think, and problem-solve to respond and create solutions with the following state education agencies and district-contracted vendors: ● Just Read, Florida ● FLDOE Regional Literacy Coordinator ● FLDOE Assessment and Accountability ● Florida's PS/RtI Project ● Lexia Learning ● Renaissance ● Cambium ● Florida Inclusion Network ● FCRR/UFLI		For continuous support and improvement, the SLLT will communicate, collaborate, critically think, and problem-solve to respond and create solutions with the following agencies and district-contracted vendors: ● District Leadership Literacy Team ● Just Read, Florida ● FLDOE Regional Literacy Coordinator ● FLDOE Assessment and Accountability ● Florida's PS/RtI Project ● Lexia Learning ● Renaissance ● Cambium ● Florida Inclusion Network ● FCRR/UFLI		

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.**

- District Literacy Leadership Team and School Literacy Leadership Team Expectations -
- Refine CERP for 2024-25 Decision Trees based on data and determined needs
- Plan for increased communication relating to the K-12 CERP to all stakeholders
- Implement a universal screener (Acadience) to assist in determining the health of our literacy system, identifying students with substantial reading deficiency, and progress monitoring
- Refine K-5 Curriculum Guides aligning benchmarks and core curriculum
- Plan and structure all literacy trainings to showcase how the work is grounded in the science of reading
- Restructure Literacy Coaches to provide more consistent supports

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

Monitoring System for Implementation of the CCDS K-12 CERP:
- Learning Walks Using the FLDOE/FCRR School Leader's Literacy Walkthrough Tool(K-5); Grade level specific forms
- District School Leader's Classroom Walkthrough Log
- District K-12 CERP Implementation Rubric (Survey)

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.**

Principals use multiple monitoring systems to inform instruction and support needs of students which include:
- the District Data Warehouse
- Synergy
- Renaissance PK-2
- Florida Reporting System for Grades 3-10 (FDOE)
- PK-20 Education Data Warehouse (FDOE)
- District CAI Data Dashboards (Lexia, vocab.com)

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**
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?

Coaching expectations are discussed at the annual Summer Leadership Institute and are revisited as needed at the monthly principal professional learning meetings. Coaching resources in alignment with the expectations are made available to all school leaders in the OneClay portal.

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

Literacy coaches meet on a bi-weekly basis for professional learning around literacy coaching, collective problem-solving, and engaging in inquiry practices in alignment with their coaching experiences. During these meetings, coaches review the coaching logs and teacher support dashboards to monitor progress, reflect on support, and make coaching adjustments as needed. Coaches also review student achievement data in alignment with walkthrough data reflective of instructional practices to identify next steps in alignment with teacher and student needs. Literacy coaches attend JRF, FCRR, and other conferences to provide opportunity to learn at the state level.

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?

Literacy coaches engage in data conversations with teachers, teams, and school leaders on an ongoing basis. During coaching cycles with teachers, coaching logs are used in alignment with the district instructional vision for literacy to set goals for the coaching cycle and create action plans for achieving the goals. The coaching logs ensure a cycle of multiple visits, rather than a single conversation, to foster continuous improvement. With learning teams within the school's professional learning community, literacy coaches engage in data analysis and guide teams in using student data to intensify Tier 1 support and plan for responsive instruction based on student needs. Literacy coaches also work alongside school leaders to plan for school-based professional learning experiences, as well as use district data to inform district-wide professional learning experiences throughout the school year.

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

Coaching logs are utilized to document the nature and duration of the ongoing support and are collected into a digital dashboard. This allows for both aggregated and individual review of the coaching support. These dashboards are reviewed bi-monthly for recalibration of focus as well as to identify trends and patterns to plan for future needs.

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 Education 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)(iii)](#).
   - 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/Intervention (Tier 2): provides explicit, systematic, small group teacher-led instruction matched to student need, targeting gaps in learning to reduce barriers to students' ability to meet Tier 1 expectations; provides multiple opportunities to practice the targeted skill(s) and receive corrective feedback; occurs in addition to core instruction.
   - Intensive, individualized Instruction/Interventions (Tier 3): provides explicit, systematic individualized instruction based on student need, one-on-one or very small group instruction with more guided practice, immediate corrective feedback and frequent progress monitoring; occurs in addition to core instructions 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 a 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.**

Florida's Formula for Reading Success, 6 + 4 + T1 +T2 + T3, will provide Clay County District Schools a framework for sustaining student growth and evaluating the effectiveness of instruction and intervention for all students during the 2024-2025 school year. Clay County's vision for instruction focuses on high expectations, strong instruction, student engagement, rigorous tasks aligned to benchmarks. The district supports the alignment of the six components of reading through the use of professional learning opportunities. Each grade level is offered on-going professional learning at the district level at minimum 4 times per year (in-person), school based trainings, district coaching, school based coach training, and on-line components. District created curriculum guides and resources are created from the Reading Decision Trees. Based on 2023-2024 PM3 data, K-5 curriculum guides have been refined based on benchmark to incorporate content specific texts including B.E.S.T. Text and integrate writing. The ELA guides for VPK-10 support teachers using systematic, explicit, and multisensory instruction in foundational skills, comprehension, communication, and vocabulary development.

The four types of assessment described in section 3(B)(1) of this plan create a system for data-driven instructional decisions to inform teaching and intervention. Assessment includes: FAST Progress Monitoring VPK-10, Acadience universal screening, additional diagnostics and screeners to determine component for intervention, and classroom assessment with teacher observation.

All students receive Tier 1 instruction and are provided with accommodations as identified in an IEP or 504 as determined by the team. All students are provided with differentiation and scaffolds at Tier 1 based on their demonstration of learning. Along with Tier 1 progress monitoring additional screeners and diagnostics are administered to students with gaps in their demonstration of learning. Tier 2 intervention and support is provided based on the most basic component of need. Tier 2 is provided in addition to Tier 1. Instruction is increasingly intensive and matched to instructional needs on the basis of progress monitoring and observation. Tier 3 Intensive Instruction is provided in addition to Tier 1 and Tier 2 instruction only to students who are significantly below grade level in the development of critical reading skills. This instruction will be guided by a specific intervention program that focuses on one or more of the key components of reading development.

Students in grades 6-12 identified by F.A.S.T. Progress Monitoring 3 assessment as scoring a level 1 or 2, may be enrolled in Intensive Reading. Students are screened using Corrective Reading Decoding assessment and scheduled into the course best matched to meet the learning needs of the student. Students progress through the levels of decoding instruction to offer a more personalized approach to ensure each student receives the necessary support to underpin his or her reading gaps and increase academic success. Once decoding gaps are ameliorated, students will receive instruction through explicit instruction in specific strategies for reading comprehension.

English Language Learners (ELLs) are provided comprehensible instruction founded in the science of reading, coupled with interventions that address both their content knowledge and their language barriers. ELLs are provided scaffolded supports and instructional strategies aligned to the student's level of English Language Proficiency (ELP) to ensure the all content instruction is comprehensible. ELLs with an ELP of 1.0-2.0 will receive explicit English Language Instruction through the Vista curriculum, which provides English instruction in all four language domains- listening, reading, speaking, and writing.

Students with disabilities (SWD) are provided Specially Designed Instructional strategies aligned to the student's individual needs as well as intensive interventions, as needed. Strong Tier I Core instruction using the science of reading is provided to ensure that students master Florida's ELA standards.Clay County District Schools currently uses several evidence-based supplemental programs that often aid in providing Specially Designed Instruction.

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

Program Description	Voluntary Prekindergarten (VPK) is a program that is funded by the Office of Early Learning at the Florida Department of Education. During the school year, scholars must receive 540 of instructional hours during a 3-hour instructional block designed for early learning within the framework of the ESE Preschool class for four-year-olds. To complement the VPK program, the school district also offers extended day opportunities conforming to the ESE Preschool full-day schedule. *300 instructional hours are required during the summer VPK program. **Lunch and resources are scheduled outside of the 3-hour instructional block. Outdoor activities are required to be structured and aligned with the standards for 4-year-olds.
VPK Classroom Learning Environment	The following are very general guidelines for a high-quality VPK 3-hour instructional block: ● Post and follow a daily schedule that has both words and pictures, so children can understand the daily routine ● Explicitly teach children the expectations during the components of the daily routine, including transitions ● Establish clear traffic patterns ● Separate noisy and quiet areas ● Have a meeting/circle area ● Set up clearly defined learning centers ● Have a wide variety of age-appropriate materials ● Label materials and areas with both words and pictures ● Display appropriate charts at children's eye level ● Display children's work, and update displays often and include soft spaces
Charts and Materials for VPK	The purpose of the following list is to ensure that in every classroom and on the playground children have the developmentally appropriate materials that research and experience have shown are essential components of a quality program. While every classroom is different and it may be a challenge to set up distinct areas, all the centers and charts included in these lists offer important learning experiences and should be incorporated into the program in some way. Children should receive evidence-based instruction through modeling and demonstration at each learning center to develop their awareness and understanding of each learning center's purpose. Learning Centers should be well-structured with a weekly rotation schedule. Learning Center activities should be aligned with the standards for four-year olds and should be an intentionally planned extension of the daily instructional blocks. When the Coalition monitors VPK classrooms it is expected that most of these materials will be available and charts will be displayed and used: ● Charts: Attendance chart, Helper/job Chart, Daily Schedule with Words and Pictures, Weekly/monthly Calendar, Alphabet, Number, Shapes and Colors ● Dramatic Play Center: Dramatic play themes include a grocery store, office, hospital, and restaurant. Incorporates props to encourage emergent literacy and writing (recipe books, telephone books, and message pads. ● Manipulative/Math Center: Materials for counting, sorting, recognizing shapes and classification are included ● Art Center: Students can express their feelings, ideas, and be creative ● Discovery/Science/Sensory Center: Books and magazines related to themes and science topics ● Library Area: Books are appropriate for the age and interest of the children ● Listening Area: Variety of audiobooks, music, and stories ● Writing Area: Sandbox drawing, writing ● Music/Movement Center: Music is played at various times of the day; classical music is included ● Computer Center: Students practice keyboarding on real or play computers ● Outdoor Playground: Structured outdoor activity materials to support pretend play, age-appropriate equipment for climbing, swinging, and building, materials to support pretend play
Teachers, CDA, and Paraprofessional Professional Development	● All VPK/PK teachers must have the following courses on their DCF transcript: Emergent Literacy and Implementing the Florida Standards in Preschool Classrooms: 3 Years Old to Kindergarten (VFSP). Recent legislative changes to section (s.) 1002.55, Florida Statutes (F.S.), and s. 1002.63, F.S. requires all VPK instructors, including those holding a valid Florida educator certificate, as well as public school VPK instructors to complete three 5-hour emergent literacy courses for a total of 15 hours. After completing the first three emergent literacy courses, Voluntary Prekindergarten (VPK) instructors must complete one emergent literacy course every five years. ● Annually, or as required by the state, VPK teachers are to receive training for the F.A.S.T. VPK assessment. ● Assistants are to assist with academic and behavioral activities in the classroom and meet the needs of individual students. The assistant should be an integral part of small group instruction and should lead a center. **Note: *General Health Assistants* must have CPR, First Aid, and Medication Management**

	Training. **Behavioral Health Assistants** must have CPR, First Aid, Medication Management, and Safe Crisis Management Training.
Mandated Assessments	● [Voluntary Prekindergarten Education Program Accountability](#)
Quality Rating Improvement System	Early childhood classes receive classroom observations using the tool by a trained observer. [Florida Statute 1002.68](#) requires the Division of Early Learning to adopt a minimum readiness rate that demonstrates a provider has delivered the VPK program satisfactorily. Providers who have a score below the minimum are required to submit an improvement plan. Rules [6M-8.700](#), [6M-8.701](#) and [6M-8.702](#) specify requirements for coalitions or school districts to approve an improvement plan for a VPK provider on probation.
Instructional Resources	**Oral Language and Vocabulary Development:** *Story Champs, FrogStreet* **Emergent Literacy (Reading and Writing):** *FrogStreet,* Additional supports: *Heggergty, Tools4Reading: Kid Lips,* FCRR, and DEL Lessons, *Wilson Fundations,* and *Phoneme Recognition Instruction Developing Empowerment (P.R.I.D.E).* **Emergent Math:** *FrogStreet* **Science/Social Studies/Arts:** *FrogStreet*

B. Assessment/Curriculum Decision Trees

 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 bans 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 include 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 intervention 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 for 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-12

1. **Grades VPK-12 Assessments (CERP Template #'s 1, 5, 7) 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 ☒ Grade 1 ☐ Grade 2 ☐ Grade 3 ☐ Grade 4	☒ Oral Language ☒ Phonological Awareness ☒ Phonics ☒ Fluency ☒ Vocabulary	☒ Screening ☒ Progress Monitoring ☐ Diagnostic ☒ Summative	☐ Weekly ☐ 2 x Month ☐ Monthly ☐ Quarterly ☒ 3 x Year ☐ Annually

Pending Board Approval, June 2024

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 5	☒ Comprehension		☐ As Needed ☐ Other
FAST Star Reading	☐ PreK ☐ Grade K ☒ Grade 1 (PM3) ☒ 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
Other District Assessment Acadience	☐ VPK ☒ Grade K ☒ Grade 1 ☒ Grade 2 ☒ Grade 3 ☒ Grade 4 ☒ Grade 5 ☒ Grade 6	☒ 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	☒ 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
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

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

10

- 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.

The following steps describe the district's process for identifying the need of Tier 2/Tier 3 interventions for grades K-12. In grades K-3 Tier 3 interventions are provided to students identified as having a substantial reading deficiency (Template #'s 2a. K-3; 2b Grades 4-5; 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. identifying K-3 students with characteristics of dyslexia including Tier 3 interventions for students identified with characteristics of dyslexia; 6. Grades 6-8; 8. Grades 9-12.**

Step 1: Clay County District Schools will implement the Coordinated Screening and Progress Monitoring (CSPM) Program known as Florida's Assessment of Student Thinking (FAST). All students enrolled in Voluntary Pre Kindergarten (VPK) through 10th grade will be administered the FAST in the fall, winter, and spring of each program year. In addition, Acadience screeners will be administered as a universal screener to assist in the triangulation of data. All students in K-6 will be administered the Acadience screener in the fall, winter, and spring of each program year.

Step 2: The School Literacy Leadership Team will analyze the screening data from the fall administration of the FAST (K-10) and Acadience (K-6) to determine which students have been identified at the lowest achievement level/benchmark.

Step 3: The School Literacy Leadership Team will use a triangulation of data including communication (parent and student input), observation (teacher input), and product (assessment) to determine the effectiveness of Tier 1 Evidence-Based Reading Instruction (EBRI) through a structured literacy approach. Decision-Making Rubric for Use with School-Wide Screening

Examples of Product Data (Assessment)

- The student scores at the lowest achievement level/benchmark as identified by the publisher during progress monitoring administration at any time during the school year, on an assessment listed in the district's approved District Comprehensive Evidence-Based Reading Plan and beginning in 2024-2025 school year, students scoring at the lowest achievement level/benchmark on the coordinated screening and progress monitoring system pursuant to Section 1008.25(8), F.S.; and
- The student has demonstrated, through consecutive 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; reading fluency; and reading comprehension.

Step 4:

Option 1: Strengthening Tier 1

Instruction must be provided at the most basic level of deficiency, and response to instruction must be monitored and reviewed by the School Literacy Leadership Team. Additionally, the School Literacy Leadership Team will determine if the appropriate course of action is Tier 1 instruction and intervention at an individual, class-wide, or grade-wide level based on student data.

Once initial EBRI is provided, the School Literacy Leadership Team will meet again to determine students' response to Tier 1 instruction and intervention. The team will formulate the next steps in alignment with the B.E.S.T. Foundational Benchmarks and the individual needs of the identified students.

Option 2: Identifying Individual Needs

If it is determined that the identified students have received initial EBRI and remediation at Tier 1, a diagnostic assessment should be administered to identify the most foundational area(s) of deficit and need. Using the Comprehensive Evidence-Based Reading Plan Decision Trees as a guide, an instructional and intervention plan will be created to provide more individualized and frequent instruction and intervention to include explicit, systematic, and multisensory reading interventions. All determinations must be made in compliance with current state statutes regarding the identification of students with a substantial deficiency in reading and/or characteristics of dyslexia (s 1008.25 F.S).

Step 5: The school will provide written notification to the parent of any student determined to have a substantial deficiency in reading and/or characteristics of dyslexia.

Step 6: Instruction and intervention will be implemented in alignment with the individualized reading intervention plan along with progress monitoring. After initial notification, the school will communicate to the parent through monthly updates of the student's progress in response to the intensive interventions and support. Such communications must be in writing and must explain any additional interventions or supports that will be implemented to accelerate the student's progress if the interventions and supports already being implemented have not resulted in improvement.

Step 7: The School Literacy Leadership Team will continue to meet to review progress monitoring data and make determinations based on the student's response to instruction and intervention. All instruction and intervention will be provided until the identified reading deficiency has been ameliorated.

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

As outlined in state statute and in alignment with professional standards, multiple data sources must be considered rather than utilizing a single assessment to make high-stakes decisions such as the determination of characteristics of dyslexia. The district has created a data dashboard system to analyze Acadience data alongside FAST Progress Monitoring data at the District, School, Class, and Student levels. This system allows the District-Based Literacy Team and the School-Based Literacy Team to determine the needs of all students.

CCDS Multi-Tiered System of Supports (MTSS) is a prevention-oriented model, which requires both early and periodic screening to identify students who may be at risk in reading. Every K-6 student will be screened with all grade-appropriate components of the Acadience Benchmark Assessment at the beginning of the year to identify students early so that targeted instruction and/or early intervention can be provided for students identified with characteristics of dyslexia. Students in 7-12 who are suspected of having characteristics of dyslexia will be assessed with the Acadience Benchmark Assessment that most closely aligns to their grade level.

The following diagnostics will be implemented for students identified with characteristics of dyslexia: the Early Phonological Awareness Skills Test (PAST) or Phonological Awareness Screening Test (PAST), and/or Language Essentials for Teachers of Reading and Spelling (LETRS) Phonics and Word Reading Survey. The diagnostic results will be used to determine the most foundational areas of deficit(s) to determine targeted instructional support and intervention needed for the student to become a proficient reader. After the determination of characteristics of dyslexia, the CCDS MTSS progress monitoring protocols, including parent communication, as outlined in Steps 4-7 will be implemented and followed.

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.

12

o   *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 2025 Summer Reading Camp will be offered at individual elementary school sites for 3rd-grade students scoring a level 1 on the end-of-year FAST Assessment (PM 3). 3rd-grade students attending Summer Reading Camp will receive evidence-based explicit, systematic, and multisensory reading instruction in phonemic awareness, phonics, fluency, vocabulary, and comprehension instruction and intervention from a highly effective teacher who is either endorsed or certified in reading using district-adopted evidence-based intervention materials and instructional practices. The following diagnostics will be implemented for students attending Summer Reading Camp: the Early Phonological Awareness Skills Test (PAST) or Phonological Awareness Screening Test (PAST), and/or Language Essentials for Teachers of Reading and Spelling (LETRS) Phonics and Word Reading Survey. The diagnostics will determine individualized small-group instruction.

Evidence-Based Intervention Materials and Instructional Practices:

Phonemic Awareness: *Heggerty*, FCRR

Phonics, Fluency, Vocabulary, and Comprehension: LexiaCore5, FCRR

Comprehension: P.R.I.D.E. (*Phonemic Recognition Instruction Delivering Empowerment Orton-Gillingham Program)*, School administrators will hire reading endorsed, highly effective teachers to provide instruction during Summer Reading Camp.

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? No

Scarborough, 2001
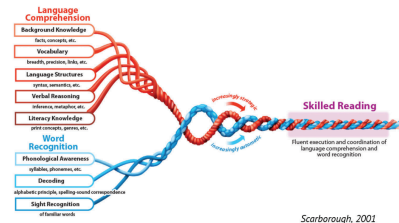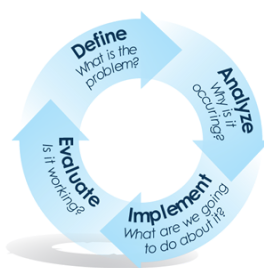
- **Phonological awareness:** manipulating sounds, particularly phonemic awareness, a subset or component of phonological awareness (an oral language skill)
- **Phoneme-grapheme correspondence:** letter/sound associations. Understanding how speech sounds (phonemes) are represented by letters/letter combinations (graphemes) and recognizing this correspondence in both directions.
- **Alphabet knowledge:** recognizing and naming individual letters
- **Decoding skills:** sounding out and blending, and structural analysis (breaking apart into syllables and word parts)
- **Fluency:** reading with speed, accuracy, and expression
- **Spelling:** orthography and encoding
- **Other Language Components:** knowing prefixes and suffixes, vocabulary and word usage, grammar, and mechanics

Tier 1 Core Literacy Instruction 90 Minutes (K-5) 50 Minutes (6-12) Everyday	Tier 2 Intervention 15-30 Minutes 3-5 Times Per Week	Tier 3 Intervention 45 Minutes-1 Hour 4-5 Times Per Week
T1 Universal Screener: Acadience K-10 **T1** Florida's B.E.S.T. Standards: English Language Arts • Progression of Foundations Benchmarks • Guide and Checklists for a School Leader's Walkthrough During Literacy Instruction in Grades 4–12 • Practice Profiles • Tier 1 Core Evidence-Based Reading Instruction • Effective Tiered Instruction for Literacy Teaching Reading is Rocket Science (Moats, 2020) **T1 Core Evidence-Based Reading Instruction (EBRI)** • Explicit and Systematic • Scaffolded • Differentiated • Immediate Corrective Feedback • Content-Rich • Write in Response to Reading (**Multilingual Learner:** Instruction and scaffolds based on student level of English Language Proficiency (ELP). **T1 Core High-Quality Curriculum** -K-12 SAVVAS -K-5 MyView -6-12 SAVVAS MyPerspectives **T1 Supplemental Reading Materials** • KidLips K-1 • Heggerty K-6 • From Phonics to Reading K-3 **Technology-Based Instruction Assistance (TBIA)** • Lexia: Core5 and PowerUp (Tier 3 Promising) • RAZ-Plus (Optional: School Level) • Vocabulary.com (7-12) • Chalk-Talk (11-12 Intensive Reading)	EBRI Explicit/Systematic Small Group Targeted Instruction provided in addition to Tier 1 instruction. Instruction is increasingly intensive and matched to instructional needs on the basis of progress monitoring and observation. Intensity varies across group size, frequency and duration of intervention, and level of training of the professionals providing instruction or intervention. Multiple Opportunities to Practice Targeted Skill(s) aligned with the 6 Components of Reading Immediate Corrective Feedback	EBRI Explicit/Systematic Small Group Intensive Instruction is provided in addition to Tier 1 and Tier 2 instruction only to students who are significantly below grade level in the development of critical reading skills. This instruction will be guided by a specific intervention program that focuses on one or more of the key components of reading development. Additional Opportunities to Practice Targeted Skill(s) aligned with the 6 Components of Reading Immediate Corrective Feedback ***Students Identified with a Substantial Reading Deficiency**

ESSA Ratings and Research

Oral Language

Tier 1 Whole Group
6 Components of Reading

Targeted Student Population: K- Grade 12 **Core & Supplemental Materials:** *SAVVAS From Phonics to Reading* *Heggerty Kid Lips* *Lexia VISTA-English Language Development* **PreK/VPK FrogStreet*	**Expected Learning Outcomes:** Students are proficient in - academic language including storytelling, recalling and sharing information, acquiring word meanings through context, and expanding domain knowledge; -verbal and written expression; and -language comprehension and vocabulary. **Multilingual Learner:** Instruction, intervention, and scaffolds based on student level of English Language Proficiency (ELP). The ESOL Facilitators serving each school is available for consultation.

Tier 1 Small Group Rotations with Progress Monitoring
If data demonstrates a deficit in *academic language including storytelling, recalling and sharing information, acquiring word meanings through context, expanding domain knowledge; verbal and written expression; or language comprehension and vocabulary,* **then:**

Initiate a Progress Monitoring Plan (PMP) and provide additional instruction focused on promoting oral academic language through read-aloud of simple stories designed to foster growth in storytelling based on story structure. Simple stories should be selected from the Core Curriculum (SAVVAS) or the Supplemental Materials (From Phonics to Reading, Lexia).	**Additional Resources:** ● **FCRR Language Activities** ● **Foundational Skills to Support Reading for Understanding in Kindergarten Through 3rd Grade, Recommendation 1** ● **5 Components of Effective Oral Language Instruction** ● **Effective Literacy and English Language Instruction for English Learners** in the **Elementary Grades** ● **Teaching Academic Content and Literacy to English Learners in Elementary and Middle School** ● **Meeting the Needs of English Learners With and Without Disabilities**

Oral Language
T2 Intervention Occurs in Addition to T1 with Increased Progress Monitoring
If Tier 1 Progress Monitoring Data *indicates no positive impact on the student's early oral language skills or that the student is not progressing at the rate of their peers*, **then:**

Engage in an Evaluation of the Triangulated Data (accessible in Synergy on the Problem Solving Protocol) Evaluate all data including student's strengths, profile information, attendance, behavior, health, and academic data to inform decision-making. **If required, complete a Request for Support (Problem Solving Protocol) in Synergy. (Problem Solving Protocol) in Synergy.** **Assess** -to determine the efficacy of Tier 1 instruction -for Tier 2 decision-making **Grades PK (VPK) - 3rd Grade** CUBED Benchmark Assessments **Grades 4-10** **Acadience Benchmark Assessments**	**If Required, Select T2 Oral Language Intervention** **Pre-K (VPK) - 3rd Grade** **Story Champs** Primarily recommended for students who have had documented Tier 1 instruction in oral language, including implementation of FCRR Oral Language instruction. Also, primarily recommended for students who are progressing with Tier 1 phoneme/grapheme connections, blending, and whole-word reading and spelling based on grade-level standards. **Requires:** district-provided training prior to implementation. **Submit requests for intervention and training through the 2024-25 MTSS Service and Support Form.** **Grades 4-10** Intervention embedded within another reading component's intervention. See Language Decision Tree for additional information and language rubrics.	**Progress Monitor** **(at least 1 time per month)** **CUBED Progress Monitoring Assessments** -Narrative Language Measures (NLM) Acadience Progress Monitoring Assessments -Oral Reading Fluency (ORF) with Retell

Oral Language
T3 Intervention Occurs in Addition to T 1 and T 2
with Increased Progress Monitoring

If Tier 1 and Tier 2 Progress Monitoring Data *indicates no positive impact on the student's early oral language skills or that the student is not progressing at the rate of their peers*, **then:**

Engage in an Evaluation of Triangulated Data and Problem Solving Engage in Problem Solving with the MTSS Lead Administrator, Intervention Team Facilitator, and School Based Literacy eadership Team. Develop a plan for intensification of Tier 2 interventions. **Assess** -to determine the efficacy of the Tier 2 intervention -for Tier 3 decision-making Kindergarten - Grade 3 **CUBED Benchmark Assessments** -Narrative Language Measures (NLM)	**PreK (VPK) - Grade 3** *Individualized Intervention* **STEP 1**: MTSS Lead Administrator and Intervention Team Facilitator submit a completed copy of **PreK-2 Student Success Form** or 3-12 Student Success Form to the MTSS District Specialist, who will deliver it to the MTSS District Team. **STEP 2:** The District will create an intervention plan and provide any required training. **Grades 4-12** **Corrective Language Comprehension–** Primarily recommended for students who have documented Tier 2 instruction in oral language and do not demonstrate appropriate progress. *Requires placement assessment prior to implementation:* *Corrective Language Comprehension Placement Assessment* Requires: district provided training prior to implementation. **Submit requests for intervention and training through the *2024-25 MTSS Service and Support Form.***	**Progress Monitor** **(at least 1 time per week)** **PreK (VPK)-12 Based on *Individualized Intervention*** Acadience Progress Monitoring Assessments -Oral Reading Fluency (ORF) with Retell

Phonological Awareness and Phonemic Awareness

Tier 1 Whole Group
6 Components of Reading
*Oral Language is embedded within Phonological Awareness and Phonemic Awareness Instruction.

Early Phonological Awareness
Core & Supplemental Materials:
PreK/VPK *FrogStreet*
PreK (VPK) - Grade 1
Tools4Reading: Kid Lips
Heggerty
 1st grade consideration
    Q1: whole group
   Q2-4: use Heggerty screening
       to determine whole group
       or small group instruction
	Expected Learning Outcomes: Students are proficient in
	-early phonological awareness skills including blending, segmenting, and manipulating the larger, more salient units of speech including onsets, rimes, and syllables; and
	-early phonemic awareness skills including isolating the first, final, then medial individual phonemes in single syllable words.
	
	Multilingual Learner: Instruction, intervention, and scaffolds based on student level of English Language Proficiency (ELP). The ESOL Facilitators serving each school is available for consultation.

Advanced Phonological and Phonemic Awareness **Targeted Student Population:** Grades 2-5 Grades 6-12 Intensive Reading **Core & Supplemental Materials:** Heggerty Primary Extension 2-12 Grades 2-12: consideration administer Heggerty screener to determine small group placement	**Expected Learning Outcomes:** Students are proficient in -phoneme segmentation of up to four or more phonemes; -separating individual phonemes in consonant blends; and -phoneme manipulation (deletion and substitution).

T1 Small Group Rotations with Progress Monitoring
If data demonstrates a deficit in *very **early phonological awareness** skills and phonemic awareness skills or higher level phonemic awareness skills*, **then:**

Initiate a Progress Monitoring Plan (PMP) and provide additional <u>early</u> phonological awareness instruction focused on blending, segmenting, and manipulating the larger, more salient units of speech including onsets, rimes, and syllables in small group or on an individual basis in addition to whole group instruction and practice. Once the student shows mastery in this, they should progress to phonemic awareness instruction and practice, including isolating the first, final, then medial individual phonemes in single syllable words. **OR** **Initiate a Progress Monitoring Plan (PMP) and provide additional <u>advanced phonemic awareness</u>** instruction focused on segmentation of up to three-phoneme words using scaffolding supports like Elkonin Boxes, clappers, felt squares, etc. Once the student shows mastery in this, they should progress to words with four or more phonemes, separating individual phonemes in consonant blends, and phoneme manipulation activities such as phoneme deletion and substitution.	**Additional Resources:** **Early PAST Assessment** **PAST Assessment** **FCRR Early Phonological and Phonemic Awareness** **FCRR Advanced Phonological and Phonemic Awareness** **Heggerty Backpack** ***Kindergarten Peer-Assisted Learning Strategies (K-PALS Reading)**: **Teacher-Directed Sound Play Lessons** (excerpt only) For full program, please request via the ***2024-25 MTSS Service and Support Form***. **Phonological Awareness Activities, from University of Florida Literacy Institute** **Foundational Skills to Support** **Reading for Understanding in Kindergarten Through 3rd Grade, Recommendation 2**

Phonological and Phonemic Awareness
T2 Intervention Occurs in Addition to T1 with Increased Progress Monitoring

If Tier 1 Progress Monitoring Data *indicates no positive impact on the student's early phonological skills or advanced phonological and phonemic awareness skills or that the student is not progressing at the rate of their peers,* **then:**

Engage in an Evaluation of the Triangulated Data (accessible in Synergy on the Problem Solving Protocol) Evaluate all data including student's strengths, profile, attendance, behavior, health, and academic data to inform decision making. **If required, complete a Request for Support (Problem Solving Protocol) in Synergy.** **Assess** -to determine the efficacy of Tier 1 -for Tier 2 decision making PreK (VPK) - Grade 2 **Early Phonological Awareness Skills** Grades 3-12 **PAST Assessment** Form A	**If required, select T2 Early Phonological Awareness Intervention:** **PreK (VPK) - Grade 2** *Heggerty Early Phonological Awareness Curriculum* Primarily recommended for students who have had documented Tier 1 instruction in phonological and phonemic awareness in small group and 1:1. Prior to implementation of Heggerty Early Phonological Awareness Curriculum, implementation of Heggerty curriculum that is on or closer to grade level must be attempted. **Requires** district-provided training prior to implementation. *Submit requests for intervention and training through the* *2024-25 MTSS Service and Support Form.* **T2 Advanced Phonological and Phonemic Awareness Intervention** **Grades 3-5 and Grades 6-12 Intensive Reading** *Heggerty Bridge the Gap* **Requires** *Heggerty Bridge the Gap* Placement Assessment baseline and district-provided training prior to implementation*.* *Submit requests for intervention and training through the* *2024-25 MTSS Service and Support Form.*	**Progress Monitor a** (at least one time per month) PreK (VPK) - Grade 2 **Early Phonological Awareness Skills** **AND** Assessment aligned to Heggerty Early Phonological Awareness Curriculum *Submit requests for assessments aligned to Heggerty Early Phonological Awareness Curriculum through the* *2024-25 MTSS Service and Support Form.* Grades 3-12 **PAST Assessment** Forms A, B, C **AND** **Heggerty Progress Monitoring Assessments** aligned to targeted skill

Phonological and Phonemic Awareness
T3 Intervention Occurs in Addition to T 1 and T 2 with Increased Progress Monitoring

If Tier 1 and Tier 2 Progress Monitoring Data *indicates no positive impact on the student's early phonological skills or advanced phonological and phonemic awareness skills or that the student is not progressing at the rate of their peers,* **then:**

Engage in Data Evaluation and Problem Solve Engage in the Problem Solving Process with the MTSS Lead Administrator, Intervention Team Facilitator, and School Based Literacy Leadership Team. Develop a plan for intensification of Tier 2 interventions. **Assess** -to determine the efficacy of the Tier 2 intervention -for Tier 3 decision-making **PreK (VPK) - Grade 2** **Early Phonological Awareness Skills** **Grades 3-12** **PAST Assessment** Form A	If Required, Select T3 Early Phonological Awareness Intervention **PreK (VPK) - Grade 2** *Individualized Intervention* **STEP 1**: MTSS Lead Administrator and Intervention Team Facilitator submit a completed copy of: **PreK-2 Student Success Form** to the MTSS District Specialist, who will deliver to the MTSS District Team. **STEP 2:** The District will create an intervention plan and provide any required training. **Grades 3-12** *Equipped for Reading Success* **Requires:** **PAST Assessment** Form A and training prior to implementation*.* *Submit requests for intervention and training through the* *2024-25 MTSS Service and Support Form.*	**Progress Monitor** (at least 1 time per week) **PreK (VPK) - Grade 2** Based on *Individualized Intervention* *Equipped for Reading Success* One Minute Activity aligned to the targeted intervention **AND** **PAST Assessment** Forms A, B, C Administer a different form each week to ensure validity of progress monitoring results.

Phonics, Decoding, Spelling, Encoding

Tier 1 Whole Group
6 Components of Reading*Oral Language is embedded within Phonics Instruction.

Beginning Phonics **Core & Supplemental Materials:** PreK/VPK - *Frog Street* K-3 - *From Phonics to Reading*	**Expected Learning Outcomes:** Students are proficient in -beginning phonics skills including single letter-sound correspondence (mastery of the alphabetic principle), and can decode real and nonsense words in closed-syllable words; and -decoding and encoding real and nonsense words (closed-syllable words).
Advanced Phonics **Core & Supplemental Materials:** Grade K-3 From Phonics to Reading Grade 4 Spelling Through Morphographs Grade 4-12 SAVVAS	**Expected Learning Outcomes:** Students are proficient in closed, open, vowel-consonant-e (VCe), vowel team, r-controlled, consonant -le (Cle) syllable types as applied to grade-level single and multi-syllabic words. **Multilingual Learner:** Instruction, intervention, and scaffolds based on student level of English Language Proficiency (ELP). The ESOL Facilitators serving each school is available for consultation.

Tier 1 Small Group Rotations with Progress Monitoring
If data demonstrates a deficit in <u>beginning phonics skills</u> or in <u>advanced phonics skills</u> or the student is not progressing at the rate of their peers, then:

BEGINNING PHONICS **Initiate a Progress Monitoring Plan (PMP) and provide** additional phonics instruction to build accuracy through decoding and encoding closed-syllable words with practice in decodable texts to build automaticity using the From Phonics to Reading Teacher Table Intervention Recommendations. For English Language Learners showing a deficit in beginning phonics skill, use the From Phonics to Reading Teacher Table English Learners Recommendations. Once the student shows mastery in this, they should progress to advanced phonics small group instruction.	**Additional Resources:** **BEGINNING PHONICS** **LETRS Phonics and Word Recognition Assessment** **From Phonics to Reading Backpack** **Kid Lips Tools4Reading Backpack** **FCRR Alphabet Knowledge Activities** **FCRR Phonics Activities** **Making Words Lessons** **Foundational Skills to Support Reading for Understanding in Kindergarten Through 3rd Grade** **Teaching Elementary School Students to Be Effective Writers**
ADVANCED PHONICS SKILLS **Initiate a Progress Monitoring Plan (PMP) and provide** additional phonics instruction to build accuracy through decoding and encoding closed, open, vowel-consonant -e (VCe), vowel team, r-controlled, and (Cle) syllable types with repeated practice to build automaticity. Once the student shows mastery in this, they should progress to fluency in small group instruction.	**ADVANCED PHONICS** **Additional Resources:** **FCRR Advanced Phonics Activities** **Making Words Lessons** **Teaching Elementary School Students to Be Effective Writers**

Phonics, Decoding, Spelling, Encoding
T2 Intervention Occurs in Addition to T1 with Increased Progress Monitoring

If Tier 1 Progress Monitoring Data *indicates no positive impact on the student's beginning phonics skills or advanced phonics skills or that the student is not progressing at the rate of their peers,* **then**

Engage in an Evaluation of the Triangulated Data (accessible in Synergy on the Problem Solving Protocol) Evaluate all data including student's strengths, profile, attendance, behavior, health, and academic data to inform decision making. **If required, complete a Request for Support (Problem Solving Protocol) in Synergy.** **Assess** -to determine the efficacy of Tier 1 -for Tier 2 decision-making Grades K-12 **Acadience Benchmark Assessments**	**If Required, Select T2 Beginning or Advanced Phonics Intervention** **PreK (VPK) - Grade 12:** *Phonemic Recognition Instruction Delivering Empowerment Orton-Gillingham Program (P.R.I.D.E.) (Strong Evidence)* **Requires: P.R.I.D.E Comprehensive Reading Assessment** and district-provided training prior to implementation *Submit requests for intervention and training through the 2024-25 MTSS Service and Support Form.* **Kindergarten:** *Sound Partners Kindergarten* **Requires:** district-provided training prior to implementation. **Submit requests for intervention and training through the 2024-25 MTSS Service and Support Form.** **Grades K-3** **UFLI* **Requires:** assessment to determine lesson beginning and sequence. **Training is available through UFLI as a self-paced course** or **Teacher Toolbox** **Grades 1-2**: *Sound Partners Kindergarten* *Sound Partners* **Requires:** district provided training prior to implementation **Submit requests for intervention and training through the 2024-25 MTSS Service and Support Form..** *Grades K-2:* *Teach Your Child to Read in 100 Easy Lessons* **Requires:** district provided training prior to implementation. **Submit requests for intervention and training through the 2024-25 MTSS Service and Support Form..** **Grades 2-12:** **Targeted Need: encoding and application for writing** *Spelling Mastery Level A* *Spelling Mastery Level B* *Spelling Mastery Level C* **Requires: Spelling Mastery Placement Assessment** prior to implementation and district provided training prior to implementation. *Submit requests for intervention and training through the 2024-25 MTSS Service and Support Form.*	**Progress Monitor at least one time per month** In-Program Assessments aligned to *-Phonemic Recognition Instruction Delivering Empowerment Orton-Gillingham Program (P.R.I.D.E.)* *-Sound Partners Kindergarten* *-Sound Partners* *-UFLI* *-Spelling Mastery Level A* *-Spelling Mastery Level B* **AND** Grades VPK - 12 **Acadience Progress Monitoring Assessments** Aligned to the area of intervention -Nonsense Word Fluency (NWF) and/or -Oral Reading Fluency (ORF)

Phonics, Decoding, Spelling, Encoding
T3 Intervention Occurs in Addition to T 1 and T 2
with Increased Progress Monitoring

If Tier 1 and Tier 2 Progress Monitoring Data *indicates no positive impact on the student's beginning phonics skills or advanced phonics skills or that the student is not progressing at the rate of their peers*, **then**

Engage in Data Evaluation and Problem Solve
Engage in the Problem Solving Process with the MTSS Lead Administrator, Intervention Team Facilitator, and School-Based Literacy Leadership Team. Develop a plan for intensification of Tier 2 interventions.

Assess
-to determine the efficacy of the Tier 2 intervention
-for Tier 3 decision-making

Grades K-12
Acadience Benchmark Assessments

If Required, Select T3 Beginning or Advanced Phonics Intervention

PreK (VPK) - Grade 3 (non-retained)
Individualized Intervention
STEP 1: MTSS Lead Administrator and Intervention Team Facilitator submit a completed copy of **PreK-2 Student Success Form** or **3-12 Student Success Form** to the MTSS District Specialist, who will deliver to the MTSS District Team.

STEP 2: The District will create an intervention plan and provide any required training, which may include training in:
Early Fundations
or
Fundations Levels 1 or 2

Grade 3 -12
Corrective Decoding **(Tier 3: Promising)**
Requires: Corrective Decoding Placement Assessment and district provided training prior to implementation*.*
Submit requests for intervention and training through the 2024-25 MTSS Service and Support Form.
Level 1 Intensive Interventions
 Grade 3: Level A or B1 (Retained-PMP, MTSS, IEP)
 Grade 4: Level A, B1, or B2 (Good Cause-PMP, MTSS, IEP)
 Grade 5: Level A, B1, or B2
 6-12 Intensive Reading: Level A, B1, B2, or C

Grade 3-12
Wilson Reading System
Requires: Wilson Assessment of Decoding and Encoding (WADE) program placement assessment
AND Word Identification and Spelling Test (WIST) and program provided **t**raining prior to implementation.
Submit requests for intervention and training through the *2024-25 MTSS Service and Support Form.*

Progress Monitor
(at least 1 time per week)
In-Program Assessments aligned to
-*Early Fundations*
-*Fundations Levels 1-3*
-*Corrective Decoding*
-*Wilson Reading System*

*Fundations Progress Monitoring Tier 3 protocols and data collection forms are provided by the District. **Submit requests for intervention protocols and data collection forms through the 2024-25 MTSS Service and Support Form.***

AND

Grades K-12
Acadience Progress Monitoring Assessments
Aligned to the area of intervention
-Nonsense Word Fluency (NWF)
-Oral Reading Fluency (ORF)

Fluency (Automatic Word Recognition)		
Fluency Tier 1 Whole Group **6 Components of Reading** *Oral Language is embedded within Fluency Instruction.*		
Targeted Student Population: Kindergarten - Grade 12 **Core & Supplemental Materials:** **K-3:** From Phonics to Reading **4-12:** SAVVAS Fluency Checks	**Expected Learning Outcomes:** Students showcase automaticity in the application of phonics skills to achieve mastery. Automaticity is demonstrated by word-level reading with accuracy, automaticity, and appropriate prosody or expression. **Multilingual Learner:** Instruction, intervention, and scaffolds based on student level of English Language Proficiency (ELP). The ESOL Facilitators serving each school is available for consultation.	
Tier 1 Small Group Rotations with Progress Monitoring **If data demonstrates a deficit** *with automaticity in fluency (automatic word recognition)*, **then,**		
Initiate a Progress Monitoring Plan (PMP) and provide the student with ample opportunities to practice applying phonics skills to build automaticity and fluency with teacher modeling fluent reading until automaticity and fluency are achieved. K-3 Teachers: Use the Small Group Planner: Intervention Plan in From Phonics to Reading for formulating flexible grouping.	**Additional Resources:** **FCRR Fluency Resources** **Foundational Skills to Support Reading for Understanding in Kindergarten Through 3rd Grade**	
Fluency Tier 2 **T2 Intervention Occurs in Addition to T1 with Increased Progress Monitoring** **If Tier 1 Progress Monitoring Data** *indicates no positive impact with automaticity in fluency (automatic word recognition),* **then**		
Engage in an Evaluation of the Triangulated Data (accessible in Synergy on the Problem Solving Protocol) Evaluate all data including student's strengths, profile, attendance, behavior, health, and academic data to inform decision making. **If required, complete a Request for Support (Problem Solving Protocol) in Synergy.** **Assess** -to determine the efficacy of the Tier 1 instruction -for Tier 2 decision making Grades K-12 **Acadience Benchmark Assessments**	**If Required, Select T2 Fluency Intervention** **Kindergarten - Grade 12** *Phonemic Recognition Instruction Delivering Empowerment Orton-Gillingham Program (P.R.I.D.E.)* *Levels: Red, Purple, Blue ONLY* **Requires:** *Phonemic Recognition Instruction Delivering Empowerment Orton-Gillingham Program* **Comprehensive Reading Assessment** and district provided training prior to implementation. ***Submit requests for intervention and training through the 2024-25 MTSS Service and Support Form.*** **Grades 2-3** *SIPPS Extension Level* - **Targeted Need:** Students that have mastered basic letter sound recognition and decode each letter in isolation, but need additional support to blend fluently. **Requires: SIPPS Placement Assessment** and district provided training prior to implementation. ***Submit requests for intervention and training through the 2024-25 MTSS Service and Support Form.***	**Progress Monitor at least one time per month** *Phonemic Recognition Instruction Delivering Empowerment Orton-Gillingham Program (P.R.I.D.E.)* In-Program Assessments **AND** Grades K-12 **Acadience Progress Monitoring Assessments** **-Oral Reading Fluency (ORF)**

Fluency Tier 3
T3 Intervention Occurs in Addition to T 1 and T 2
with Increased Progress Monitoring
If Tier 1 and Tier 2 Progress Monitoring Data *indicates no positive impact with automaticity in fluency (automatic word recognition),* then

Engage in Data Evaluation and Problem Solve	If Required, Select T3 Fluency Intervention	Progress Monitor
Engage in the Problem Solving Process with the MTSS Lead Administrator, Intervention Team Facilitator, and School Based Literacy Leadership Team. Develop a plan for intensification of Tier 2 interventions.	**Grades K-3** *Individualized Intervention* **STEP 1**: MTSS Lead Administrator and Intervention Team Facilitator submit a completed copy of: **PreK-2 Student Success Form** or **3-12 Student Success Form** to the MTSS District Specialist, who will deliver to the MTSS District Team.	**(at least 1 time per week)** In-Program Assessments aligned to -*Early Fundations* -*Fundations Levels 1-3* -*Corrective Decoding* -*Wilson Reading System*
Assess -to determine the efficacy of the Tier 2 intervention -for Tier 3 decision making Grades K-12 **Acadience Benchmark Assessments**	**STEP 2:** The District will create an intervention plan and provide any required training, which may include training in: *Early Fundations* or *Fundations Levels 1-3*	**Fundations Progress Monitoring Tier 3 protocols and data collection forms are provided by the District. **Submit requests for intervention protocols and data collection forms through the 2024-25 MTSS Service and Support Form.***
	Grades 4-12 *Corrective Decoding* *Levels B2 (Grades 4-12) and C (Grades 6-12)* **Requires: Corrective Decoding Placement Assessment** and district provided training prior to implementation. ***Submit requests for intervention and training through the 2024-25 MTSS Service and Support Form.***	**AND** Grades K-12 **Acadience Progress Monitoring Assessments** -Nonsense Word Fluency (NWF) -Oral Reading Fluency (ORF)
	Grade 3-12 *Wilson Reading System* **Requires:** Wilson Assessment of Decoding and Encoding (WADE) program placement assessment **AND** Word Identification and Spelling Test (WIST) and program provided training prior to implementation. ***Submit requests for intervention and training through the 2024-25 MTSS Service and Support Form.***	

Vocabulary and Language Comprehension

Vocabulary and Language Comprehension
Tier 1 Whole Group
6 Components of Reading

Core & Supplemental Materials: **PreK/VPK** *FrogStreet* **Grades K-12** *SAVVAS* **Grade 4** *Spelling through Morphographs* **Grades VPK-5** *Lexia Core5* **Grades 6-12** *Lexia PowerUp* **Grades 7-10** *Vocabulary.com* Intentional lessons designed to support Core instruction **Grades 11-12 Int. Reading** *ChalkTalk* **K-12**: *VISTA*-English Language Development	**Expected Learning Outcomes:** Students are approaching mastery of the benchmark for comprehension and vocabulary skills based on screeners and other assessment data. *Oral Language is embedded within Vocabulary and Language Comprehension Instruction. **Multilingual Learner:** Instruction, intervention, and scaffolds based on student level of English Language Proficiency (ELP). The ESOL Facilitators serving each school is available for consultation.

Tier 1 Small Group Rotations with Progress Monitoring
If data demonstrates a deficit in *building meaning when reading text*, **then**

Initiate a Progress Monitoring Plan (PMP) and provide additional explicit and implicit vocabulary instruction including explicit instruction of morphemes (prefixes, bases, and suffixes). The student also receives explicit instruction on comprehension strategies focused on building meaning when reading text.	**Additional Resources:** **FCRR Vocabulary Resources** **FCRR Comprehension Resources** **Dialogic Reading and Vocabulary** Embedded Read Alouds using Sample Titles of Complex Texts from Florida's B.E.S.T. Standards List by Grade Band **Improving Reading Comprehension**	**Foundational Skills to Support Reading for Understanding in Kindergarten Through 3rd Grade** **How to Read Big Words Poster**

Please note: These interventions are solely designed to address deficits in vocabulary and language comprehension. If a student demonstrates mastery of decoding, fluency, vocabulary, and language comprehension, and demonstrates a deficit in reading comprehension only, please complete a request using the *Literacy Team Form*.

Vocabulary and Language Comprehension Tier 2
T2 Intervention Occurs in Addition to T1 with Increased Progress Monitoring
If Tier 1 Progress Monitoring Data *indicates no positive impact on the student's mastery of building meaning when reading text,* **then**

Engage in an Evaluation of the Triangulated Data (accessible in Synergy on the Problem Solving Protocol) Evaluate all data including student's strengths, profile, attendance, behavior, health, and academic data to inform decision making. **If required, complete a Request for Support (Problem Solving Protocol) in Synergy.** **Assess** -to determine the efficacy of the Tier 1 instruction -for Tier 2 decision making Grades K-12 **Acadience Benchmark Assessments**	**If required, Select T2 Vocabulary and Comprehension Intervention** **PreK (VPK) - Grade 2** ***Phonemic Recognition Instruction Delivering Empowerment Orton-Gillingham Program (P.R.I.D.E.)*** **Requires:** *Phonemic Recognition Instruction Delivering Empowerment Orton-Gillingham Program* **Comprehensive Reading Assessment** and district provided training prior to implementation. ***Submit requests for intervention and training through the*** *2024-25 MTSS Service and Support Form.* **Grades 3-12** ***Phonemic Recognition Instruction Delivering Empowerment Orton-Gillingham Program (P.R.I.D.E.)*** **Requires:** *Phonemic Recognition Instruction Delivering Empowerment Orton-Gillingham Program* **Comprehensive Reading Assessment** and district provided training prior to implementation. ***Submit requests for intervention and training through the*** *2024-25 MTSS Service and Support Form.*	**Progress Monitor at least one time per month** Phonemic Recognition Instruction Delivering Empowerment Orton-Gillingham Program In-Program Assessments **AND** Grades K-12 **Acadience Progress Monitoring Assessments** **-Oral Reading Fluency (ORF)** **-MAZE**

Please note: These interventions are solely designed to address deficits in vocabulary and language comprehension. If a student demonstrates mastery of decoding, fluency, vocabulary, and language comprehension, and demonstrates a significant deficit in reading comprehension only, please complete a request using the *2024-25 MTSS Service and Support Form.*

Vocabulary and Language Comprehension Tier 3
T3 Intervention Occurs in Addition to T 1 and T 2 with Increased Progress Monitoring
If Tier 1 and Tier 2 Progress Monitoring Data *indicates no positive impact on the student's mastery of building meaning when reading text,* **then**

Engage in Data Evaluation and Problem Solve	If Required, Select T3 Vocabulary and Comprehension Intervention	Progress Monitor (at least 1 time per week)
Engage in the Problem Solving Process with the MTSS Lead Administrator, Intervention Team Facilitator, and School-Based Literacy Leadership Team. Develop a plan for intensification of Tier 2 interventions.	PreK (VPK) - Grade 3: **Individualized Intervention** **STEP 1**: MTSS Lead Administrator and Intervention Team Facilitator submit a completed copy of: **PreK-2 Student Success Form** by uploading into the *2024-25 MTSS Service and Support Form.* .	In-Program Assessments aligned to -*Corrective Language Comprehension* -*Wilson Reading System*
Assess -to determine the efficacy of the Tier 2 intervention -for Tier 3 decision making	**STEP 2:** The District will create an intervention plan and provide any required training.	**AND**
Grades K-12 **Acadience Benchmark Assessments**	Grades 4-12 **Corrective Language Comprehension** **Requires:** *Corrective Language Comprehension Placement Assessment* and district provided training prior to implementation. *Submit requests for intervention and training through the 2024-25 MTSS Service and Support Form.*	Grades K-12 **Acadience Progress Monitoring Assessments** **-Oral Reading Fluency (ORF)** **-MAZE**
	Grades 3-12 **Wilson Reading System** **Requires:** Wilson Assessment of Decoding and Encoding (WADE) program placement assessment **AND** Word Identification and Spelling Test (WIST) and district provided training prior to implementation. *Submit requests for intervention and training through the 2024-25 MTSS Service and Support Form.*	

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)](1012.585(3)(f)) and [1012.98(5)(b)11., F.S.](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.

District-wide Professional Learning opportunities are coordinated by the reading department and are facilitated by district specialists and coaches. This 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. The PL opportunities are designed to meet the requirements of s. 1012.585(3)(f). Teachers are notified of these opportunities via flyers and Google Classroom announcements and can register for the PL in Elevate, the district's professional learning tracking system. These sessions currently include: Reading Competency Courses through UF Flamingo; LETRS course; Corrective Reading and Spelling Through Morphographs DL Course; BEES Portal courses: Facilitated-- Exploring Structured Literacy, Differentiating Reading Instruction, Self-Paced, Independent-Reading Difficulties, Disabilities and Dyslexia, Structured Literacy through a Multi-Sensory Approach) Developmental Literacy, Literacy Micro-Credentials, and Leveraging Lexia PowerUp for Data-Driven Lesson Planning focused on Florida's B.E.S.T. Benchmarks for Reading.

Professional learning in B.E.S.T. ELA standards and evidence-based reading practices and programs are also offered at the district and school levels. District unit-planning sessions are offered five times a year in alignment with the curriculum guides that integrate the B.E.S.T. standards and the district-adopted reading curriculum. Additional district and school-based training is provided for teachers in using the supplemental resources in alignment with the B.E.S.T. standards and identified student needs.

Student data is reviewed throughout the year and support is prioritized for teachers, grade levels, and schools based on identified students' needs. Individual teachers may receive side-by-side coaching with job-embedded support, teams may receive ongoing support in reviewing data and developing literacy response plans, and school leaders may receive support for reviewing schoolwide data and making strategic plans for enhancing literacy instruction throughout the school.

Each school identifies teacher leaders to serve as mentor teachers and may also serve as model classrooms for others. These teachers are selected to demonstrate evidence-based literacy practices and the use of evidence-based literacy programs in ways that can be viewed and replicated by others to strengthen student literacy achievement across the school.

Demonstration classroom teachers have been identified in K-10 to provide professional learning and access to classrooms with evidence-based teaching practices. There will be three K-5, three 6-10, and 1 Intensive reading demonstration classroom teacher identified across the district. The teachers will 1) engage in ongoing job-embedded professional learning, 2) implement this learning in the classroom, 3) open their classroom for professional learning observations by other teachers. Demonstration classroom teachers will work closely with a district coach.

As part of the CCEA teacher contract, teachers engage in a minimum of 1 hour of collaborative professional learning each week. Literacy teachers use this time to identify the specific literacy skills and standards that students need to know and be able to do, develop common formative assessments, and use other diagnostic literacy assessments as needed to determine which students are meeting expectations and which need additional support and develop responsive tiered support plans to meet the student needs.

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.

The district establishes a tutoring program for students who have reading deficiencies with funding provided through SAI (Supplemental Academic Instruction) findings or as funds become available. The district utilizes evidence-based materials included in our Decision Tree forbefore or after-school tutoring based on individual student needs through additional screenings. Schools develop a data-driven plan that identifies specific students, screenings to determine needs, and evidence-based materials that will be used for instruction. RAISE schools as identified through May, Progress Monitoring 3 outcomes, receive additional funds to prioritize K-2 students with the intention to ameliorate gaps prior to third grade. Screeners will be utilized to determine students most basic reading component to begin with a tutoring focus to close gaps.

Materials include: The *Phonemic Recognition Instruction Delivering Empowerment* (P.R.I.D.E.) *Orton-Gillingham Program* The P.R.I.D.E. *Orton-Gillingham Program* is based on scientific research and years of Orton-Gillingham training and teaching experience at P.R.I.D.E. *Orton-Gillingham Program* Learning Center. P.R.I.D.E. *Orton-Gillingham Program* Learning Center is world-renowned for its work with students struggling with their reading and spelling due to common language difficulties such as dyslexia, auditory and visual processing disorders, speech deficits, and other learning differences.

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).

When a student is identified with a substantial reading deficiency, the parents of the student will receive a digital copy of the district's Read At-Home Plan in alignment with s. 1008.25(5)(e), F.S. The plan is embedded with links to resources including links to the New Worlds Reading Initiative and the New Worlds Reading Scholarship. The plan is disseminated through school communication, emails to families, posters provided to schools, Google Classrooms to teachers, and on the OneClay website.

Schools receive data to determine which students enroll in the New Worlds Reading Initiative. Students who qualify, but are not enrolled, will receive information through backpack fliers, email messages, and parent conferences. The district provides this information to schools after each Progress Monitoring Assessment.

Back-to-school events are planned for the district's most at-risk schools to assist in enrolling students in these partnership programs.

Parents will digitally receive a Literacy Newsletter each quarter. The goal of the newsletter is to provide ongoing information to assist in building a stronger partnership between school and home. Parents will be provided with educational articles, activities, and updates about literacy in our district.

Each year, family nights are planned to engage all stakeholders in literacy. OneClay Parent Academies are hosted 3 times per year at locations in each region of the district. A VPK-2 literacy night is held during Florida's Literacy Week to offer partnership resources and activities for families.

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

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

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

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