**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](https://www.flrules.org/gateway/ruleno.asp?id=6A-1.09401). 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.

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| 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.

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| --- | --- | --- | --- |
| **Point of Contact** | **Name** | **Email** | **Phone** |
| Main Reading Contact | Pamela Price | pamela.price@hdsb.prg | 850-547-6674 |
| Data Element | Nicki Mitchell | nicki.mitchell@hdsb.org | 850-547-6674 |
| Third Grade Promotion | Pamela Price | pamela.price@hdsb.prg | 850-547-6674 |
| Multi-Tiered System of Supports | JaLisa Brannon | jalisa.brannon@hdsb.org | 850-547-6674 |
| Elementary ELA | Stephanie Paul | stephanie.paul@hdsb.org | 850-836-4296 |
| Middle School ELA | Amy Hicks | amy.hicks@hdsb.org | 850-547-3631 |
| Secondary School ELA | Melissa Ward | melissa.ward@hdsb.org | 850-547-9000 |
| Assessment | Pamela Price | pamela.price@hdsb.prg | 850-547-6674 |
| Reading Endorsement | Pamela Price | pamela.price@hdsb.prg | 850-547-6674 |
| Reading Curriculum | Pamela Price | pamela.price@hdsb.prg | 850-547-6674 |
| Professional Development | Pamela Price | pamela.price@hdsb.prg | 850-547-6674 |
| Summer Reading Camp | Pamela Price | pamela.price@hdsb.prg | 850-547-6674 |
| Third Grade Promotion | Pamela Price | pamela.price@hdsb.prg | 850-547-6674 |

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| **2)   District Expenditures** |

**Comprehensive System of Reading Instruction Expenditures (**[**Rule 6A-6.053(8)(b)3.b., F.A.C.**](https://www.flrules.org/gateway/RuleNo.asp?ID=6A-6.053)**)**

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 | **265,145.00** |  |
| 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.*](http://www.leg.state.fl.us/Statutes/index.cfm?App_mode=Display_Statute&URL=1000-1099/1002/Sections/1002.33.html#:~:text=1002.33%20Charter%20schools.%E2%80%94%20%281%29%20AUTHORIZATION.%20%E2%80%94%20All%20charter,part%20of%20the%20state%E2%80%99s%20program%20of%20public%20education.)*,* [*s. 1003.4201*](http://www.leg.state.fl.us/statutes/index.cfm?mode=View%20Statutes&SubMenu=1&App_mode=Display_Statute&Search_String=1003.4201&URL=1000-1099/1003/Sections/1003.4201.html) *and* [*s. 1008.25(3)(a), Florida Statutes (F.S.)*](http://www.leg.state.fl.us/Statutes/index.cfm?App_mode=Display_Statute&URL=1000-1099/1008/Sections/1008.25.html)*.* *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.* | **0** |  |
| **Elementary Expenses** | | |
| Literacy coaches | **39,292.00** | **4@1/4** |
| Intervention teachers | **0** |  |
| Scientifically researched and evidence-based supplemental instructional materials | **30,000.00** |  |
| Summer reading camps | **16,256.00** |  |
| **Secondary Expenses** | | |
| Literacy coaches | **39,597.00** | **4@1/4** |
| Intervention teachers | **0** |  |
| Scientifically researched and evidence-based supplemental instructional materials | **25,000.00** |  |
| **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 | **25,000.00** |  |
| Incentives for K-12 instructional personnel and certified PreK teachers who possess the Reading Endorsement or Certification | **75,000.00** |  |
| Incentives for K-12 instructional personnel and certified PreK teachers who possess the Emergent, Elementary, or Secondary Literacy Micro-Credential | **10,000.00** |  |
| Additional time per day of evidence-based intensive reading instruction for extended literacy learning (before or after school, summer, etc.) | **0** |  |
| Tutoring programs to accelerate literacy learning | **0** |  |
| Family engagement activities | **5,000.00** |  |
| **Other – Please Describe** | | |
|  |  |  |
| **Sum of Expenditures** | **265,145.00** |  |

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| **3)   Literacy Leadership – District and School** |

1. **Measurable Student Achievement Goals** **(**[**Rule 6A-6.053(8)(b)3.d., F.A.C.**](https://www.flrules.org/gateway/RuleNo.asp?ID=6A-6.053)**)**

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.

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| **FAST** | | | | |
| **Grade** | **Previous School Year – % of Students Scoring**  **Based on 2023-2024 PM 3 Data** | | **Goal for Plan Year – % of Students Scoring**  **For 2024-2025 PM 3** | |
| **Urgent Intervention**  <10th percentile | **At & Above Benchmark** 40th percentile & above | **Urgent Intervention**  <10th percentile | **At & Above Benchmark** 40th percentile & above |
| **VPK** | 7.5% STAR Early Literacy | 92.5% STAR Early Literacy | 2% STAR Early Literacy | 98% STAR Early Literacy |
| **K** | 9% STAR Early Literacy | 72% STAR Early Literacy | 2% STAR Early Literacy | 85% STAR Early Literacy |
| **1** | 15% STAR Reading | 59% STAR Reading | 2% STAR Reading | 75% STAR Reading |
| **2** | 12% STAR Reading | 59% STAR Reading | 2% STAR Reading | 75% STAR Reading |

| **FAST** | | | | |
| --- | --- | --- | --- | --- |
| **Grade** | **Previous School Year – % of Students Scoring**  **Based on 2023-2024 PM 3 Data** | | **Goal for Plan Year – % of Students Scoring**  **For 2024-2025 PM 3** | |
| **Level 1** | **Levels 3-5** | **Level 1** | **Levels 3-5** |
| **3** | 24 | 46 | 10 | 60 |
| **4** | 29 | 41 | 10 | 60 |
| **5** | 28 | 40 | 10 | 60 |
| **6** | 22 | 53 | 10 | 70 |
| **7** | 18 | 55 | 10 | 70 |
| **8** | 18 | 52 | 10 | 70 |
| **9** | 24 | 44 | 10 | 60 |
| **10** | 27 | 40 | 10 | 60 |

1. **Plan Implementation and Monitoring (**[**Rule 6A-6.053(9), F.A.C.**](https://www.flrules.org/gateway/RuleNo.asp?ID=6A-6.053)**)**

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:**

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| **Grades K-5** | **District Level** | **School Level** |
| Data that will be collected and frequency of review | **FAST STAR and STAR Early Literacy Data – three times yearly**  **FAST ELA Progression Monitoring – three times yearly**  **Exact Path Data – three times yearly**  **Reading Eggs Data – three times yearly**  **DIBELS – three times yearly** | **Curriculum Based Assessments – weekly and bi-weekly**  **Winsor Sunday Assessments – weekly and bi-weekly** |
| Actions for continuous support and improvement | **Professional Development as needed** | **Professional Development as needed** |
| **Grades 6-8** | **District Level** | **School Level** |
| Data that will be collected and frequency of review | **FAST ELA Progress Monitoring – three times yearly**  **Exact Path Data – three times yearly** | **Curriculum Based Assessments – weekly and bi-weekly** |
| Actions for continuous support and improvement | **Professional Development as needed** | **Professional Development as needed** |
| **Grades 9-12** | **District Level** | **School Level** |
| Data that will be collected and frequency of review | **FAST ELA Progress Monitoring – three times yearly**  **Exact Path Data – three times yearly**  **ACT, PSAT and SAT data - quarterly** | **Curriculum Based Assessments – weekly and bi-weekly** |
| Actions for continuous support and improvement | **Professional Learning as needed** | **Professional Learning as needed** |

1. **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.**

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| Our K-12 CERP Reflection tool showed that our LLT’s and classroom ELA/Reading teachers need more professional learning opportunities that allow them to learn more our state progress monitoring and local diagnostic tools to use the data that is generated by it to plan for student instruction. |

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

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| The principal, as the leader of their school’s LLT is responsible for ensuring that the reading plan is implemented with fidelity. Part of the LLT data review is to discuss data that has been gathered during reading walkthroughs at each school. When a classroom is identified as needed additional reading support, it is the principal’s responsibility to work with the school Curriculum Coordinator and District Director of Curriculum and Instruction to ensure professional learning, coaching or modeling occurs for the teacher. |

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

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| LLT’s, who our principals are a part of, meet to review state and local data as soon as it is available. They then meet with their teachers during grade level or subject area meetings to review data with their teachers. At these teacher meetings that help teachers determine how to group students and select appropriate enrichment or interventions for the students. Our school-based Curriculum Coordinators are responsible for the in-class support that is needed by our teachers to ensure that our students’ needs are being met. |

1. **Literacy Coaches (**[**Rule 6A-6.053(4), F.A.C.**](https://www.flrules.org/gateway/RuleNo.asp?ID=6A-6.053)**)**

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**

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| **Yes** |

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

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| **N/A** |

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

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| Principals are given a copy of the literacy coach model that is to be used at their school during the district summit for administrator. The model is verbally gone over with the principals and questions and concerns are addressed at the summit. During the school year, the district Director of Curriculum and Instruction supports school leaders to ensure that the literacy coach model is being used in our schools. |

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

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| Principals are told about curriculum/reading coordinator roles and responsibilities during district summer principal LLT training. This information is shared with each school’s curriculum/reading coordinator during trainings and through the State Regional Literacy Coaches Cadre’ trainings that are held monthly. |

1. **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?**

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| Edmentum, our district progress monitoring and online remediation programs we are currently using, collaborates with the school LLT teams and our Curriculum Coordinators to provide training on data review and guidance on how to work with teachers to develop action plans for 2023-2024. LLTs meet with teachers as soon as ELA/Reading data is available to ensure that the students reading goals are being met and revise student reading plans as needed. |

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

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| School Curriculum Coordinators meet monthly with the District Director of Curriculum and Instruction to review coaches logs and to plan professional learning activities for their teachers to support ELA/Reading instruction. |

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| 1. **Assessment, Curriculum and Reading Instruction** |

1. **Florida's Formula for Reading Success (**[**Rule** **6A-6.053(3)(a), F.A.C.**](https://www.flrules.org/gateway/RuleNo.asp?ID=6A-6.053)**)**

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)](https://www.law.cornell.edu/cfr/text/34/200.2).
      * **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.](http://www.leg.state.fl.us/Statutes./index.cfm?App_mode=Display_Statute&URL=1000-1099/1003/Sections/1003.485.html), 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.**

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| The district will provide professional development on Florida's Revised Formulas for Success during school level bi-weekly grade level meetings during the month of September along with our State Regional Literacy Director. The school-based Leadership Teams will meet monthly to implement and support the multi-tiered system of supports framework. LLTs will identify students that need additional interventions both academically and behaviorally and work with the district MTSS Coordinator to ensure that teachers are implementing appropriate interventions. |

* + 1. **Describe your public school PreK program’s plan for assessment, standards, curriculum, instruction and support to meet the needs of all learners.**

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| Our VPK programs use the state FAST Reading progress monitoring, STAR Early Literacy. We also use Edmentum’s Reading Eggs program with our VPK students to build phonological awareness. The Birth to age 4 state standards are used along with the cross-walk age 4 to kindergarten standards. We use the McGraw Hill World of Wonders Curriculum which is on the state approved list of programs for VPK students. Our VPK lead paraprofessionals attend professional learning through Early Learning and with our State Regional Literacy Director to learn how to implement the best foundational reading skills in our programs. |

**B. Assessment/Curriculum Decision Trees (**[**Rule** **6A-6.053(8)(b)4., F.A.C.**](https://www.flrules.org/gateway/RuleNo.asp?ID=6A-6.053)**)**

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.](http://www.leg.state.fl.us/Statutes/index.cfm?App_mode=Display_Statute&URL=1000-1099/1008/Sections/1008.25.html#:~:text=The%202022%20Florida%20Statutes%20Title%20XLVIII%20EARLY%20LEARNING-20,support%3B%20coordinated%20screening%20and%20progress%20monitoring%3B%20reporting%20requirements.%E2%80%94)
* 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)](https://uscode.house.gov/view.xhtml?req=(title:20%20section:7801%20edition:prelim)):

(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.

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| **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  ☒ Grade 1  ☐ Grade 2  ☐ Grade 3  ☐ Grade 4  ☐ Grade 5 | ☒ Oral Language  ☒ Phonological  Awareness  ☒ Phonics  ☒ Fluency  ☒ Vocabulary  ☒ Comprehension | ☒ Screening  ☒ Progress  Monitoring  ☐ Diagnostic  ☒ Summative | ☐ Weekly  ☐ 2 x Month  ☐ Monthly  ☐ Quarterly  ☒ 3 x Year  ☐ Annually  ☐ As Needed  ☐ Other |
| FAST  Star Reading | ☐ PreK  ☐ Grade K  ☒ Grade 1  ☒ Grade 2  ☐ Grade 3  ☐ Grade 4  ☐ Grade 5 | ☐ Oral Language  ☐ Phonological  Awareness  ☐ Phonics  ☐ Fluency  ☒ Vocabulary  ☒ Comprehension | ☒ Screening  ☒ Progress  Monitoring  ☐ Diagnostic  ☒ Summative | ☐ Weekly  ☐ 2 x Month  ☐ Monthly  ☐ Quarterly  ☒ 3 x Year  ☐ Annually  ☐ As Needed  ☐ Other |
| FAST  ELA Reading | ☐ 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  Edmentum Exact Path | PreK  Grade K  Grade 1  Grade 2  Grade 3  Grade 4  Grade 5 | Oral Language  Phonological  Awareness  Phonics  Fluency  Vocabulary  Comprehension | Screening  Progress  Monitoring  Diagnostic  Summative | Weekly  2 x Month  Monthly  Quarterly  3 x Year  Annually  As Needed  Other |
| Other District Assessment  Renaissance CBM | PreK  Grade K  Grade 1  Grade 2  Grade 3  Grade 4  Grade 5 | Oral Language  Phonological  Awareness  Phonics  Fluency  Vocabulary  Comprehension | Screening  Progress  Monitoring  Diagnostic  Summative | Weekly  2 x Month  Monthly  Quarterly  3 x Year  Annually  As Needed  Other |
| Other District Assessment  Oral Reading Fluency | PreK  Grade K  Grade 1  Grade 2  Grade 3  Grade 4  Grade 5 | Oral Language  Phonological  Awareness  Phonics  Fluency  Vocabulary  Comprehension | Screening  Progress  Monitoring  Diagnostic  Summative | Weekly  2 x Month  Monthly  Quarterly  3 x Year  Annually  As Needed  Other |
| Other District Assessment  QuickReads | PreK  Grade K  Grade 1  Grade 2  Grade 3  Grade 4  Grade 5 | Oral Language  Phonological  Awareness  Phonics  Fluency  Vocabulary  Comprehension | Screening  Progress  Monitoring  Diagnostic  Summative | Weekly  2 x Month  Monthly  Quarterly  3 x Year  Annually  As Needed  Other |
| Other District Assessment  Tyner Screener | PreK  Grade K  Grade 1  Grade 2  Grade 3  Grade 4  Grade 5 | Oral Language  Phonological  Awareness  Phonics  Fluency  Vocabulary  Comprehension | Screening  Progress  Monitoring  Diagnostic  Summative | Weekly  2 x Month  Monthly  Quarterly  3 x Year  Annually  As Needed  Other |
| Other District Assessment  Winsor Sonday Systems | PreK  Grade K  Grade 1  Grade 2  Grade 3  Grade 4  Grade 5 | Oral Language  Phonological  Awareness  Phonics  Fluency  Vocabulary  Comprehension | Screening  Progress  Monitoring  Diagnostic  Summative | Weekly  2 x Month  Monthly  Quarterly  3 x Year  Annually  As Needed  Other |
| Other District Assessment  Sound Partners | PreK  Grade K  Grade 1  Grade 2  Grade 3  Grade 4  Grade 5 | Oral Language  Phonological  Awareness  Phonics  Fluency  Vocabulary  Comprehension | Screening  Progress  Monitoring  Diagnostic  Summative | Weekly  2 x Month  Monthly  Quarterly  3 x Year  Annually  As Needed  Other |
| Other District Assessment  Reading Eggs | PreK  Grade K  Grade 1  Grade 2  Grade 3  Grade 4  Grade 5 | Oral Language  Phonological  Awareness  Phonics  Fluency  Vocabulary  Comprehension | Screening  Progress  Monitoring  Diagnostic  Summative | Weekly  2 x Month  Monthly  Quarterly  3 x Year  Annually  As Needed  Other |

1. **Students with a Substantial Reading Deficiency** [**(Rule 6A-6.053(5), F.A.C.)**](https://www.flrules.org/gateway/RuleNo.asp?ID=6A-6.053)

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.](http://www.leg.state.fl.us/Statutes/index.cfm?App_mode=Display_Statute&URL=1000-1099/1008/Sections/1008.25.html#:~:text=The%202022%20Florida%20Statutes%20Title%20XLVIII%20EARLY%20LEARNING-20,support%3B%20coordinated%20screening%20and%20progress%20monitoring%3B%20reporting%20requirements.%E2%80%94)

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.](http://www.leg.state.fl.us/Statutes/index.cfm?App_mode=Display_Statute&URL=1000-1099/1008/Sections/1008.25.html#:~:text=The%202022%20Florida%20Statutes%20Title%20XLVIII%20EARLY%20LEARNING-20,support%3B%20coordinated%20screening%20and%20progress%20monitoring%3B%20reporting%20requirements.%E2%80%94);
  + 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.](http://www.leg.state.fl.us/Statutes/index.cfm?App_mode=Display_Statute&URL=1000-1099/1008/Sections/1008.25.html#:~:text=The%202022%20Florida%20Statutes%20Title%20XLVIII%20EARLY%20LEARNING-20,support%3B%20coordinated%20screening%20and%20progress%20monitoring%3B%20reporting%20requirements.%E2%80%94); 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.](http://www.leg.state.fl.us/Statutes/index.cfm?App_mode=Display_Statute&URL=1000-1099/1008/Sections/1008.25.html#:~:text=The%202022%20Florida%20Statutes%20Title%20XLVIII%20EARLY%20LEARNING-20,support%3B%20coordinated%20screening%20and%20progress%20monitoring%3B%20reporting%20requirements.%E2%80%94)
* 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.](http://www.leg.state.fl.us/Statutes/?App_mode=Display_Statute&URL=1000-1099/1008/Sections/1008.22.html)

**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.**

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| Our district uses our Reading Decision Trees that has set criteria for state progress monitoring results and our classroom assessments to identify our K-3 students in need of Tier2/Tier 3 instruction. Students who are identified as Tier 2 receive an additional 15 minutes of reading interventions and students who are identified as Tier 3 receive Tier 2 instruction and then an additional 20 minutes of more individualized Tier 3 instruction by a reading certified or endorsed teacher. Both Tier 2 and Tier 3 students are in our Multi-Tiered System of Support (MTSS) process and are monitored by the teacher, school and district while in MTSS. |

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

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| Our district uses our Reading Decision Trees that has set criteria for state progress monitoring results and our classroom assessments to identify our 4-5 students in need of Tier2/Tier 3 instruction. Students who are identified as Tier 2 receive an additional 15 minutes of reading interventions and students who are identified as Tier 3 receive Tier 2 instruction and then an additional 20 minutes of more individualized Tier 3 instruction by a reading certified or endorsed teacher. Both Tier 2 and Tier 3 students are in our Multi-Tiered System of Support (MTSS) process and are monitored by the teacher, school and district while in MTSS. |

1. **Students with Characteristics of Dyslexia (**[**Rule 6A-6.053(6), F.A.C.**](https://www.flrules.org/gateway/RuleNo.asp?ID=6A-6.053)**)**

Students who have characteristics of dyslexia must be covered by one of the plans described in

[s. 1008.25(4)(b), F.S.](http://www.leg.state.fl.us/Statutes/index.cfm?App_mode=Display_Statute&URL=1000-1099/1008/Sections/1008.25.html)

**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.**

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| The identification of students with dyslexia in any grade occurs through the MTSS process. In grades K - 3, this process is well suited to the identification of deficits in print level reading skills that are the hallmark of dyslexia. Students are screened by our Curriculum Coordinators during the initial placement into Tier 2 to identify students who must be moved automatically to Tier 3 when they are identified as having characteristics of dyslexia.  In Holmes we begin with assessing the following areas in screening for dyslexia:   * Phonological Awareness – an individual’s awareness of and access to the sound structure of his/her oral language * Phonological or Language-Based Memory – ability to recall sounds, syllables, words * Rapid Automatic Naming – speed of naming objects, colors, digits, or letters * Receptive Vocabulary – understanding of words heard * Phonics Skills – understanding of the symbol (letter) to the sound(s) relationship, either individually or in combination with other letters * Decoding –ability to use symbol-sound associations to identify (read – pronounce) words   + Real Words   + Nonsense Words * Oral Reading Fluency – ability to read accurately, at a story-telling pace – to facilitate / support comprehension   + Single Words   + Sentences and Paragraphs * Spelling * Classroom Writing   + Sentence Level   + Paragraph Level   For grades K-2 we recommend our teachers to screen their students using Renaissance CBM. |

**3b. Describe the district’s process for providing additional screening to students with characteristics of   
dyslexia pursuant to** [s. 1008.25(9), F.S.](http://www.leg.state.fl.us/Statutes/index.cfm?App_mode=Display_Statute&URL=1000-1099/1008/Sections/1008.25.html#:~:text=The%202022%20Florida%20Statutes%20Title%20XLVIII%20EARLY%20LEARNING-20,support%3B%20coordinated%20screening%20and%20progress%20monitoring%3B%20reporting%20requirements.%E2%80%94)

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| Our school psychologist will administer a dyslexia screener and conduct observations in the classroom setting. After identifying the areas of concern, the psychologist will meet with the MTSS team to discuss findings and develop interventions that will meet the student’s needs. The classroom teacher will be responsible for collecting classroom data on the student to share with the MTSS team to determine effectiveness of interventions. If a change in interventions needs to occur or the student needs to move to the referral process the MTSS team will make that determination at the time of the meeting. |

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| **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.** |
| **PM 1 and PM 2 data for Tier 1 Instruction** |
| **IF: Student meets the following criteria on PM1 and then at PM2:**  VPK - Coordinated Screening/ Progress Monitoring, STAR Early Literacy Percentile Ranking 25 or higher  Kindergarten - Coordinated Screening/ Progress Monitoring, STAR Early Literacy Percentile Ranking 25 or higher  First Grade - Coordinated Screening/ Progress Monitoring, STAR Early Literacy or STAR Percentile Ranking 25 or higher  Second Grade - Coordinated Screening/ Progress Monitoring, STAR Reading Percentile Ranking 25 or higher  Third Grade - Coordinated Screening/ Progress Monitoring, Scale Score that places student at achievement High Level 2 or Higher  Fourth Grade - Coordinated Screening/ Progress Monitoring, Scale Score that places student at achievement High Level 2 or Higher  Fifth Grade - Coordinated Screening/ Progress Monitoring, Scale Score that places student at achievement High Level 2 or Higher  State Coordinated Screening/State Progress Monitoring will be administered: First 30 Days of School, at mid school year and the end of the school 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.  Mc Graw Hill Wonders meets - Moderate Evidence  UFLI does not meet strong, moderate, or promising levels of evidence; however, the following IES Practice Guide Recommendation(s) support the program: Foundational Skills to Support Reading for Understanding in Kindergarten Through 3rd Grade Recommendation(s) Develop awareness of the segments of sounds in speech and how they link to letters; Strong Evidence; Teach students to decode words, analyze word parts, and write and recognize words. These recommendations were built into the program by daily lessons that help students develop phonological listening skills, recognize onset sounds and rimes, segment and combine sounds into words, separate sentences into words and words into syllables and sounds, and begin to manipulate speech sounds; the sound-symbol correspondences needed for basic word reading, using both direct and indirect instructional strategies. The district will support and monitor implementation of this program by in class support from Curriculum Coaches, school and district walk throughs and providing both face to face and online professional learning opportunities. |
| **List performance criteria that indicate Tier 1 is sufficient for at least 80% of students.**  80% of the students at each grade level meet the identified scale scores indicated in Tier 1. |
| **Explain how the effectiveness of Tier 1 instruction is monitored.**  Principal observations and walk-throughs along with data monitoring by the LLT. LLT meets at least quarterly to analyze data and make instructional changes as needed. |
| **What procedures are in place to identify and solve problems to improve effectiveness of Tier 1 instruction?**  LLT observations, data review, coaching and instruction modeling |
| **Performance criteria that prompt the addition of Tier 2 interventions for students not meeting expectations/benchmarks during the school year:**  A percentile ranking or achievement level that is below the identified scale score indicated in Tier 1 om PM 1 or PM 2. |
| **PM 1 and PM 2 data for Tier 2 Instruction** |
| **Performance criteria that prompt the addition of Tier 2 interventions for students not meeting expectations/benchmarks during the school year:**  VPK - Coordinated Screening/ Progress Monitoring, Star Early Literacy Percentile Rank 10-24  Kindergarten - Coordinated Screening/ Progress Monitoring, Star Early Literacy Percentile Rank 10-24  First Grade - Coordinated Screening/ Progress Monitoring, Star Early Literacy Percentile Rank 10-24  Second Grade - Coordinated Screening/ Progress Monitoring, STTAR Reading Percentile Rank 10-24  Third Grade - Coordinated Screening/ Progress Monitoring, Achievement Low Level 2  Fourth Grade - Coordinated Screening/ Progress Monitoring, Achievement Low Level 2  Fifth Grade - Coordinated Screening/ Progress Monitoring, Achievement Low Level 2  State Coordinated Screening/State Progress Monitoring will be administered: First 30 Days of School, at mid school year and the end of the school year |
| **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.  Quick Reads 2-5 - moderate - Weekly  Sonday Systems K-5 -moderate - 2 x month   * Sonday Systems does not meet strong, moderate, or promising levels of evidence; however, the following IES Practice Guide Recommendation(s) support the program: Foundational Skills to Support Reading for Understanding in Kindergarten Through 3rd Grade, Improving Reading Comprehension in Kindergarten Through 3rd Grade and Providing Reading Interventions for Students in Grades 4–9: Develop awareness of the segments of sounds 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; Teach students to identify and use the text’s organizational structure to comprehend, learn, and remember content, Moderate Evidence; Establish an engaging and motivating context in which to teach reading comprehension; Moderate Evidence; Teach students how to use reading comprehension strategies; Strong Evidence; 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; Consistently provide students with opportunities to ask and answer questions to better understand the text they read, Strong Evidence. These recommendations were built into the program by daily lessons that help students develop phonological listening skills, recognize onset sounds and rimes, segment and combine sounds into words, separate sentences into words and words into syllables and sounds, and begin to manipulate speech sounds; the sound-symbol correspondences needed for basic word reading, using both direct and indirect instructional strategies. The district will support and monitor implementation of this program by in class support from Curriculum Coaches, school and district walk throughs and providing both face to face and online professional learning opportunities.   Sound Partners K-2 – moderate - 2 x month  Edmentum Exact Path 1-5 – moderate – quarterly   * Edmentum Exact Path does not meet strong, moderate, or promising levels of evidence; however, the following IES Practice Guide Recommendation(s) support the program: Foundational Skills to Support Reading for Understanding in Kindergarten Through 3rd Grade, Improving Reading Comprehension in Kindergarten Through 3rd Grade and Providing Reading Interventions for Students in Grades 4–9: Develop awareness of the segments of sounds 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; Teach students to identify and use the text’s organizational structure to comprehend, learn, and remember content, Moderate Evidence; Establish an engaging and motivating context in which to teach reading comprehension; Moderate Evidence; Teach students how to use reading comprehension strategies; Strong Evidence; 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; Consistently provide students with opportunities to ask and answer questions to better understand the text they read, Strong Evidence. These recommendations were built into the program by daily lessons that help students develop phonological listening skills, recognize onset sounds and rimes, segment and combine sounds into words, separate sentences into words and words into syllables and sounds, and begin to manipulate speech sounds; the sound-symbol correspondences needed for basic word reading, using both direct and indirect instructional strategies. The district will support and monitor implementation of this program by in class support from Curriculum Coaches, school and district walk throughs and providing both face to face and online professional learning opportunities.   Reading Eggs K -moderate – quarterly   * Reading Eggs does not meet strong, moderate, or promising levels of evidence; however, the following IES Practice Guide Recommendation(s) support the program: Foundational Skills to Support Reading for Understanding in Kindergarten Through 3rd Grade: Develop awareness of the segments of sounds 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. These recommendations were built into the program by daily lessons that help students develop phonological listening skills, recognize onset sounds and rimes, segment and combine sounds into words, separate sentences into words and words into syllables and sounds, and begin to manipulate speech sounds; the sound-symbol correspondences needed for basic word reading, using both direct and indirect instructional strategies. The district will support and monitor implementation of this program by in class support from Curriculum Coaches, school and district walk throughs and providing both face to face and online professional learning opportunities. |
| **Indicate the evidence-based programs and practices** implemented for students with a disability, students with an Individual Educational Plan (IEP), and students who are English language learners, as applicable.  Tyner Screener K-3 – moderate - Quarterly  Quick Reads 2-5 - moderate - Weekly  Sonday Systems K-5 -moderate - 2 x month  Sound Partners K-2 – moderate - 2 x month  Renaissance CBM– moderate - 3 x year  Edmentum Exact Path 1-5 – moderate - quarterly  Edmentum Reading Eggs K -moderate - quarterly |
| **For K-3 students who have a substantial reading deficiency, identify the multisensory interventions provided.**   * Heggerty does not meet strong, moderate, or promising levels of evidence; however, the following IES Practice Guide Recommendation(s) support the program: Foundational Skills to Support Reading for Understanding in Kindergarten Through 3rd Grade Recommendation(s) Develop awareness of the segments of sounds 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. These recommendations were built into the program by daily lessons that help students develop phonological listening skills, recognize onset sounds and rimes, segment and combine sounds into words, separate sentences into words and words into syllables and sounds, and begin to manipulate speech sounds; the sound-symbol correspondences needed for basic word reading, using both direct and indirect instructional strategies. The district will support and monitor implementation of this program by in class support from Curriculum Coaches, school and district walk throughs and providing both face to face and online professional learning opportunities. |
| **Number of times per week interventions are provided:**  Five Days a Week |
| **Number of minutes per intervention session:**  15 minutes |
| **Explain how the effectiveness of Tier 2 interventions are monitored.**  Principal observations and walk-throughs along with data monitoring by the LLT. LLT meets at least quarterly to analyze data and make instructional changes as needed. |
| **What procedures are in place to identify and solve problems to improve effectiveness of Tier 2 interventions?**  Tier 2 instruction has increased intensity (more instructional time; smaller group size) and increased explicitness—more focus on teaching specific skills to scaffold students to perform on grade level in core curriculum and instruction. To identify and solve problems to improve interventions’ effectiveness, teachers will collect progress monitoring data to guide instruction. Modifications will be made to intensity of interventions and learning goals (and thus intervention learning materials) for students who do not make adequate progress. Tier 2 instruction is in conjunction with and designed to support students’ ability to maximize learning with core curriculum and instruction. |
| **Performance criteria that prompt the addition of Tier 3 interventions for students not meeting expectations/benchmarks during the school year:**  Student scores a percentile rank below 10 in grades kindergarten through second grade or an achievement level 1 on FAST progress monitoring or is not making adequate progress in Tier 2 intervention group. |
| **PM 1 and PM 2 data for Tier 3 Instruction** |
| **IF: Student meets the following criteria:**  Kindergarten - Coordinated Screening/ Progress Monitoring STAR Early Literacy Percentile Rank <10  First Grade - Coordinated Screening/ Progress Monitoring STAR Early Literacy Percentile Rank <10  Second Grade - Coordinated Screening/ Progress Monitoring STAR Reading Percentile Rank <10  Third Grade - Coordinated Screening/ Progress Monitoring scoring =Level 1  Fourth Grade -Coordinated Screening/ Progress Monitoring scoring =Level 1  Fifth Grade - Coordinated Screening/ Progress Monitoring scoring = 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.  Tyner Screener K-3 – moderate - Quarterly  Quick Reads 2-5 - moderate - Weekly  Sonday Systems K-5 -moderate - 2 x month   * Sonday Systems does not meet strong, moderate, or promising levels of evidence; however, the following IES Practice Guide Recommendation(s) support the program: Foundational Skills to Support Reading for Understanding in Kindergarten Through 3rd Grade, Improving Reading Comprehension in Kindergarten Through 3rd Grade and Providing Reading Interventions for Students in Grades 4–9: Develop awareness of the segments of sounds 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; Teach students to identify and use the text’s organizational structure to comprehend, learn, and remember content, Moderate Evidence; Establish an engaging and motivating context in which to teach reading comprehension; Moderate Evidence; Teach students how to use reading comprehension strategies; Strong Evidence; 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; Consistently provide students with opportunities to ask and answer questions to better understand the text they read, Strong Evidence. These recommendations were built into the program by daily lessons that help students develop phonological listening skills, recognize onset sounds and rimes, segment and combine sounds into words, separate sentences into words and words into syllables and sounds, and begin to manipulate speech sounds; the sound-symbol correspondences needed for basic word reading, using both direct and indirect instructional strategies. The district will support and monitor implementation of this program by in class support from Curriculum Coaches, school and district walk throughs and providing both face to face and online professional learning opportunities.   Sound Partners K-2 – moderate - 2 x month  Renaissance CBM– moderate - 3 x year  Edmentum Exact Path 1-5 – moderate – quarterly   * Edmentum Exact Path does not meet strong, moderate, or promising levels of evidence; however, the following IES Practice Guide Recommendation(s) support the program: Foundational Skills to Support Reading for Understanding in Kindergarten Through 3rd Grade, Improving Reading Comprehension in Kindergarten Through 3rd Grade and Providing Reading Interventions for Students in Grades 4–9: Develop awareness of the segments of sounds 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; Teach students to identify and use the text’s organizational structure to comprehend, learn, and remember content, Moderate Evidence; Establish an engaging and motivating context in which to teach reading comprehension; Moderate Evidence; Teach students how to use reading comprehension strategies; Strong Evidence; 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; Consistently provide students with opportunities to ask and answer questions to better understand the text they read, Strong Evidence. These recommendations were built into the program by daily lessons that help students develop phonological listening skills, recognize onset sounds and rimes, segment and combine sounds into words, separate sentences into words and words into syllables and sounds, and begin to manipulate speech sounds; the sound-symbol correspondences needed for basic word reading, using both direct and indirect instructional strategies. The district will support and monitor implementation of this program by in class support from Curriculum Coaches, school and district walk throughs and providing both face to face and online professional learning opportunities.   Reading Eggs K -moderate – quarterly   * Reading Eggs does not meet strong, moderate, or promising levels of evidence; however, the following IES Practice Guide Recommendation(s) support the program: Foundational Skills to Support Reading for Understanding in Kindergarten Through 3rd Grade: Develop awareness of the segments of sounds 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. These recommendations were built into the program by daily lessons that help students develop phonological listening skills, recognize onset sounds and rimes, segment and combine sounds into words, separate sentences into words and words into syllables and sounds, and begin to manipulate speech sounds; the sound-symbol correspondences needed for basic word reading, using both direct and indirect instructional strategies. The district will support and monitor implementation of this program by in class support from Curriculum Coaches, school and district walk throughs and providing both face to face and online professional learning opportunities. |
| **Indicate the evidence-based programs and practices** implemented for students with a disability, students with an Individual Educational Plan (IEP), and students who are English language learners, as applicable.  Sonday Systems K-5 -moderate - 2 x month   * Sonday Systems does not meet strong, moderate, or promising levels of evidence; however, the following IES Practice Guide Recommendation(s) support the program: Foundational Skills to Support Reading for Understanding in Kindergarten Through 3rd Grade, Improving Reading Comprehension in Kindergarten Through 3rd Grade and Providing Reading Interventions for Students in Grades 4–9: Develop awareness of the segments of sounds 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; Teach students to identify and use the text’s organizational structure to comprehend, learn, and remember content, Moderate Evidence; Establish an engaging and motivating context in which to teach reading comprehension; Moderate Evidence; Teach students how to use reading comprehension strategies; Strong Evidence; 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; Consistently provide students with opportunities to ask and answer questions to better understand the text they read, Strong Evidence. These recommendations were built into the program by daily lessons that help students develop phonological listening skills, recognize onset sounds and rimes, segment and combine sounds into words, separate sentences into words and words into syllables and sounds, and begin to manipulate speech sounds; the sound-symbol correspondences needed for basic word reading, using both direct and indirect instructional strategies. The district will support and monitor implementation of this program by in class support from Curriculum Coaches, school and district walk throughs and providing both face to face and online professional learning opportunities.   Students will receive researched and evidence-based reading instruction strategies, including intensive, explicit, systematic and multisensory approaches to reading instruction and interventions. Multisensory Interventions for students with substantial reading deficiency:  Visual, auditory, kinesthetic, and tactile linkages  Systematic and cumulative organization of content  Diagnostic teaching to mastery  Synthetic and analytic Presentation  (examples: word building, see it/say it, music/audio, clapping out sounds, use of playdough, sandpaper letters, color-coded word building tiles, chunking text, story sticks, idea mapping, say it/write it, tapping out sounds, use of dry erase boards, shared reading with teacher and/or peer, use of textures, read it/build it/write it, air writing, etc.)  Daily 20 minutes minimum, in addition to 90 minute reading block and 15 minute minimum for Tier 2  Students will receive an appropriate level of instruction in phonics, phonemic awareness, fluency, vocabulary, and reading comprehension strategies required to meet grade level standards. This will beaccomplished using Tyner, and Edmentum’s Exact Path reading materials, and additional district approved supplemental materials as needed.  Teachers will monitor comprehension skills with grade level formative and summative assessments. |
| **For K-3 students who have a substantial reading deficiency, identify the multisensory interventions provided.**  Auditory, segmenting, blending, manipulating sounds and letters are examples of the skills that will be taught to our students with substantial reading deficiencies using McGraw Hills, Wonders Intervention Program; ESSA Tier III promising evidence. |
| **Number of times per week interventions are provided:**  Five Days a Week |
| **Number of minutes per intervention session:**  20 minutes each day |
| **Explain how the effectiveness of Tier 3 interventions are monitored.**  Principal observations and walk-throughs along with data monitoring by the LLT. LLT meets at least quarterly to analyze data and make instructional changes as needed. |
| **What procedures are in place to identify and solve problems to improve effectiveness of Tier 3 interventions?**  LLT observations, data review, coaching and instructional modeling |

1. **Summer Reading Camps (**[**Rule 6A-6.053(7), F.A.C.**](https://www.flrules.org/gateway/RuleNo.asp?ID=6A-6.053)**)**

Requirements of Summer Reading Camps pursuant to [s. 1008.25(8), F.S.](http://www.leg.state.fl.us/Statutes/index.cfm?App_mode=Display_Statute&URL=1000-1099/1008/Sections/1008.25.html#:~:text=The%202022%20Florida%20Statutes%20Title%20XLVIII%20EARLY%20LEARNING-20,support%3B%20coordinated%20screening%20and%20progress%20monitoring%3B%20reporting%20requirements.%E2%80%94), 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.**](http://www.leg.state.fl.us/Statutes/index.cfm?App_mode=Display_Statute&URL=1000-1099/1008/Sections/1008.25.html#:~:text=The%202022%20Florida%20Statutes%20Title%20XLVIII%20EARLY%20LEARNING-20,support%3B%20coordinated%20screening%20and%20progress%20monitoring%3B%20reporting%20requirements.%E2%80%94) **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)**](https://uscode.house.gov/view.xhtml?req=(title:20%20section:7801%20edition:prelim))**.**

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| All Grade 3 students who score a level 1 or level 2 on the statewide standardized assessment for ELA are provided the opportunity to attend the Summer Reading Camp. A highly effective teacher who is reading endorsed or certified provides evidence‐based explicit, systematic, and multisensory reading instruction in phonemic awareness, phonics, fluency, vocabulary, and comprehension. The instruction materials include:  McGraw Hill, Wonders - Evidence is Promising for ESSA  QuickReads - Evidence is Strong for ESSA |

**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**

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| **Yes, we will offer Summer Reading Camp for grades K-5 based on funding.** |

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| **Grades 6-8** |

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

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

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

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| Our district uses our Reading Decision Trees that has set criteria for state progress monitoring results and our classroom assessments to identify our 6-8 students in need of Tier2/Tier 3 instruction. Students who are identified as Tier 2 receive an additional 15 minutes of reading interventions and students who are identified as Tier 3 receive Tier 2 instruction and then an additional 20 minutes of more individualized Tier 3 instruction by a reading certified or endorsed teacher. Both Tier 2 and Tier 3 students are in our Multi-Tiered System of Support (MTSS) process and are monitored by the teacher, school and district while in MTSS. |

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| **Grades 6-8 Decision Tree** |
| **PM 1 and PM 2 data for Tier 1 Instruction** |
| **IF: Student meets the following criteria at the beginning of the school year:**  Sixth Grade -Coordinated Screening/ Progress Monitoring Achievement High Level 2 or Higher  Seventh Grade -Coordinated Screening/ Progress Monitoring Achievement High Level 2 or Higher  Eighth Grade - Coordinated Screening/ Progress Monitoring Achievement High Level 2 or Higher  State Coordinated Screening/State Progress Monitoring will be administered: First 30 Days of School, at mid school year and the end of the school 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.  6-8 Savvas, Perspectives meets - Moderate Evidence  Students will be taught using the suggested materials and resources to provide fidelity to the reading programs. |
| **List performance criteria that indicate Tier 1 is sufficient for at least 80% of students.**  80% of the students at each grade level meet the identified scale scores indicated in Tier 1. |
| **Explain how the effectiveness of Tier 1 instruction is monitored.**  Principal observations and walk-throughs along with data monitoring by the LLT. LLT meets at least quarterly to analyze data and make instructional changes as needed. |
| **What procedures are in place to identify and solve problems to improve effectiveness of Tier 1 instruction?**  LLT observations, data review, coaching and instruction modeling |
| **Performance criteria that prompt the addition of Tier 2 interventions for students not meeting expectations/benchmarks during the school year:**  A percentile ranking or achievement level that is below the identified scale score indicated in Tier 1 om PM 1 or PM 2. |
| **PM 1 and PM 2 data for Tier 2 Instruction** |
| **IF: Student meets the following criteria at the beginning of the school year:** Sixth Grade -Coordinated Screening/ Progress Monitoring Achievement Level 2  Seventh Grade -Coordinated Screening/ Progress Monitoring Achievement Level 2  Eighth Grade - Coordinated Screening/ Progress Monitoring Achievement Level 2  State Coordinated Screening/State Progress Monitoring will be administered: First 30 Days of School, at mid school year and the end of the school year |
| **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.  Reading Horizons Discovery – Promising Evidence  6-8 Savvas, Perspectives meets - Moderate Evidence |
| **Indicate the evidence-based programs and practices** implemented for students with a disability, students with an Individual Educational Plan (IEP), and students who are English language learners, as applicable.  Edmentum, Exact Path   * Edmentum Exact Path does not meet strong, moderate, or promising levels of evidence; however, the following IES Practice Guide Recommendation(s) support the program: Providing Reading Interventions for Students in Grades 4–9: Teach students to identify and use the text’s organizational structure to comprehend, learn, and remember content, Moderate Evidence; Establish an engaging and motivating context in which to teach reading comprehension; Moderate Evidence; Teach students how to use reading comprehension strategies; Strong Evidence; 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; Consistently provide students with opportunities to ask and answer questions to better understand the text they read, Strong Evidence. These recommendations were built into the program by daily lessons that help students develop phonological listening skills, recognize onset sounds and rimes, segment and combine sounds into words, separate sentences into words and words into syllables and sounds, and begin to manipulate speech sounds; the sound-symbol correspondences needed for basic word reading, using both direct and indirect instructional strategies. The district will support and monitor implementation of this program by in class support from Curriculum Coaches, school and district walk throughs and providing both face to face and online professional learning opportunities.     Core Program Interventions from Savvas for Interventions |
| **Number of times per week interventions are provided:**  Five days a week |
| **Number of minutes per intervention session:**  15 minutes a day |
| **Explain how the effectiveness of Tier 2 interventions are monitored.**  Principal observations and walk-throughs along with data monitoring by the LLT. LLT meets at least quarterly to analyze data and make instructional changes as needed. |
| **What procedures are in place to identify and solve problems to improve effectiveness of Tier 2 interventions?**  Tier 2 instruction has increased intensity (more instructional time; smaller group size) and increased explicitness—more focus on teaching specific skills to scaffold students to perform on grade level in core curriculum and instruction. To identify and solve problems to improve interventions’ effectiveness, teachers will collect progress monitoring data to guide instruction. Modifications will be made to intensity of interventions and learning goals (and thus intervention learning materials) for students who do not make adequate progress. Tier 2 instruction is in conjunction with and designed to support students’ ability to maximize learning with core curriculum and instruction. |
| **Performance criteria that prompt the addition of Tier 3 interventions for students not meeting expectations/benchmarks during the school year:**  Scoring Level 1 on most recent progress monitoring. |
| **PM 1 and PM 2 data for Tier 3 Instruction** |
| **IF: Student meets the following criteria at the beginning of the school year:** Sixth Grade -Coordinated Screening/ Progress Monitoring Achievement Level 1  Seventh Grade -Coordinated Screening/ Progress Monitoring Achievement Level 1  Eighth Grade - Coordinated Screening/ Progress Monitoring Achievement Level 1  State Coordinated Screening/State Progress Monitoring will be administered: First 30 Days of School, at mid school year and the end of the school year |
| **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.  Reading Horizons Discovery meets criteria - Promising Evidence  Savvas, Perspectives Intervention meets criteria - Moderate Evidence |
| **Indicate the evidence-based programs and practices** implemented for students with a disability, students with an Individual Educational Plan (IEP), and students who are English language learners, as applicable.  Reading Horizons Discovery meets criteria - Promising Evidence  Savvas, Perspectives Intervention meets criteria - Moderate Evidence |
| **Number of times per week interventions are provided:**  Five days a week |
| **Number of minutes per intervention session:**  Minimum of 20 minutes a day |
| **Explain how the effectiveness of Tier 3 interventions are monitored.**  Principal observations and walk-throughs along with data monitoring by the LLT |
| **What procedures are in place to identify and solve problems to improve effectiveness of Tier 3 interventions?**  All teachers who provide Tier 3 interventions have earned their Reading Endorsement or are Reading Certified. Classroom walkthroughs are conducting in all ELA and Reading classrooms to monitor core and intervention instruction. Professional development is provided by the school's curriculum coordinators, consultants, our State Regional Literacy Director or Panhandle Area Educational Consortium when areas of weakness or support are identified. Students who are not making progress are administered Phonological Awareness Literacy Screener (PALS). Students who are struggling with oral language are administered the Student Language Scale Screener for Language and Literacy Disorders. |

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| **Grades 9-12** |

1. **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?** |
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| FAST ELA Reading | ☒ Grade 9  ☒ Grade 10  ☐ Grade 11  ☐ Grade 12 | ☐ Oral Language  ☐ Phonological  Awareness  ☐ Phonics  ☐ Fluency  ☒ Vocabulary  ☒ Comprehension | ☒ Screening  ☒ Progress  Monitoring  ☐ Diagnostic  ☒ Summative | ☐ Weekly  ☐ 2 x Month  ☐ Monthly  ☐ Quarterly  ☒ 3 x Year  ☐ Annually  ☐ As Needed  ☐ Other |
| Other District Assessment  Edmentum Exact Path | 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 |

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

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| Our district uses our Reading Decision Trees that has set criteria for state progress monitoring results and our classroom assessments to identify our 9-12 students in need of Tier2/Tier 3 instruction. Students who are identified as Tier 2 receive an additional 15 minutes of reading interventions and students who are identified as Tier 3 receive Tier 2 instruction and then an additional 20 minutes of more individualized Tier 3 instruction by a reading certified or endorsed teacher. Both Tier 2 and Tier 3 students are in our Multi-Tiered System of Support (MTSS) process and are monitored by the teacher, school and district while in MTSS. |

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| **Grades 9-12 Decision Tree** |
| **PM 1 and PM 2 Data for Tier 1 Instruction** |
| **IF: Student meets the following criteria on PM 1 or PM2:**  Ninth Grade -Coordinated Screening/ Progress Monitoring Achievement High Level 2 or Higher  Tenth Grade -Coordinated Screening/ Progress Monitoring Achievement High Level 2 or Higher  Eleventh Grade – Exact Path Achievement High Level 2 or Higher  Twelfth Grade – Exact Path Achievement High Level 2 or Higher  State Coordinated Screening/State Progress Monitoring will be administered: First 30 Days of School, at mid school year and the end of the school 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.  9-12 Savvas, Perspectives meets - Moderate Evidence  Students will be taught using the suggested materials and resources to provide fidelity to the reading programs. |
| **List performance criteria that indicate Tier 1 is sufficient for at least 80% of students.**  80% of the students at each grade level meet the identified scale scores indicated in Tier 1. |
| **Explain how the effectiveness of Tier 1 instruction is monitored.**  Principal observations and walk-throughs along with data monitoring by the LLT. LLT meets at least quarterly to analyze data and make instructional changes as needed. |
| **What procedures are in place to identify and solve problems to improve effectiveness of Tier 1 instruction?**  LLT observations, data review, coaching and instruction modeling |
| **Performance criteria that prompt the addition of Tier 2 interventions for students not meeting expectations/benchmarks during the school year:**  A percentile ranking or achievement level that is below the identified scale score indicated in Tier 1 om PM 1 or PM 2. |
| **PM 1 and PM 2 Data for Tier 2 Instruction** |
| **IF: Student meets the following criteria at the beginning of the school year:** Ninth Grade -Coordinated Screening/ Progress Monitoring Achievement Low Level 2  Tenth Grade -Coordinated Screening/ Progress Monitoring Achievement Low Level 2  Eleventh Grade – Exact Path Achievement High Level 2 or Higher  Twelfth Grade – Exact Path Achievement High Level 2 or Higher  State Coordinated Screening/State Progress Monitoring will be administered: First 30 Days of School, at mid school year and the end of the school year |
| **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 evidence-based programs and practices** implemented for students with a disability, students with an Individual Educational Plan (IEP), and students who are English language learners, as applicable.  Reading Horizons Discovery – Promising Evidence  9-12 Savvas, Perspectives meets - Moderate Evidence |
| **Number of times per week interventions are provided:** Five days a week |
| **Number of minutes per intervention session:**  Minimum of 15 minutes daily |
| **Explain how the effectiveness of Tier 2 interventions are monitored.**  Principal observations and walk-throughs along with data monitoring by the LLT. LLT meets at least quarterly to analyze data and make instructional changes as needed. |
| **What procedures are in place to identify and solve problems to improve effectiveness of Tier 2 interventions?**  Tier 2 instruction has increased intensity (more instructional time; smaller group size) and increased explicitness—more focus on teaching specific skills to scaffold students to perform on grade level in core curriculum and instruction. To identify and solve problems to improve interventions’ effectiveness, teachers will collect progress monitoring data to guide instruction. Modifications will be made to intensity of interventions and learning goals (and thus intervention learning materials) for students who do not make adequate progress. Tier 2 instruction is in conjunction with and designed to support students’ ability to maximize learning with core curriculum and instruction. |

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| **Performance criteria that prompt the addition of Tier 3 interventions for students not meeting expectations/benchmarks during the school year:**  Scoring a Level 1 on most recent progress monitoring**.** |
| **PM 1 and PM 2 Data for Tier 3 Instruction** |
| **IF: Student meets the following criteria at the beginning of the school year:** Ninth Grade -Coordinated Screening/ Progress Monitoring Achievement Level 1  Tenth Grade -Coordinated Screening/ Progress Monitoring Achievement Level 1  Eleventh Grade – Exact Path Achievement High Level 2 or Higher  Twelfth Grade – Exact Path Achievement High Level 2 or Higher  State Coordinated Screening/State Progress Monitoring will be administered: First 30 Days of School, at mid school year and the end of the school year |
| **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.  Reading Horizons Discovery – Promising Evidence  9-12 Savvas, Perspectives meets - Moderate Evidence |
| **Indicate the evidence-based programs and practices** implemented for students with a disability, students with an Individual Educational Plan (IEP), and students who are English language learners, as applicable.  Reading Horizons Discovery – Promising Evidence  9-12 Savvas, Perspectives meets - Moderate Evidence |
| **Number of times per week interventions are provided:**  Five days a week |
| **Number of minutes per intervention session:**  Minimum of 20 minutes a day |
| **Explain how the effectiveness of Tier 3 interventions are monitored.**  Principal observations and walk-throughs along with data monitoring by the LLT. LLT meets at least quarterly to analyze data and make instructional changes as needed. |
| **What procedures are in place to identify and solve problems to improve effectiveness of Tier 3 interventions?**  LLT observations, data review, coaching and instruction modeling  Phonological Awareness Literacy Screener (PALS). Students who are struggling with oral language are administered the Student Language Scale Screener for Language and Literacy Disorders. |

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| **5)  Professional Learning (**[**Rule 6A-6.053(8)(b)3.f.-j., F.A.C.**](https://www.flrules.org/gateway/RuleNo.asp?ID=6A-6.053)**)** |

**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)](http://www.leg.state.fl.us/statutes/index.cfm?App_mode=Display_Statute&Search_String=&URL=1000-1099/1012/Sections/1012.585.html) and [1012.98(5)(b)11., F.S.](http://www.leg.state.fl.us/Statutes/index.cfm?App_mode=Display_Statute&Search_String=&URL=1000-1099/1012/Sections/1012.98.html), 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.

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| Holmes District will provide professional development which includes training to help teachers understand the science of reading including integrating oral language, phonemic awareness, phonics, word study and spelling, fluency, vocabulary, and text comprehension strategies into an explicit, systematic, and sequential approach to reading instruction, and multisensory intervention strategies. Teachers will be provided the opportunity for professional development in multisensory reading intervention through Reading Endorsement Competencies, the State Regional Literacy Director, and the Panhandle Area Educational Consortium.  Holmes District will differentiate and intensify professional development for teachers based on progress monitoring data with intensity increased for those teachers whose progress monitoring data is not showing adequate growth.  Holmes District identifies mentor teachers and establishes model classrooms within the schools. Instructions for selecting mentors is in the district mentor packet for all principals and teachers to review. Qualifications are also reviewed yearly during summer principal trainings on the selection of mentors. Guidelines for selecting and visits to “in building” model ELA classrooms are addressed during summer principal trainings.  Holmes District ensures that time is provided for teachers to meet weekly for professional development. Holmes provides teachers with time weekly to meet for professional development including lesson study and PLCs. PLCs will be based on the needs at each school and will be coordinated with the district professional development director.  Holmes District will continue training on ELA standards/curriculum and new progress monitoring during the 2024-2025 school year. |
| **6)   Tutoring Programs to Accelerate Literacy Learning (**[**Rule 6A-6.053(9)(b), F.A.C.**](https://www.flrules.org/gateway/RuleNo.asp?ID=6A-6.053)**)** |

**Describe any tutoring programs available within your district and include targeted grade levels (e.g., RAISE High School Tutoring).**

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| * Summer Reading Programs – target grades K-3 Tier 3 and Tier 2 students – program runs four days a week for five weeks, 8:00 – 2:30 – certified reading endorsed teachers provide reading interventions to our students * School Year K-3 Tutoring – target grade K-3 Tier 2-3 students – program runs two-three days weekly – students who are enrolled in Principles of Teaching work with the students for 30 minutes during after school program * R.A.I.S.E. High School Tutoring – target grades K-3 Tier 2-3 students– program runs two-three days weekly – students who are enrolled in Principles of Teaching work with the students for 40 minutes during school hours   After School Academic Program – target grades K-8 Tier 2-3 students – program runs four days a week immediately following school until 5:00 p.m. – certified teachers provide reading interventions to our students |

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| **7)   Family Engagement (**[**Rule** **6A-6.053(8)(b)3.o., F.A.C.**](https://www.flrules.org/gateway/RuleNo.asp?ID=6A-6.053)**)** |

**In accordance with the list outlined in** [**s. 1008.25(5)(d), F.S.**](http://www.leg.state.fl.us/Statutes/index.cfm?App_mode=Display_Statute&URL=1000-1099/1008/Sections/1008.25.html#:~:text=The%202022%20Florida%20Statutes%20Title%20XLVIII%20EARLY%20LEARNING-20,support%3B%20coordinated%20screening%20and%20progress%20monitoring%3B%20reporting%20requirements.%E2%80%94)**, 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).**

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| Holmes School District believes that parental involvement in student learning is extremely important. FLDOE's Parent Guides for Florida B.E.S.T. Standards and parent guide connection book list will be disseminated to parents. Parent events, working in conjunction with Title I, will be held in the fall at each school to help parents understand academic language and strategies for supporting their child with the foundational strand to meet the needs of the traditional beginning reader and expanded to include remediation for secondary. After schools receive state results and/or the first progress monitoring results that identifies a student with a substantial deficiency in reading the school literacy team and classroom teacher meets with the parent to review their student’s data and develop a Read-At-Home plan. The office of Early Learning website address is shared with all the districts voluntary PreK parent so that they can access the parent pages and family resources. VPK families are given printed copies of the monthly at home activities to support their learners. All families will be sent home monthly literacy activity pages developed by our Curriculum Coordinators to encourage literacy activities in our student's homes. We will continue to promote and help our families enroll in the New World Reading Initiative as we meet with our parents at school functions, MTSS meetings and IEP meetings. New World Reading promotional flyers will be sent home at the beginning of the school year with all our qualifying students. Our district will provide information to qualifying families about Reading Scholarships and help families who need support in applying for the scholarships. |

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| **8)   Assurances (**[**Rule 6A-6.053(8)(b)2., F.A.C.**](https://www.flrules.org/gateway/RuleNo.asp?ID=6A-6.053)**)** |

**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:**

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| **Initials** | **Assurance** |
|  | 1. 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. |
|  | 1. 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. |
|  | 1. 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. |
|  | All literacy coaches in the district meet the minimum qualifications described in Rule 6A-6.053(4), F.A.C. |
|  | 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. |
|  | Literacy coaches are assigned to schools with the greatest need based on student performance data in reading. |
|  | Time is provided for teachers to meet weekly for professional learning, including lesson study and professional learning communities. |
|  | The CERP will be shared with stakeholders, including school administrators, literacy leadership teams, literacy coaches, classroom instructors, support staff and parents. |

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