

Leon County Schools PK-12 Comprehensive Evidence-Based Reading Plan

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

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

1) Contact Information

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

Point of Contact	Name	Email	Phone
Main Reading Contact	Jean Pepe	pepej@leonschools.net	850-414-5199
Data Element	Jean Pepe	pepej@leonschools.net	850-414-5199
Third Grade Promotion	Anicia Robinson	robinsona2@leonschools.net	850-487-7100
Multi-Tiered System of Supports	Michele Prescott	prescottm@leonschools.net	850-414-5199
Professional Development	Lewis Blessing	blessingl@leonschools.net	850-414-5199
Assessment/Accountability	David Solz	solzd@leonschools.net	850-414-5199
Early Childhood Programs	Brooke Brunner	brunnerb@leonschools.net	850-487-7614

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

Reading Allocation Budget Items

The evidence-based reading instruction allocation is created to provide comprehensive reading instruction to students in prekindergarten (PreK) through grade 12. Districts will include salaries and benefits, professional development, assessment, programs/materials, tutoring, and incentives required to effectively implement the district's plan. Budget must prioritize K-3 students with substantial deficiencies in reading.

Reading Allocation Budget Item	Estimated Amount	FTE (where applicable)
Amount of District Evidence-Based Reading Instruction Allocation	\$1,871,575.00	
Estimated proportional share distributed to district charters <i>*Charter schools must utilize their proportionate share of the evidence-based reading allocation in accordance with Section (s.) 1002.33(7)(a)2.a. and s. 1008.25(3)(a), Florida Statutes (F.S.). Note: All intensive reading interventions specified by the charter</i>	\$133,000.00	

Reading Allocation Budget Item	Estimated Amount	FTE (where applicable)
<i>must be delivered by a teacher who has a literacy micro-credential or is certified or endorsed in reading.</i>		
Elementary Expenses		
Literacy coaches/content specialists	\$970,270.00	13.0
Intervention teachers	\$0.00	
Scientifically researched and evidence-based supplemental instructional materials	\$65,053.00	
Summer reading camps for grade 3 students	\$50,000.00	
Secondary Expenses		
Literacy coaches/content specialists	\$212,310.00	2.5
Intervention teachers	\$0.00	
Scientifically researched and evidence-based supplemental instructional materials	\$390,942.00	
PK - 12 Expenses		
Professional development to help K-12 instructional personnel and certified PreK teachers earn a certification, a credential, an endorsement or an advanced degree in scientifically researched and evidence-based reading instruction	\$50,000.00	
Incentives for K-12 instructional personnel and certified PreK teachers who possess the Reading Endorsement or Certification	\$0.00	
Incentives for K-12 instructional personnel and certified PreK teachers who possess the Emergent, Elementary, or Secondary Literacy Micro-Credential	\$0.00	
Additional time per day of evidence-based intensive reading instruction for extended literacy learning (before or after school, summer, etc.)	\$0.00	
Tutoring programs to accelerate literacy learning	\$0.00	
Family engagement activities	\$0.00	
Other – Please Describe		
Sum of Expenditures	\$1,871,575.00	

3) Literacy Leadership – District and School

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

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

Florida Assessment of Student Thinking (FAST); Baseline May, 2023 – Raw Data All Students				
Grade	Current School Year – % of Students Scoring		Goal for Plan Year – % of Students Scoring	
	Urgent Intervention <10 th percentile	At & Above Benchmark 40 th percentile & above	Urgent Intervention <10 th percentile	At & Above Benchmark 40 th percentile & above
VPK	1.4	91	1	93
K	12	69	10	75

1	13	65	10	75
2	16	62	10	70
Florida Assessment of Student Thinking (FAST); Baseline May, 2023 – Raw Data All Students				
Grade	Current School Year – % of Students Scoring		Goal for Plan Year – % of Students Scoring	
	Level 1	Levels 3-5	Level 1	Levels 3-5
3	25	52	20	60
4	22	57	20	60
5	23	55	20	60
6	31	47	20	60
7	31	49	20	60
8	30	49	20	60
9	30	49	20	60
10	25	54	20	60

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

Schools are required to establish a School Literacy Leadership Team.

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

School Principals are required to establish a School Literacy Leadership Team (LLT) at each site. The team must consist of a school administrator, a literacy coach, a media specialist, and lead teachers. The lead teachers may include ELA department heads, reading interventionists, grade level chairs, ESE team leads, and content area experts. While core members remain constant, specific members may be fluid depending on the priority goals and action steps determined each school year. Principals collaborate with LLTs to establish regularly scheduled review meetings each school year in alignment with school improvement action steps.

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

District Leadership communicates the requirement of the School Literacy Leadership Team to principals through administrator meetings, site visits, information dissemination via email, and through the office of professional learning. In alignment with the school improvement process, and informed by the district's Comprehensive Evidence Based Reading Plan (CERP), LLTs annually review data to identify strengths, challenges, and establish measurable literacy goals. A variety of data is reviewed including, but not limited to: state progress monitoring data, student work samples, class specific assessment data, benchmark specific data, demographic data, attendance and discipline data. LLTs use guiding questions when reviewing data such as: Is achievement increasing, decreasing, or remaining stagnant? Are there concerning trends or discernible patterns within grade levels or across cohorts? Are there subgroups with a significant gap in achievement? What are the barriers? What are the resources? After analysis of data, LLTs develop specific, measurable literacy goals as well as action steps for improvement of literacy achievement for students. The LLT reviews progress toward meeting established goals.

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

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

1. Provide an explanation of the following:

Grades K-5	District Level	School Level
Data that will be collected and frequency of review	<p>The following will be reviewed at the district level:</p> <p>All FAST progress monitoring; three times per year</p> <p>Star Early Literacy/Star Reading; monthly for targeted schools</p> <p>CBMs; twice a month for targeted schools/students</p> <p>UFLI Foundations progress monitoring data for grades K-1; monthly</p> <p>Lexia Core5 usage/skills date for targeted schools/students; quarterly</p>	<p>The following will be reviewed at the school level:</p> <p>All FAST progress monitoring; three times per year</p> <p>UFLI Foundations progress monitoring data; monthly</p> <p>Star Early Literacy/Reading; monthly for targeted schools as needed</p> <p>CBMs; twice a month for targeted students</p> <p>Classroom assessments and student work samples through the MTSS process; monthly</p> <p>Woodcock Johnson for identified students; annually</p> <p>Kaufman Test of Educational Achievement for identified students; annually</p>
Actions for continuous support and improvement	<p>District facilitated monthly literacy coach collaborative meetings focused on supporting teachers with implementing evidence-based strategies</p> <p>District facilitated UFLI Foundations PLC with school-based support teams serving Kindergarten and First grades focusing on implementation fidelity and impact on student achievement</p> <p>Collaboration with State Regional Literacy Director on identified RAISE schools and targeted support plans</p> <p>Literacy Walks with identified coach support and action steps</p> <p>District Office of School Improvement reviews and collaborates with school-based administrators on improvement plans and appropriate action steps</p>	<p>Literacy Leadership Teams regular review of progress toward established goals and adjustment of action steps as warranted</p> <p>Administrator and literacy coach conduct regular classroom visits to provide feedback on implementation of evidence-based, high yield literacy instructional strategies</p> <p>Literacy Leadership and MTSS Teams conduct regular review of student data to monitor impact of core instruction and student response to intervention</p>

Grades 6-8	District Level	School Level
Data that will be collected and frequency of review	<p>The following will be reviewed at the district level:</p> <p>All FAST progress monitoring; three times per year</p> <p>Study Sync (core) common assessments; quarterly</p> <p>Language Live Benchmarks (middle school); three times per year</p> <p>TOWRE-2 identified students; three times per year</p>	<p>The following will be reviewed at the school level:</p> <p>All FAST progress monitoring; three times per year</p> <p>Study Sync (core) common assessments; quarterly</p> <p>Language Live Benchmarks (middle school); three times per year</p> <p>Classroom assessments and student work samples through the MTSS process;</p> <p>TOWRE-2 identified students; three times per year monthly</p> <p>Woodcock Johnson for identified students; annually</p> <p>Kaufman Test of Educational Achievement for identified students; annually</p>
Actions for continuous support and improvement	<p>District facilitated monthly literacy coach collaborative meetings focused on supporting teachers with implementing evidence-based strategies</p> <p>District facilitated monthly ELA Department Head collaborative meetings focused on the alignment of B.E.S.T. standards with core adopted materials</p> <p>Literacy Walks with identified coach support and action steps</p> <p>District Office of School Improvement reviews and collaborates with school-based administrators on improvement plans and appropriate action steps</p>	<p>Literacy Leadership Teams regular review of progress toward established goals and adjustment of action steps as warranted</p> <p>Administrator and literacy coach conduct regular classroom visits to provide feedback on implementation of evidence-based, high yield literacy instructional strategies</p> <p>Literacy Leadership and MTSS Teams conduct regular review of student data to monitor impact of core instruction and student response to intervention</p>
Grades 9-12	District Level	School Level
Data that will be collected and frequency of review	<p>The following will be reviewed at the district level:</p> <p>All FAST progress monitoring; three times per year</p> <p>Study Sync (core) common assessments; quarterly</p>	<p>The following will be reviewed at the school level:</p> <p>All FAST progress monitoring; three times per year</p> <p>Study Sync (core) common assessments; quarterly</p>

	Lexia Power Up usage/skills data for identified students; quarterly TOWRE-2 identified students; three times per year	Classroom assessments and student work samples through the MTSS process; TOWRE-2 identified students; three times per year monthly Woodcock Johnson for identified students; annually Kaufman Test of Educational Achievement for identified students; annually
Actions for continuous support and improvement	District facilitated monthly literacy coach collaborative meetings focused on supporting teachers with implementing evidence-based strategies District facilitated monthly ELA Department Head collaborative meetings focused on the alignment of B.E.S.T. standards with core adopted materials Literacy Walks with identified coach support and action steps District Office of School Improvement reviews and collaborates with school-based administrators on improvement plans and appropriate action steps	Literacy Leadership Teams regular review of progress toward established goals and adjustment of action steps as warranted Administrator and literacy coach conduct regular classroom visits to provide feedback on implementation of evidence-based, high yield literacy instructional strategies Literacy Leadership and MTSS Teams conduct regular review of student data to monitor impact of core instruction and student response to intervention

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

If the reading plan is not being implemented with fidelity, district leadership will directly contact school-based administrators to determine what deficits need to be addressed. The LCS Office of Professional Learning, the Office of School Improvement and Accountability, and the K-12 Reading/ELA staff will work collaboratively to support schools to address the identified deficits.

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

The CERP has been revised to include language on the following strategies:

Continue to define the roles and responsibilities of LCS Literacy Coach positions, and communicate this with all stakeholders through outreach, professional development, and Principal-Coach Agreement

Offer professional learning opportunities for school leaders on the Science of Reading and Florida's B.E.S.T. Standards, including structured learning opportunities to collaborate on a plan of implementation

Continue partnerships with FCRR, REL, and UFLI to provide quality, sustained professional learning for administrators, coaches, and teachers in providing evidence-based reading instruction at all levels, including the districtwide implementation of UFLI Foundations at grades Kindergarten and First

Identify school leaders (in materials and benchmarks) and upskill their capacity through professional development days to coach teachers on their campus in planning, preparing, and implementing quality literacy instruction

We have developed a great working relationship with our State Regional Literacy Director. She will continue to support our district through school visits, walkthroughs, professional development, and attending monthly Literacy Coach meetings when her schedule allows.

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

Principals collaborate with literacy leadership teams to develop schedules for literacy walkthroughs and regular meetings to review implementation of the reading plan in alignment with school improvement objectives. The requirement, importance, and best practices of frequent literacy walkthroughs by administrators is communicated through administrator meetings, in writing via email, and through the PK-12 Reading Plan. Administrators utilize checklists developed by FCRR/REL and JRF! Practice Profiles as well as elements from our teacher evaluation system which correspond to Marzano's effective instructional practices. District level support personnel routinely visit schools to observe and discuss the implementation of the literacy walkthroughs by administrators. District personnel join site administrators and/or coaches on literacy walks and review observation data. Support is provided as needed based on data review. Administrator regular walkthroughs, on-site collaborative visits, and specific feedback ensure effective implementation.

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

Data for determining shifts in instruction, targeting interventions, and supporting the needs of students is collected through benchmark measures, progress monitoring measures, classroom assessment data, and teacher observations. The Office of School Improvement and Accountability monitors school completion of state-wide progress monitoring during each assessment window. Professional development on using this data to determine interventions and support students is ongoing for all administrators, literacy coaches and classroom teachers in alignment with the district's decision trees. Principals collaborate with literacy leadership teams to set up regularly scheduled data analysis meetings in order to inform action steps.

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

A. Literacy Coaches ([Rule 6A-6.053\(6\)\(a\), F.A.C.](#))

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

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

Leon County Schools supports literacy coaches at each of our 24 elementary schools due to our commitment to increasing literacy proficiency by the end of third grade. Additional support is determined by FAST data, school grades/priority status as determined by FLDOE, RAISE tier, and the school's Title I status. All literacy coaches funded through the reading allocation are required to be fully reading endorsed or reading certified.

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

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

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

Literacy coaches must possess the following:

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

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

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

Yes/No

Yes

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

N/A

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

Leon County Schools communicates the JRF! coach model and performance expectations of literacy coaches to principals through administrator meetings, in writing via email, and through the review of the PK-12 Reading Plan. Each team is encouraged to develop an administrator-coach agreement in order to help clearly define priorities.

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

The district supports coaches through monthly literacy coach meetings, new coach mentoring, professional learning workshops based upon collected survey data, and on-site collaboration visits. We continue to have strong partnerships with FCRR, REL Southeast, and our State Regional Literacy Director. Through these partnerships we are able to provide continued, quality professional learning experiences for all instructional personnel who serve in literacy coach roles.

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

The district supports coaches with prioritizing high impact activities by providing professional learning on facilitating data analysis reviews leading to benchmark aligned instruction. In addition to monitoring student data, coaches submit monthly surveys to help determine needs and create action steps. During the upcoming school year, literacy coaches will be an integral member of the UFLI Foundations support team at each school. With the support of Dr. Holly Lane and her staff at UFLI, coaches will participate in a yearlong professional learning community focused on quality implementation of evidence-based, high yield reading instruction, literacy walkthrough data collection and analysis, providing feedback on implementation, and targeted teacher support based on the data analysis.

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

The PK-12 Reading Coordinator and the ELA Instructional Developers support and monitor the implementation of the coach model. Coaches report time on task and impact data through monthly surveys. The monthly survey data is reviewed and questions, concerns, and discrepancies, are addressed on an individual basis with school administrators and literacy coaches.

5) K-12 Assessment, Curriculum, and Instruction

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

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

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

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

The K-12 Reading staff has developed Canvas courses to educate teachers about the shift to the B.E.S.T. standards and Florida's Formula for Success. All courses include an in-depth look at the components of reading, types of assessments, and tiered instruction that includes appropriate instructional strategies for students with disabilities and those students who are English language learners. Additional professional learning opportunities reinforcing Florida's Revised Formula for Success include but are not limited to: Still the B.E.S.T. summer conferences, monthly literacy coach sessions for both elementary and secondary coaches,

Literacy Leadership Team development for administrators, elementary and secondary literacy instructional toolkits, and data analysis with the new coordinated screening and progress monitoring system (FAST). All teachers are expected to participate in our Introduction to B.E.S.T. Standards Course and B.E.S.T. Canvas courses specific to their grade/subject area. Courses thoroughly cover the content and teachers must demonstrate understanding by passing multiple quizzes. The K-12 Reading staff will monitor the implementation through site visits, literacy walks with coaches and/or administrators, data analysis, and monthly literacy coach meetings.

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

LCS public school PreK students will receive instruction on the Florida Early Learning Standards using a state adopted curriculum (Creative Curriculum). The Creative Curriculum addresses all Florida Learning Standards including all sub categories of the Star Early Literacy assessment. Selected PreK students will participate in a pilot program in partnership with the University of Florida Literacy Institute focused on the implementation of UFLI Foundations explicit phonics program.

VPK students will participate in the statewide progress monitoring program (FAST) during three assessment windows. All PreK students will be screened using the Battelle Developmental Inventory Screener (BDI). Students that fail the BDI screener will be referred for further evaluation.

Qualifying students will receive specially designed instruction through IDEA in an effort to provide early intervention. All private pre-k providers have the opportunity to make referrals for students to be evaluated at the Leon County School Early Childhood Office.

Students will also be progress monitored through the use of Teaching Strategies Gold. Data collection is on-going throughout the school year. Weekly reports provide information that will guide instructional planning. Check points occur three times throughout the school year.

Hatch provides individual, leveled instruction through a digital platform. Reports from Hatch provide suggested follow up activities in an effort to close any existing learning gaps.

Areas of instructional focus based on FAST scores include:

- Phonemic Awareness
- Phonics
- Vocabulary

Students not progressing in their age appropriate color band as it relates to the developmental standards in Teaching Strategies Gold will receive small group instruction to provide early intervention in each skills set. Instructional intervention will be provided with one (or more) of the following interventions:

- Heggerty
- Lindamood-Bell Talkies

- Specialized Designed Instruction

Students receiving supplemental and intensive instruction are progress monitored using Teaching Strategies Gold to ensure the intervention is effective.

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

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

The Decision Trees must contain the following information:

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

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

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

1. Grades PreK-5 Assessments

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

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

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

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

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

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

- Level 1 on the end of the year statewide, standardized English Language Arts assessment pursuant to [s. 1008.22\(3\)\(a\), F.S.](#)

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

The K-12 Reading staff provides guidance to school level administrators and literacy coaches to identify students with substantial reading deficiencies based on their scores (lowest achievement level/benchmark as identified by Star Early Literacy, Star Reading or F.A.S.T.) during the universal screening period or progress monitoring administration at any time during the year. Additionally, schools (administrators/literacy coaches/ teachers) are provided with guidance documents to help identify students that have 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. The process for identifying students in need of tier 3 intervention, according to our K-3 Decision Trees, is aligned with our process for identifying students with a Substantial Reading Deficiency.

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

The K-12 Reading staff provides guidance to school level administrators and literacy coaches to identify students in grades 4-5 who demonstrate a need for Tier 2 supplemental intervention and Tier 3 intensive intervention. Identification is informed by data and based on scores (lowest achievement level/benchmark as identified by Star Early Literacy, Star Reading or F.A.S.T.) during the universal screening period or progress monitoring administration at any time during the year. Additionally, schools (administrators/literacy coaches/ teachers) are provided with guidance documents, including CERP Decision Trees, to help identify students who have 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.

Grades K-1 Decision Tree	
Elementary schools (K-5) must teach reading in a dedicated, uninterrupted block of time of at least 90 minutes daily to all students. The reading block will include whole group instruction utilizing an evidence-based sequence of reading instruction and small group differentiated instruction in order to meet individual student needs.	
Beginning of year data	
IF: Student meets the following criteria at the beginning of the school year:	
FAST Star Early Literacy - 25th percentile and above	
THEN TIER 1 Only	
Core Instruction	

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

LCS adopted Savvas myView from the state of Florida's K-12 ELA instructional materials adoption list. These instructional materials have a percentage of alignment to B.E.S.T. Standards of an average of 89% across grades K-5 and an average subject specific standard score of 4.5 across grades K-5. The sequence of instruction within Savvas myView Literacy, "provides comprehensive, explicit instruction grounded in the science of reading." Savvas myView Literacy does not currently meet strong, moderate, or promising levels of evidence as defined by ESSA, however it's instructional plan and routines are supported by recommendations included in IES Practice Guides, "Foundational Skills to Support Reading for Understanding in Kindergarten through 3rd grade", "Assisting Students Struggling with Reading: Response to Intervention (RtI) and Multi-Tier Intervention in the Primary Grades", "Providing Reading Intervention for Students in Grades 4-9", and "Teaching Elementary School Students to Be Effective Writers". The following recommendations from these guides are embedded within the entire scope and sequence as well as the daily lesson routines of the program:

1. Develop awareness of the segments of sounds in speech and how they link to letters (strong)
2. Teach students to decode words, analyze word parts, and write/recognize words (strong)
3. Build students' decoding skills so they can read multisyllabic words. (strong)
4. Ensure each student reads connected text every day to support reading accuracy, fluency, and comprehension (moderate)
5. Provide purposeful fluency building activities (strong)
6. Provide systematic small group instruction on foundational reading skills based upon student data (strong)
7. Routinely use a set of comprehension building practices to help students make sense of text (strong)
8. Teach students to use the writing process for a variety of purposes (strong)

The instructional routines of Savvas myView Literacy provide explicit, structured, and sequential phonics/word study and reading instruction with explicit teaching of decoding skills, spelling instruction based on rules and patterns, multiple opportunities for fluency practice, weekly connected text supporting a variety of genres, and a variety of formative assessment and progress monitoring tools to support appropriate small group instruction.

The district is providing sustained professional development to literacy coaches, administrators, and teachers on the connection between the IES practice guide recommendations, B.E.S.T. standards, and core instructional materials. We are leveraging our current partnerships with REL, FCRR, and JRF to help support this ongoing professional development.

LCS will supplement phonics instruction in K-1 with UFLI Foundations, an explicit and systematic program that teaches students the foundational skills necessary for proficient reading. UFLI Foundations is grounded in the Science of Reading and incorporates findings from research on word reading development and effective instruction for teaching children to read and spell words. There is a strong alignment with recommendations 1-3 listed above and the preliminary research study by WestEd resulted in an effect size of 1.44 for kindergarten students and 2.04 for

1st grade students. LCS implementation plans for UFLI Foundations include a background knowledge course on effective reading instruction for teachers, site-based support teams, and ongoing professional learning from UFLI
List performance criteria that indicate Tier 1 is sufficient for at least 80% of students. Students scoring at 25 th percentile and above with average to high student growth percentile scores.
Explain how the effectiveness of Tier 1 instruction is monitored. The effectiveness of Tier 1 curriculum is being monitored through review of myView assessment data, UFLI assessment data, FAST progress monitoring data, and benchmark assessment data. Regular classroom walkthroughs are conducted by school administrators and literacy coaches. Data chats are held to review formative and cumulative student assessment data. Literacy leaderships teams meet regularly to review data and drive school-based decisions.
What procedures are in place to identify and solve problems to improve effectiveness of Tier 1 instruction? The procedures in place to identify and solve problems to improve effectiveness of Tier 1 instruction are weekly walkthroughs conducted by the school administrators and literacy coaches. Utilizing our Leon LEADS elements of effective instruction and the School Leader's Literacy Walkthrough tool, administrators and literacy leadership teams can provide specific feedback and help to ensure teacher and instructional practices are effective for all students. Ongoing feedback and support are provided by administrators and literacy coaches. Specific to our priority schools, ongoing feedback and support is provided by administrators, literacy coaches, and district staff.
Performance criteria that prompt the addition of Tier 2 interventions for students not meeting expectations/benchmarks during the school year: FAST Star Early Literacy - 24th percentile and below and consecutive formative assessment or teacher observation data demonstrates difficulty in grade level benchmarks.
Beginning of year data
IF: Student meets the following criteria at the beginning of the school year: FAST Star Early Literacy - 11th-24th percentile STAR CBM may be administered for targeted students as guided by school-based MTSS Teams
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. Interventions may include but are not limited to: Savvas myView Intervention Lessons UFLI Foundations specified lessons Lexia Core 5 Offline Teacher Directed Lessons FCRR Student Centered Activities Leon Literacy Instructional Toolkit LCS teachers use interventions that demonstrate effectiveness based on high-quality research. As described in Tier 1, although Savvas myView Literacy was rated strongly during the state's instructional review process. It currently does not meet strong, moderate, or promising levels of

evidence as defined by ESSA, however, its Intervention Lessons are supported by recommendations included in IES Practice Guides, "Foundational Skills to Support Reading for Understanding in Kindergarten through 3rd grade", "Assisting Students Struggling with Reading: Response to Intervention (RtI) and Multi-Tier Intervention in the Primary Grades", "Providing Reading Intervention for Students in Grades 4-9", and "Teaching Elementary School Students to Be Effective Writers".

The following recommendations from these guides are embedded within the instructional routines of myView Intervention lessons:

1. Develop awareness of the segments of sounds in speech and how they link to letters (strong)
2. Teach students to decode words, analyze word parts, and write/recognize words (strong)
3. Build students' decoding skills so they can read multisyllabic words. (strong)
4. Ensure each student reads connected text every day to support reading accuracy, fluency, and comprehension (moderate)
5. Provide purposeful fluency building activities (strong)
6. Provide systematic small group instruction on foundational reading skills based upon student data (strong)
7. Routinely use a set of comprehension building practices to help students make sense of text (strong)

Intervention lessons are teacher led and provide explicit, structured, and sequential instruction on standards-aligned foundational reading skills with multiple opportunities for repeated practice. The district provides sustained professional development to literacy coaches, administrators, and teachers on the connection between the IES practice guide recommendations and the myView Intervention lessons. We are leveraging our current partnerships with REL, FCRR, and JRF to help support this ongoing professional development.

As described in Tier 1, UFLI Foundations has strong alignment with effective instruction and high effect sizes in their pilot study. The developers of the program state, "the program is designed to be used for core instruction in the primary grades or for intervention with struggling students in any grade."

Lexia Core 5 is supported by strong ESSA evidence.

The Leon Literacy Instructional Toolkit is a Canvas course in the LCS Learning Management System that links teachers to evidence-based practices/strategies from FCRR and UFLI for each component of foundational reading. These resources from our partners meet the recommendations in IES practice guides: "Foundational Skills to Support Reading for Understanding in Kindergarten through 3rd grade", "Assisting Students Struggling with Reading: Response to Intervention (RtI) and Multi-Tier Intervention in the Primary Grades", and "Providing Reading Intervention for Students in Grades 4-9". LCS provides sustained support to literacy team leaders and teachers in the appropriate use of the toolkit in alignment with evidence-based practices supported by the IES Guides.

<p>Indicate the evidence-based programs and practices implemented for students with a disability, students with an Individual Educational Plan (IEP), and students who are English language learners, as applicable.</p> <p>The programs and practices used by LCS for tiered intervention described above have research and evidence of effectiveness with all learners. Additionally, researchers have found that intervention efforts that work to strengthen coherence amongst all tiers are more likely to advance student achievement in comparison to those consisting of a wide variety of programs that are often uncoordinated or limited in scope or duration. Therefore, LCS prioritizes evidence-based, core curriculum embedded approaches and adjusts based upon a student's response to intervention. Using cohesive materials and practices allows educators to monitor effectiveness through data collection and make timely adjustments based on individual student needs.</p>
<p>For K-3 students who have a substantial reading deficiency, identify the multisensory interventions provided.</p> <p>When selecting the materials for Tier 2 reading instruction, LCS uses direct instruction with multisensory components as inclusion criteria. All students who have a substantial reading deficiency will receive Tier 2 (and Tier 3) reading interventions.</p>
<p>Number of times per week interventions are provided:</p> <p>Three times per week</p>
<p>Number of minutes per intervention session:</p> <p>No less than 20 minutes per intervention session</p>
<p>Explain how the effectiveness of Tier 2 interventions is monitored.</p> <p>The effectiveness of Tier 2 is monitored through FAST progress monitoring data, Star SGP, assessment data, and benchmark data. Bi-weekly data chats will be held to review formative and cumulative student assessment data.</p>
<p>What procedures are in place to identify and solve problems to improve effectiveness of Tier 2 interventions?</p> <p>The procedures in place to identify and solve problems to improve the effectiveness of Tier 2 intervention, including alignment with core curriculum and instruction are weekly walkthroughs conducted by the school administrators and literacy coaches. Through our Leon LEADS elements of effective instruction and the School Leaders Literacy Walkthrough Tool, administrators and literacy leadership teams are able to provide specific feedback and help to ensure that the teacher and instructional practices are effective for all students. Ongoing feedback and support are provided by administrators and reading coaches. Specific to our priority schools, ongoing feedback and support is provided by administrators, reading coaches, and district staff.</p> <p>Additionally, schools will monitor the effectiveness of Tier 2 instruction with Star SGP and consider appropriate data-based adjustments for students placing in the low growth range.</p>
<p>Performance criteria that prompt the addition of Tier 3 interventions for students not meeting expectations/benchmarks during the school year:</p> <p>FAST Star Early Literacy - 10th percentile and below (Star CBM will also be administered for any student scoring 10th percentile and below) and consecutive formative assessment or teacher observation data demonstrates minimum skill levels for reading competency in one or more of the areas of phonological awareness, phonics, vocabulary, oral language skills, reading fluency, and reading comprehension.</p>
<p>Beginning of year data</p>
<p>IF: Student meets the following criteria at the beginning of the school year:</p>

FAST Star Early Literacy – 10th percentile and below (This FAST Star Early Literacy score requires additional assessment of Star CBMs.)

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.

Interventions may include but are not limited to:

Savvas myView Intervention Lessons prior grade level aligned to identified student instructional needs

UFLI Foundations specified lessons

Lexia Core 5 Offline Teacher Directed Lessons

FCRR Student Centered Activities

Leon Literacy Instructional Toolkit.

LCS teachers use interventions that demonstrate effectiveness based on high-quality research. As described in Tier 1, although Savvas myView Literacy was rated strongly during the state's instructional review process, it currently does not meet strong, moderate, or promising levels of evidence as defined by ESSA. However, its Intervention Lessons are supported by recommendations included in IES Practice Guides, "Foundational Skills to Support Reading for Understanding in Kindergarten through 3rd grade", "Assisting Students Struggling with Reading: Response to Intervention (RtI) and Multi-Tier Intervention in the Primary Grades", "Providing Reading Intervention for Students in Grades 4-9", and "Teaching Elementary School Students to Be Effective Writers".

The following recommendations from these guides are embedded within the instructional routines of myView Intervention lessons:

1. Develop awareness of the segments of sounds in speech and how they link to letters (strong)
2. Teach students to decode words, analyze word parts, and write/recognize words (strong)
3. Build students' decoding skills so they can read multisyllabic words. (strong)
4. Ensure each student reads connected text every day to support reading accuracy, fluency, and comprehension (moderate)
5. Provide purposeful fluency building activities (strong)
6. Provide systematic small group instruction on foundational reading skills based upon student data
7. Routinely use a of comprehension building practices to help students make sense of text (strong)

Intervention lessons are teacher led and provide explicit, structured, and sequential instruction on standards-aligned foundational reading skills with multiple opportunities for repeated practice.

The district provides sustained professional development to literacy coaches, administrators, and teachers on the connection between the IES practice guide recommendations and the myView Intervention lessons. We are leveraging our current partnerships with REL, FCRR, and JRF! to help support this ongoing professional development.

As described in Tier 1, UFLI Foundations has strong alignment with effective instruction and high effect sizes in their pilot study. The developers of the program state, "the program is designed to be used for core instruction in the primary grades or for intervention with struggling students in any grade."

Lexia Core 5 is supported by strong ESSA evidence.

The Leon Literacy Instructional Toolkit is a Canvas course in the LCS Learning Management System that links teachers to evidence-based practices/strategies from FCRR and UFLI for each component of foundational reading. These resources from our partners meet the recommendations in IES practice guides: "Foundational Skills to Support Reading for Understanding in Kindergarten through 3rd grade", "Assisting Students Struggling with Reading: Response to Intervention (RtI) and Multi-Tier Intervention in the Primary Grades", and "Providing Reading Intervention for Students in Grades 4-9". LCS provides sustained support to literacy team leaders and teachers in the appropriate use of the toolkit in alignment with evidence-based practices supported by the IES Guides.

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.

The programs and practices used by LCS for tiered intervention described above have research and evidence of effectiveness with all learners. Additionally, researchers have found that intervention efforts that work to strengthen coherence amongst all tiers are more likely to advance student achievement in comparison to those consisting of a wide variety of programs that are often uncoordinated or limited in scope or duration. Therefore, LCS prioritizes evidence-based, core curriculum embedded approaches and adjusts based upon a student's response to intervention. Using cohesive materials and practices allows educators to monitor effectiveness through data collection and make timely adjustments based on individual student needs.

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

When selecting the materials for Tier 3 reading instruction, LCS uses direct instruction with multisensory components as inclusion criteria. All students who have a substantial reading deficiency will receive Tier 3 reading interventions.

Number of times per week interventions are provided:

Five times per week

Number of minutes per intervention session:

No less than 30 minutes

Explain how the effectiveness of Tier 3 interventions are monitored.

The effectiveness of Tier 3 is monitored through FAST progress monitoring data, Star CBM, assessment data, and benchmark data. Bi-weekly data chats will be held to review formative and cumulative student assessment data.

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

The procedures in place to identify and solve problems to improve the effectiveness of Tier 3 intervention, including alignment with core curriculum and instruction are weekly walkthroughs conducted by the school administrators and literacy coaches. Through our Leon LEADS elements of effective instruction and the School Leaders Literacy Walkthrough Tool, administrators and literacy

leadership teams are able to provide specific feedback and help to ensure that the teacher and instructional practices are effective for all students. Ongoing feedback and support are provided by administrators and reading coaches. Specific to our priority schools, ongoing feedback and support is provided by administrators, reading coaches, and district staff.

Grade 2 Decision Tree
<p>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.</p>
<p>Beginning of year data</p>
<p>IF: Student meets the following criteria at the beginning of the school year:</p>
<p>FAST Star Reading - 25th percentile and above</p>
<p>THEN TIER 1 Only</p>
<p>Core Instruction</p> <p>Indicate the core curriculum and how the program is supported by strong, moderate, or promising levels of evidence.</p> <p>LCS adopted Savvas myView from the state of Florida’s K-12 ELA instructional materials adoption list. These instructional materials have a percentage of alignment to B.E.S.T. Standards of an average of 89% across grades K-5 and an average subject specific standard score of 4.5 across grades K-5. The sequence of instruction within Savvas myView Literacy, “provides comprehensive, explicit instruction grounded in the science of reading.” Savvas myView Literacy does not currently meet strong, moderate, or promising levels of evidence as defined by ESSA, however it's instructional plan and routines are supported by recommendations included in IES Practice Guides, "Foundational Skills to Support Reading for Understanding in Kindergarten through 3rd grade", "Assisting Students Struggling with Reading: Response to Intervention (RtI) and Multi-Tier Intervention in the Primary Grades", “Providing Reading Intervention for Students in Grades 4-9”, and "Teaching Elementary School Students to Be Effective Writers". The following recommendations from these guides are embedded within the entire scope and sequence as well as the daily lesson routines of the program:</p> <ol style="list-style-type: none"> 1. Develop awareness of the segments of sounds in speech and how they link to letters (strong) 2. Teach students to decode words, analyze word parts, and write/recognize words (strong) 3. Build students’ decoding skills so they can read multisyllabic words. (strong) 4. Ensure each student reads connected text every day to support reading accuracy, fluency, and comprehension (moderate) 5. Provide purposeful fluency building activities (strong) 6. Provide systematic small group instruction on foundational reading skills based upon student data (strong) 7. Routinely use a set of comprehension building practices to help students make sense of text (strong) 8. Teach students to use the writing process for a variety of purposes (strong) <p>The instructional routines of Savvas myView Literacy provide explicit, structured, and sequential phonics/word study and reading instruction with explicit teaching of decoding skills, spelling instruction based on rules and patterns, multiple opportunities for fluency practice, weekly</p>

<p>connected text supporting a variety of genres, and a variety of formative assessment and progress monitoring tools to support appropriate small group instruction.</p> <p>The district is providing sustained professional development to literacy coaches, administrators, and teachers on the connection between the IES practice guide recommendations, B.E.S.T. standards, and core instructional materials. We are leveraging our current partnerships with REL, FCRR, and JRF to help support this ongoing professional development.</p>
<p>List performance criteria that indicate Tier 1 is sufficient for at least 80% of students.</p> <p>Students scoring at 25th percentile and above with average to high student growth percentile scores.</p>
<p>Explain how the effectiveness of Tier 1 instruction is monitored.</p> <p>The effectiveness of Tier 1 curriculum is being monitored through review of myView assessment data, FAST progress monitoring data, and benchmark assessment data. Regular classroom walkthroughs are conducted by school administrators and literacy coaches. Data chats are held to review formative and cumulative student assessment data. Literacy leaderships teams meet regularly to review data and drive school-based decisions.</p>
<p>What procedures are in place to identify and solve problems to improve effectiveness of Tier 1 instruction?</p> <p>The procedures in place to identify and solve problems to improve effectiveness of Tier 1 instruction are weekly walkthroughs conducted by the school administrators and literacy coaches. Utilizing our Leon LEADS elements of effective instruction and the School Leader's Literacy Walkthrough tool, administrators and literacy leadership teams can provide specific feedback and help to ensure teacher and instructional practices are effective for all students. Ongoing feedback and support are provided by administrators and literacy coaches. Specific to our priority schools, ongoing feedback and support is provided by administrators, literacy coaches, and district staff.</p>
<p>Performance criteria that prompt the addition of Tier 2 interventions for students not meeting expectations/benchmarks during the school year:</p> <p>FAST –Star Reading - 11th-24th percentile and consecutive formative assessment or teacher observation data demonstrates difficulty in grade level benchmarks.</p>
<p>Beginning of year data</p>
<p>IF: Student meets the following criteria at the beginning of the school year:</p> <p>FAST Star Reading - 11th- 24th percentile</p> <p>Star CBMs and Star Early Literacy may be administered for targeted students as guided by school- based MTSS Teams</p>
<p>THEN TIER 1 Instruction and TIER 2 Interventions</p>
<p>Supplemental Instruction/Interventions</p> <p>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.</p> <p>Interventions may include but are not limited to:</p> <ul style="list-style-type: none"> Savvas myView Intervention Lessons Lexia Core 5 Offline Teacher Directed Lessons FCRR Student Centered Activities Leon Literacy Instructional Toolkit

LCS teachers use interventions that demonstrate effectiveness based on high-quality research.

As described in Tier 1, although Savvas myView Literacy was rated strongly during the state's instructional review process. It currently does not meet strong, moderate, or promising levels of evidence as defined by ESSA, however, its Intervention Lessons are supported by recommendations included in IES Practice Guides, "Foundational Skills to Support Reading for Understanding in Kindergarten through 3rd grade", "Assisting Students Struggling with Reading: Response to Intervention (RtI) and Multi-Tier Intervention in the Primary Grades", "Providing Reading Intervention for Students in Grades 4-9", and "Teaching Elementary School Students to Be Effective Writers".

The following recommendations from these guides are embedded within the instructional routines of myView Intervention lessons:

1. Develop awareness of the segments of sounds in speech and how they link to letters (strong)
2. Teach students to decode words, analyze word parts, and write/recognize words (strong)
3. Build students' decoding skills so they can read multisyllabic words. (strong)
4. Ensure each student reads connected text every day to support reading accuracy, fluency, and comprehension (moderate)
5. Provide purposeful fluency building activities (strong)
6. Provide systematic small group instruction on foundational reading skills based upon student data (strong)
7. Routinely use a set of comprehension building practices to help students make sense of text (strong)

Intervention lessons are teacher led and provide explicit, structured, and sequential instruction on standards-aligned foundational reading skills with multiple opportunities for repeated practice. The district provides sustained professional development to literacy coaches, administrators, and teachers on the connection between the IES practice guide recommendations and the myView Intervention lessons. We are leveraging our current partnerships with REL, FCRR, and JRF to help support this ongoing professional development.

Lexia Core 5 is supported by strong ESSA evidence.

The Leon Literacy Instructional Toolkit is a Canvas course in the LCS Learning Management System that links teachers to evidence-based practices/strategies from FCRR and UFLI for each component of foundational reading. These resources from our partners meet the recommendations in IES practice guides: "Foundational Skills to Support Reading for Understanding in Kindergarten through 3rd grade", "Assisting Students Struggling with Reading: Response to Intervention (RtI) and Multi-Tier Intervention in the Primary Grades", and "Providing Reading Intervention for Students in Grades 4-9". LCS provides sustained support to literacy team leaders and teachers in the appropriate use of the toolkit in alignment with evidence-based practices supported by the IES Guides.

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.

The programs and practices used by LCS for tiered intervention described above have research and evidence of effectiveness with all learners. Additionally, researchers have found that intervention efforts that work to strengthen coherence amongst all tiers are more likely to advance student

achievement in comparison to those consisting of a wide variety of programs that are often uncoordinated or limited in scope or duration. Therefore, LCS prioritizes evidence-based, core curriculum embedded approaches and adjusts based upon a student's response to intervention. Using cohesive materials and practices allows educators to monitor effectiveness through data collection and make timely adjustments based on individual student needs.
<p>For K-3 students who have a substantial reading deficiency, identify the multisensory interventions provided.</p> <p>When selecting the materials for Tier 2 reading instruction, LCS uses direct instruction with multisensory components as inclusion criteria. All students who have a substantial reading deficiency will receive Tier 2 (and Tier 3) reading interventions.</p>
<p>Number of times per week interventions are provided:</p> <p>Three times a week</p>
<p>Number of minutes per intervention session:</p> <p>No less than 20 minutes per intervention session</p>
<p>Explain how the effectiveness of Tier 2 interventions are monitored.</p> <p>The effectiveness of Tier 2 is monitored through FAST progress monitoring data, Star SGP, assessment data, and benchmark data. Bi-weekly data chats will be held to review formative and cumulative student assessment data.</p>
<p>What procedures are in place to identify and solve problems to improve effectiveness of Tier 2 interventions?</p> <p>The procedures in place to identify and solve problems to improve the effectiveness of Tier 2 intervention, including alignment with core curriculum and instruction are weekly walkthroughs conducted by the school administrators and literacy coaches. Through our Leon LEADS elements of effective instruction and the School Leaders Literacy Walkthrough Tool, administrators and literacy leadership teams can provide specific feedback and help to ensure that the teacher and instructional practices are effective for all students. Ongoing feedback and support are provided by administrators and reading coaches. Specific to our priority schools, ongoing feedback and support is provided by administrators, reading coaches, and district staff.</p> <p>Additionally, schools will monitor the effectiveness of Tier 2 instruction with Star SGP and consider appropriate data-based adjustments for students placing in the low growth range.</p>
<p>Performance criteria that prompt the addition of Tier 3 interventions for students not meeting expectations/benchmarks during the school year:</p> <p>FAST Star Reading - 10th percentile and below (Star CBM will also be administered for any student scoring 10th percentile and below) and consecutive formative assessment or teacher observation data demonstrates minimum skill levels for reading competency in one or more of the areas of phonological awareness, phonics, vocabulary, oral language skills, reading fluency, and reading comprehension.</p>
Beginning of year data
<p>IF: Student meets the following criteria at the beginning of the school year:</p> <p>FAST Star Reading - 10th percentile and below</p> <p>This Star score requires additional assessment of Star Early Literacy for Diagnostic Purposes and Star CBMs.</p>
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.

Interventions may include but are not limited to:

Savvas myView Intervention Lessons prior grade level aligned to identified student instructional needs

Lexia Core 5 Offline Teacher Directed Lessons

FCRR Student Centered Activities

Leon Literacy Instructional Toolkit.

LCS teachers use interventions that demonstrate effectiveness based on high-quality research. As described in Tier 1, although Savvas myView Literacy was rated strongly during the state's instructional review process, it currently does not meet strong, moderate, or promising levels of evidence as defined by ESSA. However, its Intervention Lessons are supported by recommendations included in IES Practice Guides, "Foundational Skills to Support Reading for Understanding in Kindergarten through 3rd grade", "Assisting Students Struggling with Reading: Response to Intervention (RtI) and Multi-Tier Intervention in the Primary Grades", "Providing Reading Intervention for Students in Grades 4-9", and "Teaching Elementary School Students to Be Effective Writers".

The following recommendations from these guides are embedded within the instructional routines of myView Intervention lessons:

1. Develop awareness of the segments of sounds in speech and how they link to letters (strong)
2. Teach students to decode words, analyze word parts, and write/recognize words (strong)
3. Build students' decoding skills so they can read multisyllabic words. (strong)
4. Ensure each student reads connected text every day to support reading accuracy, fluency, and comprehension (moderate)
5. Provide purposeful fluency building activities (strong)
6. Provide systematic small group instruction on foundational reading skills based upon student data
7. Routinely use a of comprehension building practices to help students make sense of text (strong)

Intervention lessons are teacher led and provide explicit, structured, and sequential instruction on standards-aligned foundational reading skills with multiple opportunities for repeated practice. The district provides sustained professional development to literacy coaches, administrators, and teachers on the connection between the IES practice guide recommendations and the myView Intervention lessons. We are leveraging our current partnerships with REL, FCRR, and JRF! to help support this ongoing professional development.

Lexia Core 5 is supported by strong ESSA evidence.

The Leon Literacy Instructional Toolkit is a Canvas course in the LCS Learning Management System that links teachers to evidence-based practices/strategies from FCRR and UFLI for each component of foundational reading. These resources from our partners meet the

<p>recommendations in IES practice guides: "Foundational Skills to Support Reading for Understanding in Kindergarten through 3rd grade", "Assisting Students Struggling with Reading: Response to Intervention (RtI) and Multi-Tier Intervention in the Primary Grades", and "Providing Reading Intervention for Students in Grades 4-9". LCS provides sustained support to literacy team leaders and teachers in the appropriate use of the toolkit in alignment with evidence-based practices supported by the IES Guides.</p>
<p>Indicate the evidence-based programs and practices implemented for students with a disability, students with an Individual Educational Plan (IEP), and students who are English language learners, as applicable.</p> <p>The programs and practices used by LCS for tiered intervention described above have research and evidence of effectiveness with all learners. Additionally, researchers have found that intervention efforts that work to strengthen coherence amongst all tiers are more likely to advance student achievement in comparison to those consisting of a wide variety of programs that are often uncoordinated or limited in scope or duration. Therefore, LCS prioritizes evidence-based, core curriculum embedded approaches and adjusts based upon a student's response to intervention. Using cohesive materials and practices allows educators to monitor effectiveness through data collection and make timely adjustments based on individual student needs.</p>
<p>For K-3 students who have a substantial reading deficiency, identify the multisensory interventions provided.</p> <p>When selecting the materials for Tier 3 reading instruction, LCS uses direct instruction with multisensory components as inclusion criteria. All students who have a substantial reading deficiency will receive Tier 3 reading interventions.</p>
<p>Number of times per week interventions are provided:</p> <p>Five times per week</p>
<p>Number of minutes per intervention session:</p> <p>No less than 30 minutes</p>
<p>Explain how the effectiveness of Tier 3 interventions are monitored.</p> <p>The effectiveness of Tier 3 is monitored through FAST progress monitoring data, Star Early Literacy data, assessment data, and benchmark data. Bi-weekly data chats will be held to review formative and cumulative student assessment data.</p>
<p>What procedures are in place to identify and solve problems to improve effectiveness of Tier 3 interventions?</p> <p>The procedures in place to identify and solve problems to improve the effectiveness of Tier 3 intervention, including alignment with core curriculum and instruction are weekly walkthroughs conducted by the school administrators and literacy coaches. Through our Leon LEADS elements of effective instruction and the School Leaders Literacy Walkthrough Tool, administrators and literacy leadership teams are able to provide specific feedback and help to ensure that the teacher and instructional practices are effective for all students. Ongoing feedback and support are provided by administrators and reading coaches. Specific to our priority schools, ongoing feedback and support is provided by administrators, reading coaches, and district staff.</p>

Grade 3 Decision Tree
<p>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.</p>
<p>Beginning of year data</p>
<p>IF: Student meets the following criteria at the beginning of the school year:</p>

<p>FAST ELA Reading 25th percentile or above OR Star Reading 25th percentile or above</p>
<p>THEN TIER 1 Only</p>
<p>Core Instruction Indicate the core curriculum and how the program is supported by strong, moderate, or promising levels of evidence.</p> <p>LCS adopted Savvas myView from the state of Florida’s K-12 ELA instructional materials adoption list. These instructional materials have a percentage of alignment to B.E.S.T. Standards of an average of 89% across grades K-5 and an average subject specific standard score of 4.5 across grades K-5. The sequence of instruction within Savvas myView Literacy, “provides comprehensive, explicit instruction grounded in the science of reading.” Savvas myView Literacy does not currently meet strong, moderate, or promising levels of evidence as defined by ESSA, however it's instructional plan and routines are supported by recommendations included in IES Practice Guides, "Foundational Skills to Support Reading for Understanding in Kindergarten through 3rd grade", "Assisting Students Struggling with Reading: Response to Intervention (RtI) and Multi-Tier Intervention in the Primary Grades", “Providing Reading Intervention for Students in Grades 4-9”, and "Teaching Elementary School Students to Be Effective Writers". The following recommendations from these guides are embedded within the entire scope and sequence as well as the daily lesson routines of the program:</p> <ol style="list-style-type: none"> 1. Develop awareness of the segments of sounds in speech and how they link to letters (strong) 2. Teach students to decode words, analyze word parts, and write/recognize words (strong) 3. Build students’ decoding skills so they can read multisyllabic words. (strong) 4. Ensure each student reads connected text every day to support reading accuracy, fluency, and comprehension (moderate) 5. Provide purposeful fluency building activities (strong) 6. Provide systematic small group instruction on foundational reading skills based upon student data (strong) 7. Routinely use a set of comprehension building practices to help students make sense of text (strong) 8. Teach students to use the writing process for a variety of purposes (strong) <p>The instructional routines of Savvas myView Literacy provide explicit, structured, and sequential phonics/word study and reading instruction with explicit teaching of decoding skills, spelling instruction based on rules and patterns, multiple opportunities for fluency practice, weekly connected text supporting a variety of genres, and a variety of formative assessment and progress monitoring tools to support appropriate small group instruction.</p> <p>The district is providing sustained professional development to literacy coaches, administrators, and teachers on the connection between the IES practice guide recommendations, B.E.S.T. standards, and core instructional materials. We are leveraging our current partnerships with REL, FCRR, and JRF to help support this ongoing professional development.</p>
<p>List performance criteria that indicate Tier 1 is sufficient for at least 80% of students. Students scoring at 25th percentile and above</p>

<p>Explain how the effectiveness of Tier 1 instruction is monitored.</p> <p>The effectiveness of Tier 1 curriculum is being monitored through review of myView assessment data, FAST progress monitoring data, and benchmark assessment data. Regular classroom walkthroughs are conducted by school administrators and literacy coaches. Data chats are held to review formative and cumulative student assessment data. Literacy leaderships teams meet regularly to review data and drive school-based decisions.</p>
<p>What procedures are in place to identify and solve problems to improve effectiveness of Tier 1 instruction?</p> <p>The procedures in place to identify and solve problems to improve effectiveness of Tier 1 instruction are weekly walkthroughs conducted by the school administrators and literacy coaches. Utilizing our Leon LEADS elements of effective instruction and the School Leader's Literacy Walkthrough tool, administrators and literacy leadership teams can provide specific feedback and help to ensure teacher and instructional practices are effective for all students. Ongoing feedback and support are provided by administrators and literacy coaches. Specific to our priority schools, ongoing feedback and support is provided by administrators, literacy coaches, and district staff.</p>
<p>Performance criteria that prompt the addition of Tier 2 interventions for students not meeting expectations/benchmarks during the school year:</p> <p>FAST ELA Reading- 11th-24th percentile and consecutive formative assessment or teacher observation data demonstrates difficulty in grade level benchmarks.</p>
<p>Beginning of year data</p>
<p>IF: Student meets the following criteria at the beginning of the school year:</p> <p>FAST ELA Reading 11th-24th percentile OR Star Reading 11th-24th percentile</p> <p>Star CBM and Star Early Literacy may be administered for targeted students as guided by school-based MTSS Teams.</p>
<p>THEN TIER 1 Instruction and TIER 2 Interventions</p>
<p>Supplemental Instruction/Interventions</p> <p>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.</p> <p>Interventions may include but are not limited to:</p> <ul style="list-style-type: none"> Savvas myView Intervention Lessons Lexia Core 5 Offline Teacher Directed Lessons FCRR Student Centered Activities Leon Literacy Instructional Toolkit <p>LCS teachers use interventions that demonstrate effectiveness based on high-quality research.</p> <p>As described in Tier 1, although Savvas myView Literacy was rated strongly during the state's instructional review process. It currently does not meet strong, moderate, or promising levels of evidence as defined by ESSA, however, its Intervention Lessons are supported by</p>

recommendations included in IES Practice Guides, "Foundational Skills to Support Reading for Understanding in Kindergarten through 3rd grade", "Assisting Students Struggling with Reading: Response to Intervention (RtI) and Multi-Tier Intervention in the Primary Grades", "Providing Reading Intervention for Students in Grades 4-9", and "Teaching Elementary School Students to Be Effective Writers".

The following recommendations from these guides are embedded within the instructional routines of myView Intervention lessons:

1. Develop awareness of the segments of sounds in speech and how they link to letters (strong)
2. Teach students to decode words, analyze word parts, and write/recognize words (strong)
3. Build students' decoding skills so they can read multisyllabic words. (strong)
4. Ensure each student reads connected text every day to support reading accuracy, fluency, and comprehension (moderate)
5. Provide purposeful fluency building activities (strong)
6. Provide systematic small group instruction on foundational reading skills based upon student data (strong)
7. Routinely use a set of comprehension building practices to help students make sense of text (strong)

Intervention lessons are teacher led and provide explicit, structured, and sequential instruction on standards-aligned foundational reading skills with multiple opportunities for repeated practice. The district provides sustained professional development to literacy coaches, administrators, and teachers on the connection between the IES practice guide recommendations and the myView Intervention lessons. We are leveraging our current partnerships with REL, FCRR, and JRF to help support this ongoing professional development.

Lexia Core 5 is supported by strong ESSA evidence.

The Leon Literacy Instructional Toolkit is a Canvas course in the LCS Learning Management System that links teachers to evidence-based practices/strategies from FCRR and UFLI for each component of foundational reading. These resources from our partners meet the recommendations in IES practice guides: "Foundational Skills to Support Reading for Understanding in Kindergarten through 3rd grade", "Assisting Students Struggling with Reading: Response to Intervention (RtI) and Multi-Tier Intervention in the Primary Grades", and "Providing Reading Intervention for Students in Grades 4-9". LCS provides sustained support to literacy team leaders and teachers in the appropriate use of the toolkit in alignment with evidence-based practices supported by the IES Guides.

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. The programs and practices used by LCS for tiered intervention described above have research and evidence of effectiveness with all learners. Additionally, researchers have found that intervention efforts that work to strengthen coherence amongst all tiers are more likely to advance student achievement in comparison to those consisting of a wide variety of programs that are often uncoordinated or limited in scope or duration. Therefore, LCS prioritizes evidence-based, core curriculum embedded approaches and adjusts based upon a student's response to intervention. Using cohesive materials and practices allows educators to monitor effectiveness through data collection and make timely adjustments based on individual student needs.

<p>For K-3 students who have a substantial reading deficiency, identify the multisensory interventions provided.</p> <p>When selecting the materials for Tier 2 reading instruction, LCS uses direct instruction with multisensory components as inclusion criteria. All students who have a substantial reading deficiency will receive Tier 2 (and Tier 3) reading interventions.</p>
<p>Number of times per week interventions are provided:</p> <p>Three times a week</p>
<p>Number of minutes per intervention session:</p> <p>No less than 20 minutes per intervention session</p>
<p>Explain how the effectiveness of Tier 2 interventions are monitored.</p> <p>The effectiveness of Tier 2 is monitored through FAST progress monitoring data, assessment data, and benchmark data. Bi-weekly data chats will be held to review formative and cumulative student assessment data.</p>
<p>What procedures are in place to identify and solve problems to improve effectiveness of Tier 2 interventions?</p> <p>The procedures in place to identify and solve problems to improve the effectiveness of Tier 2 intervention, including alignment with core curriculum and instruction are weekly walkthroughs conducted by the school administrators and literacy coaches. Through our Leon LEADS elements of effective instruction and the School Leaders Literacy Walkthrough Tool, administrators and literacy leadership teams are able to provide specific feedback and help to ensure that the teacher and instructional practices are effective for all students. Ongoing feedback and support are provided by administrators and reading coaches. Specific to our priority schools, ongoing feedback and support is provided by administrators, reading coaches, and district staff.</p>
<p>Performance criteria that prompt the addition of Tier 3 interventions for students not meeting expectations/benchmarks during the school year:</p> <p>FAST ELA Reading - 19th percentile and below (Star Early Literacy will also be administered for any student scoring 19th percentile and below) and consecutive formative assessment or teacher observation data demonstrates minimum skill levels for reading competency in one or more of the areas of phonological awareness, phonics, vocabulary, oral language skills, reading fluency, and reading comprehension.</p>
<p>Beginning of year data</p>
<p>IF: Student meets the following criteria at the beginning of the school year:</p> <p>Retained 3rd is automatic Tier 3 placement with a reading endorsed/certified teacher</p> <p>FAST ELA Reading 10th percentile and below OR Star Reading 10th percentile and below OR FAST ELA Reading 19th percentile and below and the student has demonstrated, through progress monitoring, formative assessments, or teacher observation data, minimum skill levels for reading competency in one or more of the areas of phonological awareness; phonics; vocabulary, including oral language skills; fluency; and comprehension</p> <p>Tier 3 placement requires additional assessments of Star CBM for progress monitoring and Star Early Literacy for diagnostic purposes.</p>

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.

Interventions may include but are not limited to:

Savvas myView Intervention Lessons prior grade level aligned to identified student instructional needs

Lexia Core 5 Offline Teacher Directed Lessons

FCRR Student Centered Activities

Leon Literacy Instructional Toolkit.

LCS teachers use interventions that demonstrate effectiveness based on high-quality research. As described in Tier 1, although Savvas myView Literacy was rated strongly during the state's instructional review process, it currently does not meet strong, moderate, or promising levels of evidence as defined by ESSA. However, its Intervention Lessons are supported by recommendations included in IES Practice Guides, "Foundational Skills to Support Reading for Understanding in Kindergarten through 3rd grade", "Assisting Students Struggling with Reading: Response to Intervention (RtI) and Multi-Tier Intervention in the Primary Grades", "Providing Reading Intervention for Students in Grades 4-9", and "Teaching Elementary School Students to Be Effective Writers".

The following recommendations from these guides are embedded within the instructional routines of myView Intervention lessons:

1. Develop awareness of the segments of sounds in speech and how they link to letters (strong)
2. Teach students to decode words, analyze word parts, and write/recognize words (strong)
3. Build students' decoding skills so they can read multisyllabic words. (strong)
4. Ensure each student reads connected text every day to support reading accuracy, fluency, and comprehension (moderate)
5. Provide purposeful fluency building activities (strong)
6. Provide systematic small group instruction on foundational reading skills based upon student data
7. Routinely use a of comprehension building practices to help students make sense of text (strong)

Intervention lessons are teacher led and provide explicit, structured, and sequential instruction on standards-aligned foundational reading skills with multiple opportunities for repeated practice. The district provides sustained professional development to literacy coaches, administrators, and teachers on the connection between the IES practice guide recommendations and the myView Intervention lessons. We are leveraging our current partnerships with REL, FCRR, and JRF! to help support this ongoing professional development.

Lexia Core 5 is supported by strong ESSA evidence.

The Leon Literacy Instructional Toolkit is a Canvas course in the LCS Learning Management

System that links teachers to evidence-based practices/strategies from FCRR and UFLI for each component of foundational reading. These resources from our partners meet the recommendations in IES practice guides: "Foundational Skills to Support Reading for Understanding in Kindergarten through 3rd grade", "Assisting Students Struggling with Reading: Response to Intervention (RtI) and Multi-Tier Intervention in the Primary Grades", and "Providing Reading Intervention for Students in Grades 4-9". LCS provides sustained support to literacy team leaders and teachers in the appropriate use of the toolkit in alignment with evidence-based practices supported by the IES Guides.
<p>Indicate the evidence-based programs and practices implemented for students with a disability, students with an Individual Educational Plan (IEP), and students who are English language learners, as applicable.</p> <p>The programs and practices used by LCS for tiered intervention described above have research and evidence of effectiveness with all learners. Additionally, researchers have found that intervention efforts that work to strengthen coherence amongst all tiers are more likely to advance student achievement in comparison to those consisting of a wide variety of programs that are often uncoordinated or limited in scope or duration. Therefore, LCS prioritizes evidence-based, core curriculum embedded approaches and adjusts based upon a student's response to intervention. Using cohesive materials and practices allows educators to monitor effectiveness through data collection and make timely adjustments based on individual student needs.</p>
<p>For K-3 students who have a substantial reading deficiency, identify the multisensory interventions provided.</p> <p>When selecting the materials for Tier 3 reading instruction, LCS uses direct instruction with multisensory components as inclusion criteria. All students who have a substantial reading deficiency will receive Tier 3 reading interventions.</p>
<p>Number of times per week interventions are provided:</p> <p>Five times per week</p>
<p>Number of minutes per intervention session:</p> <p>No less than 30 minutes</p>
<p>Explain how the effectiveness of Tier 3 interventions are monitored.</p> <p>The effectiveness of Tier 3 is monitored through FAST progress monitoring data, Star CBM and Star Early Literacy data, formative and summative assessment data, and benchmark data. Bi-weekly data chats will be held to review formative and cumulative student assessment data.</p>
<p>What procedures are in place to identify and solve problems to improve effectiveness of Tier 3 interventions?</p> <p>The procedures in place to identify and solve problems to improve the effectiveness of Tier 3 intervention, including alignment with core curriculum and instruction are weekly walkthroughs conducted by the school administrators and literacy coaches. Through our Leon LEADS elements of effective instruction and the School Leaders Literacy Walkthrough Tool, administrators and literacy leadership teams are able to provide specific feedback and help to ensure that the teacher and instructional practices are effective for all students. Ongoing feedback and support are provided by administrators and reading coaches. Specific to our priority schools, ongoing feedback and support is provided by administrators, reading coaches, and district staff.</p>

Grades 4-5 Decision Tree
Elementary schools (K-5) must teach reading in a dedicated, uninterrupted block of time of at least 90 minutes daily to all students. The reading block will include whole group instruction utilizing an evidence-based sequence of reading instruction and small group differentiated instruction in order to meet individual student needs.

Beginning of year data
<p>IF: Student meets the following criteria at the beginning of the school year:</p> <p>FAST ELA Reading 25th percentile and above</p> <p>OR</p> <p>Star Reading 25th percentile or above</p>
THEN TIER 1 Only
<p>Core Instruction</p> <p>Indicate the core curriculum and how the program is supported by strong, moderate, or promising levels of evidence.</p> <p>LCS adopted Savvas myView from the state of Florida’s K-12 ELA instructional materials adoption list. These instructional materials have a percentage of alignment to B.E.S.T. Standards of an average of 89% across grades K-5 and an average subject specific standard score of 4.5 across grades K-5. The sequence of instruction within Savvas myView Literacy, “provides comprehensive, explicit instruction grounded in the science of reading.” Savvas myView Literacy does not currently meet strong, moderate, or promising levels of evidence as defined by ESSA, however it's instructional plan and routines are supported by recommendations included in IES Practice Guides, "Foundational Skills to Support Reading for Understanding in Kindergarten through 3rd grade", "Assisting Students Struggling with Reading: Response to Intervention (RtI) and Multi-Tier Intervention in the Primary Grades", “Providing Reading Intervention for Students in Grades 4-9”, and "Teaching Elementary School Students to Be Effective Writers". The following recommendations from these guides are embedded within the entire scope and sequence as well as the daily lesson routines of the program:</p> <ol style="list-style-type: none"> 1. Develop awareness of the segments of sounds in speech and how they link to letters (strong) 2. Teach students to decode words, analyze word parts, and write/recognize words (strong) 3. Build students’ decoding skills so they can read multisyllabic words. (strong) 4. Ensure each student reads connected text every day to support reading accuracy, fluency, and comprehension (moderate) 5. Provide purposeful fluency building activities (strong) 6. Provide systematic small group instruction on foundational reading skills based upon student data (strong) 7. Routinely use a set of comprehension building practices to help students make sense of text (strong) 8. Teach students to use the writing process for a variety of purposes (strong) <p>The instructional routines of Savvas myView Literacy provide explicit, structured, and sequential phonics/word study and reading instruction with explicit teaching of decoding skills, spelling instruction based on rules and patterns, multiple opportunities for fluency practice, weekly connected text supporting a variety of genres, and a variety of formative assessment and progress monitoring tools to support appropriate small group instruction.</p> <p>The district is providing sustained professional development to literacy coaches, administrators, and teachers on the connection between the IES practice guide recommendations, B.E.S.T. standards, and core instructional materials. We are leveraging our current partnerships with REL, FCRR, and JRF to help support this ongoing professional development.</p>
List performance criteria that indicate Tier 1 is sufficient for at least 80% of students.

Students scoring at 25 th percentile and above
<p>Explain how the effectiveness of Tier 1 instruction is monitored.</p> <p>The effectiveness of Tier 1 curriculum is being monitored through review of myView assessment data, FAST progress monitoring data, and benchmark assessment data. Regular classroom walkthroughs are conducted by school administrators and literacy coaches. Data chats are held to review formative and cumulative student assessment data. Literacy leaderships teams meet regularly to review data and drive school-based decisions.</p>
<p>What procedures are in place to identify and solve problems to improve effectiveness of Tier 1 instruction?</p> <p>The procedures in place to identify and solve problems to improve effectiveness of Tier 1 instruction are weekly walkthroughs conducted by the school administrators and literacy coaches. Utilizing our Leon LEADS elements of effective instruction and the School Leader's Literacy Walkthrough tool, administrators and literacy leadership teams can provide specific feedback and help to ensure teacher and instructional practices are effective for all students. Ongoing feedback and support are provided by administrators and literacy coaches. Specific to our priority schools, ongoing feedback and support is provided by administrators, literacy coaches, and district staff.</p>
<p>Performance criteria that prompt the addition of Tier 2 interventions for students not meeting expectations/benchmarks during the school year:</p> <p>FAST ELA Reading- 11th-24th percentile and consecutive formative assessment or teacher observation data demonstrates difficulty in one or more grade level benchmarks.</p>
Beginning of year data
<p>IF: Student meets the following criteria at the beginning of the school year:</p> <p>FAST ELA Reading 11th-24th percentile OR Star Reading 11th-24th percentile</p> <p>Star CBM and Star Early Literacy may be administered for targeted students as guided by school-based MTSS Teams.</p>
THEN TIER 1 Instruction and TIER 2 Interventions
<p>Supplemental Instruction/Interventions</p> <p>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.</p> <p>Interventions may include but are not limited to:</p> <ul style="list-style-type: none"> Savvas myView Intervention Lessons Lexia Core 5 Offline Teacher Directed Lessons FCRR Student Centered Activities Leon Literacy Instructional Toolkit <p>LCS teachers use interventions that demonstrate effectiveness based on high-quality research.</p> <p>As described in Tier 1, although Savvas myView Literacy was rated strongly during the state's instructional review process. It currently does not meet strong, moderate, or promising levels of evidence as defined by ESSA, however, its Intervention Lessons are supported by recommendations included in IES Practice Guides, "Foundational Skills to Support Reading for Understanding in Kindergarten through 3rd grade", "Assisting Students Struggling with Reading: Response to Intervention (RtI) and Multi-Tier Intervention in the Primary Grades", "Providing</p>

Reading Intervention for Students in Grades 4-9", and "Teaching Elementary School Students to Be Effective Writers".

The following recommendations from these guides are embedded within the instructional routines of myView Intervention lessons:

1. Develop awareness of the segments of sounds in speech and how they link to letters (strong)
2. Teach students to decode words, analyze word parts, and write/recognize words (strong)
3. Build students' decoding skills so they can read multisyllabic words. (strong)
4. Ensure each student reads connected text every day to support reading accuracy, fluency, and comprehension (moderate)
5. Provide purposeful fluency building activities (strong)
6. Provide systematic small group instruction on foundational reading skills based upon student data (strong)
7. Routinely use a set of comprehension building practices to help students make sense of text (strong)

Intervention lessons are teacher led and provide explicit, structured, and sequential instruction on standards-aligned foundational reading skills with multiple opportunities for repeated practice. The district provides sustained professional development to literacy coaches, administrators, and teachers on the connection between the IES practice guide recommendations and the myView Intervention lessons. We are leveraging our current partnerships with REL, FCRR, and JRF to help support this ongoing professional development.

Lexia Core 5 is supported by strong ESSA evidence.

The Leon Literacy Instructional Toolkit is a Canvas course in the LCS Learning Management System that links teachers to evidence-based practices/strategies from FCRR and UFLI for each component of foundational reading. These resources from our partners meet the recommendations in IES practice guides: "Foundational Skills to Support Reading for Understanding in Kindergarten through 3rd grade", "Assisting Students Struggling with Reading: Response to Intervention (RtI) and Multi-Tier Intervention in the Primary Grades", and "Providing Reading Intervention for Students in Grades 4-9". LCS provides sustained support to literacy team leaders and teachers in the appropriate use of the toolkit in alignment with evidence-based practices supported by the IES Guides.

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.

The programs and practices used by LCS for tiered intervention described above have research and evidence of effectiveness with all learners. Additionally, researchers have found that intervention efforts that work to strengthen coherence amongst all tiers are more likely to advance student achievement in comparison to those consisting of a wide variety of programs that are often uncoordinated or limited in scope or duration. Therefore, LCS prioritizes evidence-based, core curriculum embedded approaches and adjusts based upon a student's response to intervention. Using cohesive materials and practices allows educators to monitor effectiveness through data collection and make timely adjustments based on individual student needs.

Number of times per week interventions are provided:

Three times a week

<p>Number of minutes per intervention session: No less than 20 minutes per intervention session</p>
<p>Explain how the effectiveness of Tier 2 interventions are monitored. The effectiveness of Tier 2 is monitored through FAST progress monitoring data, assessment data, and benchmark data. Bi-weekly data chats will be held to review formative and cumulative student assessment data.</p>
<p>What procedures are in place to identify and solve problems to improve effectiveness of Tier 2 interventions? The procedures in place to identify and solve problems to improve the effectiveness of Tier 2 intervention, including alignment with core curriculum and instruction are weekly walkthroughs conducted by the school administrators and literacy coaches. Through our Leon LEADS elements of effective instruction and the School Leaders Literacy Walkthrough Tool, administrators and literacy leadership teams are able to provide specific feedback and help to ensure that the teacher and instructional practices are effective for all students. Ongoing feedback and support are provided by administrators and reading coaches. Specific to our priority schools, ongoing feedback and support is provided by administrators, reading coaches, and district staff.</p>
<p>Performance criteria that prompt the addition of Tier 3 interventions for students not meeting expectations/benchmarks during the school year: FAST Star Reading- 10th percentile and below (Star CBM and Star Early Literacy will also be administered for any student scoring 10th percentile and below) and consecutive formative assessment or teacher observation data demonstrates minimum skill levels for reading competency in one or more of the areas of phonological awareness, phonics, vocabulary, oral language skills, reading fluency, and reading comprehension.</p>
<p>Beginning of year data</p>
<p>IF: Student meets the following criteria at the beginning of the school year:</p> <p>FAST ELA Reading 10th percentile and below OR Star Reading 10th percentile and below</p> <p>Tier 3 placement requires additional assessments of Star CBM for progress monitoring and Star Early Literacy for diagnostic purposes.</p>
<p>THEN TIER 1 Instruction, TIER 2 Interventions, and TIER 3 Intensive Interventions</p>
<p>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.</p> <p>Interventions may include but are not limited to: Savvas myView Intervention Lessons prior grade level aligned to identified student instructional needs Lexia Core 5 Offline Teacher Directed Lessons FCRR Student Centered Activities Leon Literacy Instructional Toolkit.</p> <p>LCS teachers use interventions that demonstrate effectiveness based on high-quality research. As described in Tier 1, although Savvas myView Literacy was rated strongly</p>

during the state's instructional review process, it currently does not meet strong, moderate, or promising levels of evidence as defined by ESSA. However, its Intervention Lessons are supported by recommendations included in IES Practice Guides, "Foundational Skills to Support Reading for Understanding in Kindergarten through 3rd grade", "Assisting Students Struggling with Reading: Response to Intervention (RtI) and Multi-Tier Intervention in the Primary Grades", "Providing Reading Intervention for Students in Grades 4-9", and "Teaching Elementary School Students to Be Effective Writers".

The following recommendations from these guides are embedded within the instructional routines of myView Intervention lessons:

1. Develop awareness of the segments of sounds in speech and how they link to letters (strong)
2. Teach students to decode words, analyze word parts, and write/recognize words (strong)
3. Build students' decoding skills so they can read multisyllabic words. (strong)
4. Ensure each student reads connected text every day to support reading accuracy, fluency, and comprehension (moderate)
5. Provide purposeful fluency building activities (strong)
6. Provide systematic small group instruction on foundational reading skills based upon student data
7. Routinely use a of comprehension building practices to help students make sense of text (strong)

Intervention lessons are teacher led and provide explicit, structured, and sequential instruction on standards-aligned foundational reading skills with multiple opportunities for repeated practice. The district provides sustained professional development to literacy coaches, administrators, and teachers on the connection between the IES practice guide recommendations and the myView Intervention lessons. We are leveraging our current partnerships with REL, FCRR, and JRF! to help support this ongoing professional development.

Lexia Core 5 is supported by strong ESSA evidence.

The Leon Literacy Instructional Toolkit is a Canvas course in the LCS Learning Management System that links teachers to evidence-based practices/strategies from FCRR and UFLI for each component of foundational reading. These resources from our partners meet the recommendations in IES practice guides: "Foundational Skills to Support Reading for Understanding in Kindergarten through 3rd grade", "Assisting Students Struggling with Reading: Response to Intervention (RtI) and Multi-Tier Intervention in the Primary Grades", and "Providing Reading Intervention for Students in Grades 4-9". LCS provides sustained support to literacy team leaders and teachers in the appropriate use of the toolkit in alignment with evidence-based practices supported by the IES Guides.

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.

The programs and practices used by LCS for tiered intervention described above have research and evidence of effectiveness with all learners. Additionally, researchers have found that intervention efforts that work to strengthen coherence amongst all tiers are more likely to advance student

achievement in comparison to those consisting of a wide variety of programs that are often uncoordinated or limited in scope or duration. Therefore, LCS prioritizes evidence-based, core curriculum embedded approaches and adjusts based upon a student's response to intervention. Using cohesive materials and practices allows educators to monitor effectiveness through data collection and make timely adjustments based on individual student needs.
Number of times per week interventions are provided: Five times per week
Number of minutes per intervention session: No less than 30 minutes
Explain how the effectiveness of Tier 3 interventions are monitored. The effectiveness of Tier 3 is monitored through FAST progress monitoring data, Star CMA and Star Early Literacy data, formative and summative assessment data, and benchmark data. Bi-weekly data chats will be held to review formative and cumulative student assessment data.
What procedures are in place to identify and solve problems to improve effectiveness of Tier 3 interventions? The procedures in place to identify and solve problems to improve the effectiveness of Tier 3 intervention, including alignment with core curriculum and instruction are weekly walkthroughs conducted by the school administrators and literacy coaches. Through our Leon LEADS elements of effective instruction and the School Leaders Literacy Walkthrough Tool, administrators and literacy leadership teams are able to provide specific feedback and help to ensure that the teacher and instructional practices are effective for all students. Ongoing feedback and support are provided by administrators and reading coaches. Specific to our priority schools, ongoing feedback and support is provided by administrators, reading coaches, and district staff.

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

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

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

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

The K-12 Reading staff and the Department of Academic Services provide a Summer Reading Camp for grade 3 students who score Level 1 on the statewide standardized assessment for ELA. The evidence-based instructional materials used for Summer Reading Camp are Lexia Core5 teacher led offline instructional materials, FCRR Student Centered Activities aligned to instructional need, UFLI Foundations Explicit Phonics Program, and supplemented with BEST standards-aligned lessons using Scholastic LitCamp summer reading materials. Lexia Core5 is supported by strong ESSA evidence. The instructional strategies and routines in FCRR Student Centered Activities, UFLI Foundations, and the BEST-aligned lessons are supported by recommendations included in IES Practice Guides, "Foundational Skills to Support Reading for Understanding in Kindergarten through 3rd grade" and "Assisting Students Struggling with Reading: Response to Intervention (RtI) and Multi-Tier Intervention in the Primary Grades",

Please see elementary decision trees for further descriptions. These instructional materials include an explicit, systematic, and multi- sensory approach to reading instruction in phonemic awareness, phonics, fluency, vocabulary and comprehension. The K-12 Reading staff conducts interviews and checks personnel records to ensure all Summer Reading Camp teachers are highly effective and reading endorsed or reading certified. Professional Learning is provided to all Summer Reading Camp teachers and paraprofessionals in all programs being utilized. The K-12 Reading staff and Summer Reading Camp literacy coaches monitor fidelity of identified programs and instruction.

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

Yes/No

No

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

N/A

Grades 6-8

4. Grades 6-8 Assessments

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

Name of the Assessment	Target Audience (Grades 6-8)	What component of reading is being assessed?	Assessment Type (Each type of assessment should be represented.)	How often is the data being collected?
FAST ELA Reading	<input checked="" type="checkbox"/> Grade 6 <input checked="" type="checkbox"/> Grade 7 <input checked="" type="checkbox"/> Grade 8	<input type="checkbox"/> Oral Language <input type="checkbox"/> Phonological Awareness <input type="checkbox"/> Phonics <input type="checkbox"/> Fluency <input checked="" type="checkbox"/> Vocabulary <input checked="" type="checkbox"/> Comprehension	<input checked="" type="checkbox"/> Screening <input checked="" type="checkbox"/> Progress Monitoring <input type="checkbox"/> Diagnostic <input checked="" type="checkbox"/> Summative	<input type="checkbox"/> Weekly <input type="checkbox"/> 2 x Month <input type="checkbox"/> Monthly <input type="checkbox"/> Quarterly <input checked="" type="checkbox"/> 3 x Year <input type="checkbox"/> Annually <input type="checkbox"/> As Needed <input type="checkbox"/> Other
Woodcock Johnson; Kaufman Test of Educational Achievement (Targeted students)	<input checked="" type="checkbox"/> Grade 6 <input checked="" type="checkbox"/> Grade 7 <input checked="" type="checkbox"/> Grade 8	<input checked="" type="checkbox"/> Oral Language <input checked="" type="checkbox"/> Phonological Awareness <input checked="" type="checkbox"/> Phonics <input checked="" type="checkbox"/> Fluency <input checked="" type="checkbox"/> Vocabulary <input checked="" type="checkbox"/> Comprehension	<input type="checkbox"/> Screening <input type="checkbox"/> Progress Monitoring <input checked="" type="checkbox"/> Diagnostic <input type="checkbox"/> Summative	<input type="checkbox"/> Weekly <input type="checkbox"/> 2 x Month <input type="checkbox"/> Monthly <input type="checkbox"/> Quarterly <input type="checkbox"/> 3 x Year <input type="checkbox"/> Annually <input checked="" type="checkbox"/> As Needed <input type="checkbox"/> Other

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?
Language Live Benchmark Assessments (Targeted students)	<input checked="" type="checkbox"/> Grade 6 <input checked="" type="checkbox"/> Grade 7 <input checked="" type="checkbox"/> Grade 8	<input type="checkbox"/> Oral Language <input type="checkbox"/> Phonological Awareness <input type="checkbox"/> Phonics <input checked="" type="checkbox"/> Fluency <input checked="" type="checkbox"/> Vocabulary <input checked="" type="checkbox"/> Comprehension	<input checked="" type="checkbox"/> Screening <input checked="" type="checkbox"/> Progress Monitoring <input type="checkbox"/> Diagnostic <input type="checkbox"/> Summative	<input type="checkbox"/> Weekly <input type="checkbox"/> 2 x Month <input type="checkbox"/> Monthly <input type="checkbox"/> Quarterly <input checked="" type="checkbox"/> 3 x Year <input type="checkbox"/> Annually <input type="checkbox"/> As Needed <input type="checkbox"/> Other
TOWRE-2 (Targeted students)	<input checked="" type="checkbox"/> Grade 6 <input checked="" type="checkbox"/> Grade 7 <input checked="" type="checkbox"/> Grade 8	<input checked="" type="checkbox"/> Oral Language <input checked="" type="checkbox"/> Phonological Awareness <input checked="" type="checkbox"/> Phonics <input checked="" type="checkbox"/> Fluency <input checked="" type="checkbox"/> Vocabulary <input checked="" type="checkbox"/> Comprehension	<input type="checkbox"/> Screening <input checked="" type="checkbox"/> Progress Monitoring <input checked="" type="checkbox"/> Diagnostic <input type="checkbox"/> Summative	<input type="checkbox"/> Weekly <input type="checkbox"/> 2 x Month <input type="checkbox"/> Monthly <input type="checkbox"/> Quarterly <input checked="" type="checkbox"/> 3 x Year <input type="checkbox"/> Annually <input type="checkbox"/> As Needed <input type="checkbox"/> Other

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

The K-12 Reading staff provides guidance to school level administrators and literacy coaches to identify students in grades 6-8 who demonstrate a need for Tier 2 supplemental intervention and Tier 3 intensive intervention. Identification is informed by data and based on scores as identified by F.A.S.T. during the universal screening period or progress monitoring administration at any time during the year. Additionally, schools (administrators/literacy coaches/ teachers) are provided with guidance documents, including CERP Decision Trees, to help identify students who have 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.

Grades 6-8 Decision Tree
Beginning of year data
IF: Student meets the following criteria at the beginning of the school year:
Prior year FAST ELA Reading PM 3: 25 th percentile or above OR current FAST PM 1: 25 th percentile or above
THEN TIER 1 Only
Core Instruction
Indicate the core curriculum and how the program is supported by strong, moderate, or promising levels of evidence.
LCS uses McGraw Hill/StudySync as its core ELA curriculum, which incorporates evidence-based practices within a strong skills and standards based instructional sequence. These instructional

materials have a percentage of alignment to BEST Standards of 96.6% and a subject specific standard score of 4.4 across grades 6-8. McGraw Hill/StudySync was on the state-approved list at the time of adoption. McGraw Hill/StudySync does not currently meet strong, moderate, or promising levels of evidence as defined by ESSA, however it's instructional plan and routines are supported by recommendations included in IES Practice Guides: "Improving Adolescent Literacy: Effective Classroom and Intervention Practices", "Providing Reading Intervention for Students in Grades 4-9", and "Teaching Secondary Students to Write Effectively".

The following recommendations from these guides are embedded within the entire scope and sequence as well as the daily lesson routines of the program:

1. Provide explicit vocabulary instruction (strong)
2. Provide direct and explicit comprehension strategy instruction (strong)
3. Provide opportunities for extended discussion of text meaning and interpretation (moderate)
4. Explicitly teach appropriate writing strategies (strong)
5. Integrate writing and reading to emphasize key writing features (moderate)
6. Build student decoding skills so they can read multisyllabic words (strong)
7. Provide purposeful fluency building activities (strong)
8. Routinely use a set of comprehension building practices to help students make sense of text (strong)

The instructional routines of McGraw Hill/StudySync provide explicit and sequential approaches to vocabulary instruction, scaffolded lessons designed to target specific skills, multiple opportunities to deeply engage in connected text supporting a variety of genres and content areas, and a variety of formative assessment and progress monitoring tools to support appropriate small group instruction. The district is providing sustained professional development to literacy coaches, administrators, and teachers on the connection between the IES practice guide recommendations, B.E.S.T. standards, and core instructional materials. We are leveraging our current partnerships with REL, FCRR, and JRF to help support this ongoing professional development.

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

FAST ELA Reading is 25th percentile or above

Explain how the effectiveness of Tier 1 instruction is monitored.

The effectiveness of Tier 1 curriculum is being monitored through review of Study Sync assessment data, FAST progress monitoring data, and benchmark assessment data.

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

Teachers and school administration engage in problem-solving when the state progress monitoring data and school-based progress monitoring data is not making progress. Classroom walkthroughs and observation data will be used in conjunction with the Leon LEADS elements of effective instruction, REL's Guide and Checklists for a School Leader's Walkthrough During Literacy Instruction, or the Florida Department of Education's Practice Profile.

The procedures in place to identify and solve problems to improve effectiveness of Tier 1 curriculum are weekly walkthroughs conducted by the school administrators and reading

coaches. Utilizing our Leon LEADS Platform, REL's Guide and Checklists for School Leader's Walkthrough During Literacy Instruction, and the Florida Department of Education Practice Profile, administrators and literacy leadership teams are able to provide specific feedback and help to ensure that the teacher and instructional practices support an effective Tier 1 curriculum. Reading coaches attend a monthly reading coach meeting, where effective reading instructional practices are shared and reviewed, as well as exploration of the Science of Reading to further support effective Tier 1 curriculum at our school sites. Additionally, with the introduction of the B.E.S.T. Standards, we have developed a Toolkit with research and evidence-based guidance and routines to improve the effectiveness of our Tier 1 curriculum.

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

FAST ELA Reading- 11th-24th percentile and consecutive formative assessment or teacher observation data demonstrates difficulty in grade level benchmarks.

Beginning of year data

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

Prior year FAST ELA Reading PM 3: 11th-24th percentile AND
current FAST PM 1: 11th-24th percentile

(TOWRE2 may be administered for targeted students as guided by school-based MTSS Teams)

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.

Interventions may include but are not limited to:

Study Sync Spotlight Intervention Lessons

Content Area Literacy Strategies from REL Southeast FCRR Student Centered Activities

National Center on Intensive Intervention (NCII) Literacy Lessons (Secondary; vocabulary and comprehension)

Leon Literacy Instructional Toolkit (Secondary)

The subject-area literacy approaches all demonstrate effectiveness based on their grounding in strong or moderate evidence for literacy instruction of adolescents.

As described in Tier 1, although McGraw Hill/StudySync was rated strongly during the state's instructional review process, it currently does not meet strong, moderate, or promising levels of evidence as defined by ESSA. However, it's Spotlight Intervention Lessons are supported by recommendations included in IES Practice Guides: "Improving Adolescent Literacy: Effective Classroom and Intervention Practices", "Providing Reading Intervention for Students in Grades 4-9", and "Teaching Secondary Students to Write Effectively". The following recommendations from these guides are embedded within the instructional structure and sequence of the intervention lessons:

1. Provide explicit vocabulary instruction (strong)
2. Provide direct and explicit comprehension strategy instruction (strong)
3. Provide opportunities for extended discussion of text meaning and interpretation (moderate)
4. Explicitly teach appropriate writing strategies (strong)
5. Integrate writing and reading to emphasize key writing features (moderate)
6. Build student decoding skills so they can read multisyllabic words (strong)
7. Provide purposeful fluency building activities (strong)

8. Routinely use a set of comprehension building practices to help students make sense of text (strong) Intervention lessons are teacher led and provide explicit, structured, and sequential instruction on standards-aligned foundational reading skills with multiple opportunities for repeated practice. The district provides sustained professional development to literacy coaches, administrators, and teachers on the connection between the IES practice guide recommendations and the Study Sync Intervention lessons. We are leveraging our current partnerships with REL, FCRR, and JRF to help support this ongoing professional development.

The Leon Literacy Instructional Toolkit is a Canvas course in the LCS Learning Management System that links teachers to evidence-based practices/strategies from FCRR, REL, UFLI, and NCII for each component of foundational reading. These resources from our partners meet the recommendations in IES practice guides: "Improving Adolescent Literacy: Effective Classroom and Intervention Practices" and "Providing Reading Intervention for Students in Grades 4-9". LCS provides sustained support to literacy team leaders and teachers in the appropriate use of the toolkit in alignment with evidence-based practices supported by the IES Guides.

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.

The programs and practices used by LCS for tiered intervention described above have research and evidence of effectiveness with all learners. Additionally, researchers have found that intervention efforts that work to strengthen coherence amongst all tiers are more likely to advance student achievement in comparison to those consisting of a wide variety of programs that are often uncoordinated or limited in scope or duration. Therefore, LCS prioritizes evidence-based, core curriculum embedded approaches and adjusts based upon a student's response to intervention. Using cohesive materials and practices allows educators to monitor effectiveness through data collection and make timely adjustments based on individual student needs.

Number of times per week interventions are provided:

No less than two times a week

Number of minutes per intervention session:

No less than twenty minutes per intervention session

Explain how the effectiveness of Tier 2 interventions are monitored.

The effectiveness of Tier 2 is monitored through FAST progress monitoring data, formative and summative assessment data, and benchmark data. Monthly data chats will be held to review formative and cumulative student assessment data.

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

The procedures in place to identify and solve problems to improve the effectiveness of Tier 2 intervention, including alignment with core curriculum and instruction are weekly walkthroughs conducted by the school administrators and literacy coaches. Through our Leon LEADS elements of effective instruction, REL's Guide and Checklists for School Leader's Walkthrough During Literacy Instruction, and the Florida Department of Education Practice Profile administrators and literacy leadership teams are able to provide specific feedback and help to ensure that the teacher and instructional practices are effective for all students. Ongoing feedback and support are provided by administrators and reading coaches. Specific to our priority schools, ongoing feedback and support is provided by administrators, reading coaches, and district staff.

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

FAST ELA Reading- 10th percentile and below and/or consecutive formative assessment or teacher observation data demonstrates minimum skill levels for reading competency in one or more of the

areas of phonological awareness, phonics, vocabulary, oral language skills, reading fluency, and reading comprehension.

Beginning of year data

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

Prior year FAST ELA Reading PM 3: 10th percentile and below AND
current FAST PM 1: 10th percentile and below

TOWRE2 may be administered for targeted students as guided by school-based MTSS Teams.
TOWRE2 must be administered to students not responding to Tier 3 intervention.

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.

Interventions may include, but are not limited to the following:

Language! Live

REWARDS Secondary & REWARDS Plus FCRR Student Centered Activities

National Center on Intensive Intervention (NCII) Literacy Lessons (Secondary; phonological awareness, phonics, fluency)

Leon Literacy Instructional Toolkit (Secondary) Strategic Instruction Model (SIM)

B.E.S.T. 6-12 Foundational Reading Intervention Standards & Related Appendices

LCS Canvas Course: Introduction to B.E.S.T. Foundational Reading Intervention Standards

LCS teachers use interventions that demonstrate effectiveness based on high-quality research.

All intervention programs and strategies are supported by recommendations included in IES Practice Guides: "Improving Adolescent Literacy: Effective Classroom and Intervention Practices", "Providing Reading Intervention for Students in Grades 4-9", and "Teaching Secondary Students to Write

Effectively". The following recommendations from these guides are embedded within the instructional structure and sequence of the intervention approaches listed:

1. Provide explicit vocabulary instruction (strong)
2. Provide direct and explicit comprehension strategy instruction (strong)
3. Provide opportunities for extended discussion of text meaning and interpretation (moderate)
4. Explicitly teach appropriate writing strategies (strong)
5. Integrate writing and reading to emphasize key writing features (moderate)
6. Build student decoding skills so they can read multisyllabic words (strong)
7. Provide purposeful fluency building activities (strong)
8. Routinely use a set of comprehension building practices to help students make sense of text (strong)

Tier 3 Intervention lessons are teacher led and provide explicit instruction with multiple opportunities for repeated foundational skill practice.

REWARDS and SIM are supported by strong ESSA evidence. As a new solution, LANGUAGE! Live has not yet completed the experimental studies to qualify for an ESSA ranking. However, its predecessor, LANGUAGE!, is supported by strong ESSA evidence with students grades 4-12.

The district provides sustained professional development to literacy coaches, administrators, and teachers on the connection between the IES practice guide recommendations and the Tier 3 intervention programs and strategies. We are leveraging our current partnerships with REL, FCRR, and JRF to help support this ongoing professional development.

The Leon Literacy Instructional Toolkit is a Canvas course in the LCS Learning Management System that links teachers to evidence-based practices/strategies from FCRR, REL, UFLI, JRF, and NCII for each component of foundational reading. These resources from our partners meet the recommendations in IES practice guides: "Improving Adolescent Literacy: Effective Classroom and Intervention Practices" and "Providing Reading Intervention for Students in Grades 4-9". LCS provides sustained support to literacy team leaders and teachers in the appropriate use of the toolkit in alignment with evidence-based practices supported by the IES Guides.

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.

The programs and practices used by LCS for tiered intervention described above have research and evidence of effectiveness with all learners. Additionally, researchers have found that intervention efforts that work to strengthen coherence amongst all tiers are more likely to advance student achievement in comparison to those consisting of a wide variety of programs that are often uncoordinated or limited in scope or duration. Therefore, LCS prioritizes evidence-based, core curriculum embedded approaches and adjusts based upon a student's response to intervention. Using cohesive materials and practices allows educators to monitor effectiveness through data collection and make timely adjustments based on individual student needs.

Number of times per week interventions are provided:

No less than two times a week

Number of minutes per intervention session:

No less than 30 minutes per intervention session

Explain how the effectiveness of Tier 3 interventions are monitored.

The effectiveness of Tier 2 is monitored through FAST progress monitoring data, formative and summative assessment data, and Language! Live benchmark data. Monthly data chats will be held to review formative and cumulative student assessment data.

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

The procedures in place to identify and solve problems to improve the effectiveness of Tier 3 intervention, including alignment with core curriculum and instruction are weekly walkthroughs conducted by the school administrators and literacy coaches. Through our Leon LEADS elements of effective instruction, REL's Guide and Checklists for School Leader's Walkthrough During Literacy Instruction, and the Florida Department of Education Practice Profile administrators and literacy leadership teams are able to provide specific feedback and help to ensure that the teacher and instructional practices are effective for all students. Ongoing feedback and support are provided by administrators and reading coaches. Specific to our priority schools, ongoing feedback and support is provided by administrators, reading coaches, and district staff.

Grades 9-12

6. Grades 9-12 Assessments

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

Name of the Assessment	Target Audience (Grades 9-12)	What component of reading is being assessed?	Assessment Type (Each type of assessment should be represented.)	How often is the data being collected?
FAST ELA Reading	<input checked="" type="checkbox"/> Grade 9 <input checked="" type="checkbox"/> Grade 10 <input type="checkbox"/> Grade 11 <input type="checkbox"/> Grade 12	<input type="checkbox"/> Oral Language <input type="checkbox"/> Phonological Awareness <input type="checkbox"/> Phonics <input type="checkbox"/> Fluency <input checked="" type="checkbox"/> Vocabulary <input checked="" type="checkbox"/> Comprehension	<input checked="" type="checkbox"/> Screening <input checked="" type="checkbox"/> Progress Monitoring <input type="checkbox"/> Diagnostic <input checked="" type="checkbox"/> Summative	<input type="checkbox"/> Weekly <input type="checkbox"/> 2 x Month <input type="checkbox"/> Monthly <input type="checkbox"/> Quarterly <input checked="" type="checkbox"/> 3 x Year <input type="checkbox"/> Annually <input type="checkbox"/> As Needed <input type="checkbox"/> Other
Woodcock Johnson; Kaufman Test of Educational Achievement (Targeted students)	<input checked="" type="checkbox"/> Grade 9 <input checked="" type="checkbox"/> Grade 10 <input checked="" type="checkbox"/> Grade 11 <input checked="" type="checkbox"/> Grade 12	<input checked="" type="checkbox"/> Oral Language <input checked="" type="checkbox"/> Phonological Awareness <input checked="" type="checkbox"/> Phonics <input checked="" type="checkbox"/> Fluency <input checked="" type="checkbox"/> Vocabulary <input checked="" type="checkbox"/> Comprehension	<input type="checkbox"/> Screening <input type="checkbox"/> Progress Monitoring <input checked="" type="checkbox"/> Diagnostic <input type="checkbox"/> Summative	<input type="checkbox"/> Weekly <input type="checkbox"/> 2 x Month <input type="checkbox"/> Monthly <input type="checkbox"/> Quarterly <input type="checkbox"/> 3 x Year <input type="checkbox"/> Annually <input checked="" type="checkbox"/> As Needed <input type="checkbox"/> Other
TOWRE-2 (Targeted students)	<input checked="" type="checkbox"/> Grade 9 <input checked="" type="checkbox"/> Grade 10 <input checked="" type="checkbox"/> Grade 11 <input checked="" type="checkbox"/> Grade 12	<input checked="" type="checkbox"/> Oral Language <input checked="" type="checkbox"/> Phonological Awareness <input checked="" type="checkbox"/> Phonics <input checked="" type="checkbox"/> Fluency <input checked="" type="checkbox"/> Vocabulary <input checked="" type="checkbox"/> Comprehension	<input type="checkbox"/> Screening <input checked="" type="checkbox"/> Progress Monitoring <input checked="" type="checkbox"/> Diagnostic <input type="checkbox"/> Summative	<input type="checkbox"/> Weekly <input type="checkbox"/> 2 x Month <input type="checkbox"/> Monthly <input type="checkbox"/> Quarterly <input checked="" type="checkbox"/> 3 x Year <input type="checkbox"/> Annually <input type="checkbox"/> As Needed <input type="checkbox"/> Other

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

The K-12 Reading staff provides guidance to school level administrators and literacy coaches to identify students in grades 9-12 who demonstrate a need for Tier 2 supplemental intervention and Tier 3 intensive intervention. Identification is informed by data and based on scores as identified by F.A.S.T. and concordant measures during the universal screening period or progress monitoring administration at any time during the year. Additionally, schools (administrators/literacy coaches/ teachers) are provided with guidance documents, including CERP Decision Trees, to help identify students who have 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.

Grades 9-12 Decision Tree	
Beginning of year data	
IF: Student meets the following criteria at the beginning of the school year: Prior year FAST ELA Reading PM 3: 25 th percentile or above OR current FAST PM 1: 25 th percentile or above	
THEN TIER 1 Only	
Core Instruction Indicate the core curriculum and how the program is supported by strong, moderate, or promising levels of evidence. LCS students use McGraw Hill/StudySync as its core ELA curriculum, which incorporates evidence-based practices within a strong skills and standards based instructional sequence. These instructional materials have a percentage of alignment to BEST Standards of 96.7% and a subject specific standard score of 4.6 across grades 9-12. McGraw Hill/StudySync was on the state-approved list at the time of adoption. McGraw Hill/StudySync does not currently meet strong, moderate, or promising levels of evidence as defined by ESSA, however it's instructional plan and routines are supported by recommendations included in IES Practice Guides: "Improving Adolescent Literacy: Effective Classroom and Intervention Practices", "Providing Reading Intervention for Students in Grades 4-9", and "Teaching Secondary Students to Write Effectively". The following recommendations from these guides are embedded within the entire scope and sequence as well as the daily lesson routines of the program: <ol style="list-style-type: none"> 1. Provide explicit vocabulary instruction (strong) 2. Provide direct and explicit comprehension strategy instruction (strong) 3. Provide opportunities for extended discussion of text meaning and interpretation (moderate) 4. Explicitly teach appropriate writing strategies (strong) 5. Integrate writing and reading to emphasize key writing features (moderate) 6. Build student decoding skills so they can read multisyllabic words (strong) 7. Provide purposeful fluency building activities (strong) 8. Routinely use a set of comprehension building practices to help students make sense of text (strong) The instructional routines of McGraw Hill/StudySync provide explicit and sequential approaches to vocabulary instruction, scaffolded lessons designed to target specific skills, multiple opportunities to deeply engage in connected text supporting a variety of genres and content areas, and a variety of formative assessment and progress monitoring tools to support appropriate small group instruction. The district is providing sustained professional development to literacy coaches, administrators, and teachers on the connection between the IES practice guide recommendations, B.E.S.T. standards, and core instructional materials. We are leveraging our current partnerships with REL, FCRR, and JRF to help support this ongoing professional development.	
List performance criteria that indicate Tier 1 is sufficient for at least 80% of students. FAST ELA Reading is 25 th percentile or above	
Explain how the effectiveness of Tier 1 instruction is monitored. The effectiveness of Tier 1 curriculum is being monitored through review of Study Sync assessment data, progress monitoring data, and benchmark assessment data.	
What procedures are in place to identify and solve problems to improve effectiveness of Tier 1 instruction and/or curriculum provided to students?	

The procedures in place to identify and solve problems to improve effectiveness of Tier 1 curriculum are weekly walkthroughs conducted by the school administrators and reading coaches. Utilizing our Leon LEADS Platform, REL's Guide and Checklists for School Leader's Walkthrough During Literacy Instruction, and the Florida Department of Education Practice Profile, administrators and literacy leadership teams are able to provide specific feedback and help to ensure that the teacher and instructional practices support an effective Tier 1 curriculum. Reading coaches attend a monthly reading coach meeting, where effective reading instructional practices are shared and reviewed, as well as exploration of the Science of Reading to further support effective Tier 1 curriculum at our school sites. Additionally, with the introduction of the B.E.S.T. Standards, we have developed a Toolkit with research and evidence-based guidance and routines to improve the effectiveness of our Tier 1 curriculum.

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

FAST ELA Reading- 11th-24th percentile and consecutive formative assessment or teacher observation data demonstrates difficulty in grade level benchmarks.

Beginning of year data

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

For Grades 9 & 10:

Prior year FAST ELA Reading PM 3: 11th-24th percentile AND current FAST PM 1: 11th-24th percentile

For Grades 11 & 12:

FAST ELA Reading Level 2 AND

Student has not yet received a concordant score on SAT or ACT

(TOWRE2 may be administered for targeted students as guided by school-based MTSS Teams.)

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.

Interventions may include but are not limited to:

Study Sync Spotlight Intervention Lessons

Content Area Literacy Strategies from REL Southeast

National Center on Intensive Intervention (NCII) Literacy Lessons (Secondary; vocabulary and comprehension)

Leon Literacy Instructional Toolkit (Secondary) For Grades 11 & 12 also include:

ACT and SAT preparation instruction and supported practice using the StudySync ACT and SAT Practice Assessments

The subject-area literacy approaches all demonstrate effectiveness based on their grounding in strong or moderate evidence for literacy instruction of adolescents.

As described in Tier 1, although McGraw Hill/StudySync was rated strongly during the state's instructional review process, it currently does not meet strong, moderate, or promising levels of evidence as defined by ESSA. However, it's Spotlight Intervention Lessons are supported by recommendations included in IES Practice Guides: "Improving Adolescent Literacy: Effective Classroom and Intervention Practices", "Providing Reading Intervention for Students in Grades 4-9", and "Teaching Secondary Students to Write Effectively".

<p>The following recommendations from these guides are embedded within the instructional structure and sequence of the intervention lessons:</p> <ol style="list-style-type: none"> 1. Provide explicit vocabulary instruction (strong) 2. Provide direct and explicit comprehension strategy instruction (strong) 3. Provide opportunities for extended discussion of text meaning and interpretation (moderate) 4. Explicitly teach appropriate writing strategies (strong) 5. Integrate writing and reading to emphasize key writing features (moderate) 6. Build student decoding skills so they can read multisyllabic words (strong) 7. Provide purposeful fluency building activities (strong) 8. Routinely use a set of comprehension building practices to help students make sense of text (strong) <p>Intervention lessons are teacher led and provide explicit, structured, and sequential instruction on standards-aligned foundational reading skills with multiple opportunities for repeated practice.</p> <p>The district provides sustained professional development to literacy coaches, administrators, and teachers on the connection between the IES practice guide recommendations and the Study Sync Intervention lessons. We are leveraging our current partnerships with REL, FCRR, and JRF! to help support this ongoing professional development.</p> <p>The Leon Literacy Instructional Toolkit is a Canvas course in the LCS Learning Management System that links teachers to evidence-based practices/strategies from FCRR, REL, UFLI, and NCII for each component of foundational reading. These resources from our partners meet the recommendations in IES practice guides: "Improving Adolescent Literacy: Effective Classroom and Intervention Practices" and "Providing Reading Intervention for Students in Grades 4-9". LCS provides sustained support to literacy team leaders and teachers in the appropriate use of the toolkit in alignment with evidence-based practices supported by the IES Guides.</p>
<p>Indicate the evidence-based programs and practices implemented for students with a disability, students with an Individual Educational Plan (IEP), and students who are English language learners, as applicable.</p> <p>The programs and practices used by LCS for tiered intervention described above have research and evidence of effectiveness with all learners. Additionally, researchers have found that intervention efforts that work to strengthen coherence amongst all tiers are more likely to advance student achievement in comparison to those consisting of a wide variety of programs that are often uncoordinated or limited in scope or duration. Therefore, LCS prioritizes evidence-based, core curriculum embedded approaches and adjusts based upon a student's response to intervention. Using cohesive materials and practices allows educators to monitor effectiveness through data collection and make timely adjustments based on individual student needs.</p>
<p>Number of times per week interventions are provided:</p> <p>No less than two times per week</p>
<p>Number of minutes per intervention session:</p> <p>No less than twenty minutes per intervention session</p>
<p>Explain how the effectiveness of Tier 2 interventions are monitored.</p> <p>Student progress will be monitored through progress monitoring data, assessment data, and benchmark data. Monthly data chats will be held to review formative and cumulative student assessment data.</p>
<p>What procedures are in place to identify and solve problems to improve effectiveness of Tier 2 interventions?</p> <p>The procedures in place to identify and solve problems to improve the effectiveness of Tier 2 intervention, including alignment with core curriculum and instruction are weekly walkthroughs</p>

conducted by the school administrators and literacy coaches. Through our Leon LEADS elements of effective instruction, REL's Guide and Checklists for School Leader's Walkthrough During Literacy Instruction, and the Florida Department of Education Practice Profile administrators and literacy leadership teams are able to provide specific feedback and help to ensure that the teacher and instructional practices are effective for all students. Ongoing feedback and support are provided by administrators and reading coaches. Specific to our priority schools, ongoing feedback and support is provided by administrators, reading coaches, and district staff.

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

FAST ELA Reading- 10th percentile and below and/or consecutive formative assessment or teacher observation data demonstrates minimum skill levels for reading competency in one or more of the areas of phonological awareness, phonics, vocabulary, oral language skills, reading fluency, and reading comprehension.

Beginning of year data

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

For Grades 9 & 10:

Prior year FAST ELA Reading PM 3: 10th percentile and below AND
current FAST PM 1: 10th percentile and below

For Grades 11 & 12:

FAST ELA Reading Level 1 AND

Student has not yet received a concordant score on SAT or ACT

TOWRE2 may be administered for targeted students as guided by school-based MTSS Teams.

TOWRE2 must be administered to students not responding to Tier 3 intervention.

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.

Interventions may include, but are not limited to the following:

Lexia PowerUp

REWARDS Secondary & REWARDS Plus

National Center on Intensive Intervention (NCII) Literacy Lessons (Secondary; phonological awareness, phonics, fluency)

Leon Literacy Instructional Toolkit (Secondary) Strategic Instruction Model (SIM)

B.E.S.T. 6-12 Foundational Reading Intervention Standards & Related Appendices

LCS Canvas Course: Introduction to B.E.S.T. Foundational Reading Intervention Standards For Grades 11 & 12 also include:

ACT and SAT preparation instruction and supported practice using the StudySync ACT and SAT Practice Assessments

LCS teachers use interventions that demonstrate effectiveness based on high-quality research.

All intervention programs and strategies are supported by recommendations included in IES Practice Guides: "Improving Adolescent Literacy: Effective Classroom and Intervention Practices", "Providing Reading Intervention for Students in Grades 4-9", and "Teaching Secondary Students to

Write Effectively". The following recommendations from these guides are embedded within the instructional structure and sequence of the intervention approaches listed:

1. Provide explicit vocabulary instruction (strong)
 2. Provide direct and explicit comprehension strategy instruction (strong)
 3. Provide opportunities for extended discussion of text meaning and interpretation (moderate)
 4. Explicitly teach appropriate writing strategies (strong)
 5. Integrate writing and reading to emphasize key writing features (moderate)
 6. Build student decoding skills so they can read multisyllabic words (strong)
 7. Provide purposeful fluency building activities (strong)
 8. Routinely use a set of comprehension building practices to help students make sense of text (strong)
- Tier 3 Intervention lessons are teacher led and provide explicit instruction with multiple opportunities for repeated foundational skill practice.

Lexia PowerUp has strong ESSA evidence.

REWARDS and SIM are supported by strong ESSA evidence.

The district provides sustained professional development to literacy coaches, administrators, and teachers on the connection between the IES practice guide recommendations and the Tier 3 intervention programs and strategies. We are leveraging our current partnerships with REL, FCRR, and JRF! to help support this ongoing professional development.

The Leon Literacy Instructional Toolkit is a Canvas course in the LCS Learning Management System that links teachers to evidence-based practices/strategies from FCRR, REL, UFLI, JRF, and NCII for each component of foundational reading. These resources from our partners meet the recommendations in IES practice guides: "Improving Adolescent Literacy: Effective Classroom and Intervention Practices" and "Providing Reading Intervention for Students in Grades 4-9". LCS provides sustained support to literacy team leaders and teachers in the appropriate use of the toolkit in alignment with evidence-based practices supported by the IES Guides.

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.

The programs and practices used by LCS for tiered intervention described above have research and evidence of effectiveness with all learners. Additionally, researchers have found that intervention efforts that work to strengthen coherence amongst all tiers are more likely to advance student achievement in comparison to those consisting of a wide variety of programs that are often uncoordinated or limited in scope or duration. Therefore, LCS prioritizes evidence-based, core curriculum embedded approaches and adjusts based upon a student's response to intervention. Using cohesive materials and practices allows educators to monitor effectiveness through data collection and make timely adjustments based on individual student needs.

Number of times per week interventions are provided:

No less than two times per week

Number of minutes per intervention session:

No less than 30 minutes per intervention session

Explain how the effectiveness of Tier 3 interventions are monitored.

Student progress will be monitored through progress monitoring data, assessment data, and benchmark data. Monthly data chats will be held to review formative and cumulative student assessment data.

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

The procedures in place to identify and solve problems to improve the effectiveness of Tier 3 intervention, including alignment with core curriculum and instruction are weekly walkthroughs conducted by the school administrators and literacy coaches. Through our Leon LEADS elements of effective instruction, REL's Guide and Checklists for School Leader's Walkthrough During Literacy Instruction, and the Florida Department of Education Practice Profile administrators and literacy leadership teams can provide specific feedback and help to ensure that the teacher and instructional practices are effective for all students. Ongoing feedback and support are provided by administrators and reading coaches. Specific to our priority schools, ongoing feedback and support is provided by administrators, reading coaches, and district staff.

6) Professional Development ([Rule 6A.6.053\(4\), F.A.C.](#))

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

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

LCS has developed extensive professional development opportunities focused on the Science of Reading, implementing evidence-based reading instruction, and planning protocols to support alignment between state standards and adopted instructional materials. These trainings incorporate:

- All foundational components of reading
- Explicit, systematic, and sequential instruction
- Multisensory intervention strategies
- Content area literacy strategies

These professional development opportunities include collaborating with FCRR, UFLI, and JRF! to provide professional learning through reading endorsement courses, self-paced Canvas courses, instructional models, and on-site training for teachers and coaches. Professional learning partnerships focus on providing evidence-based reading instruction grounded in the science of reading.

LCS is providing mini-conferences entitled Still the B.E.S.T. offered two times during the summer. The focus of professional learning sessions is on evidence-based reading instruction in alignment with B.E.S.T. and our newly adopted core materials. Monthly K-12 reading coach meetings will be held during the school year and continuous learning with UFLI Foundations will be spotlighted. Administrators will receive professional learning on Literacy Leadership Teams and JRF! Practice Profiles in order to continue our focus on

upskilling our leaders on evidence-based literacy practices. A secondary literacy instructional toolkit aligned to 6-12 B.E.S.T. Foundational Standards will be updated and professional learning will be provided on using the toolkit to support Tier 3 instruction at the secondary level. Elementary teachers will participate in professional development focus groups as we implement new instructional materials in alignment with B.E.S.T. and practice profiles.

The Office of Professional Learning and the Office of School Improvement regularly review progress- monitoring data from all our schools and respond with support and trainings based on the individual needs of schools and teachers. Principals identify teachers whose progress monitoring data is not showing adequate growth through faculty meetings and data chats, and provide intensified, differentiated professional learning as needed.

The district provides guidance on identifying mentor teachers and model classrooms through face-to-face meetings, email, and each site's professional learning advocate. Mentor teachers and model classrooms are identified through weekly walkthroughs, faculty meetings, and data chats. Administrators work with their Literacy Leadership Teams to identify the key instructional characteristics required for each grade level and utilize data to select teachers routinely displaying these instructional characteristics within their classrooms. Administrators are encouraged to incorporate these model classrooms within the school's collaborative professional learning plan. This is a continued area of focus for our district as we work to build strong Literacy Leadership Teams at each site.

District Leadership communicates the requirements to identify professional development needs and set aside time for teachers to meet weekly through administrator and professional learning advocate meetings, site visits, information dissemination via email, and through the Office of Professional Learning. This support is monitored through sign-in sheets, participation by administrators, and professional development agendas.

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

Leon County provides its own state approved Reading Endorsement pathway as well as the online Literacy Matrix provided by the University of Florida Lastinger Center as options for educators pursuing the full reading endorsement.

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

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

LCS utilized funding to implement reading tutoring programs targeting grades K-3. As part of this program, LCS staff attended training provided by the Florida Center for Reading Research and utilized training materials and resources to ensure evidence-based comprehensive resources were utilized in tutoring programs at school sites. This program will continue pending availability of funds.

8) Family Engagement ([Rule 6A-6.053\(11\), F.A.C.](#))

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

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

The PreK-12 Reading staff has developed resource materials to guide parents in our Read-at-Home Plan. These materials, along with the JRF! Read at Home Plan Resources are available on our district and schools' websites. Paper copies are distributed at the school level as requested. The district's literacy website includes vetted resources for caregivers to help support literacy skill development at all ages. Through our Read Up partnership with FCRR, schools receive a reading parent resource kiosk. The materials include multisensory activities which bolster all components of foundational reading. The district participates in the New World's Reading Initiative (NWRI) which provides eligible children free books and family literacy resources mailed to their homes. The schools help families enroll in the program during parent conferences, literacy nights, direct contact through parent liaisons, and during book fair or other curriculum activity times. The district and schools collaborate with the NWRI regional family engagement specialist to increase awareness and participation in the program.