Leon County District Comprehensive Evidence-Based Reading Plan, 2024-2025

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

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

1) Contact Information

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

Point of Contact	Name	Email	Phone
Main Reading Contact	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
Early Childhood Programs	Brooke Brunner	brunnerb@leonschools.net	850-487-7614
Professional Development	Lewis Blessing	blessingl@leonschools.net	850-414-5199
Assessment/Accountability	David Solz	solzd@leonschools.net	850-414-5199
LCS Charter School Liaison	Lisa Urban	urbanl@leonschools.net	850-561-8364

2) District Expenditures

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

Comprehensive System of Reading Instruction Expenditures	Estimated Amount	FTE (where applicable)
Anticipated Amount of District Base Funding for CERP	**$1,871,575.00**	
Estimated proportional share distributed to district charters *Charter schools must utilize their proportionate share in accordance with Section (s.) 1002.33(7)(a)2.a., s. 1003.4201 and s. 1008.25(3)(a), Florida Statutes (F.S.). Note: All intensive reading interventions specified by the*	**$143,000.00**	

Comprehensive System of Reading Instruction Expenditures	Estimated Amount	FTE (where applicable)
charter must be delivered by a teacher who has a literacy micro-credential or is certified or endorsed in reading.		
Elementary Expenses		
Literacy coaches/Content Specialists	$1,008,170.00	13
Intervention teachers	$0.00	
Scientifically researched and evidence-based supplemental instructional materials	$418,305.00	
Summer reading camps	$30,000.00	
Secondary Expenses		
Literacy coaches/Content Specialists	$242,100.00	2.5
Intervention teachers	$0.00	
Scientifically researched and evidence-based supplemental instructional materials	$15,000.00	
K-12/PreK Expenses		
Professional learning to help K-12 instructional personnel and certified PreK teachers earn a certification, a credential, an endorsement, or an advanced degree in scientifically researched and evidence-based reading instruction	$15,000.00	
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(8)(b)3.d., F.A.C.](#))**
For each grade, Voluntary Prekindergarten (VPK)-10, establish clear and measurable student literacy achievement goals based on the Florida Assessment of Student Thinking (FAST). Goals for the plan year should increase from the previous year in order to meet statewide literacy achievement goals.

FAST (May 2024 – May 2025; LCS All)				
Grade	Previous School Year – % of Students Scoring		Goal for Plan Year – % of Students Scoring	
	Urgent Intervention <10th percentile	At & Above Benchmark 40th percentile & above	Urgent Intervention <10th percentile	At & Above Benchmark 40th percentile & above
VPK	1	88	.7	91
K	13	67	10	75
1	17	62	10	75
2	16	63	10	75

FAST (May 2024 – May 2025; LCS All)				
Grade	Previous School Year – % of Students Scoring		Goal for Plan Year – % of Students Scoring	
	Level 1	Levels 3-5	Level 1	Levels 3-5
3	20	55	17	60
4	27	52	20	60
5	22	53	20	60
6	21	54	20	60
7	24	51	20	60
8	24	49	20	60
9	25	51	20	60
10	23	54	20	60

B. Plan Implementation and Monitoring ([Rule 6A-6.053(9), F.A.C.](#))

Districts must monitor the implementation of the District CERP at the district and school level, including charter schools sponsored by a district.

1. **Provide an explanation of the following:**

Grades K-5	District Level	School Level
Data that will be collected and frequency of review	The following will be reviewed at the district level: All FAST progress monitoring - three times per year Star Early Literacy/Star Reading - monthly for targeted schools Reading CBMs - twice a month for targeted schools/students UFLI Foundations progress monitoring data for grades K-2 - monthly Lexia Core5 usage/skills date for targeted schools/students - quarterly	The following will be reviewed at the school level: All FAST progress monitoring - three times per year UFLI Foundations progress monitoring data - monthly Star Early Literacy/Reading - monthly for targeted schools as needed Reading CBMs - twice a month for targeted students Classroom assessments and student work samples through the MTSS process - monthly Woodcock Johnson for identified students - annually Kaufman Test of Educational Achievement for identified students – annually AimsWeb for identified students (SAST); Running Records, project-based rubrics, running reading records (SASC)
Actions for continuous support and improvement	District facilitated monthly literacy coach collaborative meetings focused on supporting teachers with implementing evidence-based strategies (Charter School Coaches are included) District facilitated UFLI Foundations PLC with school-	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

	based support teams serving Kindergarten, First, and Second grades focusing on implementation fidelity and impact on student achievement Collaboration with State Regional Literacy Director on identified RAISE schools and targeted support plans 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	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
Grades 6-8	**District Level**	**School Level**
Data that will be collected and frequency of review	The following will be reviewed at the district level: All FAST progress monitoring - three times per year Study Sync (core) common assessments - quarterly Language Live Benchmarks (middle school) - three times per year TOWRE-2 identified students - three times per year Star Reading – identified schools/students	The following will be reviewed at the school level: All FAST progress monitoring - three times per year Study Sync (core) common assessments - quarterly Language Live Benchmarks (middle school) - 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 Star Reading – identified students Star Reading – quarterly (SASC/T)
Actions for continuous support and improvement	District facilitated quarterly literacy coach collaborative meetings focused on supporting teachers with implementing evidence-based strategies (Charter School Coaches are included)	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

	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	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
Grades 9-12	**District Level**	**School Level**
Data that will be collected and frequency of review	The following will be reviewed at the district level: All FAST progress monitoring - three times per year Study Sync (core) common assessments - quarterly Lexia Power Up usage/skills data for identified students - quarterly TOWRE-2 identified students - three times per year Star Reading – identified schools/students	The following will be reviewed at the school level: All FAST progress monitoring - three times per year Study Sync (core) common assessments - quarterly 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 Star Reading – identified students
Actions for continuous support and improvement	District facilitated quarterly 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	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

	administrators on improvement plans and appropriate action steps	

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

Upon reflection, our District Literacy Leadership Team determined we should increase our targeted support of evidence-based practices in literacy instruction with an emphasis on writing instruction. We will offer professional learning opportunities for school leaders on the Science of Reading, Florida's B.E.S.T. Standards, planning protocols, and ways to strengthen school-based literacy leadership teams. Data indicate our school-based literacy coaches would benefit from additional guided opportunities to plan and implement professional learning. We will continue our partnerships with Florida Center for Reading Research (FCRR), Regional Educational Laboratory Southeast (REL), University of Florida Literacy Institute (UFLI), University of Florida Lastinger Center (UFLC), Just Read, Florida! (JRF!), and Learning Ally to provide quality, sustained professional learning for administrators, coaches, and teachers in providing evidence-based reading instruction at all levels. Improving instruction and the support systems in place will positively impact student literacy levels.

3. **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, UFLI, and JRF! Practice Profiles as well as elements from our teacher evaluation system which correspond to Marzano's effective instructional practices. Charters (SASC/SAST) also utilize Cognia's Effective Learning Environments Observation Tool (ELEOT). 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. Administrative regular walkthroughs, on-site collaborative visits, and specific feedback ensure effective implementation.

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

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.

C. **Literacy Coaches ([Rule 6A-6.053(4), F.A.C.](#))**
    The Just Read, Florida! literacy coach model delineates the roles and responsibilities of literacy coaches.

1. **Is the district using the Just Read, Florida! literacy coach model?**
    Yes/No

    Yes

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

    N/A

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

    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 literacy coach meetings (elementary/monthly, secondary/quarterly), 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 learning 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 continued 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.

4) Assessment, Curriculum and Reading Instruction

A. **Florida's Formula for Reading Success (Rule 6A-6.053(3)(a), F.A.C.)**
K-12 reading instruction will align with Florida's Formula for Reading Success, 6 + 4 + T1 +T2 + T3, which includes:

- **Six components of reading**: oral language, phonological awareness, phonics, fluency, vocabulary and comprehension.

- **Four types of classroom assessments**: screening, progress monitoring, diagnostic and summative assessment.

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

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

The K-12 Reading staff has developed Canvas courses to educate teachers about 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: summer professional learning offerings, monthly literacy coach meetings for elementary, quarterly literacy coach meetings for secondary, Literacy Leadership Team development for administrators, elementary and secondary literacy instructional toolkits, and data analysis with the 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 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 (Leon County Schools) public school PreK students will receive instruction on the Florida Early Learning Standards using a state adopted curriculum (Creative Curriculum). Creative Curriculum addresses all Florida Learning Standards, including all subcategories of the Star Early Literacy assessment.

Selected PreK students will also participate in a pilot program partnership with the University of Florida Literacy Institute, focusing on the implementation of the UFLI Foundations explicit phonics program.

VPK (Voluntary Prekindergarten) 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 who do not pass the BDI screener will be referred for further evaluation. Qualifying students will receive specially designed instruction through IDEA to provide early intervention. All private pre-k providers can refer students for evaluation at the Leon County School Early Childhood Office.

Students will also be progress monitored through Teaching Strategies Gold, with ongoing data collection throughout the school year. Weekly reports will guide instructional planning, with check points occurring three times during the school year.

Hatch provides individual, leveled instruction through a digital platform. Reports from Hatch include suggested follow-up activities 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 skill set. Instructional intervention will be provided with one (or more) of the following interventions:
- FCRR Student Centered Activities
- Heggerty
- Hatch Curricular Experiences
- 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(8)(b)4., F.A.C.](#))**
Districts are required to develop Assessment/Curriculum Decision Trees to demonstrate how data will be used to determine specific reading instructional needs and interventions for all students in grades K-12. Use Assessment/Curriculum Decision Trees to address ALL students. The template can be used for grade bands or for individual grades.

The Decision Trees must contain the following information:

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

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

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

Grades VPK-5

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

Name of the Assessment	Target Audience (Grades VPK-5)	What component of reading is being assessed? (Each component should be addressed.)	Assessment Type (Each type of assessment should be represented.)	How often is the data being collected?
Star Early Literacy, including FAST and targeted students	☒ PreK ☒ Grade K ☒ Grade 1 ☒ Grade 2 ☒ Grade 3 ☒ Grade 4 ☒ Grade 5	☒ Oral Language ☒ Phonological Awareness ☒ Phonics ☒ Fluency ☒ Vocabulary ☒ Comprehension	☒ Screening ☒ Progress Monitoring ☒ Diagnostic ☒ Summative	☐ Weekly ☐ 2 x Month ☐ Monthly ☐ Quarterly ☒ 3 x Year ☐ Annually ☒ As Needed ☐ Other
Star Reading, including FAST and targeted students	☐ PreK ☐ Grade K ☒ Grade 1 ☒ Grade 2 ☒ Grade 3 ☒ Grade 4 ☒ Grade 5	☐ Oral Language ☐ Phonological Awareness ☐ Phonics ☒ Fluency ☒ Vocabulary ☒ Comprehension	☒ Screening ☒ Progress Monitoring ☐ Diagnostic ☒ Summative	☐ Weekly ☐ 2 x Month ☐ Monthly ☐ Quarterly ☒ 3 x Year ☐ Annually ☒ As Needed ☐ Other
Renaissance Reading Curriculum Based Measures (CBM) (Targeted students)	☐ PreK ☒ Grade K ☒ Grade 1 ☒ Grade 2 ☒ Grade 3 ☒ Grade 4 ☒ Grade 5	☒ Oral Language ☒ Phonological Awareness ☒ Phonics ☒ Fluency ☒ Vocabulary ☒ Comprehension	☒ Screening ☒ Progress Monitoring ☐ Diagnostic ☐ Summative	☐ Weekly ☒ 2 x Month ☐ Monthly ☐ Quarterly ☐ 3 x Year ☐ Annually ☒ As Needed ☐ Other
Core Phonics Survey	☐ PreK ☐ Grade K ☐ Grade 1 ☐ Grade 2 ☒ Grade 3 ☒ Grade 4 ☒ Grade 5	☐ Oral Language ☐ Phonological Awareness ☒ Phonics ☐ Fluency ☐ Vocabulary ☐ Comprehension	☐ Screening ☐ Progress Monitoring ☒ Diagnostic ☐ Summative	☐ Weekly ☐ 2 x Month ☐ Monthly ☐ Quarterly ☐ 3 x Year ☐ Annually ☒ As Needed ☐ Other
Woodcock Johnson; Kaufman Test of Educational Achievement (Targeted students)	☒ PreK ☒ Grade K ☒ Grade 1 ☒ Grade 2 ☒ Grade 3 ☒ Grade 4 ☒ Grade 5	☒ Oral Language ☒ Phonological Awareness ☒ Phonics ☒ Fluency ☒ Vocabulary ☒ Comprehension	☐ Screening ☐ Progress Monitoring ☒ Diagnostic ☐ Summative	☐ Weekly ☐ 2 x Month ☐ Monthly ☐ Quarterly ☐ 3 x Year ☐ Annually ☒ As Needed ☐ Other
AIMS Web (SAST)	☐ PreK ☒ Grade K	☒ Oral Language ☒ Phonological	☒ Screening ☒ Progress	☐ Weekly ☐ 2 x Month

Name of the Assessment	Target Audience (Grades VPK-5)	What component of reading is being assessed? (Each component should be addressed.)	Assessment Type (Each type of assessment should be represented.)	How often is the data being collected?
	☒ Grade 1 ☒ Grade 2 ☒ Grade 3 ☒ Grade 4 ☒ Grade 5	Awareness ☒ Phonics ☒ Fluency ☐ Vocabulary ☐ Comprehension	Monitoring ☐ Diagnostic ☒ Summative	☐ Monthly ☐ Quarterly ☐ 3 x Year ☐ Annually ☒ As Needed ☐ Other

2. **Students with a Substantial Reading Deficiency (Rule 6A-6.053(5), F.A.C.)**
Students identified with a substantial reading deficiency must have an individualized progress monitoring plan that is designed to address the student's specific reading deficiency and that meets the minimum requirements set forth in s. 1008.25(4)(c), F.S.

Students with qualifying disabilities covered by an IEP or a 504 Plan are exempt from the requirement to have a progress monitoring plan, if the IEP or 504 Plan addresses the student's reading deficiency. Nothing in Rule 6A-6.053(5), F.A.C., should be construed to require or prohibit an IEP or 504 Plan or the contents of the CERP. Districts and charter schools are authorized to develop individualized progress monitoring plans for students with IEPs or 504 Plans that address the student's reading deficiency.

A K-3 student is identified as having a substantial reading deficiency if:
- The student is identified as in need of Tier 3 interventions;
- A student in grades K-3 demonstrates through progress monitoring, formative assessments or teacher observation data, minimum skill levels for reading competency in one or more of the six (6) components of reading; and
  - For kindergarten, the student scores below the tenth (10th) percentile or is unable to complete the practice items on the designated grade-level assessment at the beginning, middle or end of the year on the coordinated screening and progress monitoring system pursuant to s. 1008.25(9), F.S.;
  - For grades 1 and 2, the student scores below the tenth (10th) percentile or is unable to complete the practice items on the designated grade-level assessment for the specified testing window of the coordinated screening and progress monitoring system pursuant to s. 1008.25(9), F.S.; or
  - For grade 3, the student scores below the twentieth (20th) percentile at the beginning or middle of the year on the coordinated screening and progress monitoring system pursuant to s. 1008.25(9), F.S.
- A student in grade 3 scores a Level 1 on the end-of-year statewide, standardized ELA assessment pursuant to s. 1008.22(3)(a), F.S.

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

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 FAST) 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 FAST) 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.

3. **Students with Characteristics of Dyslexia (Rule 6A-6.053(6), F.A.C.)**
   Students who have characteristics of dyslexia must be covered by one of the plans described in
   [s. 1008.25(4)(b), F.S.](s. 1008.25(4)(b), F.S.)

3a. Describe the district's process for identifying grades K-3 students with characteristics of dyslexia. Tier 3 interventions must be provided to students identified as having characteristics of dyslexia.

Screening for potential weaknesses in reading occurs through FAST/Star CAT. Students identified through the screening process will receive additional testing to determine if they have characteristics of dyslexia through Star CBM, which is available for all K-3 students in LCS. CBMs include dyslexia type measures, such as measuring phonemic segmentation, receptive nonsense words, passage oral reading and rapid automatic naming. It is required that all students who meet the criteria for tier 3 intervention be given Star CBM measures to better inform instruction and monitor response to the intervention.

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

All students receiving tier 3 reading interventions will be progress monitored through Star CBM biweekly. Specific guidance for goal setting to monitor progress within the platform will be disseminated and supported through Literacy Coaches and district-wide professional learning opportunities.

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. (Charters Schools participating in LCS CERP have flexibility with instructional resources as long as they are in accordance with s. 1002.33(7)(a), and provide tiered interventions with increasing levels of intensity and duration.)
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 1-6 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 25th 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:
UFLI Foundations Specified Lessons
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.

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

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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 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.

Number of times per week interventions are provided:
Three times per week

Number of minutes per intervention session:
No less than 20 minutes per intervention session

Explain how the effectiveness of Tier 2 interventions is monitored.
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.

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.

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.

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

FAST Star Early Literacy - 10th percentile and below or is unable to complete the practice items. (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.

Beginning of year data

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

FAST Star Early Literacy – 10th percentile and below or is unable to complete the practice items. (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:
UFLI Foundations Specified Lessons
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, it's 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
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. (Charters Schools participating in LCS CERP have flexibility with instructional resources as long as they are in accordance with s. 1002.33(7)(a), and provide tiered interventions with increasing levels of intensity and duration.)
Beginning of year data
IF: Student meets the following criteria at the beginning of the school year: FAST Star Reading - 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 2nd grade 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 1-6 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 25th 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 and 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 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:

FAST Star Reading - 11th- 24th percentile

Star CBMs and Star Early Literacy 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:
UFLI Foundations Specified Lessons
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.

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 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.

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

Number of minutes per intervention session:
No less than 20 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, Star SGP, 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 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 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.
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.

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 or is unable to complete the practice items. (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.

Beginning of year data

IF: Student meets the following criteria at the beginning of the school year:
FAST Star Reading - 10th percentile and below or is unable to complete the practice items.
This Star score requires additional assessment of Star Early Literacy for Diagnostic Purposes and 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:
UFLI Foundations Specified Lessons
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, it's 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 Early Literacy data, 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 3 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. (Charters Schools participating in LCS CERP have flexibility with instructional resources as long as they are in accordance with s. 1002.33(7)(a), and provide tiered interventions with increasing levels of intensity and duration.)
Beginning of year data
IF: Student meets the following criteria at the beginning of the school year: FAST ELA Reading 25th percentile and above OR Star Reading 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.

List performance criteria that indicate Tier 1 is sufficient for at least 80% of students.
Students scoring at 25th percentile and above

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, 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 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:

FAST ELA Reading 11th-24th percentile
OR
Star Reading 11th-24th percentile

Star CBM, Star Early Literacy, and Core Phonics Survey 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:
UFLI Foundations Specified Lessons
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.

UFLI Foundations does not currently meet the requirements of ESSA evidence studies; however, the 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", and "Providing Reading Intervention for Students in Grades 4-9".

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)

The listed recommendations are built into the instructional routines of UFLI Foundations by providing 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, embedded connected text to support decoding, a variety of formative assessment opportunities and progress monitoring tools to support appropriate small group instruction.

The district will support and monitor UFLI Foundations implementation by routine data collection/review, walkthroughs, regular ongoing professional learning opportunities for teachers (refreshers and modeling), and monthly support at literacy coach meetings.

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 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.

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

Number of minutes per intervention session:
No less than 20 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, 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 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.

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

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.

Beginning of year data

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

Retained 3rd is automatic Tier 3 placement with a reading endorsed/certified teacher

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

Tier 3 placement requires additional assessments of Star CBM for progress monitoring, and Core Phonics Survey and Star Early Literacy for diagnostic purposes.

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:
UFLI Foundations Specified Lessons
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, it's 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.

UFLI Foundations does not currently meet the requirements of ESSA evidence studies; however, the 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", and "Providing Reading Intervention for Students in Grades 4-9".

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)

The listed recommendations were built into the instructional routines of UFLI Foundations by providing 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, embedded connected text to support decoding, a variety of

formative assessment opportunities and progress monitoring tools to support appropriate small group instruction.

The district will support and monitor UFLI Foundations implementation by routine data collection/review, walkthroughs, regular ongoing professional learning opportunities for teachers (refreshers and modeling), and monthly support at literacy coach meetings.

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 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.

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. (Charters Schools participating in LCS CERP have flexibility with instructional resources as long as they are in accordance with s. 1002.33(7)(a), and provide tiered interventions with increasing levels of intensity and duration.)
Beginning of year data
IF: Student meets the following criteria at the beginning of the school year: FAST ELA Reading 25th percentile and above   OR   Star Reading 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.

List performance criteria that indicate Tier 1 is sufficient for at least 80% of students.
Students scoring at 25th percentile and above

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

Beginning of year data

IF: Student meets the following criteria at the beginning of the school year:
FAST ELA Reading 11th-24th percentile
OR
Star Reading 11th-24th percentile

Star CBM, Star Early Literacy, and Core Phonics Survey 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:
UFLI Foundations Specified Lessons

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.

UFLI Foundations does not currently meet the requirements of ESSA evidence studies; however, the 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", and "Providing Reading Intervention for Students in Grades 4-9".

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)

The listed recommendations were built into the instructional routines of UFLI Foundations by providing 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, embedded connected text to support decoding, a variety of formative assessment opportunities and progress monitoring tools to support appropriate small group instruction.

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

Number of minutes per intervention session:
No less than 20 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, 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 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.

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.

Beginning of year data

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

FAST ELA Reading 10th percentile and below
OR
Star Reading 10th percentile and below

Tier 3 placement requires additional assessments of Star CBM for progress monitoring, and Core Phonics Survey and Star Early Literacy for diagnostic purposes.

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:
UFLI Foundations Specified Lessons
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, it's 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.

UFLI Foundations does not currently meet the requirements of ESSA evidence studies; however, the 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", and "Providing Reading Intervention for Students in Grades 4-9".

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)

The listed recommendations were built into the instructional routines of UFLI Foundations by providing 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, embedded connected text to support decoding, a variety of formative assessment opportunities and progress monitoring tools to support appropriate small group instruction.

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.

4. **Summer Reading Camps ([Rule 6A-6.053(7), F.A.C.](#))**
   Requirements of Summer Reading Camps pursuant to [s. 1008.25(8), F.S.](#), include:
   - Providing instruction to grade 3 students who score Level 1 on the statewide, standardized ELA assessment;
   - Implementing evidence-based explicit, systematic and multisensory reading instruction in phonemic awareness, phonics, fluency, vocabulary and comprehension; and
   - Providing instruction by a highly effective teacher endorsed or certified in reading.

      o   *Note: Instructional personnel who possess a literacy micro-credential **may not** be assigned to these students.*

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

The 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 B.E.S.T. 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.

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

No

Grades 6-8

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

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

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?
Star Reading, targeted students	☒ Grade 6 ☒ Grade 7 ☒ Grade 8	☐ Oral Language ☐ Phonological Awareness ☐ Phonics ☒ Fluency ☒ Vocabulary ☒ Comprehension	☒ Screening ☒ Progress Monitoring ☐ Diagnostic ☐ Summative	☐ Weekly ☐ 2 x Month ☐ Monthly ☐ Quarterly ☐ 3 x Year ☐ Annually ☒ As Needed ☐ Other
Woodcock Johnson; Kaufman Test of Educational Achievement (Targeted students)	☒ Grade 6 ☒ Grade 7 ☒ Grade 8	☒ Oral Language ☒ Phonological Awareness ☒ Phonics ☒ Fluency ☒ Vocabulary ☒ Comprehension	☐ Screening ☐ Progress Monitoring ☒ Diagnostic ☐ Summative	☐ Weekly ☐ 2 x Month ☐ Monthly ☐ Quarterly ☐ 3 x Year ☐ Annually ☒ As Needed ☐ Other
Language Live Benchmark Assessments (Targeted students)	☒ Grade 6 ☒ Grade 7 ☒ Grade 8	☐ Oral Language ☐ Phonological Awareness ☐ Phonics ☒ Fluency ☒ Vocabulary ☒ Comprehension	☒ Screening ☒ Progress Monitoring ☐ Diagnostic ☐ Summative	☐ Weekly ☐ 2 x Month ☐ Monthly ☐ Quarterly ☒ 3 x Year ☐ Annually ☐ As Needed ☐ Other
TOWRE-2 (Targeted students)	☒ Grade 6 ☒ Grade 7 ☒ Grade 8	☒ Oral Language ☒ Phonological Awareness ☒ Phonics ☒ Fluency ☒ Vocabulary ☒ Comprehension	☐ Screening ☒ Progress Monitoring ☒ Diagnostic ☐ Summative	☐ Weekly ☐ 2 x Month ☐ Monthly ☒ Quarterly ☐ 3 x Year ☐ Annually ☒ As Needed ☐ Other

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

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 FAST 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
(Charters Schools participating in LCS CERP have flexibility with instructional resources as long as they are in accordance with s. 1002.33(7)(a), and provide tiered interventions with increasing levels of intensity and duration.)
Beginning of year data
IF student meets the following criteria at the beginning of the school year: Prior year FAST ELA Reading PM 3: 25th percentile or above OR current FAST PM 1: 25th 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 quarterly reading coach meetings, 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 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 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

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

Name of the Assessment	Target Audience (Grades 9-12)	What component of reading is being assessed?	Assessment Type (Each type of assessment should be represented.)	How often is the data being collected?
FAST ELA Reading	☒ Grade 9 ☒ Grade 10 ☐ Grade 11 ☐ Grade 12	☐ Oral Language ☐ Phonological Awareness ☐ Phonics ☐ Fluency ☒ Vocabulary ☒ Comprehension	☒ Screening ☒ Progress Monitoring ☐ Diagnostic ☒ Summative	☐ Weekly ☐ 2 x Month ☐ Monthly ☐ Quarterly ☒ 3 x Year ☐ Annually ☐ As Needed ☐ Other
Star Reading, targeted students	☒ Grade 9 ☒ Grade 10 ☐ Grade 11 ☐ Grade 12	☐ Oral Language ☐ Phonological Awareness ☐ Phonics ☒ Fluency ☒ Vocabulary ☒ Comprehension	☒ Screening ☒ Progress Monitoring ☐ Diagnostic ☐ Summative	☐ Weekly ☐ 2 x Month ☐ Monthly ☐ Quarterly ☐ 3 x Year ☐ Annually ☒ As Needed ☐ Other
Woodcock Johnson; Kaufman Test of Educational Achievement (Targeted students)	☒ Grade 6 ☒ Grade 7 ☒ Grade 8	☒ Oral Language ☒ Phonological Awareness ☒ Phonics ☒ Fluency ☒ Vocabulary ☒ Comprehension	☐ Screening ☐ Progress Monitoring ☒ Diagnostic ☐ Summative	☐ Weekly ☐ 2 x Month ☐ Monthly ☐ Quarterly ☐ 3 x Year ☐ Annually ☒ As Needed ☐ Other

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

8. **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 FAST 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: 25th percentile or above OR current FAST PM 1: 25th 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:

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, 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".
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 per 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. 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 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: 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.

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5) Professional Learning (Rule 6A-6.053(8)(b)3.f.-j., F.A.C.)

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

- Provide professional learning required by ss. 1012.585(3)(f) and 1012.98(5)(b)11., F.S., which includes training to help teachers integrate phonemic awareness, phonics, word study and spelling, fluency, vocabulary and text comprehension strategies into an explicit, systematic and sequential approach to reading instruction, including multisensory intervention strategies;

- Provide professional learning in B.E.S.T. ELA Standards and evidence-based reading practices and programs;
- Provide professional learning to help instructional personnel and certified PreK teachers funded in the FEFP earn a certification, a credential, an endorsement or an advanced degree in scientifically researched and evidence-based reading instruction;
- Differentiate and intensify professional learning for teachers based on progress monitoring data;
- Identify mentor teachers and establish model classrooms within the school; and
- Ensure that time is provided for teachers to meet weekly for professional learning.

LCS has developed extensive professional learning opportunities focused on the Science of Reading, implementing evidence-based reading instruction, instructional practice profiles, 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, embedded professional learning 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 focused on evidence-based writing instruction for elementary and secondary teachers during the summer. Literacy Coach meetings (elementary/monthly, secondary/quarterly) will be held during the school year and continuous learning with UFLI Foundations will be spotlighted at the elementary meetings. 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 and other district supported materials to support Tier 3 instruction at the secondary level. Elementary teachers will participate in focus groups as we supplement our instructional materials with B.E.S.T. aligned lessons that incorporate evidence-based instructional routines.

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.

6) Tutoring Programs to Accelerate Literacy Learning (Rule 6A-6.053(9)(b), F.A.C.)

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

LCS utilized funding to implement reading tutoring programs targeting grades K-5 in RAISE identified schools. As part of this program, LCS staff utilized training materials and resources provided by the Florida Center for Reading Research and the University of Florida Literacy Institute to ensure evidence-based comprehensive resources were utilized in tutoring programs at school sites. This program will continue pending availability of funds.

7) Family Engagement (Rule 6A-6.053(8)(b)3.o., F.A.C.)

In accordance with the list outlined in s. 1008.25(5)(d), F.S., describe the district's plan for notifying parents of students identified with a substantial reading deficiency. Include literacy partnerships or programs the district utilizes to increase support for families to engage in literacy activities and reading at home (e.g., New Worlds Reading Initiative).

The Leon County School District notifies legal guardians in writing when a student in grade K-3 exhibits a substantial deficiency in reading. The informational letter is also provided electronically through the FOCUS Student Information System parent portal. The PK-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 and early childhood webpages include 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.

8) Assurances (Rule 6A-6.053(8)(b)2., F.A.C.)
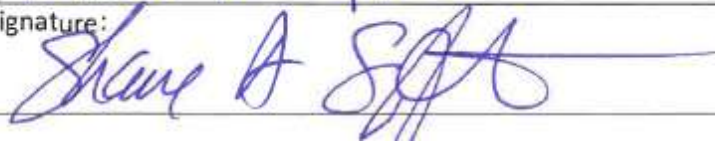
District Comprehensive Evidence-Based Reading Plan (CERP) Assurances: Initial next to each assurance (a.—i.). The [Local Educational Agency Chief Executive Officer, or his/her authorized representative] assures the following:

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

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

Shane A. Syfrett

Signature: *[signature]*

Date: 6/17/24