# District K-12 Comprehensive Evidence-Based Reading Plan

Annually, school districts must submit a K-12 Comprehensive Evidence-Based Reading Plan (CERP) by June 15 for the purpose of supporting increased student achievement in literacy and closing achievement gaps. In order to assist districts, the 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 comprehensive reading plan must be approved by the applicable school board, charter school governing board, or lab school board of trustees, for the specific use of the evidence-based reading instruction allocation. By July 1 of each year, the Department will release to each school district its allocation of appropriated funds pending plan submission.

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

## 1) Contact Information

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

| Point of Contact | Name | Email | Phone |
|---|---|---|---|
| Main Reading Contact | Robert Taylor | Robert.taylor@keysschools.com | (305) 293-1400 |
| Data Element | Melissa Alsobrooks | Melissa.alsobrooks@keysschools.com | (305) 293-1400 |
| Third Grade Promotion | Robert Taylor | Robert.taylor@keysschools.com | (305) 293-1400 |
| Multi-Tiered System of Supports | Sarah Adams | Sarah.adams@keysschools.com | (305) 293-1400 |

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

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

| Reading Allocation Budget Item | Amount | FTE (where applicable) |
|---|---|---|
| Amount of District Evidence-Based Reading Instruction Allocation | $613,410.00* | **ESTIMATE** |
| Estimated proportional share distributed to district charters<br>*Charter schools must utilize their proportionate share of the evidence-based reading allocation in accordance with Section (s.) 1002.33(7)(a)2.a. and s. 1008.25(3)(a), Florida Statutes (F.S.). Note: All intensive reading interventions specified by the charter* | $81,883.36 | **Last year's amount** |

| Reading Allocation Budget Item | Amount | FTE (where applicable) |
|---|---|---|
| *must be delivered by a teacher who has a literacy micro-credential or is certified or endorsed in reading.* | | |
| **Elementary Expenses** | | |
| Literacy coaches | $531,526.64 | Last year's amount |
| Intervention teachers | | |
| Scientifically researched and evidence-based supplemental instructional materials | | |
| Summer reading camps for grade 3 students | | |
| **Secondary Expenses** | | |
| Literacy coaches | | |
| Intervention teachers | | |
| Scientifically researched and evidence-based supplemental instructional materials | | |
| **K-12/PreK Expenses** | | |
| Professional development to help K-12 instructional personnel and certified PreK teachers earn a certification, a credential, an endorsement or an advanced degree in scientifically researched and evidence-based reading instruction | | |
| Incentives for K-12 instructional personnel and certified PreK teachers who possess the Reading Endorsement or Certification | | |
| Incentives for K-12 instructional personnel and certified PreK teachers who possess the Emergent, Elementary, or Secondary Literacy Micro-Credential | | |
| Additional time per day of evidence-based intensive reading instruction for extended literacy learning (before or after school, summer, etc.) | | |
| Tutoring programs to accelerate literacy learning | | |
| Family engagement activities | | |
| **Other – Please Describe** | | |
| | | |
| **Sum of Expenditures** | 613,410.00 | **ESTIMATE** |

## 3) Literacy Leadership – District and School

**A. Measurable Student Achievement Goals (Rule 6A-6.053(1)(d), F.A.C.)**
For each grade, PreK-10, establish clear and measurable student literacy achievement goals based on the Florida Assessment of Student Thinking (FAST). Goals for plan year should increase from previous year in order to meet statewide literacy achievement goals.

| Florida Assessment of Student Thinking (FAST PM2 Data) | | | | |
|---|---|---|---|---|
| Grade | Previous School Year (PM2) – % 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 |

| | | | | |
|---|---|---|---|---|
| PreK | 18% | 54% | 13% | 59% |
| K | 15% | 62% | 10% | 67% |
| 1 | 14% | 61% | 9% | 66% |
| 2 | 23% | 57% | 18% | 62% |

**Florida Assessment of Student Thinking (FAST)**

| Grade | Previous School Year (PM2 data) – % of Students Scoring | | Goal for Plan Year – % of Students Scoring | |
|---|---|---|---|---|
| | Level 1 | Levels 3-5 | Level 1 | Levels 3-5 |
| 3 | 44% | 32% | 34% | 42% |
| 4 | 39% | 38% | 29% | 48% |
| 5 | 36% | 38% | 26% | 48% |
| 6 | 38% | 37% | 28% | 47% |
| 7 | 40% | 39% | 30% | 49% |
| 8 | 52% | 30% | 42% | 40% |
| 9 | 41% | 38% | 31% | 48% |
| 10 | 40% | 38% | 30% | 48% |

**B. School Literacy Leadership Teams (Rule 6A-6.053(3), F.A.C.)**

Schools are required to establish a School Literacy Leadership Team.

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

   The school principal must set the expectation that the people selected to take part in this team want to be a part of literacy development at their school. Essential members of the team include an administrator, the literacy coach, the media specialist and lead teachers who are all invested in the process. Agendas should be set based on student performance data and walkthrough data trends.

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

   Literacy Leadership Team development and functionality have been established as an expectation through presentations at Principals meetings, Assistant Principals meetings and Literacy Coach meetings. The expectation is contained in the CERP, which is distributed and shared at each school. Literacy coaches, with the help of school administrators, have established Literacy Leadership Teams at each school throughout the district. Agenda items, meeting notes and walkthrough notes are stored in a district repository.

**C. Plan Implementation and Monitoring (Rule 6A-6.053(7), (8), F.A.C.)**

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

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

| Grades K-5 | District Level | School Level |
|---|---|---|
| Data that will be collected and frequency of review | FAST - STAR K-2/3 X per yr. FAST - Cambium 3-5/3 X per yr. Istation (ISIP) K-5 monthly | FAST - STAR K-2/3 X per yr. FAST - Cambium 3-5/3 X per yr. Istation (ISIP) K-5 monthly |

| | | |
|---|---|---|
| Actions for continuous support and improvement | District data is reviewed and shared at each Progress Monitoring window closing. | School data is reviewed and shared at each Progress Monitoring window closing. |

| Grades 6-8 | District Level | School Level |
|---|---|---|
| Data that will be collected and frequency of review | FAST - Cambium 6-8/3 X per yr. | FAST - Cambium 6-8/3 X per yr. |
| Actions for continuous support and improvement | District data is reviewed and shared at each Progress Monitoring window closing. | School data is reviewed and shared at each Progress Monitoring window closing. |
| Grades 9-12 | District Level | School Level |
| Data that will be collected and frequency of review | FAST - Cambium 9-12/3 X per yr. | FAST - Cambium 9-12/3 X per yr. |
| Actions for continuous support and improvement | District data is reviewed and shared at each Progress Monitoring window closing. | School data is reviewed and shared at each Progress Monitoring window closing. |

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

There is a clear chain of literacy communication in MCSD schools. At the level of discovery, the information moves to Literacy Coach, then to School and District Administration. If necessary, a meeting is called to discuss the issue at hand and the problem solving process is initiated. The root cause of the issue is discovered and adjustments are made to re-establish implementation of the CERP.

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

This CERP is more streamlined and simplified to reflect broader awareness and usage throughout the district. We want the document to become a living, breathing document that serves the purpose of monitoring and improving student progress in literacy. This plan strengthens literacy leadership and is designed to reveal the connection between strong literacy leadership and student improvement. The Reflection Tool process helped the development of the CERP.

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

Literacy Leadership Teams and principals monitor the implementation of the district reading plan at the school level. The principals focus on fidelity to the plan during initial planning, midyear review and end of year meetings. The plan is referred to when making decisions at the school level related to literacy. Literacy Coaches at each school are well-versed in the plan, its design and its construction and are instructed to refer to the plan for guidance whenever school based decisions are necessary. Literacy Coaches include the district Literacy Coordinator when necessary.

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

Literacy Leadership Teams review data as it becomes available at each school. If the principal is not a member of the team, then data is presented to them. Professional development and intervention planning takes place as a result of the data review. Classroom instruction is then adjusted as a result of data chats that occur between literacy coaches, or other members of the Literacy Leadership Team, and grade level teachers.

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

**A. Literacy Coaches ([Rule 6A-6.053(6)(a), F.A.C.](#))**
Literacy coaches should be assigned to schools determined to have the greatest need based on student performance data in reading. Districts can use the Just Read, Florida! literacy coach model or explain the evidence-based coaching model used in the district and how the district will monitor the implementation and effectiveness of the coaching model.

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

All schools in MCSD have a Literacy Coach. All Literacy Coaches must be Reading Endorsed or Certified.

The District utilizes a number of data indicators to tier schools for District Support. These indicators include:

*Student performance data in ELA

*Subgroup performance in ELA

*School report card data

*Student demographics (race/ethnicity, ELL, ESE, FRL)

*Teacher assignment

*School leadership

All schools receive Tier I supports that include monthly visits by district staff, intervention materials, teacher training, ongoing professional learning, and coaching support. Tier II and III school support includes increased frequency and intensity of district support and oversight.

**B. The Just Read, Florida! Literacy Coach Model ([Rule 6A-6.053(6)(c), F.A.C.](#))**
The Just Read, Florida! literacy coach model delineates the roles and responsibilities of literacy coaches:
- Provide professional development on the following:
  - The major reading components, as needed, based on an analysis of student performance data;
  - Administration and analysis of instructional assessments; and
  - Providing differentiated instruction and intensive interventions.
- Model effective instructional strategies for teachers in whole and small group instruction;
- Collect and use data on instructional practices to inform and implement professional learning activities;
- Train teachers to administer assessments, analyze data, and use data to differentiate instruction;
- Coach and mentor teachers daily;
- Work with teachers to ensure that evidence-based reading strategies and programs grounded in the science of reading are implemented with fidelity;
- Participate in literacy leadership teams;
- Continue to grow professionally to increase knowledge of and ability to apply effective pedagogy and andragogy;
- Prioritize time to teachers, activities, and roles that will have the greatest impact on student achievement in reading; and

- Work with school principals to plan and implement a consistent program of improving reading achievement using evidence-based strategies that demonstrate a statistically significant effect on improving student outcomes.

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

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

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

   **Yes/No**

   | Yes |
   |---|

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

   | N/A |
   |---|

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

   | During principals meetings, the roles and responsibilities of Literacy Coaches are reviewed, including specific guidance on weekly allocation of time and tasks. This information is also shared during literacy coach meetings.  School Administrators and the Literacy Coordinator monitor literacy coach activities to ensure activities are strategically aligned with school and district priorities. Literacy Coaches also maintain weekly coaching logs.  These are reviewed regularly. |
   |---|

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

   | The Literacy Coordinator supports school level literacy coaches. If the weekly coaches log data suggests a need to adjust the percentage of time a coach spends on particular duties, the literacy coordinator works directly with school administration to produce a schedule that best uses time in order to have the highest impact on student achievement. |
   |---|

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

The district supports coaches with prioritizing high impact activities, such as conducting data analysis with teachers to establish goals and create action plans, coaching cycles, and providing professional development based on need through monthly coaching meetings. Coaches receive monthly professional development in the area of coaching. Coaches work closely with MTSS coordinators and data coaches to identify high yield instructional practices that will allow teachers to differentiate at the Tier I level of instruction, and provide targeted interventions for Tier II and Tier III.

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

Coaches complete weekly logs of time and tasks. Coaching time, tasks and impact data are reviewed regularly by the Literacy Coordinator. Coaches plan for their work with school administration in alignment with the school improvement plan and this is reviewed by the literacy coordinator.

## 5) K-12 Assessment, Curriculum, and Instruction

A. **Florida's Formula for Success ([Rule 6A-6.053(9)(a), F.A.C.](#))**
   K-12 reading instruction will align with Florida's Formula for Success, 6 + 4 + T1 +T2 + T3, which includes the following:

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

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

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

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

All teachers in grades K-5 have received professional development in the Science of Reading. All English and Reading teachers in grades 6-12 have received professional development in the Science of Reading. The Science of Reading supports the six components of reading. Teachers have been trained in the K-12 ELA B.E.S.T. Standards. MCSD ELA Curriculum supports the integration of all six reading components into daily instructional routines. The Florida B.E.S.T. ELA K-12 Standards support the six components of reading instruction. All four types of classroom assessments: screening, progress monitoring/formative assessment, diagnosis, and summative assessment are utilized in classrooms. Student data is used to differentiate instruction and to meet the needs of all learners.

All K-12 reading instruction is designed to meet the needs of all learners and utilizes multisensory instruction, the principles of universal design, cultural awareness, and utilize the WIDA Can Do descriptors to support multilingual students. Text is presented in print and electronically with audio when appropriate. Teachers receive ongoing professional development both through their school site and through district professional development.

MCSD encourages all teachers to become reading endorsed regardless of content taught or grade level taught.  Teachers who administer Tier 3 reading interventions must be have earned a Literacy Micro Credential, their Reading Endorsement or are Reading Certified.

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

Monroe County School District Head Start and Voluntary Pre K (VPK) programs follow Creative Curriculum to support the needs of learners. Creative Curriculum is aligned with Florida State Standards for Pre-Kindergarten as well as Head Start Early Learning Outcome Framework. Students preparing for Kindergarten are assessed/progress monitored three times per year using F.A.S.T. STAR Early Literacy, Teaching Strategies Gold Checkpoints, and Waterford Assessment of Core Skills. All assessments/progress monitoring are also aligned with Florida State Standards. Additionally, Al's Pals curriculum is used to support and teach social-emotional needs and Ready Rosie is implemented as a parent support, offering text message based "Modeled Moments" or skills parents can practice at home with their children.

B. **Assessment/Curriculum Decision Trees (Rule 6A-6.053(9)(d), F.A.C.)**
   Districts are required to develop Assessment/Curriculum Decision Trees to demonstrate how data will be used to determine specific reading instructional needs and interventions for all students in grades K-12. Use Assessment/Curriculum Decision Trees to address ALL students. The template can be used for grade bands or for individual grades.

   The Decision Trees must contain the following information:

   - Name of screening, progress monitoring, diagnostic, local assessment, statewide assessment, or teacher observations used within the district. For students in the Voluntary Prekindergarten Education Program through grade 10, the coordinated screening and progress monitoring system must be administered pursuant to s. 1008.25(8)(b), F.S., and included as a component of the Assessment/Curriculum Decision Trees.
   - Targeted audience (grade level);

- Performance criteria used for decision-making for each instrument at each grade level;
- Assessment/curriculum connection, including evidence-based curriculum materials and practices used in instruction and interventions that address the six components of reading: oral language, phonological awareness, phonics, fluency, vocabulary, and comprehension;
- Specific criteria for when a student is identified to receive intensive reading interventions, what intensive reading interventions will be used, how the intensive reading interventions are provided, and assurance that intensive reading interventions are delivered by a teacher who is certified or endorsed in reading or instructional personnel who possess a literacy micro-credential; and
- Identification of the multisensory interventions provided to students in grades K-3 who have a substantial reading deficiency, including a description of the intensive, explicit, systematic, and multisensory reading interventions which will be provided to students in grades K-3.

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

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

| Grades PreK-5 |
|---|

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

| Name of the Assessment | Target Audience (Grades PreK-5) | What component of reading is being assessed? (Each component should be addressed.) | Assessment Type (Each type of assessment should be represented.) | How often is the data being collected? |
|---|---|---|---|---|
| FAST Star Early Literacy | ☒ PreK<br>☒ Grade K<br>☒ Grade 1<br>☐ Grade 2<br>☐ Grade 3<br>☐ Grade 4<br>☐ Grade 5 | ☒ Oral Language<br>☒ Phonological Awareness<br>☒ Phonics<br>☒ Fluency<br>☒ Vocabulary<br>☒ Comprehension | ☒ Screening<br>☒ Progress Monitoring<br>☐ Diagnostic<br>☒ Summative | ☐ Weekly<br>☐ 2 x Month<br>☐ Monthly<br>☐ Quarterly<br>☒ 3 x Year<br>☐ Annually<br>☐ As Needed<br>☐ Other |
| FAST Star Reading | ☐ PreK<br>☐ Grade K<br>☒ Grade 1<br>☒ Grade 2 | ☐ Oral Language<br>☐ Phonological Awareness<br>☐ Phonics | ☒ Screening<br>☒ Progress Monitoring<br>☐ Diagnostic | ☐ Weekly<br>☐ 2 x Month<br>☐ Monthly<br>☐ Quarterly |

| Name of the Assessment | Target Audience (Grades PreK-5) | What component of reading is being assessed? (Each component should be addressed.) | Assessment Type (Each type of assessment should be represented.) | How often is the data being collected? |
|---|---|---|---|---|
| | ☐ Grade 3<br>☐ Grade 4<br>☐ Grade 5 | ☐ Fluency<br>☒ Vocabulary<br>☒ Comprehension | ☒ Summative | ☒ 3 x Year<br>☐ Annually<br>☐ As Needed<br>☐ Other |
| FAST ELA Reading | ☐ PreK<br>☐ Grade K<br>☐ Grade 1<br>☐ Grade 2<br>☒ Grade 3<br>☒ Grade 4<br>☒ Grade 5 | ☐ Oral Language<br>☐ Phonological Awareness<br>☐ Phonics<br>☐ Fluency<br>☒ Vocabulary<br>☒ Comprehension | ☒ Screening<br>☒ Progress Monitoring<br>☐ Diagnostic<br>☒ Summative | ☐ Weekly<br>☐ 2 x Month<br>☐ Monthly<br>☐ Quarterly<br>☒ 3 x Year<br>☐ Annually<br>☐ As Needed<br>☐ Other |
| Istation (ISIP) | ☐ PreK<br>☒ Grade K<br>☒ Grade 1<br>☒ Grade 2<br>☒ Grade 3<br>☒ Grade 4<br>☒ Grade 5 | ☒ Oral Language<br>☒ Phonological Awareness<br>☒ Phonics<br>☒ Fluency<br>☒ Vocabulary<br>☒ Comprehension | ☒ Screening<br>☒ Progress Monitoring<br>☒ Diagnostic<br>☐ Summative | ☐ Weekly<br>☐ 2 x Month<br>☐ Monthly<br>☐ Quarterly<br>☐ 3 x Year<br>☐ Annually<br>☒ As Needed<br>☐ Other |

2. **Identification of K-5 Students with a Substantial Reading Deficiency (Rule 6A-6.053(10), F.A.C.)**
   In accordance with s. 1008.25(4)(c), F.S., students identified with a substantial reading deficiency must be covered by a federally required student plan, such as an individual education plan (IEP) or an individualized progress monitoring plan, or both, as necessary. A kindergarten through grade 3 student is identified as having a substantial reading deficiency if the following criteria are met:

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

   - For grades 1 and 2, the student scores below the tenth (10th) percentile or is unable to complete the practice items on the designated grade-level assessment for the specified testing window of the coordinated screening and progress monitoring system pursuant to s. 1008.25(8), F.S., and the student has demonstrated, through progress monitoring, formative assessments, or teacher observation data, minimum skill levels for reading competency in one or more of the areas of

phonological awareness; phonics; vocabulary, including oral language skills; fluency; and comprehension; or

- For grade 3, the student scores:
  - o Below the twentieth (20th) percentile at the beginning or middle of the year on the coordinated screening and progress monitoring system pursuant to s. 1008.25(8), F.S., and the student has demonstrated, through progress monitoring, formative assessments, or teacher observation data, minimum skill levels for reading competency in one or more of the areas of phonological awareness; phonics; vocabulary, including oral language skills; fluency; and comprehension; or
  - o Level 1 on the end of the year statewide, standardized English Language Arts assessment pursuant to s. 1008.22(3)(a), F.S.

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

**Identifying grades K-3 students in need of Tier 2 interventions:**

- Students who scored a Level 2 on PM3 of previous school year
- K-2 Students who score between the 21st and 34th percentile on either of the first on any FAST two FAST assessments of the year.
- Students who have demonstrated, through progress monitoring, formative assessments, or teacher observation data, concerning skill levels for reading competency in one or more of the areas of phonological awareness; phonics; vocabulary, including oral language skills; fluency; and comprehension.

**Identifying grades K-3 students in need of Tier 3 interventions:**

- Students who scored a Level 1 on PM 3 of previous school year.
- Students who meet the criteria below for substantial reading deficiency:

In accordance with Rule 6A-6.053(12), F.A.C., a kindergarten through grade 3 student is identified as having a substantial deficiency in reading if any of the following criteria are met:

A. The student scores at the lowest achievement level/benchmark as identified by the publisher during a universal screening period, on an assessment listed in the district's approved District K-12 Comprehensive Evidence-Based Reading Plan, and beginning in the 2022-2023 school year, students scoring at the lowest achievement level/benchmark on the coordinated screening and progress monitoring system pursuant to s. 1008.25(8), F.S.; or

B. The student has demonstrated through consecutive formative assessments or teacher observation data, minimum skill levels for reading competency in one or more of the areas of phonological awareness; phonics; vocabulary, including oral language skills; reading fluency; and reading comprehension.

The coordinated screening and progress monitoring system, Grades 3-10 FAST ELA Reading, assesses end of the year grade-level expectations during each progress monitoring period. Therefore, for PM1 and PM2, it is highly likely there will be an increase in students scoring at the lowest achievement level (Level 1). Because the Grades 3-10 FAST ELA Reading assesses end of the year grade level expectations, a grade 3 student who scores at the lowest achievement level may not actually have a substantial reading deficiency. Therefore, for PM1 and PM2, it is recommended that districts use percentile scores to more accurately identify grade 3 students with a substantial reading deficiency. The percentile scores will be

calculated by the Department and provided to districts at the close of each window. For the 2022-2023 school year, it is recommended that any grade 3 student scoring below the 20th percentile during PM1 or PM2 administration be identified as a student with a substantial reading deficiency. Rule 6A-6.053, F.A.C., will be revised in the near future to redefine a substantial deficiency in reading when using data from the FAST coordinated screening and progress monitoring system. 3rd graders scoring between the 21st and 34th percentile are identified for Tier 2 support. 3rd graders scoring below the 20th percentile are identified for Tier 3 support.

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

4th and 5th graders scoring between the 21st and 34th percentile are identified for Tier 2 support. 4th and 5th graders scoring below the 20th percentile are identified for Tier 3 support.

| Grades K-5 Decision Tree |
|---|
| **Elementary schools (K-5) must teach reading in a dedicated, uninterrupted block of time of at least 90 minutes daily to all students. The reading block will include whole group instruction utilizing an evidence-based sequence of reading instruction and small group differentiated instruction in order to meet individual student needs.** |
| **Beginning of year data** |
| **IF: Student meets the following criteria at the beginning of the school year:**<br>Proficient FAST from the prior year and following PM1 and PM2:<br>K-2 students who score at or above the 25th percentile on FAST assessment, or<br>K-2 students who score at or above Level 3 on Istation ISIP<br>3-5 students who score at or above the 35th percentile on FAST assessment, or<br>3-5 students who score at or above Level 3 on Istation ISIP |
| **THEN TIER 1 Only** |
| **Core Instruction**<br>Indicate the core curriculum and how the program is supported by strong, moderate, or promising levels of evidence.<br>MCSD uses Benchmark Advance for K-5 core curriculum. The program has been vetted by the State of Florida and was adopted by the teachers of Monroe County from the State approved list of materials. The program has Moderate to Promising ESSA Evidence. |
| **List performance criteria that indicate Tier 1 is sufficient for at least 80% of students.**<br>K-5 F.A.S.T. proficient score<br>Istation ISIP monthly scoring at Level 3 or higher |
| **Explain how the effectiveness of Tier 1 instruction is monitored.**<br>Classroom walkthroughs, Benchmark Unit and Interim Assessments and a balanced percentage of students at Tier 1 (75-80%) |
| **What procedures are in place to identify and solve problems to improve effectiveness of Tier 1 instruction?**<br>When the data indicates there is an instructional problem, the school's MTSS team meets to problem solve for both in-person instruction and distance learning instruction.<br>School based literacy coaches can offer differentiated professional development to strengthen Tier 1 instruction. |
| **Performance criteria that prompt the addition of Tier 2 interventions for students not meeting expectations/benchmarks during the school year:**<br>Students scoring below proficient of FAST ELA and Istation ISIP scores dropping below the 50th percentile. |

Students classroom ELA performance and assessment performance drops below proficiency.

**Beginning of year data**

**IF: Student meets the following criteria at the beginning of the school year:**
(Enter assessment criteria that will be used.)
Non-proficient FAST from the prior year and following PM1 and PM2:
K-2 Students who score between the 11th and 24th percentile on any FAST Progress Monitoring assessment are identified for Tier 2 support.
3-5 Students scoring between the 21st and 34th percentile are identified for Tier 2 support.
ISIP Level 2 or below (last assessment of previous year)

| **THEN TIER 1 Instruction and TIER 2 Interventions** |
|---|

**Supplemental Instruction/Interventions**
Indicate the programs and practices used in Tier 2 interventions and how the programs and practices are supported by strong, moderate, or promising levels of evidence.

Istation has Promising ESSA Evidence.
Benchmark Advance has Moderate to Promising ESSA Evidence.
The programs are used in small group applications with a focus on individual goals and targeted instruction. Students are closely monitored and instruction is adjusted accordingly.

**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.

Heggerty Phonics does not meet strong, moderate or promising levels of evidence; however, the IES Practice Guide recommendation supports the program: Foundational Skills to support Reading for Understanding in Kindergarten Through 3rd Grade. Students will develop awareness of the segments of sounds in speech and how they link to letters by regularly using the program. Teachers will teach students to decode words, analyze word parts, and write and recognize words.
ELLevation is used for EL students.

**For K-3 students who have a substantial reading deficiency, identify the multisensory interventions provided.**
Small group learning practices include manipulative letters, multimodal tracing, and auditory options. Differentiation allows teachers to meet with homogeneous groups to better focus on student need. This is all part of the Benchmark Advance reading program and also small group training.

**Number of times per week interventions are provided:**
2+

**Number of minutes per intervention session:**
20+

**Explain how the effectiveness of Tier 2 interventions are monitored.**
Istation ISIP Monthly
F.A.S.T. results as available
Progress on Benchmark Advance assessments

**What procedures are in place to identify and solve problems to improve effectiveness of Tier 2 interventions?**
Regular monitoring of Tier 2 student progress and classroom observations will identify students not making progress. School Literacy Leadership Teams and District staff will evaluate the Tier 2 strategies and determine necessary adjustments and needed support.

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

Student demonstrates a lack of progress on assessments, including F.A.S.T.

**Beginning of year data**

| |
|---|
| **IF: Student meets the following criteria at the beginning of the school year:**<br>(Enter assessment criteria that will be used.)<br>Level 1 FAST prior year 3-5  PM1 and PM2:<br>K-2 Students who score below the 10th percentile on any FAST Progress Monitoring assessment are identified for Tier 3 support.<br>3-5 Students who score below the 20<sup>th</sup> percentile are identified for Tier 3 support.<br>ISIP level 1 (last assessment of previous year) |

| THEN TIER 1 Instruction, TIER 2 Interventions, and TIER 3 Intensive Interventions |
|---|
| **Intensive, Individualized Instruction/Interventions**<br>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.<br><br>Istation lessons.  Istation has Promising ESSA Evidence<br>Benchmark Advance Tier 3 phonics program.  Benchmark has Moderate to Promising ESSA Evidence.<br>Multisensory phonemic awareness and/or phonics instruction as needed.  Supported in Institute for Educational Science (IES) Guide with ESSA Evidence. |
| **Indicate the evidence-based programs and practices** implemented for students with a disability, students with an Individual Educational Plan (IEP), and students who are English language learners, as applicable.<br><br>All of the above mentioned programs are used for students with an IEP.<br>In addition to the above mentioned programs, EL students have access to ELLevation. |
| **For K-3 students who have a substantial reading deficiency, identify the multisensory interventions provided.**<br>Small group learning practices include manipulative letters, multimodal tracing, and auditory options. Differentiation allows teachers to meet with homogeneous groups to better focus on student need.  One on one learning opportunities are utilized for the students in need of the most intensive interventions.  This is all part of the Benchmark Advance reading program and also small group training |
| **Number of times per week interventions are provided:**<br>3+ |
| **Number of minutes per intervention session:**<br>30+ |
| **Explain how the effectiveness of Tier 3 interventions are monitored.**<br>FAST Data when available<br>Istation ISIP data<br>Progress on classroom Benchmark Advance assignments and assessments |
| **What procedures are in place to identify and solve problems to improve effectiveness of Tier 3 interventions?**<br>Regular monitoring of Tier 3 student progress and classroom observations will identify students and/or classrooms not making progress. School Literacy Leadership Teams and District staff will evaluate the Tier 3 strategies and determine necessary adjustments and needed support. |

3. **Summer Reading Camps (Rule 6A-6.053(12), F.A.C.)**

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

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

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

Reading endorsed or reading certified teachers will utilize the Benchmark Advance Summer School program as primary instructional materials in the third grade reading camp.   The program includes explicit, systematic, and multisensory reading instruction in phonemic awareness, phonics, fluency, vocabulary, and comprehension.

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

**Yes/No**

No

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

N/A

| Grades 6-12 |
|---|

**2.  Grades 6-12 Assessments**

**Indicate in the chart below the assessment(s) used to screen and progress monitor grades 6-12 students. Add additional rows as needed.**

| Name of the Assessment | Target Audience (Grades 6-12) | 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 6<br>☒ Grade 7<br>☒ Grade 8<br>☒ Grade 9<br>☒ Grade 10<br>☐ Grade 11<br>☐ Grade 12 | ☐ Oral Language<br>☐ Phonological Awareness<br>☐ Phonics<br>☐ Fluency<br>☒ Vocabulary<br>☒ Comprehension | ☒ Screening<br>☒ Progress Monitoring<br>☐ Diagnostic<br>☒ Summative | ☐ Weekly<br>☐ 2 x Month<br>☐ Monthly<br>☐ Quarterly<br>☒ 3 x Year<br>☐ Annually<br>☐ As Needed<br>☐ Other |
| PSAT | ☒ Grade 8 | ☐ Oral Language<br>☐ Phonological Awareness<br>☐ Phonics<br>☐ Fluency<br>☒ Vocabulary<br>☒ Comprehension | ☐ Screening<br>☐ Progress Monitoring<br>☐ Diagnostic<br>☒ Summative | ☐ Weekly<br>☐ 2 x Month<br>☐ Monthly<br>☐ Quarterly<br>☐ 3 x Year<br>☒ Annually<br>☐ As Needed<br>☐ Other |

| Name of the Assessment | Target Audience (Grades 6-12) | What component of reading is being assessed? | Assessment Type (Each type of assessment should be represented.) | How often is the data being collected? |
|---|---|---|---|---|
| myPerspectives ELA Core program 6-12 - assessments (PBA, Unit-Level Assessments, Year-Long Assessments) | ☒ Grade 6<br>☒ Grade 7<br>☒ Grade 8<br>☒ Grade 9<br>☒ Grade 10<br>☒ Grade 11<br>☒ Grade 12 | ☐ Oral Language<br>☐ Phonological Awareness<br>☐ Phonics<br>☒ Fluency<br>☒ Vocabulary<br>☒ Comprehension | ☒ Screening<br>☒ Progress Monitoring<br>☐ Diagnostic<br>☒ Summative | ☐ Weekly<br>☒ 2 x Month<br>☒ Monthly<br>☐ Quarterly<br>☒ 3 x Year<br>☐ Annually<br>☐ As Needed<br>☐ Other |
| Students receiving Intensive Reading Instruction in Grades 6-12 are assessed within the iLit 45 and iLit ELL courses using the GRADE assessment | ☒ Grade 6<br>☒ Grade 7<br>☒ Grade 8<br>☒ Grade 9<br>☒ Grade 10<br>☒ Grade 11<br>☒ Grade 12 | ☐ Oral Language<br>☐ Phonological Awareness<br>☐ Phonics<br>☒ Fluency<br>☒ Vocabulary<br>☒ Comprehension | ☒ Screening<br>☒ Progress Monitoring<br>☒ Diagnostic<br>☒ Summative | ☐ Weekly<br>☐ 2 x Month<br>☐ Monthly<br>☐ Quarterly<br>☒ 3 x Year<br>☐ Annually<br>☐ As Needed<br>☐ Other |

3. **Describe the district's process for identifying grades 6-12 students in need of Tier 2/Tier 3 interventions.**

> Students receiving non-proficient scores on FAST ELA 6-10 or failing ELA classroom assignments and assessments.

| Grades 6-12 Decision Tree |
|---|
| **Beginning of year data** |
| **IF: Student meets the following criteria at the beginning of the school year:**<br> (Enter assessment criteria that will be used.)<br>Proficient FAST from the prior year and following PM1 and PM2:<br>Level 3 or 35th percentile or higher prior year FAST ELA assessment score or concordant ELA graduation requirement met. |
| **THEN TIER 1 Only** |
| **Core Instruction**<br>Indicate the core curriculum and how the program is supported by strong, moderate, or promising levels of evidence.<br><br>Savvas myPerspectives is the Core Curriculum for grades 6 through 12. The program has been identified as having promising ESSA evidence. |
| **List performance criteria that indicate Tier 1 is sufficient for at least 80% of students.**<br>Proficient score on F.A.S.T.<br>Students scoring at the 50% or Higher on the PSAT 8/9. |
| **Explain how the effectiveness of Tier 1 instruction is monitored.**<br>Classroom walkthroughs and a balanced percentage of students at Tier 1 (75-80% of students are in Tier 1.) and Progress Monitoring Data. |
| **What procedures are in place to identify and solve problems to improve effectiveness of Tier 1 instruction?** |

When the data indicates there is an instructional problem, the school's MTSS team meets to problem solve for both in-person instruction and distance learning instruction.

School based literacy coaches can offer differentiated professional development to strengthen Tier I instruction.

| |
|---|
| **Performance criteria that prompt the addition of Tier 2 interventions for students not meeting expectations/benchmarks during the school year:**<br>Students scoring below proficient of FAST ELA and students classroom ELA performance and assessment performance drops below proficient. |

| |
|---|
| **Beginning of year data** |

| |
|---|
| **IF: Student meets the following criteria at the beginning of the school year:**<br>(Enter assessment criteria that will be used.)<br>Non-Proficient FAST from the prior year and following PM1 and PM2:<br>Students scoring between the 21$^{st}$ and 34$^{th}$ percentile on FAST ELA Grades 6-10 are identified for Tier 2 support. |

| |
|---|
| **THEN TIER 1 Instruction and TIER 2 Interventions** |

| |
|---|
| **Supplemental Instruction/Interventions**<br>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.<br><br>Savvas iLit and iLit ELL are our supplemental intervention programs.<br>Savvas iLit is identified as having Strong ESSA Evidence.<br>The programs are used in small group applications with a focus on individual goals and targeted instruction. Students are closely monitored and instruction is adjusted accordingly. |
| **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.<br><br>Our programs are designed to be used for all students. Additional ELL support is offered in the iLit ELL program. |
| **Number of times per week interventions are provided:**<br>2+ |
| **Number of minutes per intervention session:**<br>20+ |
| **Explain how the effectiveness of Tier 2 interventions are monitored.**<br>Regularly scheduled iLit assessments<br>Informal teacher observation of students and overall progress<br>FAST-3 times/yr. |
| **What procedures are in place to identify and solve problems to improve effectiveness of Tier 2 interventions?**<br><br>Regular monitoring of Tier 2 student progress and classroom observations will identify students not making progress. School Literacy Leadership Teams and District staff will evaluate the Tier 2 strategies and determine necessary adjustments and needed support. |
| **Performance criteria that prompt the addition of Tier 3 interventions for students not meeting expectations/benchmarks during the school year:**<br>Student demonstrates a lack of progress on assessments, including F.A.S.T. |

| |
|---|
| **Beginning of year data** |

| |
|---|
| **IF: Student meets the following criteria at the beginning of the school year:**<br>(Enter assessment criteria that will be used.)<br>Level 1 FAST from the prior year and following PM1 and PM2:<br>Students scoring FAST ELA below 20$^{th}$ percentile |

| THEN TIER 1 Instruction, TIER 2 Interventions, and TIER 3 Intensive Interventions |
|---|
| **Intensive, Individualized Instruction/Interventions**<br>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.<br><br>Students will be enrolled in an Intensive Reading or Developmental Language Arts through ESOL course with a reading endorsed or certified teacher.  Savvas iLit or iLit ELL intervention programs, small group instruction, 30 minutes.  iLit has strong ESSA evidence. |
| **Indicate the evidence-based programs and practices** implemented for students with a disability, students with an Individual Educational Plan (IEP), and students who are English language learners, as applicable.<br><br>Our programs are designed to be used for all students.  Additional ELL support is offered in the iLit ELL program. |
| **Number of times per week interventions are provided:**<br>3+ |
| **Number of minutes per intervention session:**<br>30+ |
| **Explain how the effectiveness of Tier 3 interventions are monitored.**<br><br>Regularly scheduled iLit assessments<br>Informal teacher observation of students and overall progress<br>FAST-3 times/yr. |
| **What procedures are in place to identify and solve problems to improve effectiveness of Tier 3 interventions?**<br><br>Regular monitoring of Tier 3 student progress and classroom observations will identify students and/or classrooms not making progress. School Literacy Leadership Teams and District staff will evaluate the Tier 3 strategies and determine necessary adjustments and needed support. |

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

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

| |
|---|
| Professional development in May and June of 2023, in August 2023, and throughout the year in Early Release Professional Development trainings will 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.  Our PK-3 Teachers are encouraged to join the Flamingo Small Group trainings which train |

teachers how to provide a small group session within the Reading Block that includes all of the above strategies.

School based literacy coaches support teachers' needs by providing school based professional Development that is focused on adjusting instruction to align with the B.E.S.T. Standards.

After each progress monitoring administration literacy coaches differentiate and intensify professional development to meet the development needs of teachers in particular standards, benchmarks, or high yield instructional practices.

Each school site identifies mentor teachers per the mentor-training program, which currently exists in MCSD. New and new-to-district teachers participate by becoming Mentees at stair-stepped levels of intensity, based on prior experience.

Each school site is encouraged to select model classrooms for their teachers to observe. The selection of classrooms should be generated by the Literacy Leadership Team.

Each week teachers at most schools have protected time to meet vertically or in grade level teams to engage in professional development.

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

UF Literacy Matrix

The University of Florida Lastinger Center *Literacy Matrix* provides Florida's educators an online pathway to earn the Reading Endorsement. Educators are given the opportunity to apply research-based strategies for each competency with customized learning pathways to fulfill individual needs. Courses are asynchronous and facilitated by a navigator with expertise in reading instruction.

FCRR in person (facilitated locally)

The Florida Center for Reading Research at Florida State University has developed the *Reading Foundations and Evidence-Based Instructional Practices Pathway* to support educators in earning the Reading Endorsement. This pathway requires participants to complete all five reading endorsement competencies. Courses are delivered by certified Literacy Cadre Trainers in participating school districts through in-person trainings and/or synchronous virtual meetings.

Successful results on Reading K-12 FTCE

Beginning July 1, 2024, instructional personnel may not earn a reading endorsement solely by achieving a passing score on the K-12 Reading Certification Exam.

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

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

Title I schools offer before and/or after school tutoring opportunities. K-3 Reading Tutoring is available at most Elementary Schools. 21st Century K-5 after-school tutoring is available at Gerald Adams Elementary. Most secondary schools offer credit recovery for students in need.

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

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

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

The MCSD Read at Home Plan is a comprehensive accumulation of targeted resources for parents to work with their students at home to improve their reading skills.  The JRF! Parent Guides for the B.E.S.T. Standards are embedded in the plan to better inform caregivers of learning activities they can have their child participate in to support literacy.  The plan is linked on all school websites as well as the district site

The addition of the New Worlds Reading Initiative has aided the district's efforts to distribute books into homes where they are needed the most.

Additionally, students in MCSD have access to text through myOn and Istation at home.

Specific schools that use Lexia Core 5 also have supports in place for students to have access to text at home.

The district engages in Reading Contests during the longer breaks throughout the year to provide incentive for students to read at home, especially when school is out.