

District Comprehensive Evidence-Based Reading Plan

Annually, school districts must develop a Comprehensive Evidence-Based Reading Plan (CERP) that outlines the components of the district's comprehensive system of reading instruction. In order to assist districts, the Florida Department of Education (Department) has developed the format below for district reading plans. Districts may utilize the Department's format or an alternative developed by the district. The CERP must be approved by the governing board or authority prior to being submitted to the Department by August 1 for approval. A charter school that elects to develop its own CERP must submit its CERP, approved by the governing board or authority, to the sponsoring district by July 15 and meet the requirements of sections (ss.) [1002.33\(7\)\(a\)2.a.](#) and [1003.4201](#), Florida Statutes (F.S.).

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 must be 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. Add additional rows as needed.

Point of Contact	Name	Email	Phone
Main Reading Contact	Melanie McIver	melanie.mciver@myoneclay.net	904-336-6965
Data Element	Jarrod Eason	jarrod.eason@myoneclay.net	904-336-0301
Third Grade Promotion	Melanie McIver	melanie.mciver@myoneclay.net	904-336-6965
Multi-Tiered System of Supports	Robin Rae	robin.rae@myoneclay.net	904-336-6593

2) District Expenditures

Comprehensive System of Reading Instruction Expenditures ([Rule 6A-6.053\(9\)\(b\)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 Voluntary Prekindergarten (VPK) students who have a substantial deficiency in early literacy skills and K-3 students who have a substantial reading deficiency or characteristics of dyslexia.

Charter schools must utilize their proportionate share in accordance with ss. [1002.33\(7\)\(a\)2.a.](#), [1003.4201](#) and [1008.25\(3\)\(a\)](#), F.S. *Note: All intensive reading interventions specified by the charter must be delivered by a teacher who has a literacy micro-credential or is certified or endorsed in reading.*

Comprehensive System of Reading Instruction Expenditures	Amount	FTE
Elementary Expenses		
Literacy specialists and coaches (VPK-5)	368,410	6
Scientifically researched and evidence-based supplemental instructional materials	200,000	
Third grade summer reading camps	200,000	
Summer VPK Programs	32,000	
Secondary Expenses		
Literacy specialists and coaches	324,000	3
Scientifically researched and evidence-based supplemental instructional materials	150,000	
PreK-Grade 12 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, includes substitute teacher and stipend pay.	325,000	
Incentives for K-12 instructional personnel and certified PreK teachers who obtain the Reading Endorsement or Certification	20,000	
Tutoring programs to accelerate literacy learning	50,000	
Family engagement activities	5,000	
Other – Please Describe. Add additional rows as needed.		
Estimated Sum of Expenditures	1,674,410	

3) Literacy Leadership – District and School

A. Measurable Student Achievement Goals ([Rule 6A-6.053\(9\)\(b\)3.d., F.A.C.](#))

Goals for the plan year should increase from the previous year in order to meet statewide literacy achievement goals.

For VPK, establish clear and measurable student literacy achievement goals based on percentiles from the Florida Assessment of Student Thinking (FAST).

FAST				
Grade	Previous School Year 2026 % of Students Scoring	Goal for Plan Year 2027% of Students Scoring	Previous School Year 2026 % of Students Scoring	Goal for Plan Year 2027% of Students Scoring
	Urgent Intervention <10 th percentile	Urgent Intervention <10 th percentile	At & Above Benchmark 40 th percentile & above	At & Above Benchmark 40 th percentile & above
VPK	<1%	<1%	<1%	<1%

1. Describe how the district will improve literacy outcomes for VPK students based on an analysis of student performance data.

Based on the Performance Metrics System (50% of CLASS Observation, 30% Learning Gains, and 20% Achievement), the areas for improvement have been identified as Instructional Support Domain and Regard for Child Perspectives Indicator. Action steps will include professional learning specifically around concept development, quality of feedback, and language modeling. In order to ensure theory to practice, coaching models will be provided for the school that indicate the need in these domains.

A crosswalk between Prekindergarten/VPK standards, curriculum, and district teacher evaluation will center professional learning in order to best align student expectations and instructional practice. Professional learning will include: Summer Learning Sessions, In-Service Day, and on-going cohorts throughout the school year.

For K-10, establish clear and measurable student literacy achievement goals based on achievement levels from the FAST.

FAST				
Grade	Previous School Year 2026 % of Students Scoring	Goal for Plan Year 2027% of Students Scoring	Previous School Year 2026 % of Students Scoring	Goal for Plan Year 2027 % of Students Scoring
	Level 1	Level 1	Levels 3-5	Levels 3-5
K	11%	10%	70%	72%
1	20%	13%	65%	68%
2	19%	18%	61%	65%
3	14%	12%	65%	67%
4	15%	14%	64%	67%
5	14%	13%	60%	64%
6	10%	10%	72%	73%
7	15%	13%	62%	65%
8	15%	13%	61%	64%
9	13%	12%	66%	67%
10	10%	9%	69%	70%

B. Plan Implementation and Monitoring ([Rule 6A-6.053\(10\), 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 for all grades:

Grades K-5	District Level	School Level
Data that will be collected and frequency of review	- 3 times per year FAST PM1, PM2, PM3 and Acadience -Monthly District Literacy Team reviews Tier 1 literacy, walkthrough, and team observation data to determine next steps to supports schools. MTSS District reviews Tier2/Tier 3 reading intervention data. Computer Assisted Instruction (CAI) Classroom Walkthrough Data -Quarterly: Curriculum-based Assessments through Benchmark Universe	- 3 times per year FAST PM1, PM2, PM3 and Acadience -Weekly: Curriculum-based Assessments through Benchmark Universe and teacher observation -Monthly: School-based Literacy Leadership - Review to include Tier 1 literacy, attendance, and discipline data Student Intervention Teams-Teacher, ITF, MTSS Lead Administrator reviews Tier 2/Tier 3 reading intervention data. Computer Assisted Instruction (CAI) Classroom Walkthrough Data
Grades 6-12	District Level	School Level
Data that will be collected and frequency of review	- 3 times per year FAST PM1, PM2, PM3 and Acadience (Elementary 6) -Monthly MTSS Tier2/Tier 3 District Data Review to include literacy, attendance, and discipline Classroom Walkthrough Data -Quarterly: Curriculum-based Common Assessments	- 3 times per year FAST PM1, PM2, PM3 and Acadience (Elementary 6th) -Weekly Benchmark-Aligned Assessments, Exit Tickets, (SAVVAS) and teacher observation -Intensive Reading Mastery Assessments -Fluency assessments daily -Monthly School-based Literacy Leadership –MTSS Tier2/Tier 3 Data Review to include literacy, attendance, and discipline Lexia Data PowerUP Classroom Walkthrough Data
Actions for continuous support and improvement for grades K-12	The District Literacy team reviews ongoing progress monitoring data monthly. The Literacy team collaborates with school-based administrators as school needs are determined to plan supports and monitor the supports in place. Supervisor of Reading communicates monthly through Administrator Meetings for specific data reviews and/or administrator support.	The School Literacy Leadership team reviews ongoing grade level and teacher data to determine both school and student needs. Administrators conduct data chats and reviews with individual teams and/or teachers throughout the year to make determinations that address instructional needs at Tier 1, 2 and 3. The SLLT consults with the District Literacy team when additional supports have been identified as a need.

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.

Clay County's proficiency rate for students in grades 3–10 for 2026 is 66%. In grades K–2, the overall proficiency rate is 65%. Currently, Clay County is not meeting the Multi-Tiered System of Support (MTSS) goal of 80% of students demonstrating proficiency on grade-level reading assessments. While Clay County continues to make steady gains in literacy (56% in 2023, 60% in 2024, 62% in 2025, and 66% in 2026), a root cause analysis has led to the implementation of the following changes and recommendations to further improve these

results. Through analyzing outcomes from assessments, surveys, and school walkthroughs, the District Literacy Team determined the following changes for the 2026–2027 CERP.

Root Cause: While the implementation of a new curriculum in elementary schools will begin to address the vertical alignment of rigor across the elementary and secondary grade bands, there is still a need to continue intentionally designing curriculum guides at both levels to provide rigorous, benchmark-aligned instructional tasks. Additionally, providing clear professional learning to build capacity within our Multi-Tiered System of Supports is necessary to strengthen Tier 1 instruction and interventions across all grade bands.

Recommendations for Implementation

- A. Provide professional learning for the district’s School Improvement Playbook to strengthen the implementation and monitoring of literacy leadership teams, administrators’ weekly meetings, school-based professional learning, professional learning communities, and classroom walk-throughs. Creating systems to link all aspects together through the school improvement plan will be the focus of the monthly administrator meetings.
- B. Continue to analyze Tier 1 assessment data and implement data protocols to assist schools in identifying school-wide, grade-level, and classroom teacher/student needs.
- C. Continue to monitor the composite and subcategory data within the universal screener (Acadience) to help assess the health of our literacy system, identify students with substantial reading deficiencies, and drive implementation of targeted interventions with responsive and frequent progress monitoring.
- D. Adopt and implement the 6–12 ELA Curriculum, plan corresponding professional learning, and create curriculum guides to intentionally align benchmarks and core instruction.
- E. Provide professional learning for both teachers and administrators that addresses instructional practices aligned with the Science of Reading (SoR) and targeted interventions with responsive progress monitoring within our Multi-Tiered System of Supports.
- F. Strengthen support within curriculum guides to explicitly address gaps in benchmark-aligned tasks.

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

Monitoring System for Implementation of the CCDS K-12 CERP:

- District School Leader’s Classroom Walkthrough Log: District communication for administrator expectation is to complete walkthroughs weekly, including literacy classrooms. Walkthroughs are documented by administrators and reviewed by district administrators. The digital platform for walkthrough information is the CCDS Walkthrough Dashboard.
- School administrators attend grade-level Professional Learning Communities.
- Administrators lead discussions through problem-solving protocols at the School-Based Literacy Leadership Teams, which include ongoing progress monitoring for Tier 1, Tier 2, and Tier 3.
- District K-12 CERP Implementation Rubric (Survey)

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

Principals use multiple monitoring systems to inform instruction and support needs of students which include: the District Data Warehouse to include multiple data sources, District’s Student Data System, Renaissance PK-2, Florida Reporting System for Grades 3-10 (FDOE), PK-20 Education Data Warehouse (FDOE).

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 as defined in [Rule 6A-6.053\(4\), F.A.C.](#)?

☒ Yes

☐ No

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

n/a

3. How is the district's literacy coach model communicated to principals?

Coaching expectations are discussed at the annual Summer Leadership Institute with administrators and are revisited as needed at the monthly principal professional learning meetings. Updates are shared monthly during a virtual administration meeting and/or in-person training. Weekly updates are shared digitally as needed via the district communication system (Superintendent's Weekly Briefing). Coaching resources in alignment with the expectations are made available to all school leaders in the One Clay portal.

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

Literacy coaches meet on a bi-monthly basis for professional learning around literacy coaching, collective problem-solving, and engaging in inquiry practices in alignment with their coaching experiences. During these meetings, coaches review the coaching logs and teacher support dashboards to monitor progress, reflect on support, and make coaching adjustments as needed. Coaches also review student achievement data in alignment with walkthrough data reflective of instructional practices to identify next steps in alignment with teacher and student needs. Literacy coaches attend JRF, FCRR, and other conferences to provide opportunities to learn at the state level. The District Literacy Team meets after each Progress Monitoring and District Assessment with district administration to discuss supports, noticing's, and action steps.

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

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

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

District coaching logs are utilized to document the nature and duration of the ongoing support and are collected into a digital dashboard. This allows for both aggregated and individual review of the coaching support. These dashboards are reviewed bi-monthly for recalibration of focus as well as to identify trends and patterns to plan for future needs. Weekly collaboration with specialists occurs every Friday. During the District Literacy Leadership Meetings specialists share the number of minutes, types of support, and trend data.

7. How does the district measure the effectiveness of literacy coaches?

The district utilizes a multi-faceted approach to measure the effectiveness of literacy coaches, primarily relying on the systematic collection and analysis of coaching activities and collaborative interactions. Systems in place assist in: quantifying their activity through detailed logging and digital dashboards; analyzing trends and patterns in their support to inform future planning; facilitating ongoing dialogue and sharing of insights through regular collaboration with specialists; and providing a comprehensive overview of coaching efforts and impact to district leadership. This data-driven approach, combined with collaborative feedback mechanisms, allows the district to gain a comprehensive understanding of the reach, focus, and ultimately, the effectiveness of its literacy coaching program in supporting teachers and improving student literacy outcomes.

4) Assessment, Curriculum and Reading Instruction

G. 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 skill(s) and receive corrective feedback; occurs in addition to core instruction.
 - **Intensive, Individualized Instruction/Interventions (Tier 3):** provides explicit, systematic individualized instruction based on student need, one-on-one or very small group instruction with more guided practice, immediate corrective feedback and frequent progress monitoring; occurs in addition to core instruction and Tier 2 interventions. Tier 3 interventions must be provided to students identified as having a substantial deficiency in reading. All intensive reading interventions must be delivered by instructional personnel who are certified or endorsed in reading or possess a literacy micro-credential as provided in [s. 1003.485, F.S.](#)

1. How does the district's strategic plan align with Florida's Formula for Reading Success for all students, including students with disabilities and students who are English language learners?

Clay County District Schools' strategic plan aligns directly with Florida's Formula for Reading Success (6 + 4 + T1 + T2 + T3) to establish a robust framework that sustains student growth and evaluates the effectiveness of instruction during the 2026-2027 school year. The district's instructional vision is built upon high expectations, rigorous tasks, and student engagement. Under Goal 1 of the strategic plan, the district seeks to engage all students to attain the necessary skills to be future-ready graduates. This vision is supported by the district literacy team, which uses the strategic plan to match the state's formula with the district's goals, ensuring that every student receives a well-rounded and effective literacy education.

To ensure data-driven instructional decisions, the district utilizes the four types of assessment outlined in the state formula: FAST Progress Monitoring VPK-10, Acadience universal screening, additional diagnostics to determine specific intervention needs, and ongoing classroom assessments with teacher observations. These assessments guide the tiered system of support. All students receive Tier 1 core instruction grounded in the Science of Reading, complete with necessary differentiation, scaffolds, and accommodations for students with an IEP or 504 plan. For students who demonstrate gaps in learning, Tier 2 intervention is provided in addition to Tier 1, delivering increasingly intensive, small-group instruction matched to the student's most foundational needs. Finally, Tier 3 intensive instruction is offered to students who are significantly below grade level, utilizing targeted intervention programs focused on the critical components of reading development.

The district also emphasizes the six key components of reading—oral language, phonological awareness, phonics, fluency, vocabulary, and comprehension—through comprehensive professional learning and family engagement initiatives. Under Goal 2, the district provides teachers with ongoing professional learning at least three times a year, alongside school-based training, coaching, and ELA curriculum guides derived from Reading Decision Trees to ensure systematic, explicit, and multisensory instruction. Furthermore, Goal 3 promotes family engagement through the Read at Home Plan, parent communications, and literacy events to reinforce student learning outside the classroom.

The district's plan ensures that specialized student populations receive the targeted support they need to succeed. English Language Learners (ELLs) receive comprehensible instruction grounded in the science of

reading, combined with scaffolded strategies tailored to their English Language Proficiency (ELP). ELLs with an oral ELP of 1.0–2.9 receive explicit English Language Instruction through the Vista curriculum to support listening, reading, speaking, and writing. Meanwhile, students with disabilities (SWD) are supported through strong Tier 1 core instruction, evidence-based supplemental programs, and Specially Designed Instruction. Based on student data, intensive interventions may also be implemented that are tailored to meet their individual needs ensuring mastery of Florida’s ELA standards.

2. Describe your public school PreK (VPK, Exceptional Student Education (ESE) and other PreK) program’s plan for assessment, standards, instruction and support to meet the needs of all learners.

Clay's PreK programs, including Voluntary Prekindergarten (VPK), Exceptional Student Education (ESE), and other PreK classrooms, are committed to providing developmentally appropriate, inclusive, and high-quality instruction that supports the diverse needs of all learners. Our program aligns assessment, standards, instruction, and support services to ensure every child is prepared for kindergarten success.

Instruction is guided by the Florida Early Learning and Developmental Standards: 4 Years Old to Kindergarten and incorporates evidence-based curricula designed to support language and literacy development, mathematical thinking, social-emotional growth, physical development, and approaches to learning. Teachers use intentional planning, differentiated instruction, and hands-on learning experiences to meet students at their individual developmental levels.

Assessment practices include ongoing progress monitoring, teacher observations, classroom-based assessments, and the administration of the FAST Star Early Literacy Assessment in accordance with state requirements. Assessment data identifies student strengths and areas of need, guides instructional decisions, develops targeted interventions, and monitors student growth throughout the school year.

To support all learners, classrooms implement a multi-tiered system of supports (MTSS) that includes differentiated instruction, small-group interventions, accommodations, and individualized supports. ESE students receive services and instruction aligned to their Individualized Education Plans (IEPs), with collaboration among teachers, therapists, specialists, and families to ensure students receive appropriate support within inclusive learning environments whenever possible.

2a. Describe the instructional materials your public school PreK (VPK, ESE and other PreK) program utilizes.

Oral Language and Vocabulary Development: *Story Champs, FrogStreet*

Emergent Literacy (Reading and Writing): *FrogStreet*, Additional supports: *Heggergty, Tools4Reading: Kid Lips*, FCRR, and DEL Lessons, *Wilson Foundations*, and *Phoneme Recognition Instruction Developing Empowerment (P.R.I.D.E.)*.

Emergent Math: *FrogStreet*

Science/Social Studies/Arts: *FrogStreet*

2b. Describe the interventions provided to public school VPK students identified as having a substantial deficiency in early literacy skills as defined in [Rule 6A-6.053\(5\), F.A.C.](#)

Any VPK student in our district who exhibits a substantial deficiency in early literacy skills or math must have an individualized progress monitoring plan (PMP) developed no later than 45 days after the results of the STAR assessment become available.

- Early Literacy determination of intervention needed: The VPK student scores below the tenth (10th) percentile or is unable to complete the practice items at the **middle** or **end** of the year administration of the coordinated screening and progress monitoring system.
- Intervention and responsibility VPK Teacher: Notifying the parent/family about the identified deficiency, creating the progress monitoring plan (PMP), providing the intervention for the student, using District Approved interventions, updating the PMP monthly with student data, notifying the parent/family monthly regarding the student’s progress
- Intervention Materials based on specifically identified need through diagnostics:
 - **Kid Lips: Tools for Reading**
 - **VPK Heggerty**

B. Assessment/Curriculum Decision Trees ([Rule 6A-6.053\(9\)\(b\)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 instructional materials and strategies.
- Specific criteria for when a student is identified to receive intensive reading interventions (Tier 3), 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 deficiency in reading 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

FAST				
Name of the Assessment	Target Audience	What component of reading is assessed?	Assessment Type	How often is the data collected?
FAST Star Early Literacy	☒ VPK ☒ Grade K ☒ Grade 1	☒ Oral Language ☒ Phonological Awareness ☒ Phonics ☒ Fluency ☒ Vocabulary ☒ Comprehension	☒ Screening ☒ Progress Monitoring ☒ Summative	☒ 3 x Year
FAST Star Reading	☒ Grade 1 ☒ Grade 2	☒ Vocabulary ☒ Comprehension	☒ Screening ☒ Progress Monitoring ☒ Summative	☒ 3 x Year
FAST ELA Reading	☒ Grade 3 ☒ Grade 4 ☒ Grade 5	☒ Vocabulary ☒ Comprehension	☒ Screening ☒ Progress Monitoring ☒ Summative	☒ 3 x Year

Indicate in the chart below any additional assessment(s) used to guide instructional decision-making for grades PreK-5 students. Add additional rows as needed.

Additional Assessment(s)				
Name of the Assessment	Target Audience (Grades PreK-5) (Select all that apply.)	What component of reading is assessed? (Select all that apply.)	Assessment Type (Select all that apply.)	How often is the data collected?
Acadience Benchmark universal screener	☒ 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
LETRS Spelling and Phonics Screeners	☒ Grade K ☒ Grade 1 ☒ Grade 2 ☒ Grade 3 ☒ Grade 4 ☒ Grade 5 ☒ Select Students	☐ 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
Informal Decoding Inventory	☒ Grade K ☒ Grade 1	☐ Oral Language ☐ Phonological	☒ Screening ☒ Progress	☒ As Needed

Additional Assessment(s)				
Name of the Assessment	Target Audience (Grades PreK-5) (Select all that apply.)	What component of reading is assessed? (Select all that apply.)	Assessment Type (Select all that apply.)	How often is the data collected?
	☒ Grade 2 ☒ Grade 3 ☒ Grade 4 ☒ Grade 5 ☒ Select Students	Awareness ☒ Phonics ☐ Fluency ☐ Vocabulary ☐ Comprehension	Monitoring ☐ Diagnostic ☐ Summative	
Early Phonological Awareness Screening Test (PAST)	☒ VPK ☒ PreK ☒ Grade K ☒ Grade 1 ☒ Grade 2 ☒ Select Students	☒ 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
Phonological Awareness Screening Test (PAST)	☒ Grade 3 ☒ Grade 4 ☒ Grade 5 ☒ Select Students	☐ 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
CUBED Narrative Language Measure (NLM)	☒ Grade K ☒ Grade 1 ☒ Grade 2 ☒ Grade 3 ☒ Grade 4 ☒ Grade 5 ☒ Select Students	☒ 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

2. Students with a Substantial Deficiency in Reading ([Rule 6A-6.053\(6\), F.A.C.](#))

Students identified with a substantial deficiency in reading 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.](#) The individualized progress monitoring plan must be developed within forty-five (45) days after the results of the coordinated screening and progress monitoring system become available, and parents must be consulted in the development of the plan.

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, F.A.C.](#), should be construed to require or prohibit an IEP or 504 Plan or the contents of the CERP.

A K-3 student is identified as having a substantial deficiency in reading if the student 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

- The student is identified as in need of Tier 3 interventions; or
- The student was retained the previous school year; or
- For kindergarten through grade 2, the student scores:

- o Below the tenth (10th) percentile or is unable to complete the practice items on the designated grade-level assessment at the beginning or middle of the year test administration of the coordinated screening and progress monitoring system pursuant to [s. 1008.25\(9\), F.S.](#); or
- o Level 1 at the end of the year test administration of the coordinated screening and progress monitoring system pursuant to [s. 1008.25\(9\), F.S.](#); or
- For grade 3, the student scores:
 - o Below the twentieth (20th) percentile at the beginning or middle of the year test administration of the coordinated screening and progress monitoring system pursuant to [s. 1008.25\(9\), F.S.](#); or
 - o Level 1 on the statewide, standardized ELA assessment pursuant to [s. 1008.22\(3\)\(a\), F.S.](#)

Tier 3 interventions must be provided to students identified as having a substantial reading deficiency.

2a. Describe the district's process (e.g., Multi-Tiered System of Supports (MTSS)) for identifying grades K-3 students in need of Tier 2/Tier 3 interventions.

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

Step 2: Each School Literacy Leadership Team will analyze assessment data, including those listed below to determine the effectiveness of their Tier 1 literacy instruction and to identify students who are performing at the lowest achievement level/benchmark. Additionally, in K-3 data is analyzed based on the criteria to review for students meeting indicators for substantial deficiency as outlined in the K-5 Decision Tree for Tier 3.

Step 3: Strengthening Tier 1 and Identifying Individual Needs

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

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

Step 4: If it is determined that a student demonstrates characteristics of dyslexia or meets criteria for substantial deficiency in reading, a diagnostic assessment must be administered to identify the most foundational area(s) of deficit and need. Using the Comprehensive Evidence-Based Reading Plan Decision Trees as a guide, an instructional and intervention plan will be created to provide more individualized and frequent instruction and intervention to include explicit, systematic, and multisensory reading interventions. All determinations must be made in compliance with current state statutes regarding the identification of students with a substantial deficiency in reading and/or characteristics of dyslexia (s 1008.25 F.S.).

Step 5: The school will immediately provide written notification to the parent of any student determined to have a substantial deficiency in reading and/or characteristics of dyslexia, and a plan will be created within 45 days of the notification.

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

Step 7: The School Literacy Leadership Team will continue to meet to review Tier 1 literacy data and the Student Intervention Team (SIT) will meet to discuss individual students and their progress monitoring data to make determinations based on the students' response to instruction and intervention. All instruction and intervention will be provided until the identified reading deficiency has been ameliorated.

2b. Describe the district's process (e.g., MTSS) for identifying grades 4-5 students in need of Tier 2/Tier 3 interventions.

The above process is utilized for all students. In the K-5 Decision Tree, a criterion of students scoring below the 30th percentile may be identified as in need of Tier 2 or Tier 3 interventions through the review of a triangulation of data.

3. Students with Characteristics of Dyslexia ([Rule 6A-6.053\(7\), 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.](#), and parents must be consulted in the development of the plan.

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

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

CCDS Multi-Tiered System of Supports (MTSS) is a prevention-oriented model, which requires both early and periodic screening to identify students who may be at risk in reading.

Based on student indicators, the following diagnostics may be implemented for students identified with characteristics of dyslexia: the Early Phonological Awareness Skills Test (PAST) or Phonological Awareness Screening Test (PAST), Language Essentials for Teachers of Reading and Spelling (LETRS) Phonics and Word Reading Survey, and/or Informal Decoding Inventory. The diagnostic results will be used to determine the most foundational areas of deficit(s) to determine targeted instructional support and intervention needed for the student to become a proficient reader. After the determination of characteristics of dyslexia, the CCDS MTSS progress monitoring protocols, including parent communication, as outlined in 2a. will be implemented and followed.

3b. Students with characteristics of dyslexia require additional screening pursuant to [s. 1008.25\(9\), F.S.](#) List the screener(s) utilized.

List additional screeners utilized for dyslexia screening after FAST

Universal Screener: Acadience Benchmark Assessment

Diagnostic: the Early Phonological Awareness Skills Test (PAST) or Phonological Awareness Screening Test (PAST), Language Essentials for Teachers of Reading and Spelling (LETRS) Phonics and Word Reading Survey, and/or Informal Decoding Inventory.

4. For grades K-5, what processes and procedures are in place to identify and solve problems to improve effectiveness of Tier 1 instruction?

School level, grade level, and content area professional learning communities meet to review Tier 1 data, make adjustments to instruction, and identify what Tier 1 remediation and enrichment is necessary based on the data. School administrators are responsible for classroom walkthroughs, focused on monitoring Tier 1 instruction. Following the classroom walkthrough, the school administrator provides constructive and actionable feedback. School Based Literacy

Leadership teams meet monthly to review Tier 1 data, provide feedback on plans, and make any necessary adjustments to support grade level and content area teams in their implementation of Tier 1 instruction.

The District Literacy Team analyzes the effectiveness of Tier 1 through multiple data sources including FAST Progress Monitoring 1, 2, and 3, Acadience (Elementary K-6), RAISE school support data, district school improvement walks and internal coaching logs. The team meets monthly to problem solve and address areas of concern. The District Literacy team determines next steps in district initiatives to address areas of opportunity to reach 80% proficiency.

5. For grades K-5, what processes and procedures are in place to identify and solve problems to improve effectiveness of Tier 2 interventions?

Tier 2 reading interventions require progress monitoring two times per month, utilizing the Acadience progress monitoring most closely aligned to the intervention need. This data is entered into the District Student Data System. School-based Student Intervention Teams review this data monthly, with the expectation that 80% of students will respond positively to Tier 2 interventions.

The District MTSS team analyzes all Tier 2 data quarterly to determine the effectiveness of the intervention materials, professional learning, and support. Data are reviewed annually after FAST Progress Monitoring 3 to determine student growth for students receiving Tier 2 Support.

6. For grades K-5, what processes and procedures are in place to identify and solve problems to improve effectiveness of Tier 3 interventions?

Tier 3 reading interventions require progress monitoring two times per week, utilizing the Acadience progress monitoring most closely aligned to the intervention need. This data is entered into the District Student Data System. School based Student Intervention Teams review this data monthly, with the expectation that 80% of students will respond positively to Tier 3 intervention.

The District MTSS team analyzes all Tier 3 data quarterly to determine the effectiveness of the intervention materials, professional learning, and support. Data are reviewed annually after FAST Progress Monitoring 3 to determine student growth for students receiving 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.

Tier 1 (Core) Only

Beginning of Year Data

Students must meet the following criteria at the beginning of the school year:

Beginning of Year Criteria:

All listed criteria can be considered in the problem-solving process for each student; no single data source is relied upon; each can be a factor in addressing the student's instructional and intervention needs.

FAST PM3 Summative Assessment (May 2026) Level 3 or higher, Acadience Benchmark Assessment Beginning of the Year At/Above Benchmark as listed in the chart progress monitoring, formative assessment (Benchmark Advance) 60%, and teacher observation data

Tier 1 Considerations: K-5 All Students

Acadience At and Above Benchmark: Reading Composite

	BOY	MOY	EOY
Kindergarten	26+	122+	119+
1st	113+	130+	155+
2nd	141+	190+	238+
3rd	220+	285+	330+
4th	290+	330+	391+
5th	357+	372+	415+

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

Triangulation of data for consideration includes:

FAST PM3 Level 3 and above, Acadience Benchmark Assessment At/Above Benchmark Beginning of Year Composite Score), formative assessment (Benchmark Advance and classroom assessments) 60%, and teacher observation data support students' meeting grade level expectation for beginning of the year criteria.

Core Instruction

Indicate the core instructional materials utilized. Add additional rows as needed.

Name of Program	Year of Program Adoption
K-5: Benchmark Advance @2026	Adopted August 2025
ELL 1.0-2.9 English Language Development Courses: VISTA-English Language Development	Adopted August 2024
Tier 1 Supplemental	
Grades K-5: Benchmark Advance @2026 Intervention Tool Kit and Progress Monitoring	Phonological Awareness, Phonics, Fluency, Vocabulary, Language Comprehension
Grades K-5: Lexia Core5 Teacher resource	Oral Language, Phonological Awareness, Phonics, Fluency, Vocabulary, Language Comprehension
Grades K-5: ELD Course (K-2) Heggerty Early Phonological Awareness or (3-12) Heggerty Phonemic Awareness Primary Extension 3-5 with	Supports Oral Language Development for ELL 1.0-2.9

language supports within the English Language Development	
Grades K-5: ELD Course extended to 45 minutes to support phonics instruction with language supports utilizing Benchmark Advance Phonics Toolkit and Progress Monitoring	Supports Phonics for ELL with Oral Language Development of 1.0-2.9.
Strategic Instruction Model (SIM) Tier 1: Strong Evidence	ESE, RAISE, or MTSS Model schools after required training
FCRR Student Center Activities	Oral Language, Phonological Awareness, Phonics, Fluency, Vocabulary, Language Comprehension

Additional performance criteria that prompt Tier 2 interventions for students not meeting expectations/ benchmarks during the school year:

If one or more of the following are present:

FAST PM1 or PM2 K-2 <20th percentile 3-5 <35th percentile regardless of level, or Level 1/2

Acadience Benchmark Assessment Beginning of Year Below Benchmark Composite (see table below), Lexia Level is one grade level below, review of Progress Monitoring Plan data and work samples, formative assessment below 59% K-5 Benchmark Advance @2026 and 6-10 SAVVAS Perspectives, teacher observation data that indicate below benchmark performance

If students demonstrate deficits in reading and below benchmark performance, complete the Problem-Solving Protocol and convene a Student Intervention Team meeting to determine the next steps with intervention.

Tier 2 Considerations: K-5 All Students

Acadience Below Benchmark			
	BOY	MOY	EOY
Kindergarten	13-25	85-121	89-118
1st	97-112	100-129	111-154
2nd	109-140	145-189	180-237
3rd	180-219	235-284	280-329
4th	245-289	290-329	330-390
5th	258-356	310-371	340-414

Tier 1 Instruction + Tier 2 Interventions

Beginning of Year Data

Students who meet the following criteria at the beginning of the school year:

All listed criteria can be considered in the problem-solving process for each student; no single data source is relied upon; each can be a factor in addressing the student's instructional and intervention needs.

- Retained K-3
- FAST PM3 Summative Assessment (May 2026) Level 1 or 2, <30th percentile,
- Acadience Benchmark Assessment Beginning of Year Below Benchmark Composite (see table above),
- Lexia Level is one grade level below,
- review of Progress Monitoring Plan data and work samples
- formative assessment below 59% K-5 Benchmark Advance @2026 and 6-10 SAVVAS Perspectives and
- teacher observation data that indicate below benchmark performance.

Number of times per week interventions are provided: 3-5 Times Per Week

Number of minutes per intervention session: 15-30 Minutes

Supplemental Instruction/Interventions

Indicate the evidence-based programs and/or practices used for Tier 2 interventions and how the programs and practices are supported by strong, moderate or promising levels of evidence. Add additional rows as needed.

Name of Program	Grade Level and Component of Reading	ESSA Evidence Level or Verbiage (as needed)
Teach Your Child to Read in 100 Easy Lessons	Grades K-2 Phonological Awareness, Phonics, Vocabulary, Language Comprehension	<u>Teach Your Child to Read in 100 Easy Lessons</u> does not meet strong, moderate, or promising levels of evidence; however, the following WWC Practice Guide Recommendation(s) support the program: <u>Foundational Skills to Support Reading for Understanding in Kindergarten through 3rd Grade</u>, Recommendation 2: Develop awareness of segments of sounds in speech and how they link to letters (Strong Evidence); Recommendation 3: Teach students to decode words, analyze word parts, and write and recognize words (Strong Evidence); and Recommendation 4: Ensure that each student reads connected text every day to support reading accuracy, fluency, and comprehension (Moderate Evidence). These recommendations were built into the program by systematically and explicitly teaching phonics (sounds for letters) and the essential skills to blend sounds into words and reading those words in connected text. The district will support and monitor implementation of this program by monitoring the district required Tier 2 intervention portfolios of students who receive instruction/intervention with <u>Teach Your Child to Read in 100 Easy Lessons</u>, by training Intervention Team Facilitators and MTSS Lead Administrators to train teachers at the school level in utilizing this program, including progress monitoring, with follow up and support from the district's Intervention Coach and MTSS Specialist, when necessary.
UFLI Foundations	Grades K-5 Phonological Awareness, Phonics, Vocabulary, Language Comprehension	Alignment to evidence-based instructional practices: <u>UFLI Foundations</u> does not meet strong, moderate, or promising levels of evidence; however, the following WWC Practice Guide Recommendation(s) support the program: <u>Foundational Skills to Support Reading for Understanding in Kindergarten through 3rd Grade</u>, Recommendation 2: Develop awareness of segments of sounds in speech and how they link to letters (Strong Evidence); Recommendation 3: Teach students to decode words, analyze word parts, and write and recognize words (Strong Evidence); and Recommendation 4: Ensure that each student reads connected text every day to support reading accuracy, fluency, and comprehension (Moderate Evidence). These recommendations were built into the program by systematically and explicitly teaching phonics (sounds for letters) and the essential skills to blend sounds into words and reading those words in connected text. and <u>Providing Reading Interventions for Students in Grades 4-9</u>, Recommendation 1: Build students; decoding skills to enable them to read complex multisyllabic words (Strong Evidence); Recommendation 2: Provide purposeful fluency-building activities to help students read effortlessly (Strong Evidence); Recommendation 3: Routinely use a set of comprehension-building practices to help students make sense of the text (Strong Evidence). The district will support and monitor implementation of this program by monitoring the district required Tier 2 intervention portfolios of students who receive instruction/intervention with <u>UFLI Foundations</u>, by training Intervention Team Facilitators and MTSS Lead Administrators to train teachers at the school level in utilizing this program, including progress monitoring, with follow up and support from the district's Intervention Coach and MTSS Specialist, when necessary.
P.R.I.D.E. Phonemic Recognition Instruction Delivering Empowerment Orton-Gillingham Program P.R.I.D.E Comprehensive Reading Assessment	Grades K-5 Phonological Awareness, Phonics, Fluency, Vocabulary, Language Comprehension	<u>P.R.I.D.E. (Phonemic Recognition Instruction Delivering Empowerment)</u> does not meet strong, moderate, or promising levels of evidence; however, the following WWC Practice Guide Recommendation(s) support the program: <u>Foundational Skills to Support Reading for Understanding in Kindergarten through 3rd Grade</u>, Recommendation 2: Develop awareness of segments of sounds in speech and how they link to letters (Strong Evidence); Recommendation 3: Teach students to decode words, analyze word parts, and write and recognize words (Strong Evidence); and Recommendation 4: Ensure that each student reads connected text every day to support reading accuracy, fluency, and comprehension (Moderate Evidence). These recommendations were built into the program by use of an Orton-Gillingham structured literacy approach that systematically and explicitly teaches phonics (sounds for letters) and the essential skills to blend sounds into words and reading those words in connected text. The district will support and monitor implementation of this program by monitoring the district required Tier 2 intervention portfolios of students who receive instruction/intervention with <u>P.R.I.D.E.</u>, by training Intervention Team Facilitators and MTSS Lead Administrators to train teachers at the school level in utilizing this program, including progress monitoring, with follow up and support from the district's Intervention Coach and MTSS Specialist, when necessary.

Story Champs	Grades K-5 Oral Language, Vocabulary, Language Comprehension	<u>Story Champs</u> does not meet strong, moderate, or promising levels of evidence; however, the following WWC Practice Guide Recommendation supports the use of the program: <u>Foundational Skills to Support Reading for Understanding in Kindergarten through 3rd Grade</u>, Recommendation 1: Teach students academic language skills, including the use of inferential and narrative language, and vocabulary knowledge (Minimal Evidence). This recommendation is built into the program as it is developed to systematically and explicitly promote oral academic language as the foundation for success in school to foster growth in recalling and sharing information, acquiring word meanings through context, expanding domain knowledge, writing and comprehending. The district will support and monitor implementation of this program by monitoring the district required Tier 2 intervention portfolios of students who receive instruction/intervention with <u>Story Champs</u>, by training Intervention Team Facilitators and MTSS Lead Administrators to train teachers at the school level in utilizing this program, including progress monitoring, with follow up and support from the district's Intervention Coach and MTSS Specialist, when necessary.
Heggerty Early Phonological Awareness Curriculum (Early Prekindergarten Curriculum)	Grades K-3 Oral Language, Phonological Awareness	<u>Heggerty Early Phonological Awareness Curriculum (Early Prekindergarten Curriculum)</u> does not meet strong, moderate, or promising levels of evidence; however, the following WWC Practice Guide Recommendation supports the program: <u>Foundational Skills to Support Reading for Understanding in Kindergarten through 3rd Grade</u>, Recommendation 2: Develop awareness of segments of sounds in speech and how they link to letters (Strong Evidence). This recommendation was built into the design of the program through an intentional and systematic instructional progression of a range of phonological and phonemic awareness skills. The district will support and monitor implementation of this program by monitoring the district required Tier 2 intervention portfolios of students who receive instruction/intervention with <u>Heggerty Early Phonological Awareness Curriculum</u>, by training Intervention Team Facilitators and MTSS Lead Administrators to train teachers at the school level in utilizing this program, including progress monitoring, with follow up and support from the district's Intervention Coach and MTSS Specialist, when necessary.
Heggerty Bridge the Gap	Grades 3-5 Oral Language, Phonological Awareness	<u>Heggerty Bridge the Gap</u> does not meet strong, moderate, or promising levels of evidence; however, the following WWC Practice Guide Recommendations support the use of this program: <u>Foundational Skills to Support Reading for Understanding in Kindergarten through 3rd Grade</u>, Recommendation 2: Develop awareness of segments of sounds in speech and how they link to letters (Strong Evidence) and <u>Providing Reading Interventions for Students in Grades 4-9</u>, Recommendation 1: Build students' decoding skills so that they can read complex, multisyllabic words (Strong Evidence). Further information about this recommendation within the practice guide supports the instruction at the phoneme level as a component of this recommendation. These recommendations were built into the design of the program through an intentional and systematic instructional progression of a range of phonological and phonemic awareness skills. The district will support and monitor implementation of this program by monitoring the district required Tier 2 intervention portfolios of students who receive instruction/intervention with <u>Heggerty Bridge the Gap Curriculum</u>, by training Intervention Team Facilitators and MTSS Lead Administrators to train teachers at the school level in utilizing this program, including progress monitoring, with follow up and support from the district's Intervention Coach and MTSS Specialist, when necessary.
Sound Partners Struggling Readers	Grades K-2 Oral Language, Phonological Awareness, Phonics	Sound Partners - Struggling Readers: Strong
Sound Partners English Language Learners	Grades K-2 Oral Language, Phonological Awareness, Phonics	Sound Partners - English Learners: Promising

Spelling Mastery Levels A-F	Grades 3-5 Companion to Corrective Decoding	Spelling Mastery: Tier 3 Promising This curriculum is designed to be paired with Corrective Decoding if Tier 3 is warranted.
Word Origins Level 1	Retained 3rd Grade or Good Cause Promotion 4th Grade Students (ONLY) Decoding and Encoding, Vocabulary, and Writing	<u>Word Origins</u> does not meet strong, moderate, or promising levels of evidence; however, the following WWC Practice Guide Recommendation supports the use of the program: <u>Reading Interventions for Students in Grades 4-9</u> , Recommendation 1: Build students' decoding skills so that they can read complex, multisyllabic words (Strong Evidence). Further information about this recommendation within the practice guide supports the instruction at the instruction focused on decoding, spelling patterns, and morphological analysis. These recommendations were built into the design of the program through an intentional and systematic instructional progression of a range of vocabulary, writing, decoding, and encoding skills. The district will support and monitor implementation of this program by monitoring the district required Tier 2 intervention portfolios of students who receive instruction/intervention with <u>Word Origins</u> , by training Intervention Team Facilitators and MTSS Lead Administrators to train teachers at the school level in utilizing this program, including progress monitoring, with follow up and support from the district's Intervention Coach and MTSS Specialist, when necessary.
Indicate the evidence-based programs and/or practices implemented for students with a disability, students with an IEP and students who are English language learners, if used instead of or in addition to programs above. Add additional rows as needed.		
Name of Practice/Program ESE and ELL Considerations		ESSA Evidence Level or Verbiage (as needed)
CEEDAR Center Evidence Based Practices for English Learners Add visuals or comprehensible input support to any of the above programs to make it most appropriate to their language level needs.		CEEDAR Center Evidence Based Practices for English Learners <u>Providing visuals and In Comprehensible Input Practices</u> do not meet strong, moderate, or promising levels of evidence; however, the following WWC Practice Guide 6: Assisting Students Struggling with Reading, Recommendation 4: Provide appropriate interventions for English Learners who need support beyond Tier 1 instruction. This includes providing accommodations during interventions, such as "using visuals and gestures, building background knowledge, and clarifying meaning of words". The district will support and monitor implementation of this program by monitoring the district required Tier 2 intervention portfolios of students who receive instruction/intervention with, by training Intervention Team Facilitators and MTSS Lead Administrators to train teachers at the school level in utilizing this program, including progress monitoring, with follow up and support from the district's Intervention Coach and MTSS Specialist, when necessary.
For K-3 students who have a substantial deficiency in reading or characteristics of dyslexia, identify the multisensory strategies provided. Teach Your Child to Read in 100 Easy Lessons: incorporates auditory input (hearing letter sounds, words, sentences, and stories, oral blending), visual input (seeing letters, words, sentences, illustrations, and visual cues), kinesthetic/tactile input (finger tracing, physical manipulation), verbal output (practicing letters sounds out loud, reading passages aloud, and repetition) UFLI Foundations: incorporates auditory (phonemic awareness drills, auditory drills), visual examples (visual drills), kinesthetic/tactile (finger tracing, sky writing, manipulating letter tiles, Elkonin boxes) PRIDE (Phonemic Recognition Instruction Delivering Empowerment Orton-Gillingham Program): incorporates auditory (phonological awareness, sound drills, oral blending), visual (grapheme cards, blending boards), kinesthetic/tactile (finger tracing, sky writing, letter tiles) Story Champs: incorporates auditory (listening comprehension, oral retelling), visual (story grammar icons, visual cues), kinesthetic/tactile (physical gestures and movements, manipulation of the physical icons) Heggerty Phonemic Awareness: incorporates auditory (oral manipulation of sounds), kinesthetic/tactile (hand motions are used to represent phonological skills, and physical manipulatives like Magnetic Spell Tiles offer hands-on practice) Sound Partners: utilizes a combination of visual materials (sound cards, texts), auditory drills and oral reading, and kinesthetic interaction (pointing, tracing implicitly, manipulating materials)		
Additional performance criteria that prompt Tier 3 interventions for students not meeting expectations/benchmarks during the school year: All listed criteria can be considered in the problem-solving process for each student; no single data source is relied upon; each can be a factor in addressing the student's instructional and intervention needs.		

- K-2 FAST PM 1 or 2 <10th percentile or is unable to complete the practice items on the designated grade-level assessment,
- 3rd grade FAST PM 1 or 2 or <20th percentile,
- Acadience Benchmark Assessment Beginning of Year Well Below Benchmark (see table above), Lexia Level is two or more grade levels below,
- Review of Tier 2 intervention portfolio data and work samples),
- formative assessments below 40% K-5 Benchmark Advance @2026; and/or
- teacher observation data that indicate well below benchmark performance

Tier 3 Considerations: K-5 All Students

Acadience Well Below Benchmark: Composite Score			
	BOY	MOY	EOY
Kindergarten	0-12	0-84	0-88
1st	0-96	0-99	0-110
2nd	0-108	0-144	0-179
3rd	0-179	0-234	0-279
4th	0-244	0-289	0-329
5th	0-257	0-309	0-339

Tier 1 Instruction + Tier 2 Interventions + Tier 3 Intensive Interventions

Beginning of Year Data

Students who meet the following criteria at the beginning of the school year:

All listed criteria can be considered in the problem-solving process for each student; no single data source is relied upon; each can be a factor in addressing the student's instructional and intervention needs.

- K-3 previously retained
- FAST PM3 Summative Assessment (May 2026) Level 1
- K-2 FAST PM 1 <10th percentile or is unable to complete the practice items on the designated grade-level assessment
- 3rd grade FAST PM 1 <20th percentile
- Acadience Benchmark Assessment Beginning of Year Well Below Benchmark Composite (see table above), Lexia Level is two or more grade levels below,
- review Tier 2 data and student work samples)
- formative assessment, and/or
- teacher observation data that indicates well below benchmark performance

Number of times per week interventions are provided: 4-5 times per week

Number of minutes per intervention session: 30 - 45 minutes per session

Intensive, Individualized Instruction/Interventions

Indicate the evidence-based programs and/or practices used for Tier 3 interventions and how the programs and practices are supported by strong, moderate or promising levels of evidence. Add additional rows as needed.

Name of Program	Grade Level and Component of Reading	ESSA Evidence Level or Verbiage (as needed)
-----------------	--------------------------------------	---

Wilson Early Foundations	Kindergarten* Oral Language, Phonological Awareness, Phonics Early Foundations Tier 3 Intervention requires district support through an individualized plan specific to the student needs. Please submit a MTSS Service and Support Form to request district support.	According to information provided by the publisher, Foundations' study is sufficient for a rating of "Promising Evidence/Tier 3" on the U.S. Department of Education's ESSA evidence scale. The following WWC Practice Guide Recommendations support the use of <u>Foundations</u> program: <u>Foundational Skills to Support Reading for Understanding in Kindergarten Through 3rd Grade</u>, Recommendation 2: Develop awareness of the segments of sounds in speech and how they link to letters (Strong Evidence); Recommendation 3: Teach students to decode words, analyze word parts, and write and recognize words (Strong Evidence); Recommendation 4: Ensure students read connected text every day to support reading accuracy, fluency, and comprehension (Moderate Evidence). The district will support and monitor implementation of this program by monitoring the district required Tier 3 intervention portfolios of students who receive instruction/intervention with <u>Foundations</u>, by training teachers at the school level in utilizing this program, including progress monitoring, with follow up and support from the district's R.A.I.S.E. Specialist, Intervention Coach, and MTSS Specialist, on a monthly basis, and more often, when needed.
Wilson Foundations	Kindergarten - 4 Oral Language, Phonological Awareness, Phonics Foundations Tier 3 Intervention requires district support through an individualized plan specific to the student needs. Please submit a MTSS Service and Support Form to request district support.	According to information provided by the publisher, Foundations' study is sufficient for a rating of "Promising Evidence/Tier 3" on the U.S. Department of Education's ESSA evidence scale. The following WWC Practice Guide Recommendations support the use of <u>Foundations</u> program: <u>Foundational Skills to Support Reading for Understanding in Kindergarten Through 3rd Grade</u>, Recommendation 2: Develop awareness of the segments of sounds in speech and how they link to letters (Strong Evidence); Recommendation 3: Teach students to decode words, analyze word parts, and write and recognize words (Strong Evidence); Recommendation 4: Ensure students read connected text every day to support reading accuracy, fluency, and comprehension (Moderate Evidence). The district will support and monitor implementation of this program by monitoring the district required Tier 3 intervention portfolios of students who receive instruction/intervention with <u>Foundations</u>, by training Intervention Team Facilitators and MTSS Lead Administrators to train teachers at the school level in utilizing this program, including progress monitoring, with follow up and support from the district's R.A.I.S.E. Specialist, Intervention Coach, and MTSS Specialist, on a monthly basis, and more often, when needed.
Corrective Reading Decoding Requires: Corrective Decoding Placement Assessment	Grades 3-5	WWC: Corrective Reading Decoding: Tier 3 Promising
Corrective Reading Language Comprehension	Grades 4-5 Oral Language, Vocabulary, Language Comprehension	WWC: Corrective Reading: Tier 3 Promising
Wilson Reading System Requires: Wilson Assessment of Decoding and Encoding (WADE) program placement assessment AND Word Identification and Spelling Test (WIST)	Grades 3-5 Oral Language, Phonological Awareness, Phonics, Vocabulary, Language Comprehension Wilson Reading System Tier 3 Intervention requires district support through an individualized plan specific to the student	Wilson Reading System: Tier 3 Promising

	needs. Please submit a MTSS Service and Support Form to request district support.	
Indicate the evidence-based programs and/or practices implemented for students with a disability, students with an IEP, and students who are English language learners, if <u>used instead of or in addition to</u> programs above. Add additional rows as needed.		
Name of Program	ESSA Evidence Level	Verbiage (as needed)
CEEDAR Center Evidence-Based Practices for English Learners Add visuals or comprehensible input support to any of the above programs to make it most appropriate to their language level needs.		CEEDAR Center Evidence-Based Practices for English Learners <u>Providing visuals and In Comprehensible Input Practices</u> ds not meet strong, moderate, or promising levels of evidence; however, the following WWC Practice Guide 6: Assisting Students Struggling with Reading, Recommendation 4: Provide appropriate interventions for English Learners who need support beyond Tier 1 instruction. This includes providing accommodations during interventions, such as "using visuals and gestures, building background knowledge, and clarifying meaning of words". The district will support and monitor implementation of this program by monitoring the district required Tier 2 intervention portfolios of students who receive instruction/intervention with, by training Intervention Team Facilitators and MTSS Lead Administrators to train teachers at the school level in utilizing this program, including progress monitoring, with follow up and support from the district's Intervention Coach and MTSS Specialist, when necessary.
For K-3 students who have a substantial deficiency in reading or characteristics of dyslexia, identify the multisensory strategies provided. Wilson Early Foundations: incorporates visual (letter cards, keyword cards, visual cues for handwriting, kinesthetic/tactile (sky writing, finger tracing) Wilson Foundations: incorporates auditory (letter-keyword-sound drills, oral repetition), visual (letter and keyword cards, handwriting lines, visual cues), kinesthetic/tactile (sky writing, tapping for blending and segmenting, magnetic letter tiles) Wilson Reading: incorporates auditory (letter-keyword-sound drills, phonemic awareness, oral repetition), visual (letter and keyword cards, syllable types and spelling patterns, handwriting lines), kinesthetic/tactile (sky writing, sound tapping, magnetic letter tiles)		

7. Summer Reading Camps ([Rule 6A-6.053\(8\), 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.*

7a. Provide a description of the district's plan to meet each requirement for Summer Reading Camps required by [s. 1008.25\(8\), F.S.](#) As a reminder, instructional personnel providing services to retained third grade students, including those attending Summer Reading Camp, must be certified or endorsed in reading and rated highly effective as determined by the teacher's performance evaluation under [s. 1012.34, F.S.](#)

Summer Reading Camps for Retained Grade 3 Students
Schedule: 15 days: June 7 - July 14, 2027
Evidence-Based Instructional Materials to be used, as defined in 20 U.S.C. s. 7801(21)(A)(i): Phonemic Awareness: Heggerty, FCRR Student Center Activities Phonics, Fluency, Vocabulary, and Comprehension: <i>From Phonics to Reading Multisyllabic Words</i> , LexiaCore5, FCRR Comprehension: P.R.I.D.E. (<i>Phonemic Recognition Instruction Delivering Empowerment Orton-Gillingham Program</i>) <i>Reading Comprehension</i> From Phonics to Reading Building Reading Success does not meet strong, moderate, or promising levels of evidence; however, the following WWC Practice Guide Recommendation(s) support the program: <i>Foundational Skills to Support Reading for Understanding in Kindergarten through 3rd Grade</i> (WWC Practice Guide 14): Recommendation 1: Teach students academic language skills, including the use of inferential and narrative language, and vocabulary knowledge; Recommendation 2: Develop awareness of the segments of sounds in speech and how they link to letters (Strong Evidence); Recommendation 3: Teach students to decode words, analyze word parts, and write and recognize words (Strong Evidence); Recommendation 4: Ensure that each student reads connected text every day to support reading accuracy, fluency, and comprehension (Moderate Evidence). <i>These recommendations were built into the program as a module-based intervention, founded on the latest Science of Reading research and elements of structured literacy. The program explicitly develops foundational literacy skills, with a strong emphasis on phonics and word study (aligning with Recommendations 2 and 3). It promotes fluency through daily reading and writing applications and addresses comprehension (aligning with Recommendation 4). Furthermore, its inclusion of vocabulary and syntax instruction supports the development of academic language skills (aligning with Recommendation 1). The program aims to accelerate learning through additional instruction, small-group or one-on-one intensity, and instruction tailored to individual student needs.</i> <i>The district will support and monitor the implementation of this program by providing professional learning to teachers hired to teach Summer Reading Camp during the initial day of training. The district will monitor use through classroom visits, surveys, and analyzing outcome data at the end of SRC.</i>
Alternative Assessment Used: May 2027– STAR SAT 10 Form A
Additional Information (optional): Students are offered another opportunity to take the FAST during the summer-- July–FAST 3rd Grade ELA

7b. Districts have the option of providing Summer Reading Camps to students in grades K-5 with a reading deficiency.

Summer Reading Camps for Students in Grades K-5
Will the district implement this option? ☐ Yes xNo
If yes, please describe the grade level(s) that will be invited to participate.

Grades 6-8

8. Grades 6-8 Assessments

FAST				
Name of the Assessment	Target Audience	What component of reading is assessed?	Assessment Type	How often is the data collected?
FAST ELA Reading	☒ Grade 6 ☒ Grade 7 ☒ Grade 8	☒ Vocabulary ☒ Comprehension	☒ Screening ☒ Progress Monitoring ☒ Summative	☒ 3 x Year

Indicate in the chart below the assessment(s) used to guide instructional decision-making for grades 6-8 students. Add additional rows as needed.

Additional Assessment(s)				
Name of the Assessment	Target Audience (Grades 6-8) (Select all that apply.)	What component of reading is assessed? (Select all that apply.)	Assessment Type (Select all that apply.)	How often is the data collected?
Acadience Progress Monitoring, at the intervention level, for students who have a PMP, Tier 2, and/or Tier 3 reading intervention plan	☒ Grade 6 ☒ Grade 7 ☒ Grade 8 ☒ Grade 9 ☒ Grade 10 ☐ All Students ☒ Select Students	☐ Oral Language ☐ Phonological Awareness ☐ Phonics ☒ Fluency ☒ Vocabulary ☒ Comprehension	☐ Screening ☒ Progress Monitoring ☒ Diagnostic ☐ Summative	☒ As Needed ☒ Other, as determined by intervention plan
Informal Decoding Inventory	☒ Grade 6 ☒ Grade 7 ☒ Grade 8 ☒ Grade 9 ☒ Grade 10 ☐ All Students ☒ Select Students	☐ Oral Language ☐ Phonological Awareness ☒ Phonics ☐ Fluency ☐ Vocabulary ☐ Comprehension	☒ Screening ☒ Progress Monitoring ☐ Diagnostic ☐ Summative	☒ As Needed ☐ Other
Phonological Awareness Screening Test (PAST)	☒ Grade 6 ☒ Grade 7 ☒ Grade 8 ☒ Grade 9 ☒ Grade 10	☐ Oral Language ☒ Phonological Awareness ☐ Phonics ☐ Fluency ☐ Vocabulary ☐ Comprehension	☒ Screening ☒ Progress Monitoring ☐ Diagnostic ☐ Summative	☒ As Needed
CUBED Narrative Language Measure (NLM)	☒ Grade K ☒ Grade 1 ☒ Grade 2 ☒ Grade 6 ☒ Grade 7 ☒ Grade 8 ☒ Grade 9	☒ Oral Language ☒ Phonological Awareness	☒ Screening ☒ Progress Monitoring ☐ Diagnostic ☐ Summative	☐ Weekly ☐ 2 x Month ☐ Monthly ☒ As Needed

Additional Assessment(s)				
Name of the Assessment	Target Audience (Grades 6-8) (Select all that apply.)	What component of reading is assessed? (Select all that apply.)	Assessment Type (Select all that apply.)	How often is the data collected?
	☒ Grade 10			

9. Describe the district's process (e.g., MTSS) for identifying grades 6-8 students in need of Tier 2/Tier 3 interventions.

Students in grades 6-8 identified by the FAST Progress Monitoring 3 assessment as scoring a level 1 or 2, may be enrolled in Intensive Reading course based on data factors described in the decision tree. Students are screened using the Corrective Reading Decoding assessment and scheduled into the course best matched to meet the learning needs of the student. The Corrective Reading Decoding (A-C) or Lexia assigned course is designed to provide foundational, fluency, and comprehension skills interventions at their most foundational level of need. Students' progress through the levels of decoding instruction to offer a more personalized approach to ensure each student receives the necessary support to ameliorate his or her reading gaps and increase academic success. Once decoding gaps are closed, students will receive explicit instruction in specific strategies for reading comprehension. Master scheduling differs on each campus, however, providing intervention is mandatory for all identified students, whether through this course or an alternative model. Students are monitored through the School Literacy Leadership Team and District Literacy Team progress monitoring systems in collaboration with teachers and school staff. If a student does not demonstrate increased mastery of fundamental reading skills, a problem-solving protocol will be completed, and additional interventions will be provided.

9a. Describe the district's process (e.g., Multi-Tiered System of Supports (MTSS)) for identifying secondary students in need of Tier 2/Tier 3 interventions.

Step 1: Clay County District Schools will implement the Coordinated Screening and Progress Monitoring (CSPM) Program known as Florida's Assessment of Student Thinking (FAST). Acadience screeners will be administered as needed to assist in the triangulation of data.

Step 2: Each School Literacy Leadership Team will analyze assessment data, including those listed below to determine the effectiveness of their Tier 1 literacy instruction and to identify students who are performing at the lowest achievement level/benchmark.

Step 3: Strengthening Tier 1 and Identifying Individual Needs

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

Once initial EBRI is provided, the School Literacy Leadership Team will meet again to determine students' response to Tier 1 instruction and intervention. The team will formulate the next steps in alignment with the B.E.S.T. 6-12 Foundational Reading Intervention Standards and the individual needs of the identified students.

Step 4: If it is determined that a student demonstrates characteristics of dyslexia or meets criteria for reading intervention, a diagnostic assessment must be administered to identify the most foundational area(s) of deficit and need. Using the Comprehensive Evidence-Based Reading Plan Decision Trees as a guide, an instructional and intervention plan will be created to provide more individualized and frequent instruction and intervention to include explicit, systematic, and multisensory reading interventions. All determinations must be made in compliance with current state statutes.

Step 5: The school will immediately provide written notification to the parent of any student determined to require Tier 2/Tier 3 intervention, and a plan will be created within 45 days of the notification.

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

Step 7: The School Literacy Leadership Team will continue to meet to review Tier 1 literacy data and the Student Intervention Team (SIT) will meet to discuss individual students and their progress monitoring data to make determinations based on the students' response to instruction and intervention. All instruction and intervention will be provided until the identified reading deficiency has been ameliorated.

10. For grades 6-8, what processes and procedures are in place to identify and solve problems to improve the effectiveness of Tier 1 instruction?

School level, grade level, and content area professional learning communities meet to review Tier 1 data, make adjustments to instruction, and identify what Tier 1 remediation and enrichment is necessary based on the data. School administrators are responsible for classroom walkthroughs, focused on monitoring Tier 1 instruction. Following the classroom walkthrough, the school administrator provides constructive and actionable feedback. School Based Literacy Leadership teams meet monthly to review Tier 1 data, provide feedback on plans, and make any necessary adjustments to support grade level and content area teams in their implementation of Tier 1 instruction.

The District Literacy Team analyzes the effectiveness of Tier 1 through multiple data sources including FAST Progress Monitoring 1, 2, and 3, and internal coaching logs. The team meets monthly to problem solve and address areas of concern. The District Literacy team determines next steps in district initiatives to address areas of opportunity to reach 80% proficiency.

11. For grades 6-8, what processes and procedures are in place to identify and solve problems to improve the effectiveness of Tier 2 interventions?

Tier 2 reading interventions require progress monitoring two times per month, utilizing the Acadience progress monitoring most closely aligned to the intervention need. This data is entered into the District Student Data System. School-based Student Intervention Teams review this data monthly, with the expectation that 80% of students will respond positively to Tier 2 interventions.

The District MTSS team analyzes all Tier 2 data quarterly to determine the effectiveness of the intervention materials, professional learning, and support. Data are reviewed annually after FAST Progress Monitoring 3 to determine student growth for students receiving Tier 2 Support.

12. For grades 6-8, what processes and procedures are in place to identify and solve problems to improve the effectiveness of Tier 3 interventions?

Tier 3 reading interventions require progress monitoring two times per week, utilizing the Acadience progress monitoring most closely aligned to the intervention need. This data is entered into the District Student Data System. School based Student Intervention Teams review this data monthly, with the expectation that 80% of students will respond positively to Tier 3 intervention.

The District MTSS team analyzes all Tier 3 data quarterly to determine the effectiveness of the intervention materials, professional learning, and support. Data are reviewed annually after FAST Progress Monitoring 3 to determine student growth for students receiving Tier 3 Support.

Grades 6-8 Decision Tree

Tier 1 (Core) Only

Beginning of Year Data

Students must meet the following criteria at the beginning of the school year:

Beginning of Year Criteria:

All listed criteria can be considered in the problem-solving process for each student; no single data source is relied upon; each can be a factor in addressing the student's instructional and intervention needs.

FAST PM3 Summative Assessment (May 2026) Level 3 or higher, formative and summative assessment (SAVVAS myPerspectives 6-12) 60%, Acadience Benchmark Assessment Beginning of the Year At/Above Benchmark as listed in the chart (Elementary 6), and/or teacher observation data.

Acadience At and Above Benchmark: Reading Composite			
	BOY	MOY	EOY
6 th Elementary	344+	358+	380+

FAST PM3 Level 1's and 2's Corrective Decoding Placement administered:

- Corrective Decoding A: 12-21 errors on Part 1 and more than 2 minutes, 8-40 errors on Part 2
- Corrective Decoding B1: 0-11 errors and more than 2 minutes on Part 1; 0-7 errors on Part 2; 16 or more errors on Part 3; 6-15 errors and more than 2.5 minutes
- Corrective Decoding B2: 6-15 errors and 2.5 minutes or less on Part 3; 0-5 errors and more than 2.5 minutes on Part 3; 9 or more errors on Part 4 or 4-8 errors and more than 1.5 minutes on Part 4.
- Corrective Decoding C: 408 errors and 1.5 or less of Part 4; or 0-3 errors and more than 1 minute 20 seconds on Part 4

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

Triangulation of data for consideration includes: FAST PM3 Level 3, progress monitoring, formative assessment (SAVVAS myPerspectives 6-12) 60%, and teacher observation data supports students' meeting grade level expectation for beginning of the year criteria.

Core Instruction

Indicate the core instructional materials utilized. Add additional rows as needed.

Name of Program	Year of Program Adoption
Grades 6-8: SAVVAS, myPerspectives	Adopted August 2026
ELL 1.0-2.9 English Language Development Courses: VISTA-English Language Development	Adopted August 2024
Tier 1 Supplemental	
Grades 6-8: ELD/ELA Courses in grades 6-12 UFLI Foundations with language supports within the English Language Development class	Supports Phonological Awareness, Phonics for ELL with Oral Language Development of 1.0 -2.9
Grades 7-8: Vocabulary.com	Vocabulary, Language Comprehension

Additional performance criteria that prompt Tier 2 interventions for students not meeting expectations/benchmarks during the school year:

All listed criteria can be considered in the problem-solving process for each student; no single data source is relied upon; each can be a factor in addressing the student's instructional and intervention needs.

FAST Summative Assessment Level 1 or 2 and/or <30th percentile, Acadience Benchmark Assessment Below or Well Below as set by grade level (See chart below), and/or Lexia Level PowerUp is one or more areas in the Foundational Skills range, and/or review of Progress Monitoring Plan data and work samples, formative assessment below 59% (6-10 SAVVAS Perspectives), and/or teacher observation data that indicate below benchmark performance.

If students demonstrate deficits in reading and below benchmark performance, complete the Problem-Solving Protocol and convene a Student Intervention Team meeting to determine the next steps with intervention.

Tier 1 Instruction + Tier 2 Interventions

Beginning of Year Data

Students who meet the following criteria at the beginning of the school year:

All listed criteria can be considered in the problem-solving process for each student; no single data source is relied upon; each can be a factor in addressing the student's instructional and intervention needs.

- FAST PM3 Summative Assessment (May 2026) Level 1 or 2
- Lexia Power Up Foundational Range
- review of Progress Monitoring Plan data and work samples
- Corrective Decoding Placement test to determine foundational skill gaps
- formative assessment below 59% 6-8 SAVVAS Perspectives and/or
- teacher observation data that indicate below benchmark performance.

Acadience Below Benchmark: Reading Composite			
	BOY	MOY	EOY
6 th Elementary	280-343	285-357	324-379

Number of times per week interventions are provided: 3-5 times per week

Number of minutes per intervention session: 15-30 minutes

Course(s) where interventions take place: Intensive Reading

Supplemental Instruction/Interventions

Indicate the evidence-based programs and/or practices used for Tier 2 interventions and how the programs and practices are supported by strong, moderate or promising levels of evidence. Add additional rows as needed.

Name of Program	Grade Level and Reading Component	ESSA Evidence Level or Verbiage (as needed)
Strategic Instruction Model (SIM)	6-8 Intensive Reading Dependent upon Model - Vocabulary, Writing, and Inferencing	Evidence for ESSA: Strong
Lexia PowerUp Lesson Library	6-8 Phonics, Fluency, Vocabulary, Language Comprehension	Lexia PowerUp Literacy: Evidence for ESSA: Promising
Rewards	6-8 Phonics, Fluency, Vocabulary, Language Comprehension	<u>Rewards</u> does not meet strong, moderate, or promising levels of evidence; however, the following WWC Practice Guide Recommendation(s) support the program: <u>Providing Reading Interventions for Students in Grades 4-9</u> . Recommendation 1: Build students' decoding skills so that they can read complex, multisyllabic words (Strong Evidence); and Recommendation 3: Routinely use a set of comprehension-building practices to help students make sense of text (Strong Evidence). These recommendations were built into the program through explicit and systematic instruction in decoding multisyllabic words using a "six-step strategy," direct vocabulary instruction (including explicit teaching of content area vocabulary) and fluency and comprehension instruction through repeated readings, and guided practice. The district will support and monitor implementation of this program by monitoring the district required Tier 2 intervention portfolios of students who receive instruction/intervention with <u>REWARDS</u> , by training Intervention Team Facilitators and MTSS Lead Administrators to train teachers at the school level in utilizing this program, including progress monitoring, with follow up and support from the district's Intervention Coach and MTSS Specialist, when necessary.

Corrective Reading Decoding Requires: Corrective Decoding Placement Assessment	Intensive Reading Course Code	Corrective Reading Decoding does not meet strong, moderate, or promising levels of evidence for secondary students; however, the following WWC Practice Guide Recommendation(s) support the program: <i>Providing Reading Interventions for Students in Grades 4–9</i>, Recommendation 1: Build students' decoding skills so that they can read complex, multisyllabic words (Strong Evidence); and Recommendation 3: Routinely use a set of comprehension-building practices to help students make sense of text (Strong Evidence). These recommendations are embedded within the program through explicit, systematic instruction in phonemic awareness, sound-symbol relationships, word attack skills, decoding strategies, guided oral reading practice, and structured correction procedures designed to increase reading accuracy and fluency. The program also incorporates repeated reading opportunities and teacher-directed instruction to strengthen students' automaticity and support comprehension. The district will support and monitor implementation of this program by monitoring district-required Tier 2 intervention portfolios for students receiving instruction/intervention with Corrective Reading Decoding, training Intervention Team Facilitators and MTSS Lead Administrators to provide school-based professional learning on program implementation and progress monitoring procedures, and providing ongoing coaching and technical assistance from the district's Intervention Coach and MTSS Specialist as needed to ensure fidelity of implementation and student progress.
Equipped for Reading Success	Grades 3-12 Phonological Awareness	Alignment to evidence-based instructional practices: <u>Equipped for Reading Success</u> does not meet strong, moderate, or promising levels of evidence; however, the following WWC Practice Guide Recommendations support the use of the program: <u>Foundational Skills to Support Reading for Understanding in Kindergarten Through 3rd Grade</u>, Recommendation 2: Develop awareness of the segments of sounds in speech and how they link to letters (Strong Evidence); Recommendation 3: Teach students to decode words, analyze word parts, and write and recognize words (Strong Evidence), and <u>Providing Reading Interventions for Students in Grades 4–9</u>, Recommendation 1: Build students' decoding skills so that they can read complex, multisyllabic words (Strong Evidence). Further information about this recommendation within the practice guide supports the instruction at the phoneme level as a component of this recommendation. This recommendation was built into the program by comprehensive and sequential instruction in phonemic awareness and fluent word recognition. The district will support and monitor the implementation of this program by training Intervention Team Facilitators and MTSS Lead Administrators to train teachers at the school level in utilizing this program, including progress monitoring, with follow up and support from the district's Intervention Coach and MTSS Specialist, when necessary..
Indicate the evidence-based programs and/or practices implemented for students with a disability, students with an IEP and students who are English language learners, if <u>used instead of or in addition to</u> programs above. Add additional rows as needed.		
Name of Program	ESSA Evidence Level Verbiage (as needed)	
CEEDAR Center Evidence Based Practices for English Learners Add visuals or comprehensible input support to any of the above programs to make it most appropriate to their language level needs.	CEEDAR Center Evidence Based Practices for English Learners <u>Providing visuals and In Comprehensible Input Practices</u> do not meet strong, moderate, or promising levels of evidence; however, the following WWC Practice Guide 6: Assisting Students Struggling with Reading, Recommendation 4: Provide appropriate interventions for English Learners who need support beyond Tier 1 instruction. This includes providing accommodations during interventions, such as "using visuals and gestures, building background knowledge, and clarifying meaning of words". The district will support and monitor implementation of this program by monitoring the district required Tier 2 intervention portfolios of students who receive instruction/intervention with, by training Intervention Team Facilitators and MTSS Lead Administrators to train teachers at the school level in utilizing this program, including progress monitoring, with follow up and support from the district's Intervention Coach and MTSS Specialist, when necessary.	

Additional performance criteria that prompt Tier 3 interventions for students not meeting expectations/benchmarks during the school year:

- Progress monitoring indicates unsatisfactory progress (including review of Tier 2 intervention portfolio data and work samples); and/or
- formative assessments below 40% SAVVAS Perspectives; and/or
- Intensive Reading Course Mastery Assessments below 85%
- teacher observation data that indicate well below benchmark performance

Tier 1 Instruction + Tier 2 Interventions + Tier 3 Intensive Interventions

Beginning of Year Data

Students who meet the following criteria at the beginning of the school year:

All listed criteria can be considered in the problem-solving process for each student; no single data source is relied upon; each can be a factor in addressing the student's instructional and intervention needs.

- FAST PM3 Summative Assessment (May 2026) Level 1 <20th percentile)
- Review Tier 2 data and student work samples)
- formative assessment, and/or
- teacher observation data that indicates well below benchmark performance

Acadience Well Below: Reading Composite			
	BOY	MOY	EOY
6 th Elementary	0-279	0-284	0-284

Number of times per week interventions are provided: 4-5 times per week

Number of minutes per intervention session: 30 minutes per session

Course(s) where interventions take place: Intensive Reading class with 12 students or less, intervention provided in small group of 1-3

Intensive, Individualized Instruction/Interventions

Indicate the evidence-based programs and/or practices used for Tier 3 interventions and how the programs and practices are supported by strong, moderate or promising levels of evidence. Add additional rows as needed.

Name of Program	Grade Level and Reading Component	ESSA Evidence Level
Corrective Reading Decoding Requires: Corrective Decoding Placement Assessment	Grades 6-8 Phonics and fluency	Corrective Reading Decoding does not meet strong, moderate, or promising levels of evidence for secondary students; however, the following WWC Practice Guide Recommendation(s) support the program: <i>Providing Reading Interventions for Students in Grades 4–9</i>, Recommendation 1: Build students' decoding skills so that they can read complex, multisyllabic words (Strong Evidence); and Recommendation 3: Routinely use a set of comprehension-building practices to help students make sense of text (Strong Evidence). These recommendations are embedded within the program through explicit, systematic instruction in phonemic awareness, sound-symbol relationships, word attack skills, decoding strategies, guided oral reading practice, and structured correction procedures designed to increase reading accuracy and fluency. The program also incorporates repeated reading opportunities and teacher-directed instruction to strengthen students' automaticity and support comprehension. The district will support and monitor implementation of this program by monitoring district-required Tier 2 intervention portfolios for students receiving instruction/intervention with Corrective Reading Decoding, training Intervention Team Facilitators and MTSS Lead Administrators to provide school-based professional learning on program implementation and progress monitoring procedures, and providing ongoing coaching and technical assistance from the district's Intervention Coach and MTSS Specialist as needed to ensure fidelity of implementation and student progress.

Corrective Reading Comprehension	Grades 6-8 Oral Language, Vocabulary, Language Comprehension	WWC: Corrective Reading: Tier 3 Promising
Wilson Reading System Requires: Wilson Assessment of Decoding and Encoding (WADE) program placement assessment AND Word Identification and Spelling Test (WIST)	Grades 6-8 Oral Language, Phonological Awareness, Phonics, Vocabulary, Language Comprehension Wilson Reading System Tier 3 Intervention requires district support through an individualized plan specific to the student needs. Please submit a MTSS Service and Support Form to request district support.	Wilson Reading System: Tier 3 Promising
Indicate the evidence-based programs and/or practices implemented for students with a disability, students with an IEP and students who are English language learners, if <u>used instead of or in addition to</u> programs above. Add additional rows as needed.		
Name of Program	Verbiage (as needed)	
CEEDAR Center Evidence-Based Practices for English Learners Add visuals or comprehensible input support to any of the above programs to make it most appropriate to their language level needs.	CEEDAR Center Evidence-Based Practices for English Learners <u>Providing visuals and In Comprehensible Input Practices</u> ds not meet strong, moderate, or promising levels of evidence; however, the following WWC Practice Guide 6: Assisting Students Struggling with Reading, Recommendation 4: Provide appropriate interventions for English Learners who need support beyond Tier 1 instruction. This includes providing accommodations during interventions, such as "using visuals and gestures, building background knowledge, and clarifying meaning of words". The district will support and monitor implementation of this program by monitoring the district required Tier 2 intervention portfolios of students who receive instruction/intervention with, by training Intervention Team Facilitators and MTSS Lead Administrators to train teachers at the school level in utilizing this program, including progress monitoring, with follow up and support from the district's Intervention Coach and MTSS Specialist, when necessary.	

Grades 9-12

13. Grades 9-12 Assessments

FAST

Name of the Assessment	Target Audience (Grades 9-12)	What component of reading is assessed?	Assessment Type	How often is the data collected?
FAST ELA Reading	☒ Grade 9 ☒ Grade 10	☒ Vocabulary ☒ Comprehension	☒ Screening ☒ Progress Monitoring ☒ Summative	☒ 3 x Year

Indicate in the chart below the assessment(s) used to guide instructional decision-making for grades 9-12 students. Add additional rows as needed.

Additional Assessment(s)

Name of the Assessment	Target Audience (Grades 9-12) (Select all that apply.)	What component of reading is assessed? (Select all that apply.)	Assessment Type (Select all that apply.)	How often is the data collected?
Acadience Progress Monitoring, at the intervention level, for students who have a PMP, Tier 2, and/or Tier 3 reading intervention plan	☒ Grade 9 ☒ Grade 10 ☐ All Students ☒ Select Students	☐ 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, as determined by intervention plan
Informal Decoding Inventory	☒ Grade 9 ☒ Grade 10 ☐ All Students ☒ Select Students	☐ 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
Phonological Awareness Screening Test (PAST)	☒ Grade 9 ☒ Grade 10 ☐ All Students ☒ Select Students	☐ 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

14. Describe the district's process (e.g., MTSS) for identifying grades 9-12 students in need of Tier 2/Tier 3 interventions.

Students in grades 9-12 identified by the FAST Progress Monitoring 3 assessment as scoring a level 1 or 2, may be enrolled in Intensive Reading course based on data factors described in the decision tree. Students are screened using the Corrective Reading Decoding assessment and scheduled into the course best matched to meet the learning needs of the student. The Corrective Reading Decoding (A-C) or Lexia assigned course is designed to provide foundational,

fluency, and comprehension skills interventions at their most foundational level of need. Students' progress through the levels of decoding instruction to offer a more personalized approach to ensure each student receives the necessary support to ameliorate his or her reading gaps and increase academic success. Once decoding gaps are closed, students will receive explicit instruction in specific strategies for reading comprehension. Master scheduling differs on each campus, however, providing intervention is mandatory for all identified students, whether through this course or an alternative model. Students are monitored through the School Literacy Leadership Team and District Literacy Team progress monitoring systems in collaboration with teachers and school staff. If a student does not demonstrate increased mastery of fundamental reading skills, a problem-solving protocol will be completed, and additional interventions will be provided.

14a. Describe the district's process (e.g., Multi-Tiered System of Supports (MTSS)) for identifying secondary students in need of Tier 2/Tier 3 interventions.

Step 1: Clay County District Schools will implement the Coordinated Screening and Progress Monitoring (CSPM) Program known as Florida's Assessment of Student Thinking (FAST). Acadience screeners will be administered as needed to assist in the triangulation of data.

Step 2: Each School Literacy Leadership Team will analyze assessment data, including those listed below to determine the effectiveness of their Tier 1 literacy instruction and to identify students who are performing at the lowest achievement level/benchmark.

Step 3: Strengthening Tier 1 and Identifying Individual Needs

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

Once initial EBRI is provided, the School Literacy Leadership Team will meet again to determine students' response to Tier 1 instruction and intervention. The team will formulate the next steps in alignment with the B.E.S.T. 6-12 Foundational Reading Intervention Standards and the individual needs of the identified students.

Step 4: If it is determined that a student demonstrates characteristics of dyslexia or meets criteria for reading intervention, a diagnostic assessment must be administered to identify the most foundational area(s) of deficit and need. Using the Comprehensive Evidence-Based Reading Plan Decision Trees as a guide, an instructional and intervention plan will be created to provide more individualized and frequent instruction and intervention to include explicit, systematic, and multisensory reading interventions. All determinations must be made in compliance with current state statutes.

Step 5: The school will immediately provide written notification to the parent of any student determined to require Tier 2/Tier 3 intervention, and a plan will be created within 45 days of the notification.

Step 6: Instruction and intervention will be implemented and progress monitored in alignment with Comprehensive Evidence-Based Reading Plan Decision Trees and any individualized reading intervention plan. After initial notification, the school will communicate to the parent through monthly updates of the student's progress in response to the intensive interventions and support. Such communications must be in writing and must explain any additional interventions or supports that will be implemented to accelerate the student's progress if the interventions and supports already being implemented have not resulted in improvement. Adequate progress and response to intervention is determined through review of progress monitoring data (Acadience Progress Monitoring probes and intervention specific mastery assessments). If progress monitoring data indicate that the student is not making expected and adequate progress toward grade level proficiency, the intervention plan is modified through the addition of more intensive intervention and/or increasing frequency/duration.

Step 7: The School Literacy Leadership Team will continue to meet to review Tier 1 literacy data and the Student Intervention Team (SIT) will meet to discuss individual students and their progress monitoring data to make determinations based on the students' response to instruction and intervention. All instruction and intervention will be provided until the identified reading deficiency has been ameliorated.

15. For grades 9-12, what processes and procedures are in place to identify and solve problems to improve effectiveness of Tier 1 instruction?

School level, grade level, and content area professional learning communities meet to review Tier 1 data, make adjustments to instruction, and identify what Tier 1 remediation and enrichment is necessary based on the data. School administrators are responsible for classroom walkthroughs, focused on monitoring Tier 1 instruction. Following the classroom walkthrough, the school administrator provides constructive and actionable feedback. School Problem Solving Teams meet monthly to review Tier 1 data, provide feedback on plans, and make any necessary adjustments to support grade level and content area teams in their implementation of Tier 1 instruction.

The District Literacy Team analyzes the effectiveness of Tier 1 through multiple data sources including FAST Progress Monitoring 1, 2, and 3, and internal coaching logs. The team meets monthly to problem solve and address areas of concern. The District Literacy team determines next steps in district initiatives to address areas of opportunity to reach 80% proficiency.

16. For grades 9-12, what processes and procedures are in place to identify and solve problems to improve effectiveness of Tier 2 interventions?

Tier 2 reading interventions require progress monitoring two times per month, utilizing the Acadience progress monitoring most closely aligned to the intervention need. This data is entered into the District Student Data System. School-based Student Intervention Teams review this data monthly, with the expectation that 80% of students will respond positively to Tier 2 interventions.

The District MTSS team analyzes all Tier 2 data quarterly to determine the effectiveness of the intervention materials, professional learning, and support. Data are reviewed annually after FAST Progress Monitoring 3 to determine student growth for students receiving Tier 2 Support.

17. For grades 9-12, what processes and procedures are in place to identify and solve problems to improve effectiveness of Tier 3 interventions?

Tier 3 reading interventions require progress monitoring two times per week, utilizing the Acadience progress monitoring most closely aligned to the intervention need. This data is entered into the District Student Data System. School based Student Intervention Teams review this data monthly, with the expectation that 80% of students will respond positively to Tier 3 intervention.

The District MTSS team analyzes all Tier 3 data quarterly to determine the effectiveness of the intervention materials, professional learning, and support. Data are reviewed annually after FAST Progress Monitoring 3 to determine student growth for students receiving Tier 3 Support.

Grades 9-12 Decision Tree
Tier 1 (Core) Only
Beginning of Year Data
Students must meet the following criteria at the beginning of the school year: (Enter assessment criteria that will be used.) Beginning of Year Criteria All listed criteria can be considered in the problem-solving process for each student; no single data source is relied upon; each can be a factor in addressing the student's instructional and intervention needs. FAST PM3 Summative Assessment (May 2026) Level 3 or higher, formative assessment SAVVAS Perspectives 60%,

and/or teacher observation data.

FAST PM3 Level 1's and 2's Corrective Decoding Placement administered:

- Corrective Decoding A: 12-21 errors on Part 1 and more than 2 minutes, 8-40 errors on Part 2
- Corrective Decoding B1: 0-11 errors and more than 2 minutes on Part 1; 0-7 errors on Part 2; 16 or more errors on Part 3; 6-15 errors and more than 2.5 minutes
- Corrective Decoding B2: 6-15 errors and 2.5 minutes or less on Part 3; 0-5 errors and more than 2.5 minutes on Part 3; 9 or more errors on Part 4 or 4-8 errors and more than 1.5 minutes on Part 4.
- Corrective Decoding C: 408 errors and 1.5 or less of Part 4; or 0-3 errors and more than 1 minute 20 seconds on Part 4

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

School-based Leadership Team Reviews data at each Progress Monitoring assessment time frame.

Grade-level PLCs analyze student data through item analysis of common assessments

Teacher professional learning

Core Instruction

Indicate the core instructional materials utilized. Add additional rows as needed.

Name of Program	Year of Program Adoption
Grades 6-12: SAVVAS, myPerspectives	Adopted August 2026
ELL 1.0-2.9 English Language Development Courses: VISTA-English Language Development	Adopted August 2024
Tier 1 Supplemental Materials	
Grades 6-12: ELD/ELA Courses in grades 6-12 UFLI Foundations with language supports within the English Language Development class	Supports Phonological Awareness, Phonics for ELL with Oral Language Development of 1.0 -2.9
Grades 7-12: Vocabulary.com	Vocabulary, Language Comprehension

Additional performance criteria that prompt Tier 2 interventions for students not meeting expectations/ benchmarks during the school year:

All listed criteria can be considered in the problem-solving process for each student; no single data source is relied upon; each can be a factor in addressing the student's instructional and intervention needs.

- FAST PM 1 or 2 or <30th percentile;
- Corrective Decoding Mastery Assessments
- Lexia PowerUp Level any instructional level falls within the Foundational Level with little growth throughout the school year.
- progress monitoring data indicates unsatisfactory progress (including review of Tier 2 intervention portfolio data and work samples);
- formative assessments below 40% 6-10 SAVVAS myPerspectives; and/or
- teacher observation data that indicate well below benchmark performance

Tier 1 Instruction + Tier 2 Interventions

Beginning of Year Data

Students who meet the following criteria at the beginning of the school year:

All listed criteria can be considered in the problem-solving process for each student; no single data source is relied upon; each can be a factor in addressing the student's instructional and intervention needs.

- FAST PM3 Summative Assessment (May 2026) Level 1 or 2 or 30th percentile
- Lexia PowerUp One or More categories in the Foundational Range
- Acadience Benchmark Assessment (utilize EOY Grade 8)
- review of Progress Monitoring Plan data and work samples
- Corrective Decoding Placement test to determine foundational skill gaps
- formative assessment below 59% 6-8 SAVVAS Perspectives and/or
- teacher observation data that indicate below benchmark performance.

Number of times per week interventions are provided: 3-5 times per week

Number of minutes per intervention session: 15-30 min Course(s) where interventions take place: Intensive Reading		
Supplemental Instruction/Interventions Indicate the evidence-based programs and/or practices used for Tier 2 interventions and how the programs and practices are supported by strong, moderate or promising levels of evidence. Add additional rows as needed.		
Name of Program	Grade Level and Reading Component	ESSA Evidence Level or Verbiage (as needed)
Corrective Reading Decoding Requires: Corrective Decoding Placement Assessment	Grades 9-12 Phonics and fluency	Corrective Reading Decoding does not meet strong, moderate, or promising levels of evidence for secondary students; however, the following WWC Practice Guide Recommendation supports the use of the program: <i>Providing Reading Interventions for Students in Grades 4–9</i>, Recommendation 1: Build students’ decoding skills so that they can read complex, multisyllabic words (Strong Evidence). This recommendation is embedded within the program through explicit, systematic instruction in phonemic awareness, sound-symbol relationships, word attack skills, decoding strategies, guided oral reading practice, and structured correction procedures designed to increase reading accuracy and fluency. The program also incorporates repeated reading opportunities and teacher-directed instruction to strengthen students’ automaticity and support comprehension. The district will support and monitor implementation of this program by monitoring district-required Tier 2 intervention portfolios for students receiving instruction/intervention with Corrective Reading Decoding, training Intervention Team Facilitators and MTSS Lead Administrators to provide school-based professional learning on program implementation and progress monitoring procedures, and providing ongoing coaching and technical assistance from the district’s Intervention Coach and MTSS Specialist as needed to ensure
Grades 11-12-<i>ChalkTalk</i>	11-12 Intensive Reading Vocabulary, Language Comprehension	<i>ChalkTalk</i> does not meet strong, moderate, or promising levels of evidence; however, the following WWC Practice Guide Recommendations support the use of this program: : <u>Providing Reading Interventions for Students in Grades 4-9</u>, Recommendation 1: Build students’ decoding skills so that they can read complex, multisyllabic words (Strong Evidence); and Recommendation 3: Routinely use a set of comprehension-building practices to help students make sense of text (Strong Evidence). These recommendations were built into the program through explicit and systematic instruction in decoding and encoding multi-syllabic strategy instruction, direct vocabulary instruction (including explicit teaching of derivations and cross-disciplinary academic words) and fluency and comprehension instruction through summarizing (concise-gist instruction) and strategies to analyze question/text relationships.. The district will support and monitor implementation of this program by monitoring the district required Tier 2 intervention portfolios of students who receive instruction/intervention with <u>REWARDS</u>, by training Intervention Team Facilitators and MTSS Lead Administrators to train teachers at the school level in utilizing this program, including progress monitoring, with follow up and support from the district’s Intervention Coach and MTSS Specialist, when necessary.
Strategic Instruction Model (SIM)	9-12 Intensive Reading Dependent upon Model - Vocabulary, Writing, and Inferencing	Tier 1: Strong Evidence
Spelling Mastery Levels A-F	Companion to Corrective Reading Decoding	Spelling Mastery: Tier 3 Promising This curriculum is designed to be paired with Corrective Decoding if Tier 3 is warranted.
Equipped for Reading Success	Grades 9-12 Phonological Awareness	Alignment to evidence-based instructional practices: <u>Equipped for Reading Success</u> does not meet strong, moderate, or promising levels of evidence; however, the following WWC Practice Guide Recommendations support the use of the program: <u>Foundational Skills to Support Reading for Understanding in</u>

		<u>Kindergarten Through 3rd Grade</u>, Recommendation 2: Develop awareness of the segments of sounds in speech and how they link to letters (Strong Evidence); Recommendation 3: Teach students to decode words, analyze word parts, and write and recognize words (Strong Evidence), and <u>Providing Reading Interventions for Students in Grades 4-9</u>, Recommendation 1: Build students' decoding skills so that they can read complex, multisyllabic words (Strong Evidence). Further information about this recommendation within the practice guide supports the instruction at the phoneme level as a component of this recommendation. This recommendation was built into the program by comprehensive and sequential instruction in phonemic awareness and fluent word recognition. The district will support and monitor the implementation of this program by training Intervention Team Facilitators and MTSS Lead Administrators to train teachers at the school level in utilizing this program, including progress monitoring, with follow up and support from the district's Intervention Coach and MTSS Specialist, when necessary..
--	--	--

Indicate the evidence-based programs and/or practices implemented for students with a disability, students with an IEP and students who are English language learners, if used instead of or in addition to programs above. Add additional rows as needed.

Name of Program	ESSA Evidence Level	Verbiage (as needed)
CEEDAR Center Evidence Based Practices for English Learners Add visuals or comprehensible input support to any of the above programs to make it most appropriate to their language level needs.		CEEDAR Center Evidence Based Practices for English Learners <u>Providing visuals and In Comprehensible Input Practices</u> do not meet strong, moderate, or promising levels of evidence; however, the following WWC Practice Guide 6: Assisting Students Struggling with Reading, Recommendation 4: Provide appropriate interventions for English Learners who need support beyond Tier 1 instruction. This includes providing accommodations during interventions, such as "using visuals and gestures, building background knowledge, and clarifying meaning of words". The district will support and monitor implementation of this program by monitoring the district required Tier 2 intervention portfolios of students who receive instruction/intervention with, by training Intervention Team Facilitators and MTSS Lead Administrators to train teachers at the school level in utilizing this program, including progress monitoring, with follow up and support from the district's Intervention Coach and MTSS Specialist, when necessary.

Additional performance criteria that prompt Tier 3 interventions for students not meeting expectations/benchmarks during the school year:

All listed criteria can be considered in the problem-solving process for each student; no single data source is relied upon; each can be a factor in addressing the student's instructional and intervention needs.

- FAST PM 1 or 2 or <20th percentile; and/or
- Lexia PowerUp Level any instructional level falls within the Foundational Level with little growth throughout the school year.
- progress monitoring indicates unsatisfactory progress (including review of Tier 2 intervention portfolio data and work samples); and/or
- formative assessments below 40% 6-10 SAVVAS myPerspectives; and/or Corrective Decoding Mastery Tests where the student does not make a passing score (Mastery is 85% or better)
- teacher observation data that indicate well below benchmark performance

Tier 1 Instruction + Tier 2 Interventions + Tier 3 Intensive Interventions
Beginning of Year Data
Students who meet the following criteria at the beginning of the school year: All listed criteria can be considered in the problem-solving process for each student; no single data source is relied upon; each can be a factor in addressing the student's instructional and intervention needs. • FAST PM3 Summative Assessment (May 2026) Level 1 • Corrective Decoding Screening • progress monitoring (including review Tier 2 data and student work samples)

- formative assessment, and/or
- teacher observation data that indicates well below benchmark performance

Number of times per week interventions are provided: 4-5 times per week

Number of minutes per intervention session: 30

Course(s) where interventions take place: Intensive Reading class with 12 students or less, intervention provided in small group of 1-3

Intensive, Individualized Instruction/Interventions

Indicate the evidence-based programs and/or practices used for Tier 3 interventions and how the programs and practices are supported by strong, moderate or promising levels of evidence. Add additional rows as needed.

Name of Program	Grade Level and Reading Component	ESSA Evidence Level Or Verbiage (as needed)
Wilson Reading System Requires: Wilson Assessment of Decoding and Encoding (WADE) program placement assessment AND Word Identification and Spelling Test (WIST)	Grades 9-12 Oral Language, Phonological Awareness, Phonics, Vocabulary, Language Comprehension Wilson Reading System Tier 3 Intervention requires district support through an individualized plan specific to the student needs. Please submit a MTSS Service and Support Form to request district support.	Tier 3 Promising
Corrective Reading Decoding Requires: Corrective Decoding Placement Assessment	Grades 9-12 Phonics and fluency	Corrective Reading Decoding does not meet strong, moderate, or promising levels of evidence for secondary students; however, the following WWC Practice Guide Recommendation supports the use of the program: <i>Providing Reading Interventions for Students in Grades 4–9</i>, Recommendation 1: Build students' decoding skills so that they can read complex, multisyllabic words (Strong Evidence). This recommendation is embedded within the program through explicit, systematic instruction in phonemic awareness, sound-symbol relationships, word attack skills, decoding strategies, guided oral reading practice, and structured correction procedures designed to increase reading accuracy and fluency. The program also incorporates repeated reading opportunities and teacher-directed instruction to strengthen students' automaticity and support comprehension. The district will support and monitor implementation of this program by monitoring district-required Tier 2 intervention portfolios for students receiving instruction/intervention with Corrective Reading Decoding, training Intervention Team Facilitators and MTSS Lead Administrators to provide school-based professional learning on program implementation and progress monitoring procedures, and providing ongoing coaching and technical assistance from the district's Intervention Coach and MTSS Specialist as needed to ensure fidelity of implementation and student progress.

Corrective Reading Language Comprehension	Grades 9-12 Oral Language, Vocabulary, Language Comprehension	Corrective Reading Comprehension does not meet strong, moderate, or promising levels of evidence for secondary students; however, the following WWC Practice Guide Recommendation supports the use of the program: <i>Providing Reading Interventions for Students in Grades 4–9</i>, Recommendation 3: Routinely use a set of comprehension-building practices to help students make sense of text (Strong Evidence). This recommendation is embedded within the program through explicit, systematic instruction, repeated reading opportunities, and teacher-directed instruction to strengthen students' automaticity and support comprehension. The district will support and monitor implementation of this program by monitoring district-required Tier 2 intervention portfolios for students receiving instruction/intervention with Corrective Reading Decoding, training Intervention Team Facilitators and MTSS Lead Administrators to provide school-based professional learning on program implementation and progress monitoring procedures, and providing ongoing coaching and technical assistance from the district's Intervention Coach and MTSS Specialist as needed to ensure fidelity of implementation and student progress.
Indicate the evidence-based programs and/or practices implemented for students with a disability, students with an IEP and students who are English language learners, if <u>used instead of or in addition to</u> programs above. Add additional rows as needed.		
Name of Program		ESSA Evidence Level OR Verbiage (as needed)
CEEDAR Center Evidence-Based Practices for English Learners Add visuals or comprehensible input support to any of the above programs to make it most appropriate to their language level needs.	CEEDAR Center Evidence-Based Practices for English Learners <u>Providing visuals and In Comprehensible Input Practices</u> ds not meet strong, moderate, or promising levels of evidence; however, the following WWC Practice Guide 6: Assisting Students Struggling with Reading, Recommendation 4: Provide appropriate interventions for English Learners who need support beyond Tier 1 instruction. This includes providing accommodations during interventions, such as "using visuals and gestures, building background knowledge, and clarifying meaning of words". The district will support and monitor implementation of this program by monitoring the district required Tier 2 intervention portfolios of students who receive instruction/intervention with, by training Intervention Team Facilitators and MTSS Lead Administrators to train teachers at the school level in utilizing this program, including progress monitoring, with follow up and support from the district's Intervention Coach and MTSS Specialist, when necessary.	

5) Professional Learning ([Rule 6A-6.053\(9\)\(b\)3.g.—k., 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 FAFP 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.

Provide the Name of Professional Learning, Target Audience and Description. Add additional rows as needed.

Name of Professional Learning	Target Audience	Description
Clay County's FCRR Literacy Matrix for Reading Endorsement	K-12 Teachers Seeking Reading Endorsement	The Florida Center for Reading Research at Florida State University has developed the <i>Reading Foundations and Evidence-Based Instructional Practices Pathway</i> 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 Clay County. Competency 1 AND Competency 2 may count toward the 40-hour reading renewal requirement.
Literacy for Leaders	Clay Administrators	School and district leaders receive information and professional learning opportunities throughout the school year starting with Summer Leadership. At Summer Leadership the district's Comprehensive Evidence-Based Reading Plan is reviewed and the implementation plan discussed. Specific training is offered in regards to best practices in analyzing Tier 1, Tier 2, Tier 3 outcomes for school, grade levels, and students. Administrators receive updates weekly through the SWB and monthly via virtual meetings. Specific trainings are offered throughout the year at monthly administrator trainings or in stand-alone sessions by topic.
Clay County's FCRR Literacy Coaching Endorsement	Title I Coaches, RAISE school representative, and Intervention Team Facilitators	The Florida Center for Reading Research, in collaboration with the Florida Department of Education, has developed coursework to meet the domains and standards of the Florida Literacy Coach Endorsement. The coursework provides an opportunity for coaches to improve their coaching knowledge and skills by engaging in reading, analyzing videos, participating in activities related to the standards with others in the course, and developing culminating projects for each module to demonstrate their growing knowledge and abilities. The <i>Florida Literacy Coach Endorsement Professional Learning Series</i> is comprehensive and intended to be completed in its entirety to successfully earn the Florida Literacy Coach Endorsement. The content is designed to be delivered face-to-face by a trained and certified Clay Literacy Team member.
Learning Through Play	VPK-PreK	Discover how purposeful play supports learning and development in VPK classrooms! This professional learning session explores strategies to integrate play into daily instruction, helping children build critical thinking, language, and social-emotional skills while meeting Florida Early Learning and Development Standards.

Early Mathematics for Early Learners	VPK-PreK + ESE Teachers	This session focuses on building strong early mathematics instruction aligned to the Florida Early Learning and Developmental Standards: 4 Years Old to Kindergarten. Participants will learn practical strategies for integrating math concepts throughout the daily classroom environment using developmentally appropriate practices while also supporting the development of oral language, mathematical vocabulary, and meaningful classroom conversations. The four-module series includes: ● Number Sense ● Number and Operations ● Patterns and Measurement ● Geometry and Spatial Relations Through interactive activities, classroom videos, and real-world examples from Florida early learning programs, participants will explore effective instructional practices, the use of mathematical language, and strategies to strengthen children’s communication, problem-solving, and mathematical thinking skills throughout the learning day.
Emergent Literacy Quarterly Cohorts	VPK-PreK	Enhance your teaching practice by joining a VPK Professional Learning Cohort! These cohorts bring educators together for ongoing collaboration, professional development, and hands-on learning. Participants will explore the Florida Early Learning and Development Standards through the Frog Street curriculum, with a special focus on building a strong foundation in emergent literacy. Educators will deepen their understanding of developmentally appropriate practices and inclusive strategies using Universal Design for Learning (UDL) principles. Through coaching, workshops, and shared experiences, teachers will develop effective strategies to support young children's growth, learning, and long-term success in VPK classrooms.
Summer Literacy Learning	Grades K-5 ELA Teachers + ESE Teachers	This annual professional learning opportunity is designed as a full day session with multiple session opportunities. This year sessions will include ½ day Benchmark Advance @2026 (for teachers new to this curriculum), multisensory phonics instruction, analyzing assessment data, and B.E.S.T. writing strategies.
K-5 Grade Level Cohorts per grade	Quarters 1-3	Each 9 weeks professional learning is provided to 2 teachers per school, per grade level in a train-the-trainer model. This year’s sessions will include responding to data plus grade level specific training based on feedback, data, and trends. Topics will include instructional strategies that increase capacity in the 5 Practice Profiles to integrate instruction in the 6 components of reading.
Summer Training	6-12 ELA Teachers	ELA teachers in grades 6-12 will be offered the opportunity to attend multiple half day learning sessions during the summer: A. 6-12 ELA: Exploring New SAVVAS Resources B. 6-12 ELA: Launch into the New ELA Curriculum Guides
Middle School ELA Cohort	Grades 6-8 ELA Teachers	English Language Arts (ELA) teachers in grades 6–8 will participate in quarterly professional learning sessions focused on evidence-based instructional practices.. These sessions will address key areas including: explicit vocabulary instruction, targeted benchmark instruction, alignment of classroom tasks to grade-level benchmarks, data-driven instructional

		decision-making, and explicit writing instruction grounded in the six principles of <i>The Writing Revolution</i> by Hochman and Wexler.
High School ELA Cohort	Grades 9-12 ELA Teachers	English Language Arts (ELA) teachers in grades 9-12 will participate in quarterly professional learning sessions focused on evidence-based instructional practices. These sessions will address key areas including: explicit vocabulary instruction, targeted benchmark instruction, alignment of classroom tasks to grade-level benchmarks, data-driven instructional decision-making, and explicit writing instruction grounded in the six principles of <i>The Writing Revolution</i> by Hochman and Wexler.
B.E.S.T. Practices in Intensive Reading and Collaboration	7-12 Intensive Reading Teachers	These sessions are designed for secondary Intensive Reading teachers to refine our delivery of direct, explicit, and engaging instruction of our curricula. The purpose of these sessions is to move beyond implementation and enrich our understanding of the science of reading and add engaging strategies that are being leveraged by our colleagues and educators outside of our district to increase the efficacy of our instructional practices.
School-Based Literacy Teacher Leaders	School Based ITF's and Literacy Coaches	Five sessions throughout the year designed to build school based coach/ITF capacity around the science of reading and Tiered Progress Monitoring.

Instructional Personnel and Certified PreK Teachers

Describe how professional learning is provided to help instructional personnel and certified PreK teachers funded in the FEPF earn a certification, a credential or credentials, an endorsement or an advanced degree in scientifically researched and evidence-based reading instruction.

District-wide Professional Learning opportunities are coordinated by the reading department and are facilitated by district specialists and coaches. This includes training to help teachers integrate phonemic awareness, phonics, word study and spelling, fluency, vocabulary, and text comprehension strategies into an explicit, systematic, and sequential approach to reading instruction, including multisensory intervention strategies. The PL opportunities are designed to meet the requirements of s. 1012.585(3)(f). Teachers are notified of these opportunities via flyers and Google Classroom announcements and can register for the PL in Elevate, the district's professional learning tracking system. These sessions currently include: Reading Competency Courses through UF Flamingo; Corrective Reading and Spelling Through Morphographs DL Course; BEES Portal courses: Facilitated-- Exploring Structured Literacy, Differentiating Reading Instruction, Self-Paced, Independent-Reading Difficulties, Disabilities and Dyslexia, Structured Literacy through a Multi-Sensory Approach) Developmental Literacy, Literacy Micro-Credentials, and Leveraging Lexia PowerUp for Data-Driven Lesson Planning focused on Florida's B.E.S.T. Benchmarks for Reading.

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

PreK/VPK professional learning opportunities focused on the Florida Early Learning and Developmental Standards, early literacy, and evidence-based reading practices are offered at both the district and school levels. Professional learning sessions are designed to support teachers in implementing developmentally appropriate literacy instruction that strengthens oral language, phonological awareness, vocabulary development, comprehension, and early writing skills.

District collaborative planning sessions are provided throughout the school year and align with the district's adopted PreK/VPK curriculum and instructional expectations. Additional district and school-based training support teachers

in the effective use of supplemental instructional resources, FAST Star Early Literacy data, differentiated instruction, and targeted interventions to meet the individual needs of young learners.

Differentiated Professional Learning

Describe how professional learning is differentiated and intensified for teachers based on progress monitoring data.

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

7 schools have been identified for more intensive support in foundational skills K-2. These schools are implementing Foundations for foundational skills instruction. The district provides training and support as schools implement this curriculum. Additional support is provided to assist school-based coaches in monitoring and supporting instruction.

Mentor Teachers

Describe how mentor teachers are identified and how model classrooms are established and utilized within the school.

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

The K-12 District Literacy Team identifies additional model classrooms across the district through an analysis of walkthrough, disaggregated data, and administrator input. The identified model teachers may be utilized for classroom visits from other teachers within the district.

Professional Learning Time

Describe how time is provided for teachers to meet weekly for professional learning.

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

6) Tutoring Programs to Accelerate Literacy Learning ([Rule 6A-6.053\(9\)\(b\)3.b., F.A.C.](#))

Describe any tutoring programs available within your district and include targeted grade levels (e.g., Reading Achievement Initiative for Scholastic Excellence (RAISE) High School Tutoring). Add additional rows as needed.

Name of Tutoring Program	Target Audience	Description
SAI (Supplemental Academic Instruction)	K-5	The district establishes a tutoring program for students who have reading deficiencies with funding provided through SAI (Supplemental Academic Instruction) findings or as funds become available. The district utilizes evidence-based materials included in our Decision Tree for before or after-school tutoring based on individual student needs through additional screenings. Schools develop a data-driven plan that identifies specific students, screenings to determine needs, and evidence-based materials that will be used for instruction. Materials include: <i>The Phonemic Recognition Instruction Delivering Empowerment</i> (P.R.I.D.E.) <i>Orton-Gillingham Program</i>—PAR (Green) Level; Black Grades 4-5 non-Summer Reading Camp students. The P.R.I.D.E. <i>Orton-Gillingham Program</i> is based on scientific research and years of Orton-Gillingham training and teaching experience at P.R.I.D.E. <i>Orton-Gillingham Program</i> Learning Center. P.R.I.D.E. <i>Orton-Gillingham Program</i> Learning Center is world-renowned for its work with students struggling with their reading and spelling due to common language difficulties such as dyslexia, auditory and visual processing disorders, speech deficits, and other learning differences. <i>Spelling Through Morphographs</i> Grades 4-6
RAISE School K-2 Tutoring	K-2	RAISE schools as identified through May, Progress Monitoring 3 outcomes, receive additional funds to prioritize K-2 students with the intention to ameliorate gaps prior to third grade. Screeners will be utilized to determine students' most foundational reading component to begin with a tutoring focus to close gaps. Materials include: <i>Heggerty Phonemic Awareness</i> (ESSA Level 3), <i>From Phonics to Reading Backpack</i> Levels K, A, B, C dependent on student need (ESSA Level 4), <i>Kid Lips Tools4Reading Backpack</i> (meets criteria for ESSA Level 3).

7) Family Engagement ([Rule 6A-6.053\(9\)\(b\)3.p., F.A.C.](#))

In accordance with the list outlined in [s. 1008.25\(5\)\(d\), F.S.](#), describe the district's plan for immediately notifying parents of students identified with a substantial deficiency in reading.

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

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

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

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

Describe the 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).

Our school district partners with New Worlds Reading Initiative. Flyers are distributed to schools with the purpose of sharing with qualifying students. The district provides family emails for teachers to send home to specific students. The district contact shares New Worlds information with administrators for direct contact for partnerships of school literacy nights. The district literacy night includes a partnership with CEA to host a New Worlds Reading Initiative table to provide families with information. The district literacy team supports RAISE schools in distributing flyers on orientation day.

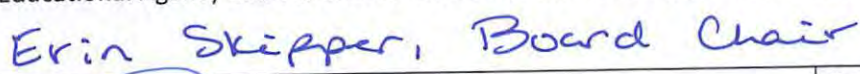
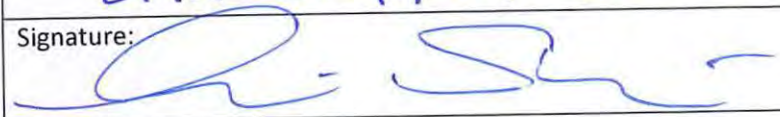
8) Highly Effective Teachers ([Rule 6A-6.053\(9\)\(b\)3.f., F.A.C.](#))

Describe how the district prioritizes the assignment of highly effective teachers, as identified in [s. 1012.34\(2\)\(e\), F.S.](#), from kindergarten to grade 2.

We recognize the importance of building a strong foundation for students in grades K-2. Considerations for identifying highly effective teachers through multiple measures that can include teacher evaluations, student data, classroom walkthroughs, and collegial learning. As teachers are identified, administrators work to strategically place teachers based on teacher strengths and student needs.

9) Assurances (Rule 6A-6.053(9)(b)2., F.A.C.)

District 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 include 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 deficiency in reading are covered by an individualized progress monitoring plan that meets the requirements of <u>s. 1008.25(4)(c), F.S.</u> , to address their specific reading deficiency, unless they have an IEP or 504 plan that addresses their reading deficiency, or both in accordance with <u>Rule 6A-6.053(6)(c), F.A.C.</u>
	c. All intensive reading interventions provided in Summer Reading Camps to students in grade 3 who score 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 <u>s. 1012.34, F.S.</u> 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 <u>Rule 6A-6.053(4), F.A.C.</u>
	f. Literacy coaches are prohibited from performing administrative functions that will detract from their role as a literacy coach and spend limited time administering or coordinating assessments.
	g. Literacy coaches are assigned to schools with the greatest need based on student performance data in reading.
	h. Time is provided for teachers to meet weekly for professional learning, including lesson study and professional learning communities.
	i. The CERP will be shared with stakeholders, including school administrators, literacy leadership teams, literacy coaches, classroom instructors, support staff and parents.
Local Educational Agency Chief Executive Officer or Authorized Representative (Printed Name): 	
Signature: 	Date: 