

District Comprehensive Evidence-Based Reading Plan Columbia County Schools 2026-27

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	Justin Lang	langj1@columbiak12.com	386-758-4866
Data Element	Jamie Crews	crewsj@columbiak12.com	386-755-8000
Third Grade Promotion	Lisa Lee	leel@columbiak12.com	386-755-8000
Multi-Tiered System of Supports	Kristi Feagle	feaglek@columbiak12.com	386-755-8000
Other (Secondary Programs)	Kristi Feagle	feaglek@columbiak12.com	386-755-8000
PL Support (Fed. Projects)	Joseph Adkins	adkinsj@columbiak12.com	386-755-8000
PL Support (Fed. Projects) & VPK	Dawn Odum	odumd@columbiak12.com	386-755-8000

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 coaches	\$0.00	
Intervention teachers	\$423,453	13
Scientifically researched and evidence-based supplemental instructional materials	\$12,000	
Third grade summer reading camps	\$8,500	
Summer reading camps	\$0.00	
Secondary Expenses		
Literacy coaches	\$0.00	
Intervention teachers	\$0.00	
Scientifically researched and evidence-based supplemental instructional materials	\$0.00	
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	\$0.00	
Incentives for K-12 instructional personnel and certified PreK teachers who obtain the Reading Endorsement or Certification	\$0.00	
Incentives for PreK-12 instructional personnel who obtain an Emergent, Elementary or Secondary Literacy Micro-Credential	\$0.00	
Additional time per day of evidence-based intensive reading instruction for extended literacy learning (before or after school, summer, etc.)	\$0.00	
Tutoring programs to accelerate literacy learning	\$0.00	
Family engagement activities	\$0.00	
Other – Please Describe. Add additional rows as needed.		
Estimated Sum of Expenditures	\$443,953	

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 – % of Students Scoring	Goal for Plan Year – % of Students Scoring	Previous School Year – % of Students Scoring	Goal for Plan Year – % 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	0%	0%	90%	92%

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

Based on an analysis of student performance data, the Columbia County School District will continue implementing targeted strategies to improve literacy outcomes for VPK students. The data highlights key areas of growth in phonological awareness, vocabulary development, and early comprehension skills. Given the success of our VPK programs early literacy performance, the district will continue to provide focused professional development for VPK teachers on evidence-based literacy instruction, increase the use of small-group interventions tailored to individual student needs, and incorporate additional high-quality, age-appropriate texts and literacy-rich activities into the daily routine. Ongoing progress monitoring will guide instruction and ensure that all VPK students receive the support necessary to build a strong foundation in early literacy.

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

FAST				
Grade	Previous School Year – % of Students Scoring	Goal for Plan Year – % of Students Scoring	Previous School Year – % of Students Scoring	Goal for Plan Year – % of Students Scoring
	Level 1	Level 1	Levels 3-5	Levels 3-5
K	15%	12%	59%	62%
1	23%	19%	59%	62%
2	21%	18%	53%	58%
3	18%	15%	58%	62%
4	21%	16%	57%	60%
5	14%	12%	61%	64%
6	16%	13%	58%	62%
7	15%	12%	60%	64%
8	18%	15%	57%	61%
9	15%	12%	57%	60%
10	17%	15%	59%	62%

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:

Grades K-5	District Level	School Level
Data that will be collected and frequency of review	FAST PM Data K-2 Renaissance 3X per year (more often for MTSS) FAST PM Data 3-5 Cambium 3X per year IXL Diagnostic (3x per year) District developed benchmark and progress monitoring summative assessments (Unit-based & regular PM)	FAST PM Data K-2 Renaissance 3X per year (more often for MTSS) FAST PM Data 3-5 Cambium 3X per year IXL Diagnostic (3x per year) District developed benchmark and progress monitoring summative assessments (Unit-based & regular PM)
Actions for continuous support and improvement	Data chats with school admins from district admin & support including Targeted Support	Data chats with teachers and grade-level/subject teams with school lead team

	admin & consultant for school improvement Regional consortium support & data analysis SRLD support & data analysis Perf. Matters Analytics review conducted by district admin & support staff Perf. Matters Analytics review conducted by district admin & support staff	Teacher data chats with students Instructional coach support for teachers/teams based on need, etc. BSI support for targeted schools (three)
Grades 6-8	District Level	School Level
Data that will be collected and frequency of review	FAST PM Data 3X per year IXL (3x per year) StudySync Unit assessments (quarterly)	FAST PM Data 3X per year IXL(3x per year) StudySync Unit assessments (quarterly)
Actions for continuous support and improvement	Data chats with school admins from district admin & support including Targeted Support from Instructional Services Regional consortium support & data analysis SRLD support & data analysis Perf. Matters Analytics review conducted by district admin & support staff. IXL data review by district admin & support staff.	Data chats with teachers and grade-level/subject teams with school lead team Teacher data chats with students Instructional coach support for teachers/teams based on need, etc. Perf. Matters & IXL data review by school lead team, PLCs, grade level teams.
Grades 9-12	District Level	School Level
Data that will be collected and frequency of review	FAST PM Data 3X per year StudySync Unit assessments (quarterly)	FAST PM Data 3X per year StudySync Unit assessments (quarterly)
Actions for continuous support and improvement	Data chats with school admins from district admin & support including Targeted Support from Instructional Services Regional consortium support & data analysis SRLD support & data analysis Perf. Matters Analytics review conducted by district admin & support staff	Data chats with teachers and grade-level/subject teams with school lead team Teacher data chats with students Instructional coach support for teachers/teams based on need, etc. BSI Support for targeted school (one)

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.

We are continuing to implement UFLI curriculum for K-2 in ALL elementary schools to address foundational skill development and phonics focused instruction guided by the Science of Reading (UFLI). We will continue to allocate part of our district budget to support UFLI training and partnership with UF to ensure quality and fidelity. Additionally, we want to continue and extend the use of the practice profiles in elementary school to help ensure effective B.E.S.T. standards-based instruction. Our K-2 data at some	
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schools was significantly lower than the previous year (particularly 1st and 2nd), which affected the overall district performance, despite gains at other schools. In addition to ensuring "curriculum drift" and using UFLI with a lack of fidelity is not occurring, several staffing changes were made in K-2 at the schools whose performance was trending downward.

We have met with our SRLD to review District Data K-12 and will continue to seek support. We will work with assistance from NEFEC staff to provide future support in areas of need. Further, we sent teachers, administrators, and coaches to the Secondary Just Read, Florida! Summer Literacy Institute, attempting to build capacity and implement best practices for the secondary transition. We also have scheduled BSI Region 2 staff to help with developing individual School Improvement Plans that address ELA and subgroup goals. We require all schools to do a SIP, regardless of school improvement status.

We have worked to ensure that the district literacy leadership team is more robust and involved in using progress monitoring and other data to make instructional priority decisions in real time throughout the school year. Also, we will continue to revisit the practice profile for elementary and secondary as a tool that to support teachers and implement the use of the tool. We will work to ensure that this and the walkthrough tool that accompanies it are in regular use at all schools. Further, at the Secondary level we continue more flexibility for Tier 2 interventions, with changes to the master schedule to allow for intervention flexibility. This has proved to be very beneficial for schools who have the flexibility in their schedule to provide interventions that can change over time and target student needs over time, as growth and data dictate. We have determined that we need flexibility for promotion based on measurable achievement, as allowed by the state. For example, scoring a Level 2 or above on PM 1 or PM 2 (especially important for Secondary flexibility and motivation)

New implementation, for K-12 schools, will be the use of IXL diagnostic assessments to provide more detailed data beyond the FAST CSPM given three times a year, at all levels. We will continue to use our district assessments to ensure that they are truly standards-aligned and are entering them in a common platform (Perf. Matters) to make it easier to analyze data more often and effectively across the schools and district. For all K-5 schools we are beginning a District Book Study and Professional Learning for all teachers through the guidance of our Instructional Coaches on the Science of Reading and Writing (Teaching Reading Playbook, the Writing Revolution 2.0 and the Writing Rope).

Finally, with the assistance of BSI we will conduct additional instructional walkthroughs, scheduling them more often with a specific literacy focus using the JRF walkthrough tool at both Elementary and Secondary. We have even developed our own walkthrough form that the district and schools can use to give immediate feedback and actionable information to the teacher.

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

The District Reading Plan is shared and discussed with all Administrators. We will refer back to the components of the plan during our monthly Administrator meetings. Principals routinely share the plan with teachers at school sites through faculty or team meetings.

Principals are expected and required to do regular reading walkthroughs personally and with support from assistant principals if they have one. The tool Observe4Success is used to help document this, as well as the School Leader's Literacy Walkthrough guide, with support in the use of that tool coming from the SRLD and regional consortium, as well as visits from BSI specialists to several schools targeted for extra support.

Additionally, district admin instructional walkthroughs with follow-up meetings are conducted with school administrators. RAISE schools will also have support from the regional consortium for these walkthroughs. Further the SRLD helps with this process as well when available. The JRF Literacy Practice Profile will also be a tool used by administrators at both Elementary and now at Secondary. We also developed a quick walkthrough form for the school and district admin to use with effective literacy standards practice included.

Walkthroughs at the school level are done weekly informally, monthly more formally.

District will once do walkthroughs once per month, and with targeted schools receiving additional walkthrough help from BSI or SRLD (when available) once per quarter.

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 personally and with the help of their designees, work with their school lead teams to administer and analyze assessment data, including state and local assessments. Last year the district returned to the use of Performance Matters Data Analytics to help support schools with a simplified tool for data disaggregation, including all assessment data but also EWS data, such as attendance, discipline and grades. All of the data is used by the principal with the help of the school lead team to make instructional adjustments in real time, well before the final state assessments at the end of the school year, this is communicated through grade-level/subject meetings, PLCs, etc. Our District goal is to have each school Principal hold quarterly Data Chats with grade level teams or core subjects for continuous monitoring and deciding what adjustments need to be made. One of our District PL Days will be used for midyear data discussions around SIP goals, Intervention plans and creating second semester goals.

For this upcoming year, for K-12 ,the district will use IXL for a diagnostic and monitoring tool three times a year in addition to the FAST PM process. This will provide an additional data point to measure standards-mastery and to provide a systematic, objective cross-reference for the state progress monitoring data beyond that from classroom and district curriculum-based assessments.

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?

Requirements have been discussed and emailed to all principals and coaches. Requirements are also discussed and will continued to be shared and reviewed at Elementary and Secondary Principals Meetings, as well as Instructional Coaches' Meetings. The regional consortium NEFEC also conducts a coaching cadre that our literacy coaches are participating in. Part of this process is developing a "contract" between the principal and coach for expectations for the role, ensuring that it is focused on instructional improvements & capacity building around literacy, etc. and not quasi-administrative tasks, etc.

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

The instructional coaches at each school are provided with regular support and professional learning via the Instructional Services district department. Monthly, full-day meetings are held at the district office with all instructional coaches K-12, with differentiation provided for elementary and secondary when necessary. Regular communications via e-mail, and occasional online meetings are held for various PL, support, and coaching purposes. The district Instructional Services office also has an ELA/literacy coach who will provide on-going and on-demand to support to each school's coach. The district also partners with various entities to provide support for coaching, mentorship, walkthroughs, etc. For example, the JRF regional SRLD is utilized regularly to provide training for teachers, admins and coaches, as well as data analysis and walkthrough support.

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?

These high-impact coaching activities are discussed and planned at Instructional Coach Meetings. Evidence of these activities can be seen in monthly coaching logs and school data. Capacity-building and PL for coaches is a priority with opportunities and support provided by the district Office of Instructional Services, as well as the Coaching Cadre PL through the regional consortium NEFEC. Further, all coaches are encouraged and often selected to attend state and regional PLs whenever possible, including literacy trainings offered by NEFEC as well as Just Read, Florida! events/initiatives. Finally, all coaches are given support and encouragement to seek out the Literacy Coach endorsement through UF Lastinger or FCRR. Instructional Services is also working with Coaches on a District Google form to use for creating goals and data discussions with teachers. The data collected from the form will help guide future professional learning opportunities for Coaches and teachers.

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

The District Reading Contact, the Federal Projects Director, and the Assistant Superintendent for Elementary Education, as well as the Director for Instructional Services and Elementary Coordinator and Secondary Coordinator meet with coaches and school principals regularly. At least monthly, coaching logs are reviewed by the district to ensure compliance and opportunities for improvement. Data and action plans for coaching activities also shared with the district following school lead team data analysis activities, etc.

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

The district measures the effectiveness of literacy coaches through an evaluation instrument that is specific to non-classroom educators and includes indicators that gauge behavior and outcomes that focus on quality coaching around literacy and instructional practices. Additionally, using the District Google Form will help gauge coaches' effectiveness from year-to-year and throughout the school year, month to month and quarter to quarter. This includes tracking how often coaches are meeting with teachers and modeling literacy practices.

4) Assessment, Curriculum and Reading Instruction

A. Florida's Formula for Reading Success ([Rule 6A-6.053\(3\)\(a\), F.A.C.](#))

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

- **Six components of reading:** oral language, phonological awareness, phonics, fluency, vocabulary and comprehension.
- **Four types of classroom assessments:** screening, progress monitoring, diagnostic and summative assessment.
- **Three tiers of instruction that are standards-aligned;** include accommodations for students with a disability, students with an Individual Educational Plan (IEP) and students who are English language learners; and incorporate the principles of Universal Design for Learning as defined in [34 Code of Federal Regulations 200.2\(b\)\(2\)\(ii\)](#).
 - **Core Instruction (Tier 1):** provides print-rich explicit and systematic, scaffolded, differentiated instruction and corrective feedback; builds background and content knowledge; incorporates writing in response to reading.
 - **Supplemental Instruction/Interventions (Tier 2):** provides explicit, systematic, small group teacher-led instruction matched to student need, targeting gaps in learning to reduce barriers

to students' ability to meet Tier 1 expectations; provides multiple opportunities to practice the targeted skill(s) and receive corrective feedback; occurs in addition to core instruction.

- o **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?

The district is meeting the requirements of Florida's Revised Formula for Success but will need to identify students with a substantial reading deficiency, ELL (LY) students, as well as those with a federally required student plan (IEP or IPMP). Those Tier 3 students will be served by a reading certified or endorsed teacher or a teacher who has the Elementary or Secondary Literacy Micro-credential and working under the supervision and guidance of a reading endorsed/certified educator. Further, all teachers of ELL-LY students, will have access to ELlevation Strategies modules to help support literacy instruction capacity for those students, as well as receive progress toward certification/endorsement in ESOL for those whom it's required.

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.

Columbia County School District, in compliance with the Florida Department of Early Learning, administers The Coordinated Screening and Progress Monitoring Program 3 times a year. The district uses the statewide, standardized program known as Florida Assessment of Student Thinking (FAST) Star Early Literacy implemented in all Voluntary Pre-Kindergarten (VPK) programs as required by s. 1002.68, F.S., that is used to assess student achievement of the performance standards established in s. 1002.67(1)(a), F.S., in early literacy and mathematics. After each assessment is administered, instructors analyze data. The data is used to drive instruction.

All VPK instructors are required to complete 15 hours of emergent literacy professional development as well as performance standards before the start of the school year. Through the participation in emergent literacy courses, teachers expand and enhance their knowledge and instructional strategies related to emergent literacy. Teachers have a deep understanding of the emergent literacy progressions and how the sequence of instruction impacts the learning process for young learners. All VPK instructors are required to take one additional emergent literacy course every five years. VPK instructors complete a 5-hour Standards PD that focuses on implementing the Florida standards in preschool classrooms to ensure a complete understanding of Florida Standards. Further, many VPK instructors were encouraged (largely by generous financial incentives) to get the Emergent Literacy Microcredential through UF's Lastinger Center.

VPK instructors provide support to meet all learning by delivering individualized instruction using instructional adaptations to meet specific learning needs of each learner or group of learners. Instructors identify learners who are having difficulty carrying out tasks or solving a problem on their own and scaffold instruction. They provide intentional support matched to the learner's need, such as asking open-ended questions, providing prompts and cues, breaking down the problem into smaller steps, using visual aids, providing an example or offering encouragement. The student's response to the scaffolding is monitored and if necessary, the next level of support needed is provided, releasing ownership of learning to the student until they are able to perform the task independently.

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

Columbia County Schools' VPK program utilizes the Frog Street Pre-K 2020 curriculum as the foundation for core instruction, providing a comprehensive, research-based approach to early childhood education. To enhance language and literacy development, instruction is supplemented with Heggerty phonemic awareness lessons. Teachers also incorporate a variety of hands-on materials and manipulatives throughout the day to support active learning, promote engagement, and meet the diverse developmental needs of young learners.

3. 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.](#)

Public school VPK students in Columbia County who are identified as having a substantial deficiency in early literacy skills receive targeted interventions designed to address their specific areas of need. These interventions include small-group instruction focused on phonological awareness, letter recognition, and vocabulary development, as well as one-on-one support when appropriate. Teachers use research-based strategies and engaging, multisensory materials to reinforce foundational literacy concepts. Progress is closely monitored through regular assessments, and instruction is adjusted based on student performance to ensure each child receives individualized support. The goal of these interventions is to accelerate learning and help students build the skills necessary for future reading success.

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?
IXL Diagnostic for Reading	☐ VPK ☐ PreK ☒ Grade K ☒ Grade 1 ☒ Grade 2 ☒ Grade 3 ☒ Grade 4 ☒ Grade 5 ☐ 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

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?
District Progress Monitoring Standards Assessments	☐ VPK ☐ PreK ☒ Grade K ☒ Grade 1 ☒ Grade 2 ☒ Grade 3 ☒ Grade 4 ☒ Grade 5 ☐ 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

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:
 - 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
 - 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:
 - 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
 - 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.

In addition to FAST PM ELA scores below grade-level, students are also identified for intervention based on report card grades, including grades in ELA/Reading informed by district standards-based progress monitoring assessments (derived from core curriculum), as well as teacher and parent anecdotal records. All of these are used in a comprehensive approach to identify, serve, and monitor students' reading deficiencies. Any student below the 10th percentile threshold is automatically moved to Tier 2 within the MTSS process. Interventions are targeted to the students identified area of literacy deficiency. The MTSS leads this process with a school-based MTSS team with support from the district MTSS specialists assigned to the school. Students who continue to not progress in Tier 2 interventions, interventions are intensified/modified before moving to Tier 3.

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

In addition to FAST PM ELA scores below grade-level, students are also identified for intervention based on report card grades, including grades in ELA/Reading informed by district standards-based progress monitoring assessments (derived from core curriculum), as well as teacher and parent anecdotal records. All of these are used in a comprehensive approach to identify, serve, and monitor students' reading deficiencies. Any student below the 10th percentile threshold is automatically moved to Tier 2 within the MTSS process. Interventions are targeted to the students identified area of literacy deficiency. The MTSS leads this process with a school-based MTSS team with support from the district MTSS specialists assigned to the school. Students who continue to not progress in Tier 2 interventions, interventions are intensified/modified before moving to Tier 3.

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.

All instructional personnel are provided training in effective methods of identifying characteristics of dyslexia. All K-2 teachers are provided training in the Science of Reading; UFLI Foundational Reading Skills, which integrates phonemic awareness; phonics, word study, and spelling. K-5 teachers are trained in the Science of Reading which provides a deep understanding of how the brain processes reading and addresses strategies into an explicit, systematic, and sequential approach to reading instruction, including multisensory intervention strategies. Classroom instruction incorporates effective instructional strategies and techniques into the general education setting which are proven to improve reading performance for all students in K-3. Use data to make instructional decisions based on individual student needs.

The district utilizes STAR Early Literacy for KG and STAR Reading for first through third grade as initial screeners for characteristics of dyslexia. Instructional personnel monitor student data, through progress monitoring in K-3, for students who may be at risk of a reading deficiency. Students suspected of having the characteristics of dyslexia are provided Tier 3 support through one-on-one or small group instruction led by Reading Endorsed personnel (or those with the Micro-credential under the supervision of someone Reading Endorsed or Certified) using Read Naturally, Great Leaps or the Barton Reading and Spelling System.

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

Students receiving Tier 3 Interventions for reading instruction, where data determines the student remained unsuccessful, are then given an additional screener using <i>Essentials of Dyslexia Assessment and Intervention</i>, a step-by-step guide for accurately identifying and assessing dyslexia. This assessment can diagnose both cognitive and academic skills of students suspected of having dyslexia. Additionally, the district ESE Department has purchased six dyslexia- focused books addressing interventions and strategies that schools may use to plan and support students identified with characteristics of dyslexia.	
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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 leadership monitors through classroom walkthroughs, observations, and data analysis, including data reviews with teachers in grade level/subject teams. The effectiveness is evaluated primarily by reviewing data to determine if approximately 80% or more of the students are successful with the core literacy instruction delivered to all students. Students who do not meet this mark are used to determine if it's a need to curriculum adjustments, re-teaching, coaching, or possible professional learning before deciding there are students who need to be moved to Tier 2, which would include deciding on intervention groups, etc.
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5. For grades K-5, what processes and procedures are in place to identify and solve problems to improve effectiveness of Tier 2 interventions?

School and district leadership monitors effectiveness through classroom walkthroughs, observations, and data analysis. At Tier 2, individual or small group PM data is more closely reviewed with teacher and grade/level subject teams to determine effectiveness with adjustments to intensity/duration, etc. of the intervention, as well as adjustments to resources/curricula, and/or intervention group assignments. School and district administrators support and monitor these interventions, including through walkthroughs at each school, at least quarterly, or more often with BSI staff for schools identified for support. Data is evaluated from both district-level SBAs and state FAST PM to determine the need for moving students to Tier 3, as well as instructional decisions/staffing for Tier 2 interventions.
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6. For grades K-5, what processes and procedures are in place to identify and solve problems to improve effectiveness of Tier 3 interventions?

School leadership monitors effectiveness through classroom walkthroughs, observations, and data analysis. At Tier 3, the intervention and student problem-solving becomes fully focused on individual students. MTSS teams, which includes school lead teams and district MTSS specialists, conduct reviews of multiple data sources on student literacy progress to develop intervention plans and ensure student placement which may include increased instructional time, group size adjustments to help address specific skills deficits. Data on all assessments, including district SBAs, classroom assessments, state PM, etc. are closely monitored through teacher, MTSS and school lead team data analysis. School and district administrators support and monitor Tier 3 interventions, including through walkthroughs at each school, at least quarterly, or more often with BSI staff for schools identified for support. Data is evaluated from both district-level SBAs and state FAST PM to determine instructional decisions, resources, and/or staffing for Tier 3 interventions.
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Grades K-5 Decision Tree	
Elementary schools (K-5) must teach reading in a dedicated, uninterrupted block of time of at least 90 minutes daily to all students. The reading block will include whole group instruction utilizing an evidence-based sequence of reading instruction and small group differentiated instruction in order to meet individual student needs.	
Tier 1 (Core) Only	
Beginning of Year Data	
Students must meet the following criteria at the beginning of the school year:	
FAST K-2 Early Literacy (K) Level 3 or above	

FAST Reading (K-2) Level 3 or above FAST Grade 3-5 PM 3 ELA Level 3 or higher at end of previous year		
List performance criteria that indicate Tier 1 instruction is sufficient for at least 80% of students. Level 2 or above on FAST K-2 (STAR) PM 2 and Level 3 or above on PM 3 Level 2 or above on FAST 3-5 ELA on PM 2 and Level 3 or above on PM 3		
Core Instruction Indicate the core instructional materials utilized. Add additional rows as needed.		
Name of Program	Year of Program Adoption	
McGraw-Hill Education – Wonders (K-5)	2020	
UFLI Foundations (Phonics and Language Foundations); K-2 Only	2023	
Additional performance criteria that prompt Tier 2 interventions for students not meeting expectations/benchmarks during the school year: Level 2 on FAST ELA PM 2 & IXL Diagnostic 2 – Early On Grade Level or Below		
Tier 1 Instruction + Tier 2 Interventions		
Beginning of Year Data		
Students who meet the following criteria at the beginning of the school year: FAST K-2 Early Literacy (K) – Level 2 FAST K-2 (1-2) Level 2 FAST ELA PM 3 Grades 3-5 - Students scoring Level 2		
Number of times per week interventions are provided: 3-5 Number of minutes per intervention session: 15-30		
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	ESSA Evidence Level	Verbiage (as needed)
McGraw Hill Wonders, Tier 2 Interventions, state-adopted instructional material		McGraw-Hill Wonders Intervention Program does not meet strong, moderate, or promising levels of evidence as a stand-alone “program” under WWC criteria; however, the following WWC Practice Guide recommendations support the core components of the program: - Practice Guide #1: Foundational Skills to Support Reading for Understanding in Kindergarten Through 3rd Grade (WWC, 2016) Recommendations and Levels of Evidence - Teach students academic language skills, including the use of inferential and narrative language, and vocabulary knowledge — Strong evidence

		• Develop awareness of the segments of sounds in speech and how they link to letters — Strong evidence • Teach students to decode words, analyze word parts, and write and recognize words — Strong evidence • Ensure that each student reads connected text every day to support reading accuracy, fluency, and comprehension — Moderate evidence • Practice Guide #2: Providing Reading Interventions for Students in Grades 4–9 (WWC, 2022) Recommendations and Levels of Evidence • Build students’ decoding skills so they can read complex multisyllabic words — Strong evidence • Provide purposeful fluency-building activities to help students read effortlessly — Strong evidence • Routinely use a set of comprehension-building practices to help students make sense of the text — Strong evidence • Provide students with opportunities to practice making sense of stretch text — Strong evidence These recommendations were built into the program by: • Embedding explicit phonemic awareness and phonics routines in early grades to develop sound-symbol correspondence and decoding skills. • Teaching academic language and vocabulary through oral language activities, read-alouds, and explicit vocabulary instruction. • Incorporating systematic decoding, word analysis, and fluency practice across grade levels using decodable and leveled texts. • Designing scaffolded comprehension lessons that emphasize background knowledge, questioning, summarization, and self-monitoring. • Including lessons that gradually move students into grade-level “stretch” text with teacher scaffolds and guided support. • Ensuring daily connected-text reading and writing experiences that support accuracy, fluency, and comprehension.
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		The district will support and monitor implementation of this program by: • Offering professional learning on McGraw-Hill Wonders intervention structures, including decoding routines, fluency strategies, vocabulary, and comprehension scaffolds. • Providing coaching cycles and PLCs for teachers to practice and refine intervention delivery, using WWC recommendations as an anchor. • Monitoring implementation through fidelity checks and progress-monitoring data reviews to ensure students are responding to intervention. • Hosting data meetings to analyze student progress and adjust intervention plans accordingly. • Building teacher capacity through ongoing PD focused on evidence-based reading practices aligned to both WWC guides.
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.		
Students with Disabilities		
Name of Program	ESSA Evidence Level	Verbiage (as needed)
IXL		While IXL's ELA program does not meet strong, moderate, or promising levels of evidence as a stand-alone "program" under WWC criteria; the following WWC Practice Guide recommendations support the core components of the program: <i>From Foundational Skills to Support Reading for Understanding, K–3 (2016):</i> • Recommendation to teach students to decode words, analyze word parts, and write and recognize words (moderate evidence) → maps to IXL's phonics, word-analysis, and spelling skill strands. • Recommendation to develop academic language and background knowledge → maps to IXL's vocabulary-in-context and grammar/usage practice. <i>From Improving Reading Comprehension in Kindergarten Through 3rd Grade (2010):</i>

		• Recommendation for direct, explicit comprehension strategy instruction (strong evidence) → IXL supplements but we will ensure teacher-led explicit instruction is still the core of this practice • Recommendation to routinely monitor comprehension and adjust instruction → maps to IXL's Real-Time Diagnostic and teacher analytics dashboard, which support the progress-monitoring backbone of that recommendation. <i>From Teaching Elementary School Students to Be Effective Writers (2012):</i> • Explicit instruction in sentence construction, mechanics, and transcription skills (strong/moderate evidence depending on sub-skill) → maps directly to IXL's grammar, mechanics, and sentence-level practice items. <i>From Assisting Students Struggling with Reading: MTSS/RTI in the Primary Grades (2016 update):</i> • Universal screening and ongoing progress monitoring (strong evidence for the practice of monitoring, though specific tools aren't endorsed) → IXL's diagnostic and skill analytics support this infrastructure. • Differentiated, targeted practice at a student's actual skill level → maps to IXL's adaptive difficulty engine. Cross-cutting learning-science principles referenced across guides, even where not a formal "recommendation" for IXL: • Immediate corrective feedback during practice • High-volume, spaced/distributed practice to build fluency and retention • Data-driven grouping decisions for intervention The district will support and monitor implementation of this program by:
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		• Offering professional learning on IXL best practices with support from IXL and BSI regional staff at identified schools • Providing coaching cycles and PLCs for teachers to practice and refine intervention delivery, using WWC recommendations as an anchor and emphasizing the need for IXL as a supplement to teacher-led core instruction and intervention, not as a substitute • Monitoring implementation through fidelity checks and progress-monitoring data reviews to ensure students are responding to skills practice and intervention. • Hosting data meetings to analyze student progress and adjust intervention plans accordingly. Building teacher capacity through ongoing PL focused on evidence-based reading practices aligned to both WWC guides.
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Providing Reading Interventions for Students in Grades 4–5		According to the WWC Practice Guide: Providing Reading Interventions for Students in Grades 4-9, this provides strong levels of evidence. These recommendations address the requirements of two federal laws, the Elementary and Secondary Education Act (ESEA) and the Individuals with Disabilities Education Act (IDEA), that favor the use of evidence-based instructional practices relevant to student needs. -building decoding skills to read multisyllabic words: strong -fluency building : strong -comprehension building: strong -challenging text exposure: moderate These strategies are built into the daily routines within daily ELA instruction as well as small group and intervention schedules. The district supports and monitors implementation with monthly instructional walkthroughs, and more frequent (weekly) walkthroughs by school administrators. The district also reviews data from IXL assessments, both diagnostic, PM and screening. Formal PL is conducted annually by the district , however, more regular PL is provided at the school level from coaches and model teachers during PLCs.
English Language Learners		
Name of Program	ESSA Evidence Level	Verbiage (as needed)
Language Power	N/A	While Language Powers does not meet strong, moderate or promising levels of evidence, according to the WWC practice guide Teaching Academic Content and Literacy to English Learners in Elementary and Middle School:

		- Teach a set of academic vocabulary words intensively across several days using varied instructional activities - Strong - Integrate oral and written English language instruction into content-area teaching - Strong - Provide regular, structured opportunities to develop written language skills - Minimal - Provide small-group instructional intervention to students struggling in literacy and language development - Moderate These recommendations were built into Language Power because it offers lessons across the literacy domains in reading, writing, listening and speaking, which supports integrated oral and written instruction. Additionally, Language Power uses thematically grouped texts and academic vocabulary development woven into lessons, which aligns with vocabulary instruction. Further, Language Powers includes writing components such as the guided practice books, with meet written language development recommendations. Finally, in Language Power there is also a thematic differentiation and scaffolded lessons which allow for small-group or leveled instruction for multilingual learners. The district supports the use of Language Power through monitoring provided by the district ELL/ESOL coach who visits schools and classrooms to ensure fidelity of use and through providing PL around the product with help from the vendor and PLCs guided by the ELL/ESOL coach for the district.
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For K-3 students who have a substantial deficiency in reading or characteristics of dyslexia, identify the multisensory strategies provided.

Hearbuilders: Auditory senses are used with spoken instruction, modeled responses and auditory stimuli, visual senses are used through animated scenes, visual cues, graphics and feedback

Heggerty: Oral/Kinesthetic is used as students repeat words and sounds, often using hand motions that pair movement & auditory senses as students hear sounds, repeat, isolate, blend, and manipulate phonemes aloud

Language for Learning (SRA): Uses auditory senses because students listen to teacher model and respond orally, uses visual senses because it uses pictures, objects, and printed materials

IXL: Mainly provides both auditory and visual senses through narrated lessons, audio prompts, teacher modeling, etc. whereas it is visual when using online component through animated characters and visual models, during teacher-led lessons there is a kinesthetic component.

Barton System: auditory, visual, tactile and kinesthetic senses are all used in Barton, through sounds, instructions for auditory, reading of letters, colored tiles, etc. for visual, students touch and move letter tiles and write words, as well as the physical movement of tiles, finger tapping for sounds for kinesthetic.

UFLI Foundations: auditory, visual, tactile and kinesthetic senses are all used in UFLI, through sounds, instructions for auditory, reading of letters, colored magnetic letters, etc. for visual, students touch and move letter and write words on boards and metal pans, as well as the physical movement of letters, etc. for kinesthetic.

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

If Grade 3 student scores below the 20th percentile on PM 1 or PM 2 they will receive Tier 3 interventions.
Any K-2 student scoring Level 1 on PM 2 or below 10th PR will receive Tier 3 interventions
Any 4-5 student scoring Level 1 on PM 2 or below 20th PR will receive Tier 3 interventions

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:

FAST K-2 PM (STAR Early Lit or Reading) below 10 PR and/or Level 1
Possible IXL Diagnostic 1 (MTSS students) 10th PR
FAST PM 3 Grades 3-5 Level 1 in previous year

Any student retained in the previous grade

Number of times per week interventions are provided:

4-5

Number of minutes per intervention session:

30

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	ESSA Evidence Level	Verbiage (as needed)
UFLI		While UFLI was designed and originally piloted as a Tier 2, whole-group phonics program for K-2 that meets ESSA Evidence Level 2, it is also often used as a Tier 2 or 3 intervention program. While it does not meet, strong, moderate or promising levels of evidence for ESSA, it still meets the WWC Practice Guide Foundational Skills to Support Reading for Understanding in Kindergarten through 3rd Grade. The following recommendations support the program: - Teach academic language skills (including inferential, narrative language and vocabulary) - Minimal - Build awareness of speech sound segments and their link to letters (phonological awareness) - Strong - Teach decoding, word part analysis, word writing and recognition - Strong

		- Ensure students read connect text daily to support accuracy, fluency and comprehension - Moderate These recommendations were built into the program as UFLI features phonemic awareness visual & auditory drills, explicit phonics instruction and explicit decoding practice. UFLI also integrates the teaching of new concepts, word work, irregular word instruction (heart words), and encoding/decoding practice and strategies. Further, UFLI has a “connected” decodable text that ensures daily practice in reading connecting text. Finally, while UFLI focuses mostly on decoding and fluency, the connected text step inherently support vocabulary and language exposure, though it’s less direct. The district monitors the effectiveness of UFLI interventions through periodic walkthroughs including a fidelity checklist, also PL is provided by instructional coaches to improve fidelity, as well as UFLI twice a year for teachers in need of a refresher.
IXL - Teacher-Led Small Group		While IXL reading does not meet strong, moderate or promising levels of evidence, according to the WWC Practice Guide Assisting Student Struggling with Reading (K-3), the following recommendations support the program - Screening: Strong - Differentiation (small group): Moderate - Intensive, systematic instruction: Moderate - Progress Monitoring: Strong - PL (teacher ongoing PL): Low These recommendations from WWC were built into the program by IXL which again include Screening, small-group differentiation, intensive systematic instruction, ongoing progress monitoring through diagnostic tests and on-demand smaller assessments and teacher-assigned targeted standards practice as needed. The district supports and monitors implementation with monthly instructional walkthroughs, and more frequent (weekly) walkthroughs by school administrators. The district also reviews data from IXL, both diagnostic, PM and screening. Formal PL is conducted annually by the district with support from IXL, however, more regular PL is provided at the school level from coaches and model teachers during PLCs.

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.		
Students with Disabilities		
Name of Program	ESSA Evidence Level	Verbiage (as needed)
Same as above		
English Language Learners		
Name of Program	ESSA Evidence Level	Verbiage (as needed)
Same as above		
For K-3 students who have a substantial deficiency in reading or characteristics of dyslexia, identify the multisensory strategies provided. Multi-sensory manipulatives are provided during small group instruction. (Example: Elkonin boxes, stretchable manipulatives, line readers and tracking devices, visual timers, low tech assistive technology devices etc.)		

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.
 - *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: June 8-26, 2027 Monday – Thursday 8:00 a.m. – 12:00 p.m.
Evidence-Based Instructional Materials to be used, as defined in 20 U.S.C. s. 7801(21)(A)(i): UFLI Foundations & i-Ready vocabulary Ready Literacy lesson (Teacher Toolbox) as well as recommendations suggested in the Instructional Guides from WWC and provided by Just Read Florida: Foundational Skills Support for Understanding K-3rd & Improving Reading Comprehension in K-3rd i-Ready's Teacher Toolbox does not meet strong, moderate or promising levels of evidence; however, the following What Works Clearinghouse (WWC) Practice Guide Recommendation(s) support the program: Reading for Understanding in Kindergarten through Third Grade, 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 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 explicit, systematic instruction for phonological awareness, decoding practice, and reading texts with phonetically controlled vocabulary. The district will support and monitor implementation of this program by conducting monthly data chats and observational walkthroughs, including an initial professional learning session (provided by the publisher). Reading coaches will provide additional program training at school sites.
Alternative Assessment Used: To be determined IXL or STAR Reading Assessment (not FAST K-2, but the proprietary version)
Additional Information (optional):

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 ☒ No
If yes, please describe the grade level(s) that will be invited to participate. 3rd grade only provided

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?
StudySync ELA Assessments (including benchmark assessments)	☒ Grade 6 ☒ Grade 7 ☒ Grade 8 ☒ All Students ☐ Select Students	☐ Oral Language ☐ Phonological Awareness ☐ Phonics ☐ Fluency	☐ Screening ☒ Progress Monitoring ☐ Diagnostic ☒ Summative	☐ Weekly ☐ 2 x Month ☐ Monthly ☒ Quarterly ☐ 3 x Year

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?
		☒ Vocabulary ☒ Comprehension		☐ Annually ☐ As Needed ☐ Other
IXL 6th-12 th (full package including Universal Reading Screener)	☒ Grade 6 ☒ Grade 7 ☒ Grade 8 ☒ All Students ☐ Select Student	☒ 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

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

Students who score a Level 1 on PM 3 of the FAST ELA in the previous school year may be identified in need of Tier 3 interventions if their performance was consistent with previous administrations over two years. Students who score a Level 2 on FAST PM 3 ELA may be identified for Tier 2 interventions if year to year performance was below Level 3. Any Tier 3 student who scores Level 2 on subsequent FAST PMs (PM 1 or PM 2) will be moved to Tier 2 interventions. Any Tier 2 or Tier 3 student who scores Level 3 or higher on subsequent FAST PMs will be moved off of Tier 2 and/or Tier 3 interventions entirely but will continued to be monitored for future intervention needs.

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?

Analysis of quarterly StudySync Benchmark data. Annual and ongoing FAST PM ELA data analysis. CHS, FWHS and LCMS will also review IXL Reading PM data. Additionally, we will review teacher assignments and evaluation of students along with admin walkthroughs using literacy walkthrough template and practice profiles. Using both the holistic and empirical data from this process school-based lead teams will meet to review data and determine action steps, as well as meet for monthly data meetings with district leaders in Instructional Services department so that school level and district level decisions can be made for immediate action steps, PL focus changes, curriculum and focus/pacing content revisions, etc.

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

Regular, consistent district, school, and teacher-level review of IXL usage and lesson pass rate. Review of diagnostic data at the mid-year to ensure that students are on track for growth goals. - Students take the quarterly StudySync Benchmark assessment to ensure that they are on track with standards-based instruction as well as the adaptive online reading instruction. - Ongoing teacher and school administrator professional development in analyzing reading report data to inform reading instruction. - MTSS Core Team Meetings and MTSS student-specific meetings.

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

The Literacy Team will meet twice a month and the ELA Department will meet weekly using Collaborative Team Meeting Document to discuss Tier 3 data, specific students, key issues and classroom support. Regular, consistent district, school, and teacher level review of IXL usage and lesson pass rate. Review of diagnostic data at the mid-year to ensure that students are on track for growth goals. - Students take the quarterly AIMS ELA assessment to ensure that they are on track with standards- based instruction as well as the adaptive online reading instruction. - Ongoing teacher and school administrator professional development in analyzing reading report data to inform reading instruction. - MTSS Core Team Meetings and MTSS student-specific meetings.

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:	
FAST PM 3 Level 3 or higher in Grades 6-8 from previous year If 7 th or 8 th grade CBM (StudySync) test scores of 60% or higher	
List performance criteria that indicate Tier 1 is sufficient for at least 80% of students.	
During year: StudySync Benchmark Test scores of 60% or higher StudySync Benchmark Test scores showing significant growth from one quarterly StudySync Benchmark Test to the next. FAST PM 1 Level 2 or higher on PM 2 (this is can be measured during year)	
End of year: FAST PM 3 Level 3 or higher at end of year	
Core Instruction	
Indicate the core instructional materials utilized. Add additional rows as needed.	
Name of Program	Year of Adoption of Program
StudySync Florida	2020
Additional performance criteria that prompt Tier 2 interventions for students not meeting expectations/benchmarks during the school year:	
StudySync Benchmark Test scores below 60% but above 25% FAST Level 2 on PM 2	

Tier 1 Instruction + Tier 2 Interventions
Beginning of Year Data
Students who meet the following criteria at the beginning of the school year: Student scores Level 2 on FAST PM 3 ELA (previous year) Student scores on FAST PM 1 ELA Level 1 StudySync Benchmark Test scores of 59 or lower
Number of times per week interventions are provided: Grade 6 – 5x per week

Grades 7 & 8 – 5X per week

Number of minutes per intervention session:

30

Course(s) where interventions take place:

- 1001010 M/J LANG ARTS
- 1001020 M/J LANG ARTS 1 ADV
- 1001040 M/J LANG ARTS 2
- 1001050 M/J LANG ARTS 2 ADV
- 1001070 M/J LANG ARTS 3
- 1001080 M/J LANG ARTS 3 ADV

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	ESSA Evidence Level	Verbiage (as needed)
StudySync Florida	N/A	While StudySync Florida does not meet strong, moderate or promising levels of evidence for ESSA for Tier 2 interventions, according to the WWC practice guide Providing Reading Interventions for Students in Grade 4-9, the following recommendations support the use of the resource for this purpose: - Building decoding skills for complex, multisyllabic words (Strong) - purposeful fluency-building activities (Strong) - comprehension-building support (Strong) - stretch texts above independent reading level (Strong) StudySync supports literacy growth by combining word study lessons that teach students to decode complex, multisyllabic words with purposeful fluency-building activities that connect decoding to comprehension. The program builds vocabulary and background knowledge through targeted skill lessons and multimedia scaffolds like StudySync TV and Concept Definition Videos, ensuring students have the context needed for deep understanding. In addition, it challenges learners with rigorous, grade-level texts above their independent reading level while providing pre-reading supports and decoding routines to help them access and engage with these stretch texts successfully. The district will support and monitor implementation of this program by conducting instructional walkthroughs and observations at the school and district level, as

		well as review of available data on CBMs by unit as well as FAST PM overall progress and specific benchmark clusters from PM 1 to PM 2. PL will also be provided by school coaches and district staff during teacher planning time and, when possible, teacher workdays.
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.		
Students with Disabilities		
Name of Program	ESSA Evidence Level	Verbiage (as needed)
Providing Reading Interventions	N/A	The Providing Reading Interventions for Students in Middle School Toolkit is specifically designed for educators (intervention personnel) working with students on grades 6-8 and is aligned to the recommendations in the WWC practice guide Providing Reading Interventions for Students in Grades 4-9. The toolkit includes these components: - Reflection tool - Goal setting tool -5 professional learning modules aligned to the practice guide, resources included for the teachers providing the interventions -10 PLC sessions and facilitator resources -Administrator and District Leader resources The Providing Reading Interventions for Students in Middle School (PRISMS) Toolkit is based on the recommendations in the What Works Clearinghouse practice guide Providing Reading Interventions for Students in Grades 4-9. The toolkit resources on this page are designed for literacy leaders—including principals, instructional coaches, content-area administrators, and those coordinating the PRISMS professional learning activities—to sustain implementation of the practice guide recommendations.
English Language Learners		
Name of Program	ESSA Evidence Level	Verbiage (as needed)
Same as above		
Additional performance criteria that prompt Tier 3 interventions for students not meeting expectations/benchmarks during the school year: StudySync Florida assessment scores below 25% FAST PM ELA PM 2 score Level 1 and below 20 th PR		
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:		
Grades 6-8 students will be identified for Tier 3 interventions based on two consecutive years of FAST PM 3 ELA assessment data of Level 1		
Number of times per week interventions are provided: 5X per week (grade 6, 7, 8)		
Number of minutes per intervention session: 30 minutes 5x per week		
Course(s) where interventions take place: 1700000 M/J Research 1 or 1000010 M/J INTENS READ 1 1700010 M/J Research 2 1700020 M/J Research 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	ESSA Evidence Level	Verbiage (as needed)
IXL	N/A	While IXL's ELA program does not meet strong, moderate, or promising levels of evidence as a stand-alone “program” under WWC criteria; the following WWC Practice Guide recommendations support the core components of the program: <i>1. Providing Reading Interventions for Students in Grades 4–9 (WWC, 2022)</i> This guide gives four evidence-based recommendations: build decoding skills so students can read complex multisyllabic words, provide purposeful fluency-building activities to help students read effortlessly, routinely use a set of comprehension-building practices to help students make sense of text, and provide students with opportunities to practice making sense of stretch (challenging) text that exposes them to complex ideas and information. A companion toolkit built on this guide is explicitly focused on supporting educators in grades 6–8, and frames the recommendations as covering both code-based skills, such as decoding words, and meaning-level skills, such as understanding words and text. Mapping to IXL Language Arts: • Multisyllabic decoding / morphology IXL's word-analysis, prefix/suffix/root,

		and syllabication skill strands directly practice this recommendation. • Fluency-building • Comprehension-building practices IXL's passage-based reading comprehension items (main idea, inference, text structure, author's purpose) map to this as discrete-skill practice • Stretch/challenging text exposure IXL's adaptive engine pushes students to progressively more complex passages and items as they demonstrate mastery, which aligns with the intent of this recommendation <i>2. Teaching Secondary Students to Write Effectively (WWC, grades 6–12)</i> This guide notes the need to explicitly teach appropriate writing strategies using a Model-Practice-Reflect instructional cycle, integrate writing and reading to emphasize key writing features, and use assessments of student writing to inform instruction and feedback. The first recommendation carries a strong evidence rating. Mapping to IXL Language Arts: • Explicit strategy instruction (Model-Practice-Reflect) IXL delivers discrete grammar/mechanics/sentence-construction practice with immediate feedback, though we still recognize the need for teacher-led instruction and drafting/revision • Integrate reading and writing IXL ELA does pair grammar/usage practice with reading passages • Use assessment to inform instruction and feedback
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		The formative assessment cycle — where teachers regularly assess skill levels, adapt instruction based on the data, and reassess — is the recommendation IXL's Real-Time Diagnostic and skill analytics most directly support, giving teachers ongoing, item-level data to regroup students and target instruction. The district will support and monitor implementation of this program by: • Offering professional learning on IXL best practices with support from IXL and BSI regional staff at identified schools • Providing coaching cycles and PLCs for teachers to practice and refine intervention delivery, using WWC recommendations as an anchor and emphasizing the need for IXL as a supplement to teacher-led core instruction and intervention, not as a substitute • Monitoring implementation through fidelity checks and progress-monitoring data reviews to ensure students are responding to skills practice and intervention. • Hosting data meetings to analyze student progress and adjust intervention plans accordingly. Building teacher capacity through ongoing PL focused on evidence-based reading practices aligned to both WWC guides.
Language! Live Teacher Led Small Group Instruction	N/A	Language! Live does not meet strong, moderate or promising evidence, however, Language! Live follows the recommendations of the What Works Clearinghouse Practice Guide Improving Adolescent Literacy: Effective Classroom and Intervention Practice because it includes the following strategies: • Provide explicit vocabulary instruction - Strong • Teach direct and explicit comprehension strategies - Strong • Offer extended discussion of text meaning and interpretation - Moderate

Read Naturally		• Increase student motivation and engagement in literacy learning - Moderate • Deliver intensive, individualized interventions by trained specialists - Strong These recommendations were built into the program in these ways. Language Live! Incorporates explicit vocabulary lessons that teacher academic and content-specific words. Additionally, students engage in multiple exposures to new words through the various reading, writing and speaking activities, as well as vocabulary which is taught in context to support comprehension and retention. Language Live! also teaches metacognitive strategies with scaffolded lessons that support gradual release while featuring authentic texts. Further, Language Live! includes non-fiction and cross-curricular texts that support various core content areas and other subjects, while promoting disciplinary-specific vocabulary and comprehension. There is also motivation and engagement offered through adaptive digital content and age-appropriate topics for adolescent learners, along with goal setting, feedback and gamification. Finally, Language Live! supports reading through writing activities such as structured writing tasks that are text-dependent. The district and schools will monitor implementation through instructional walkthroughs for fidelity and data analysis of CBMs and state PM from PM 1 to PM 2 including specific content/benchmark clusters. PL will be supported by PLCs through school and district staff, and where possible vendor trainers from Language! Live While Read Naturally does not meet strong, moderate, or promising levels of ESSA evidence, the following WWC Practice Guide Improving Adolescent Literacy: Effective Classroom and Intervention Practices, the following recommendation(s) support the program:
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		• Provide explicit vocabulary instruction - Strong • Teach direct and explicit comprehension strategies - Strong • Offer extended discussion of text meaning and interpretation - Moderate • Increase student motivation and engagement in literacy learning - Moderate • Deliver intensive, individualized interventions by trained specialists - Strong Read Naturally meets aligns well with evidence-based recommendations by explicitly teaching vocabulary through key word previews and definitions, and by providing direct comprehension strategy instruction with guided questions on main idea, details, inference, and context. It motivates and engages students through repeated reading, progress monitoring graphs, and opportunities for choice, which help struggling readers see measurable growth. While primarily structured for independent or small-group work, it can also support extended discussion of text meaning when teachers facilitate follow-up conversations or written responses. Most importantly, Read Naturally serves as an intensive, individualized intervention designed for struggling readers, with flexible delivery by trained specialists and built-in progress monitoring to ensure responsive instruction. Additionally, the program’s design aligns with the Science of Reading and addresses all critical components—fluency, phonics, vocabulary, comprehension—with supportive features like customized levels, engaging texts, progress graphs, and embedded supports for English learners. The district will support and monitor implementation of this program by admin walkthroughs and observations during program use including PLC sessions with teachers during their planning time for professional learning.
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.		
Students with Disabilities		
Name of Program	ESSA Evidence Level	Verbiage (as needed)

Same as above		
English Language Learners		
Name of Program	ESSA Evidence Level	Verbiage (as needed)
Same as above		

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?
MyPerspectives Savvas ELA Assessment	☒ Grade 9 ☒ Grade 10 ☒ Grade 11 ☒ Grade 12 ☐ 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
IXL 6 th -12 th (full package including Universal Reading Screener)	☒ Grade 6 ☒ Grade 7 ☒ Grade 8 ☒ All Students ☒ Select Student	☒ 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

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?
District-Created MTSS Classroom Language Observations	☒ Grade 9 ☒ Grade 10 ☒ Grade 11 ☒ Grade 12 ☐ 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

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

All based on PM 3 ELA and past FAST ELA data

Tier 3
 Level 1 for two years for 7th and 8th grade, going into Tier 3
 Level 1 or scored 228 or lower, going into Tier 3

Tier 2
 9th FAST PM 3 less than a 3
 10th grade FAST PM 3 less than a 3
 11th grade FAST PM 3 less than a 3 and failed to meet graduation requirement via concordant score
 12th. 11th grade FAST PM 3 less than a 3 and failed to meet graduation requirement via concordant score

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

Tier 1 effectiveness is monitored three times a year using FAST PM ELA as well as Savvas Diagnostic data on district, school, teacher and student levels. Tier 1 effectiveness is also monitored by school administrators during formal and informal observations, including Literacy Walkthroughs with Walkthrough Tool.

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 effectiveness is monitored bi-weekly using CBM data on district, school, teacher and student levels, including the use of shorter benchmark measures, such as targeted assessments available in IXL, Study Island, etc. Tier 2 effectiveness is also monitored three times a year using FAST PM ELA as well as Savvas Diagnostic data on district, school, teacher and student levels. Tier 2 effectiveness is also monitored by school administrators during formal and informal observations, including Literacy Walkthroughs.

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 effectiveness is monitored weekly using CBM data on district, school, teacher and student levels. These are delivered via tools such as Perf. Matters, PM, Study Island or IXL. These assessments are more targeted in scope (i.e. specific standards or content clusters, fluency, etc.). Tier 3 effectiveness is also monitored three times a year using FAST PM ELA as well as Savvas Diagnostic data on district, school, teacher and student levels. Tier 3 effectiveness is also monitored by school administrators during formal and informal observations, including through observing small group or one-on-one interventions

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:	
Score Level 3 or higher on FAST PM 3 ELA	
Savvas Diagnostic scores of 65% or higher	
List performance criteria that indicate Tier 1 is sufficient for at least 80% of students.	
Savvas Diagnostic scores of 65% or higher; Savvas Diagnostic scores showing significant growth from one Savvas Diagnostic to the next. FAST PM 2 ELA Reading scores with achievement Level 2 or higher, PM 3 must be Level 3 or higher	
Core Instruction	
Indicate the core instructional materials utilized. Add additional rows as needed.	
Name of Program	Year of Program Adoption
myPerspectives Florida (Savvas)	2020
Additional performance criteria that prompt Tier 2 interventions for students not meeting expectations/benchmarks during the school year:	
Savvas Diagnostic scores below 45%	
FAST PM 1 ELA/Reading scores below Level 3	
Tier 1 Instruction + Tier 2 Interventions	
Beginning of Year Data	
Students who meet the following criteria at the beginning of the school year:	
No single data point should be used to indicate that a student has a need for Tier 2 interventions. Indicators may include data points below as well as the following: retention in previous grade or if during the year, student is being considered for retention in current school year due to a deficiency in reading, previous placement in the MTSS process, IEP targeted intervention goals or ELL Plan goals.	
FAST PM 3-10 PM 3 below Level 3 achievement but above Level 1	
Number of times per week interventions are provided:	
3-5	
Number of minutes per intervention session:	
20 minutes	
Course(s) where interventions take place:	
1001310 ENG 1	
1001320 ENG HON 1	
1001340 ENG 2	
1001350 ENG HON 2	

1001370 ENG 3 1001380 ENG HON 3 1001400 ENG 4 1001410 ENG HON 4 8207310 Digital Information Technology 2109310 World History 1700320 Research 3 1700370 Critical Thinking and Study Skills		
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	ESSA Evidence Level	Verbiage (as needed)
myPerspectives Florida (Savvas)	N/A	myPerspectives Florida does not meet, strong, moderate or promising levels of evidence, however the following WWC Practice Guide for Adolescent Literacy Instruction: Effective Classroom and Intervention Practices and supports its use for Tier 2 interventions in the following ways: - Provide explicit vocabulary instruction: Strong - Provide direct and explicit comprehension strategy instruction: Strong - Provide opportunities for extended discussion of text meaning and interpretation: Moderate - Increase student motivation and engagement in literacy learning: Moderate - Make available intensive and individualized interventions for struggling readers: Strong These recommendations are built into the myPerspectives Florida because the program includes performance tasks as well as rigorously selected texts that span literary and informational genres, which offer rich vocabulary exposure. Additionally, there is direct, explicit comprehension strategy instruction which follows the gradual release model, with teachers modeling before students collaborate and apply strategies independently. Further, myPerspectives Florida has extended discussions of text meaning and interpretation, which includes discussion prompts to encourage deep engagement. In addition, it has thematic,

		relevant unit with high-quality text diversity (types of text) that provide multimodal engagement and motivation. Finally, and perhaps most importantly, myPerspectives Florida features tools like the Language Coach, Language Lab and Language Support Lessons which offer scaffolded, individualized support for multilingual or struggling readers, as well as the Foundational Skills Centers which are designed to target and accelerate reading proficiency by providing more focused intervention to students who need additional support. The district will support and monitor the implementation of this program through data analysis of CBMs, along with state FAST PM data, in addition to monthly instructional walkthroughs, weekly school based walkthroughs, and regular PLCs with teachers and coaches centered around the use of the program and its best practices. Ongoing PL is provided by the coach and district, with PL support from vendor annually as well.
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.		
Students with Disabilities		
Name of Program	ESSA Evidence Level	Verbiage (as needed)
Same as above		
English Language Learners		
Name of Program	ESSA Evidence Level	Verbiage (as needed)
Same as above		
Additional performance criteria that prompt Tier 3 interventions for students not meeting expectations/benchmarks during the school year: FAST PM 3-10 Level 1 achievement for PM 2 & A Savvas Diagnostic average of 25% or below		

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: Level 1 on FAST ELA PM 3 Savvas Diagnostic average of 25% or below (previous year end score)								
Number of times per week interventions are provided: 5 Number of minutes per intervention session: 47-50 minutes Course(s) where interventions take place: 1700300 Research 1 1700310 Research 2 1700320 Research 3 1700370 Critical Thinking and Study Skills 1700380 Career Research and Decision Making								
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	ESSA Evidence Level	Verbiage (as needed)						
IXL	N/A	While IXL's ELA program does not meet strong, moderate, or promising levels of evidence as a stand-alone "program" under WWC criteria; the following WWC Practice Guide recommendations support the core components of the program: 1. <i>Improving Adolescent Literacy: Effective Classroom and Intervention Practices</i> (WWC, 2008, grades 5–12) This is the most direct anchor for using IXL in high school based on the guides recommendations and evidence rating: <table border="0"> <tr> <td>Recommendation</td> <td>Evidence rating</td> </tr> <tr> <td>Provide explicit vocabulary instruction</td> <td>Strong</td> </tr> <tr> <td>Provide direct and explicit comprehension strategy instruction</td> <td>Strong</td> </tr> </table>	Recommendation	Evidence rating	Provide explicit vocabulary instruction	Strong	Provide direct and explicit comprehension strategy instruction	Strong
Recommendation	Evidence rating							
Provide explicit vocabulary instruction	Strong							
Provide direct and explicit comprehension strategy instruction	Strong							

		Provide opportunities for extended discussion of text meaning and interpretation Moderate Increase student motivation and engagement in literacy learning Moderate Make available intensive and individualized interventions for struggling readers, delivered by trained specialists Strong Mapping to IXL Language Arts: • Explicit vocabulary instruction (strong evidence). IXL gives vocabulary-in-context, word-relationships, and academic-vocabulary strands give students high-volume, immediate-feedback practice on a recommendation the guide rates as strong evidence. • Explicit comprehension strategy instruction (strong evidence). IXL's reading-comprehension items (inference, main idea, argument analysis, rhetorical strategy identification) practice the outcomes of comprehension strategies. • Motivation and engagement (moderate evidence). Adaptive difficulty, immediate feedback, and visible mastery/progress indicators are engagement mechanisms with some support in the broader learning-science literature. IXL does this at least partially. • Intensive, individualized intervention by trained specialists (strong evidence). IXL's diagnostic and analytics tools can help teachers and coaches support the identification and progress-monitoring work that feeds into this kind of intervention. <i>2. Teaching Secondary Students to Write Effectively</i> (WWC, 2016, grades 6–12) Same three recommendations as at the middle-grades level, since the guide spans 6–12:
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		- Integrate reading and writing — IXL fits here where grammar/usage strands are paired with reading passages. - Use assessment of student writing to inform instruction and feedback — IXL supports via diagnostic and skill-analytics data feeding teacher decisions about grammar/mechanics instruction. The district will support and monitor implementation of this program by: - Offering professional learning on IXL best practices with support from IXL and BSI regional staff at identified schools - Providing coaching cycles and PLCs for teachers to practice and refine intervention delivery, using WWC recommendations as an anchor and emphasizing the need for IXL as a supplement to teacher-led core instruction and intervention, not as a substitute - Monitoring implementation through fidelity checks and progress-monitoring data reviews to ensure students are responding to skills practice and intervention. - Hosting data meetings to analyze student progress and adjust intervention plans accordingly. Building teacher capacity through ongoing PL focused on evidence-based reading practices aligned to both WWC guides

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.

Students with Disabilities

Name of Program	ESSA Evidence Level	Verbiage (as needed)
Same as above		

English Language Learners

Name of Program	ESSA Evidence Level	Verbiage (as needed)
Same as above		

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 FEFP earn a certification, a credential, an endorsement or an advanced degree in scientifically researched and evidence-based reading instruction;
- Differentiate and intensify professional learning for teachers based on progress monitoring data;
- Identify mentor teachers and establish model classrooms within the school; and
- Ensure that time is provided for teachers to meet weekly for professional learning.

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

Name of Professional Learning	Target Audience	Description
UFLI	All K-2 Teachers	Foundational language curriculum for encoding and decoding centered around the Science of Reading, mainly focused on phonics and phonemic awareness.
Elementary Micro-credential	All K-5 Teachers	Now serves as Competency 1 for the Reading Endorsement, but also gives teachers and background in the Science of Reading and how reading skills develop and ways of intervening effectively depending on student need, specific to elementary grades.
Early Childhood Micro-credential	All VPK Teachers	Now serves as Competency 1 for the Reading Endorsement, but also gives teachers and background in the Science of Reading and how reading skills develop and ways of intervening effectively depending on student need, specific to early childhood
UF Lastinger Literacy Matrix or FCRR Reading Foundations Endorsement Pathway	All K-12 Teachers	All teachers who complete the Literacy Microcredential and don't already have a Reading endorsement will be encouraged to use the Literacy Matrix pr FCRR Endorsement as a pathway to getting additional literacy instruction training and completing the full endorsement.
Secondary Micro-credential	All 6-12 Teachers (core subjects)	Now serves as Competency 1 for the Reading Endorsement, but also gives teachers and background in the Science of Reading and how reading skills develop and ways of

FDOE BSI Regional Specialists	All K-12 Teachers	intervening effectively depending on student need, specific to secondary. Will partner with district to provide training on effective Tier 1 instruction and instructional focus boards, in large part, centered around literacy practices and standards.
Instructional Personnel and Certified PreK Teachers Describe how professional learning is provided to help instructional personnel and certified PreK teachers funded in the FEFP earn a certification, a credential or credentials, an endorsement or an advanced degree in scientifically researched and evidence-based reading instruction. Teachers in Columbia County Schools can earn the reading endorsement in the following ways: • Through the UF Lastinger Center Flamingo Literacy Matrix (optional) • Through the FCRR Reading Foundations and Evidence-Based Instructional Practices Reading Endorsement Pathway (optional) • Through the NEFEC Reading Endorsement Matrix either standalone or through the district/NEFEC PLCP (this is the official matrix of the district) In order to ensure more opportunity and flexibility, as well as meet certificate renewal requirements, with PL focused in the Science of Reading the district also promotes the UF Lastinger Center Microcredential for both Elementary and Secondary.		
Differentiated Professional Learning Describe how professional learning is differentiated and intensified for teachers based on progress monitoring data. Progress Monitoring Data will be discussed at district and school-mandated Data Days, as well as weekly grade level/subject areas meetings. Assessment and progress monitoring will also be used with our ELA adoptions, McGraw Hill Wonders and StudySync, and Savvas My Perspectives, as well as district-created ELA benchmark assessments and IXL Reading scores in the Elementary grades. Data will determine Tier 2 and Tier 3 interventions to be utilized. Additionally, using the FRS system to generate reports around specific content clusters and benchmarks, teacher professional learning is differentiated and/or intensified depending on individual, classroom, and/or grade-level progress in specific areas, or even at the school level depending on PM data outcomes. For example, if a particular grade level in a school performs poorly in poetry content from the FAST PM ELA assessment, PL in best practices around related benchmarks would be utilized for the teacher or teachers whose data demonstrates the need. This PL could be delivered by school coaches, exemplar teachers, district staff, consortium specialists, as well as, at times, FLDOE regional BSI specialists or the JRF SRLD.		
Mentor Teachers Describe how mentor teachers are identified and how model classrooms are established and utilized within the school. All mentor teachers are identified from established criteria which is required as part of our PLCP program, as well as the local EPI (i.e. highly effective evaluations, VAM scores, length of service, etc.). Model classrooms, often those that are also mentor teachers, are identified in partnership with school administrators and lead teams based on longitudinal data, including both achievement and growth that has been sustained for multiple years. Behavior data relative to classroom management, and other factors are also considered.		

Mentor teachers are assigned based on need to new teachers and/ or those identified through administrator review and evaluation data and feedback. Mentor teachers meet with these individuals and serve as model classrooms so that less experienced teachers and those with specific identified deficiencies can visit and see a model lesson within, or outside of, a coaching cycle. At times, mentor teachers also meet with mentees to watch and review the teacher's lesson for additional feedback and coaching. Mentor teacher classrooms are also used for the purpose of lesson study by grade level and/or subject area teams.

Professional Learning Time

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

All teachers are given planning periods daily and have time before and after teacher workday to meet for PLCs and/or faculty meetings. This allows for weekly PLCs to occur during these times, which is usually during planning periods.

However, weekly professional learning could include more than one session per week and instead of just PLCs, could be events such as coaching sessions, training, resource presentation by coaches, data meetings, etc.

Additionally, in 2026-27 half of all PL days will be dedicated to professional learning activities centered around high-quality, standards-based instruction. For most academic subject teachers, and all of elementary, the focus will be around standards-based, literacy-focused explicit instruction rooted in the Science of Reading.

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
Intensive Intervention	K-6	Pull-outs using tutors paid for with Title I and Title V funds. Will focus on Level 1 and Level 2 according to PM 3 data at first, with progress tracked via PM 1 to PM 2, as well as district assessments. Training is provided by the district using JRF guidelines/resources & support. At CS&I school, if additional CSG grant funds are available again this year, we will continue to pay for additional tutors to do push-in and pull-out literacy interventions with SWDs.

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 students are first identified with a substantial reading deficiency they are given a Read-at-Home plan developed by the district in conjunction with the FDOE's required Read@Home resources. The plan incorporate resources and information focused on oral language, fluency, phonics and phonological awareness, vocabulary and comprehension. The plan will be sent home with each student with an identified with a substantial deficiency in reading in print form. It will also be available on the district Web site and

home page of each elementary school. This way it will be made available to all families, not just those who have a K-3 student identified with a substantial deficiency in reading. Additionally, for students who do not have an IEP or 504, an AIP is also started for that student. Progress is communicated monthly in various ways, either through face-to-face parent conferences, Parent Square communication outlining student progress, and/or a letter sent home to the parent.

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).

ALL students will be encouraged to read outside of school with family/community oversight using the additional following methods, depending on grade level: UFLI resources for at home practice, Grade 1-6 Accelerated Readers, based on appropriate AR level. Expected points are individually based, and reading/assessing is monitored, "Book in Bag" program with readers and AR books. K-1 parents read with and sign Reading Logs. Grade 2-6 parents sign Reading Logs and read with/monitor student reading. Grades 7-12 Assigned reading from the B.E.S.T. ELA Booklist. This includes books and excerpts. This will also include some leveled readers for approaching, on-level, accelerated, and ELL students) McGraw Hill Wonders and Savvas My Perspectives).

Each school will receive the resources from the district office for communicating the availability and benefits of the New Worlds Reading Initiative for students who qualify. Schools also actively encourage and assist parents in signing up for NWRI during parent conferences, meetings, and school literacy nights. At the bi-monthly administrator's meetings with principals, progress and participation regarding NWRI is shared by the district Instructional Services department. Also, NWRI is a topic at each monthly district-wide instructional coaches' meeting. Additionally, the UF IFAS Extension is being granted permission by the district to promote and present their Books & Cooks program at various school events, etc. and actively allow for voluntary research and program participation from the program which could include access to additional literacy resources, as well as meal kits and nutrition education.

Communication is provided in multiple formats (and translations) such as flyers, texts, emails, social media, and school apps. Events are held at varied times to increase attendance.

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.

In building school master schedules, K-2 classrooms are focused on first, with teacher data and evaluation outcomes reviewed before teaching assignments are made.

The evaluation instrument includes consideration of:

- Instructional practice
- Professional responsibilities
- Student growth and performance

Local VAM data is used in many cases along with the evaluation instrument, however, if teacher was previously 4-5 with state VAM score, that data may be considered as well. School principals work directly with their lead teams to ensure those assigned meet this criteria. Additionally, district staff periodically does walkthroughs (at least quarterly) but more often in RAISE and BSI supported schools. This includes visiting K-2 classrooms with a follow up with the school lead team to address instructional concerns and alignment with the CERP and district priorities. This school and district oversight and involvement helps to identify teachers for ongoing coaching and PL to help build their capacity and retain them in the K-2 grade band.

Further, the district monitors and requires principals to present K-2 reading outcome data and address strategies for improvement as it relates to teacher effectiveness. Staffing decisions must be justified by teacher data reflecting literacy growth and performance in K-2.

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 s. 1008.25(4)(c), F.S. , to address their specific reading deficiency, unless they have an IEP or 504 plan that addresses their reading deficiency, or both in accordance with Rule 6A-6.053(6)(c), F.A.C.
	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 s. 1012.34, F.S. All other intensive reading interventions are delivered by instructional personnel who are certified or endorsed in reading, or by instructional personnel who possess the elementary or secondary literacy micro-credential and who are supervised by an individual certified or endorsed in reading.
	d. Each school has a literacy leadership team consisting of a school administrator, literacy coach, media specialist and a lead teacher, as applicable.
	e. All literacy coaches in the district meet the minimum qualifications described in Rule 6A-6.053(4), F.A.C.
	f. Literacy coaches are prohibited from performing administrative functions that will detract from their role as a literacy coach and spend limited time administering or coordinating assessments.
	g. Literacy coaches are assigned to schools with the greatest need based on student performance data in reading.
	h. Time is provided for teachers to meet weekly for professional learning, including lesson study and professional learning communities.
	i. The CERP will be shared with stakeholders, including school administrators, literacy leadership teams, literacy coaches, classroom instructors, support staff and parents.

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

Keith Couey

Signature:

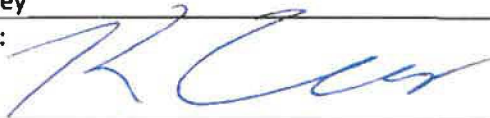
Date:

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Keith Couey

Signature:



Date:

9-10-26