

District Comprehensive Evidence-Based Reading Plan

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

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

1) Contact Information

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

Point of Contact	Name	Email	Phone
Main Reading Contact	Kristie Joens	Kristie.joens@desotoschools.com	863-494-4222 x1306
Data Element	Francesca Anderson	Francesca.anderson@desotoschools.com	863-494-4222 x1314
Third Grade Promotion	Kristie Joens	Kristie.joens@desotoschools.com	863-494-4222 x1306
Multi-Tiered System of Supports	Dr. Amy Bennett	Amy.bennett@desotoschools.com	863-993-1333
Reading Curriculum	Kristie Joens	Kristie.joens@desotoschools.com	863-494-4222 x1306
Assessment	Francesca Anderson	Francesca.anderson@desotoschools.com	863-494-4222 x1314

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	\$22,013.96	.20
Intervention teachers		
Scientifically researched and evidence-based supplemental instructional materials	\$15,000	
Third grade summer reading camps		
Summer reading camps		
Secondary Expenses		
Literacy coaches		
Intervention teachers		
Scientifically researched and evidence-based supplemental instructional materials		
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		
Incentives for K-12 instructional personnel and certified PreK teachers who obtain the Reading Endorsement or Certification		
Incentives for PreK-12 instructional personnel who obtain an Emergent, Elementary or Secondary Literacy Micro-Credential		
Additional time per day of evidence-based intensive reading instruction for extended literacy learning (before or after school, summer, etc.)		
Tutoring programs to accelerate literacy learning		
Family engagement activities		
Other – Please Describe. Add additional rows as needed.		
Estimated Sum of Expenditures	\$37,013.96	

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	3	1	67	75

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 district will improve literacy outcomes for VPK students by implementing data-driven instruction tailored to individual needs, with a focus on key early literacy skills such as phonological awareness, vocabulary, and print knowledge. Teachers will receive targeted professional development and coaching aligned to identified areas of need, while classrooms will utilize evidence-based curricula and supplemental resources to support skill development. Family engagement will be strengthened through literacy workshops and take-home materials, and ongoing progress monitoring will guide instructional adjustments to ensure continuous growth.

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	11	8	21	28
1	8	6	26	30
2	17	14	27	35
3	31	25	44	50
4	28	23	46	53
5	28	23	43	49
6	31	26	43	49
7	18	14	53	57
8	31	25	41	47
9	28	24	43	48
10	33	28	33	40

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	Data chats happen quarterly for each school with the district leadership and school administration. ELA FAST, ELA Benchmark, and literacy diagnostic scores are reviewed and discussed. An action plan is developed for areas of need.	In addition to quarterly data chats, schools have 2 weekly collaborative planning meetings. Monthly during these sessions data from progress monitoring assessments, district created benchmarks, and grade level

	The action steps are monitored frequently at data chats and view visits.	formatives is gathered and reviewed, both at a grade level/ content area level and by teacher. Trends are discussed and plans are made for the areas in need of improvement. Coaches work with teachers and grade levels to develop interventions based on the data gathered from both formative and summative assessments.
Actions for continuous support and improvement	During our view visits, classroom walkthroughs are completed in collaboration with school and district administration. Alignment of the written, taught, and assessed curriculum is evaluated. Teacher and student work is reviewed for alignment, engagement, and instructional delivery. During each school visit, literacy is paramount during conversations. After the visit, trends are discussed and an action plan is developed. As a part of the plan, the district and school have next steps that will be taken before the next quarter. Each quarter action steps from the previous time are reviewed and marked if complete or more help is necessary.	In addition to view visits, administrative teams do weekly checks to ensure alignment to ELA standards and to ensure best practices are occurring in the classrooms. Administration takes the information and creates a plan of action that will serve to monitor reading instruction in the classroom. Coaches are also used to help teachers in need. If lesson plans or observations show lack of implementation meetings will be scheduled to determine and discuss barriers to implement a solution to correct the concern.
Grades 6-8	District Level	School Level
Data that will be collected and frequency of review	Data meetings occur quarterly for each school with the district leadership and school administration. ELA FAST and ELA Benchmark scores are reviewed and discussed. An action plan is developed for areas of need. The action steps are monitored frequently at data chats and view visits.	In addition to quarterly data chats, schools have 2 weekly collaborative planning meetings. Monthly during these sessions data is gathered and reviewed, both at a grade level/ content area level and by teacher. Trends are discussed and plans are made for the areas in need of improvement. Coaches work with teachers and grade levels to develop interventions based on the data

		gathered from both formative and summative assessments.
Actions for continuous support and improvement	Quarterly view visits are had. During our view visits, classroom walkthroughs are conducted by school and district administration. Alignment is gathered for the lesson, both taught and spoken. Teacher and student work is reviewed for alignment, engagement, and instructional delivery. Each visit ELA blocks are seen and discussed. After the visit, trends are discussed and an action plan is developed. As a part of the plan, the district and school have next steps that will be taken before the next quarter. Each quarter action steps from the previous time are reviewed and marked if complete or more help is necessary.	In addition to view visits, administrative teams do weekly checks to ensure alignment to ELA standards and to ensure best practices are occurring in the classrooms. Administration takes the information and creates a plan of action that will serve to monitor reading instruction in the classroom. Coaches are also used to help teachers in need. If lesson plans or observations show lack of implementation meetings will be scheduled to determine and discuss barriers to implement a solution to correct the concern.
Grades 9-12	District Level	School Level
Data that will be collected and frequency of review	Data meetings occur quarterly for each school with the district leadership and school administration. ELA FAST and ELA Benchmark scores are reviewed and discussed. An action plan is developed for areas of need. The action steps are monitored frequently at data chats and view visits.	In addition to quarterly data chats, schools have 2 weekly collaborative planning. Monthly during these sessions data is gathered and reviewed, both at a grade level/ content area level and by teacher. Trends are discussed and plans are made for the areas in need of improvement. Coaches work with teachers and grade levels to develop interventions based on the data gathered from both formative and summative assessments.
Actions for continuous support and improvement	Quarterly view visits are had. During our view visits, classroom walkthroughs are conducted by school and district administration. Alignment is gathered for the lesson, both taught and spoken. Teacher and student work is reviewed for	In addition to view visits, administrative teams do weekly checks to ensure alignment to ELA standards and to ensure best practices are occurring in the classrooms. Administration takes the information and creates a plan of action that will serve to monitor reading

	alignment, engagement, and instructional delivery. Each visit ELA blocks are seen and discussed. After the visit, trends are discussed and an action plan is developed. As a part of the plan, the district and school have next steps that will be taken before the next quarter. Each quarter action steps from the previous time are reviewed and marked if complete or more help is necessary.	instruction in the classroom. Coaches are also used to help teachers in need. If lesson plans or observations show lack of implementation meetings will be scheduled to determine and discuss barriers to implement a solution to correct the concern.
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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.

Each year, a team meets to discuss the upcoming school year. This team consists of district administration, school administration, reading coaches, teachers, and parents. During this meeting, numerous topics are discussed. We discuss federal programs, reading plans, assessments (both diagnostic and formative), curriculum, professional development, classroom needs (both instructional and for intervention), and family and community engagement. We take the data from the previous year both quantitative and qualitative and see where improvements need to be made. Quantitative data includes benchmark data, grades, FAST scores, and MTSS data. Qualitative data include parent and teacher surveys, professional development surveys, and notes taken throughout the year in walkthroughs and classroom visits. Once this data has been reviewed we take areas in need of improvements and rank them by priority level. We will then use those items in developing our goals for the next school year. Those goals are then written into the K-12 Reading plan as well as other federal programs the district is awarded.

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

Principals monitor implementation of the district and school reading plans through regular classroom walkthroughs, lesson plan reviews, data analysis, and collaboration with instructional coaches. The purpose and expectations for reading walkthroughs are communicated to teachers weekly during collaborative planning time and monthly during faculty/staff meetings.

Administrators conduct reading-focused walkthroughs at least monthly, with additional walkthroughs conducted as needed based on student data, teacher needs, or identified areas of concern. Each month, administrators establish a specific instructional look-for aligned to the reading plan, such as effective questioning, student collaboration, differentiation, formative assessment, small-group instruction, or evidence-based reading practices. Walkthrough findings are used to determine the level of implementation and identify areas for continued support.

When a concern or gap in implementation is identified through walkthroughs, lesson plans, student data, or observations, the administrator meets with the teacher to discuss the concern, identify barriers, and develop an action plan. The action plan includes specific next steps, supports, and a timeline for follow-up monitoring. Instructional coaches are utilized to provide modeling, coaching, professional learning, and other targeted support when appropriate.

Follow-up walkthroughs and observations are conducted to monitor progress and determine whether the identified strategies have been implemented effectively. If concerns persist, administration schedules additional meetings and provides continued support to ensure that reading instruction remains aligned with the school and district reading plan.

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.

The purpose of quarterly data chats is communicated to staff before each assessment is given. Faculty are provided a template to help monitor student data. Grade levels and coaches work to desegregate the data as a group. Trends are outlined and an action plan is developed to help correct areas of need. Intervention groups are also developed at the school level from the data that is collected. This informs the teachers what each student is in need of and how they should be grouped for intervention. Each quarter, new groups are made based on the most recent data gathered.

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?

This has been communicated to all staff members through various communication methods. Emails are sent to each group outlining the role and assignment duties for our academic coaches. Principals and district staff have monthly meetings and this topic is discussed as needed. During the year this topic might need to be addressed at various school sites. These are taken care of on a case-by-case basis and then reiterated in group meetings as well.

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

Deputy Superintendent and Director of Instructional Services monitor calendars and support files to ensure coaches are working with all grade levels. We can also sort the documents to see which teachers are frequently provided assistance. This information is provided to administration when necessary.

Coaches meet twice a month for meetings where professional development is delivered or problems are solved using a workshop model to work through problems that may arise. Data is analyzed to determine teaching practices and individual student needs. Then, instructional decisions are made based on student growth. Data is used to determine school-wide professional development (PD), PD needed for individual teachers and to analyze resources being used in the classroom. The problem-solving steps include: problem identification, problem analysis, plan implementation, and plan evaluation. Collaboration team reviews and implements plans. Both the

Assistant Superintendent and the Director of Instructional Services will provide feedback to coaches during instructional walkthroughs, and following observations of planning meetings.

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

The district supports coaches by allowing them to be assigned to certain schools and grade levels. This allows them time and consistency with the teachers at their school site. They do not have a set schedule each day, so that they may work with those teachers that have the greatest need. After each diagnostic assessment, the coaches will desegregate the data and work with teachers, both individually and as a grade level group to analyze and set goals for the upcoming weeks/months of work. They make plans for their classroom instruction as well as their students to allow for maximum student achievement. Additionally, PD is developed as the need arises with either the school or district as a whole. Coaches will work together to develop meaningful PD that effectively meets the needs of the staff. This PD will be given during the school day, on the weekends, and during the summer. Each week the coaches meet with district leadership to review their work and gain support for areas of need at their specific school.

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

The district monitors the coaches by bi weekly meetings and weekly check-ins with the coaches. During those weekly meetings we discuss the coaches calendar and what are their main focuses during their time with the teachers. Principals as well as district level admin work with the coaches to ensure they are working with the highest need in their particular school. Quarterly view visits occur where coaches report where their focus has been and then walkthroughs are performed to see the evidence of that work. Additionally, both the Assistant Superintendent and the Director of Instructional Services will provide feedback to coaches during instructional walkthroughs, and following observations of planning meetings. Action plans are developed for areas of additional or continued need.

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

The district measures the effectiveness of literacy coaches through a combination of the literacy coaching model and performance evaluations aligned to student outcomes and teacher growth. Coaches support teachers in implementing evidence-based literacy practices, model instruction, and facilitate data-driven planning. Their impact is evaluated using teacher feedback, coaching logs, observation data, and improvements in student literacy performance. Additionally, coach effectiveness is assessed through goal attainment, professional learning outcomes, and alignment with district literacy priorities, ensuring coaching leads to measurable improvements in instructional quality and student achievement.

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.
 - **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?

In all of our classrooms, our district provides evidence and a research-based curriculum. Teachers will provide direct, systematic, and explicit instruction to all students in the six components of reading. The district gives various assessments; FAST, Renaissance STAR, Common Lit, district developed benchmarks, and formative assessments. Data is analyzed to determine teaching practices and individual student needs. Then, instructional decisions are made based on student growth. Data is used to determine school-wide professional development (PD), PD needed for individual teachers, and to analyze resources being used in the classroom. Tier 1 instruction is standards-aligned. The district adopted HMH resources last school year. It was on the state adopted list and has been through a rigorous vetting process both at the state level and at the district level. UFLI Foundations will be utilized in both whole groups and small groups in K-2, as well as small groups in Grades 3-5. Our core instruction allows for accommodation for students with disabilities and English language learners. We provide specific PD for all teachers in working with students with disabilities and our English language learners. We also provide reading endorsement courses for all teachers. Our Tier 2 and 3 instruction is specific and explicit to fit the needs of our students. These classes provide small group instruction in the area of need for the students. These areas of need are determined by our diagnostic and formative assessments. Students scoring below the 25th percentile on the FAST require Tier 2 intervention.. Students who continue to show a reading deficiency can move to Tier 3 where they will receive individual intervention at least 3 times a week for 30 minutes.

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.

The district's public school PreK program—including VPK, Exceptional Student Education (ESE), and other PreK classrooms—implements a comprehensive plan focused on assessment, standards-based instruction, and support to meet the diverse needs of all learners. Assessment tools such as the Florida Assessment of Student Thinking (FAST) and developmentally appropriate screeners are used to monitor progress in early literacy, language, and cognitive skills. Instruction is aligned to the Florida Early Learning and Developmental Standards and is differentiated to support varied learning styles and developmental levels. Teachers use evidence-based curricula and embed inclusive practices to address the needs of ESE students and dual

language learners. Ongoing professional development, access to instructional coaches, and collaboration with support staff such as speech-language pathologists and occupational therapists ensure all students receive targeted interventions and enrichment opportunities, fostering growth and school readiness.

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

The district's public school PreK program—including VPK, ESE, and other PreK classrooms—utilizes high-quality, evidence-based instructional materials designed to support early learning and development across all domains. Core materials align with the Florida Early Learning and Developmental Standards and emphasize foundational skills in early literacy, math, language, and social-emotional development. Programs such as *Creative Curriculum*, provide structured, play-based learning experiences that are developmentally appropriate and culturally responsive. For students with exceptional needs, supplemental materials and adaptive resources are incorporated to ensure access and engagement. Teachers also use manipulatives, storybooks, technology tools, and hands-on learning centers to foster exploration, language development, and critical thinking skills.

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 identified as having a substantial deficiency in early literacy skills receive targeted, evidence-based interventions tailored to their specific areas of need. These interventions focus on foundational early literacy skills such as phonological awareness, alphabet knowledge, vocabulary development, and oral language. Instruction is delivered in small groups or one-on-one settings and is embedded into the daily routine using multisensory and developmentally appropriate strategies. Progress is closely monitored through ongoing formative assessments, and instruction is adjusted based on student response. Parents are notified of the deficiency and provided with strategies and resources to support literacy development at home. The goal of these interventions is to ensure that all students are on track for kindergarten readiness and early 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?
UFLI 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
Renaissance Lalilo	☐ 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
iReady 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
District Level Benchmarks	☐ 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
Amira	☐ VPK ☐ PreK	☐ Oral Language ☐ Phonological	☐ Screening ☐ Progress	☐ Weekly ☐ 2 x Month

Additional Assessment(s)				
Name of the Assessment	Target Audience (Grades PreK-5) (Select all that apply.)	What component of reading is assessed? (Select all that apply.)	Assessment Type (Select all that apply.)	How often is the data collected?
	☐ Grade K ☐ Grade 1 ☐ Grade 2 ☐ Grade 3 ☐ Grade 4 ☐ Grade 5 ☐ All Students ☐ Select Students	Awareness ☐ Phonics ☐ Fluency ☐ Vocabulary ☐ Comprehension	Monitoring ☐ Diagnostic ☐ Summative	☐ 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.

Students in grades K-3 are identified for Tier 2 interventions based on assessment data (FAST/STAR reading as well as local assessment data). Data calculations is as followed:
Kindergarten students- Tier 2- Scale Score of 114-133 Tier 3- below the 10th percentile
First Grade students- Tier 2- Scale Score of 135-152 Tier 3- below the 10th percentile
Second grade Students- Tier 2- any one or more of the five reading skill areas fall below the 25th percentile.
Tier 3- Below the 10th percentile
Third grade students- Tier 2- Level 1-2 on PM 1 or 2 on FAST ELA test, Tier 3- Level 1 on PM 1 or 2 on FAST ELA test

Students take the STAR/ FAST test 3 times a year.

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

Students in grades 4-5 are identified for Tier 2 interventions based on assessment data (FAST reading as well as local assessment data). Data calculations is as followed:
Fourth grade students- Tier 2- in any one or more of the five reading skill areas fall below 25th percentile
Tier 3- Below the 10th percentile
Fifth Grade students- Tier 2- in any one or more of the five reading skill areas fall below 25th percentile Tier 3- Below the 10th percentile

Students take the FAST test 3 times a year.

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.

The LEA utilizes a multi-step MTSS process to identify K–3 students who demonstrate characteristics of dyslexia and provide appropriate interventions based on their individual needs. At the beginning of the school year, student assessment and screening data, including Amira, are reviewed to identify students who demonstrate significant reading difficulties or fall within the Tier 3 range. The teacher, interventionist, literacy coach, and/or MTSS team analyze multiple sources of data, including screening results, classroom performance, foundational skills, and progress-monitoring data, to identify patterns of difficulty in areas such as phonological awareness, phonics, decoding, word recognition, and fluency. Students demonstrating characteristics of dyslexia and requiring intensive support receive Tier 3 intervention in addition to the 90-minute core reading block. The LEA utilizes UFLI to provide explicit, systematic, and sequential instruction in foundational reading skills, with Tier 3 intervention provided through increased instructional time and intensity in a small-group or one-on-one setting based on student need. Student progress is monitored regularly, and the MTSS team reviews the data to determine the effectiveness of the intervention and make adjustments to the intensity, frequency, duration, or instructional approach as needed. Additional screenings and data reviews are conducted throughout the school year when concerns arise or student progress indicates a need for further support. The LEA also provides access to Learning Ally to support students' access to grade-level texts

through audiobooks and other accessible reading resources; however, these resources are used to supplement, not replace, explicit reading instruction and intervention.

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

The LEA has Amira that has the ability to screen students with dyslexia. Students are screened during the first month of school. Additional screenings will be done, if necessary, throughout the year.

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

The effectiveness of Tier 1 instruction for K–5 students is monitored through regular analysis of multiple data sources, including universal screeners, formative assessments, classroom performance, and state-aligned benchmark assessments. Teachers and instructional teams review this data to ensure that core instruction is effectively meeting the needs of at least 80% of students. Classroom observations by instructional coaches and administrators help ensure fidelity to evidence-based practices and curriculum implementation. Data is reviewed during grade-level or professional learning community (PLC) meetings to identify instructional gaps, adjust lesson planning, and provide targeted support or professional development. This ongoing monitoring process ensures Tier 1 instruction is rigorous, standards-based, and responsive to the diverse needs of all K–5 learners.

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

The effectiveness of Tier 2 interventions for K–5 students is monitored through regular progress monitoring using targeted, skill-specific assessments aligned to the intervention goals. Data is collected biweekly or monthly to track student growth in areas such as reading fluency, comprehension, or math skills. Teachers and interventionists analyze this data to determine if students are responding to the interventions and making adequate progress. Results are reviewed during problem-solving or MTSS (Multi-Tiered System of Supports) team meetings that occur monthly, where decisions are made to continue, adjust, or intensify support. Fidelity checks, including observation and documentation reviews, ensure interventions are implemented as designed. This process ensures that Tier 2 supports are effective in addressing identified skill gaps and moving students toward grade-level expectations.

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

The effectiveness of Tier 3 interventions for K–5 students is monitored through frequent, individualized progress monitoring—typically weekly—using diagnostic and skill-specific tools that closely align with the student's targeted areas of need. Data is analyzed to assess the student's response to intensive intervention and determine the rate of progress toward clearly defined goals. MTSS (Multi-Tiered System of Supports) or problem-solving teams review this data monthly to evaluate whether interventions are effective, need adjustment, or warrant consideration for further evaluation. Fidelity of implementation is closely monitored through observation, intervention logs, and coaching support to ensure that strategies are delivered as intended. This rigorous monitoring process ensures Tier 3 interventions are effective, data-driven, and responsive to the most intensive student needs.

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: (Enter assessment criteria that will be used.) <u>Grade Kindergarten:</u> Star Early Literacy FAST assessment scaled score is 134 or above or 40th percentile or above <u>Grades 1:</u> Star Early Literacy FAST assessment scaled score is 153 or above or 40th percentile or above or Renaissance STAR FAST combined score is at or above grade level <u>Grade 2:</u> Star FAST assessment scales score is 183 or above or 40th percentile or above <u>Grade 3-5:</u> FAST assessment score is at or above grade level, Level 3.	
List performance criteria that indicate Tier 1 instruction is sufficient for at least 80% of students. <u>Grade Kindergarten:</u> Star Early Literacy FAST assessment scaled score is 134 or above or 40th percentile or above <u>Grades 1:</u> Star Early Literacy FAST assessment scaled score is 153 or above or 40th percentile or above or Renaissance STAR FAST combined score is at or above grade level <u>Grade 2:</u> Star FAST assessment scales score is 183 or above or 40th percentile or above <u>Grade 3-5:</u> FAST assessment score is at or above grade level, Level 3.	
Core Instruction	
Indicate the core instructional materials utilized. Add additional rows as needed.	
Name of Program	Year of Program Adoption
HMH: Into Reading program.	2023
Performance criteria that prompt the addition of Tier 2 interventions for students not meeting expectations/benchmarks during the school year: Grades K-2: Star Early Literacy FAST assessment below 25 percentile requires Tier 2 intervention Or Renaissance STAR FAST scores in any one or more of the five reading skill areas fall below the cut score at the appropriate grade level or the 25th percentile Grade 3-5: FAST PM 1 or PM 2 ELA achievement level is a 1 or 2	
Tier 1 Instruction + Tier 2 Interventions	
Beginning of Year Data	
Students who meet the following criteria at the beginning of the school year: (Enter assessment criteria that will be used.) Kindergarten: K-Readiness Star Early Literacy FAST assessment scaled score is 114-133 Grade 1 Star Early Literacy FAST assessment scaled score is 135-152 for PM1 or PM3 the previous year	

Grade 2 Renaissance STAR FAST scores in any one or more of the five reading skill areas fall below the cut score at the appropriate grade level below 25 percentile from PM1 or PM3 the previous year requires Tier 2 intervention Grade 3-5: FAST PM 1 or PM 3 from the previous year ELA achievement level is a 1 or 2		
Number of times per week interventions are provided: 1-5 times per week, depending on individual student need Number of minutes per intervention session: 30 minutes per session		
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)
UFLI Foundations		
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)
UFLI Foundations		
English Language Learners		
Name of Program	ESSA Evidence Level	Verbiage (as needed)
UFLI Foundations		
For K-3 students who have a substantial deficiency in reading or characteristics of dyslexia, identify the multisensory interventions provided. For K-3 students with a substantial deficiency in reading or characteristics of dyslexia, the district provides multisensory interventions that integrate visual, auditory, kinesthetic, and tactile learning modalities to reinforce literacy skills. These evidence-based programs often include explicit instruction in phonemic awareness, phonics, decoding, and spelling through activities such as letter tracing, tapping out sounds, using manipulatives, and engaging in oral reading with guided feedback. Programs like UFLI Foundations are commonly used to deliver structured, sequential lessons that build connections between letters and sounds while supporting memory and processing. These interventions are delivered in small groups or one-on-one settings, ensuring personalized support that addresses each student's unique learning profile and promotes reading fluency and comprehension.		
Performance criteria that prompt the addition of Tier 3 interventions for students not meeting expectations/benchmarks during the school year: Kindergarten: K-Readiness Star Early Literacy FAST assessment scaled score is below the 10th percentile Grades 1 and 2: Star Early Literacy FAST assessment scaled score is below the 10th percentile. Or Renaissance STAR FAST scores in any one or more of the five reading skill areas fall below the cut score at the appropriate grade		

level. Below 10 percentile requires Tier 3 intervention and these students will be identified as having a substantial reading deficiency. Grade 3-5: FAST scores in any one or more of the five reading skill areas fall below the cut score at the appropriate grade level. Below 20 percentile requires Tier 3 intervention and these students will be identified as having a substantial reading deficiency.		
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: (Enter assessment criteria that will be used.) Kindergarten: K-Readiness Star Early Literacy FAST assessment scaled score is 113 and below (10th percentile). Grades 1: Star Early Literacy FAST assessment scaled score is 134 or below (10th percentile) from PM1 or PM3 the previous year Grade 2 Renaissance STAR FAST scores in any one or more of the five reading skill areas fall below the cut score at the appropriate grade level. Below 10 percentile from PM1 or PM3 the previous year requires Tier 3 intervention and these students will be identified as having a substantial reading deficiency. Grades 3-5: FAST scores in any one or more of the five reading skill areas fall below the cut score at the appropriate grade level. Below 20 percentile requires Tier 3 intervention and these students will be identified as having a substantial reading deficiency.		
Number of times per week interventions are provided: 5 times per week Number of minutes per intervention session: 30 minute sessions		
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)
HMH Into Reading		HMH Into Reading does not meet strong, moderate or promising levels of evidence; however, the following What Works Clearinghouse (WWC) Practice Guide Recommendations support the program: Assisting Students Struggling with Reading: Response to Interventions (RtI) and Multi-Tier Intervention in the Primary Grades , Recommendation(s) ● Screen all students for potential reading problems at the beginning of the year and again in the middle of the year. Renaissance provides CMS assessments to use with students.

		● Provide time for differentiated reading instruction for all students based on assessment of student's current reading level. These are used weekly as students complete Renaissance Flow lessons during small group time. ● Provide intensive, systematic instruction on up to three foundational reading skills in small groups to students who score below the benchmark score on universal screening. These are done during teacher led small group times 3 times a week for 30 minutes. ● Monitor the progress of tier 2 students at least once a month. The students are monitored weekly to determine effectiveness of work. ● Provide intensive instruction on a daily basis that promotes the development of the various components of reading proficiency to students who show minimal progress after reasonable time in tier 2 small group instruction (tier 3).
UFLI Foundations		
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)
HMH Into Reading		HMH Into Reading does not meet strong, moderate or promising levels of evidence; however, the following What Works Clearinghouse (WWC) Practice Guide Recommendations support the program: Assisting Students Struggling with Reading: Response to Interventions (RtI) and Multi-Tier Intervention in the Primary Grades , Recommendation(s) ● Screen all students for potential reading problems at the beginning of the year and again in the middle of the year. Renaissance provides CMS assessments to use with students. ● Provide time for differentiated reading instruction for all students based on assessment of student's current reading level. These are used weekly as students complete Renaissance Flow lessons during small group time.

		● Provide intensive, systematic instruction on up to three foundational reading skills in small groups to students who score below the benchmark score on universal screening. These are done during teacher led small group times 3 times a week for 30 minutes. ● Monitor the progress of tier 2 students at least once a month. The students are monitored weekly to determine effectiveness of work. ● Provide intensive instruction on a daily basis that promotes the development of the various components of reading proficiency to students who show minimal progress after reasonable time in tier 2 small group instruction (tier 3).
UFLI Foundations		
English Language Learners		
Name of Program	ESSA Evidence Level	Verbiage (as needed)
HMH Into Reading		HMH Into Reading does not meet strong, moderate or promising levels of evidence; however, the following What Works Clearinghouse (WWC) Practice Guide Recommendations support the program: Assisting Students Struggling with Reading: Response to Interventions (RtI) and Multi-Tier Intervention in the Primary Grades , Recommendation(s) ● Screen all students for potential reading problems at the beginning of the year and again in the middle of the year. Renaissance provides CMS assessments to use with students. ● Provide time for differentiated reading instruction for all students based on assessment of student's current reading level. These are used weekly as students complete Renaissance Flow lessons during small group time. ● Provide intensive, systematic instruction on up to three foundational reading skills in small groups to students who score below the benchmark score on universal screening. These are done during teacher led small group times 3 times a week for 30 minutes. ● Monitor the progress of tier 2 students at least once a month. The students are

		monitored weekly to determine effectiveness of work. ● Provide intensive instruction on a daily basis that promotes the development of the various components of reading proficiency to students who show minimal progress after reasonable time in tier 2 small group instruction (tier 3).
UFLI Foundations		
For K-3 students who have a substantial deficiency in reading or characteristics of dyslexia, identify the multisensory strategies provided. For K-3 students with a substantial deficiency in reading or characteristics of dyslexia, the district provides multisensory interventions that integrate visual, auditory, kinesthetic, and tactile learning modalities to reinforce literacy skills. These evidence-based programs often include explicit instruction in phonemic awareness, phonics, decoding, and spelling through activities such as letter tracing, tapping out sounds, using manipulatives, and engaging in oral reading with guided feedback. Programs like UFLI Foundations are commonly used to deliver structured, sequential lessons that build connections between letters and sounds while supporting memory and processing. These interventions are delivered in small groups or one-on-one settings, ensuring personalized support that addresses each student's unique learning profile and promotes reading fluency and comprehension.		

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: Monday through Thursday: June 1- June 30, 2026 Beginning 7:45-11:45.
Evidence-Based Instructional Materials to be used, as defined in 20 U.S.C. s. 7801(21)(A)(i): Students will be instructed using the BEST ELA standards. To accomplish this, teachers will use UFLI Foundations and Common Lit, and other classroom activities throughout summer school. Teachers will plan together and submit lesson plans daily all aligned to the BEST ELA standards. At the end of the camp, third

grade students will take the Renaissance STAR test, to ensure achievement in the necessary third grade standards. The district will use the scale score determined by Just Read FL to determine proficiency.

CommonLit- formative assessments

IES Practice Guide-

Common Lit does not meet strong, moderate, or promising levels of evidence; however, the following IES Practice Guide Recommendation(s) support the program: Assisting Students Struggling with Reading: Response to Intervention (RtI) and Multi-Tier Intervention in the Primary Grades, Recommendation(s) Provide intensive, systematic instruction on up to three foundational reading skills in small groups to students who score below the benchmark score on universal screening.- strong evidence. These recommendations were built into the program by allowing students the opportunity to work with teachers on their foundational and comprehension skills in a small group setting. The district will support and monitor implementation of this program by working in planning and modeling to ensure teacher's effective use in the classroom, including professional learning sessions at each of our Learning Fair days during the school year.

Alternative Assessment Used: STAR Reading

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.	

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?
System 44	☒ Grade 6 ☒ Grade 7 ☒ Grade 8 ☒ 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
Read 180	☒ Grade 6 ☒ Grade 7 ☒ Grade 8 ☐ 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
District Level Benchmarks	☒ Grade 6 ☒ Grade 7 ☒ Grade 8 ☒ 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
HMH Into Literature Weekly/Unit Assessments	☒ Grade 6 ☒ Grade 7 ☒ Grade 8 ☒ 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

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

The district uses the MTSS process to identify students in grades 6-8 who need additional reading support. Student data, including FAST ELA scores, classroom assessments, progress monitoring, and teacher observations, are reviewed regularly by teachers, coaches, and administrators.

Students performing below grade-level expectations or demonstrating significant reading needs are identified for Tier 2 or Tier 3 interventions based on the intensity of their needs and their response to instruction. Intervention groups are developed based on specific skill deficits, and student progress is

monitored regularly. Data are used to adjust interventions and determine whether students need to continue, increase, or decrease their level of support.

Students in grades 6-8 are identified for Tier 2 interventions based on assessment data (FAST reading as well as local assessment data). Data calculations is as followed:

Grades 6-8

Tier 2 intervention if FAST PM 1 or PM 2 ELA achievement level is a 1 or 2

Tier 3 intervention if FAST score of Level 1

Students take the FAST test 3 times a year.

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?

The effectiveness of Tier 1 instruction in grades 6-8 is monitored through formative assessments, classroom performance data, FAST ELA assessments, and district benchmarks. Teachers, instructional coaches, and administrators review data during grade-level/departments meetings to identify areas of need. Classroom walkthroughs and observations are used to monitor the implementation of evidence-based instructional practices and curriculum. When concerns are identified, teams develop action steps, provide targeted professional development or coaching, and monitor student progress to determine the effectiveness of the changes.

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

The effectiveness of Tier 2 interventions in grades 6–8 is monitored through frequent progress monitoring using targeted assessments aligned with students’ specific skill deficits. Data is collected biweekly or monthly to track growth in areas such as reading comprehension, math skills, or writing. Interventionists and teachers analyze this data to determine whether students are making adequate progress toward their goals. Regular meetings with the MTSS (Multi-Tiered System of Supports) team or problem-solving groups are held to review the data monthly, adjust intervention strategies as needed, and decide if students require more intensive support. Additionally, fidelity checks ensure interventions are delivered as intended. This process helps ensure Tier 2 supports effectively address skill gaps and guide students back to grade-level proficiency.

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 effectiveness of Tier 3 interventions in grades 6–8 is monitored through frequent, individualized progress monitoring—often weekly—using diagnostic and skill-specific assessments tailored to the student’s unique needs. Data is closely analyzed by interventionists, teachers, and MTSS teams to evaluate the student’s response to intensive, targeted instruction and measure progress toward clearly defined goals. Monthly review meetings help determine whether interventions should be continued, modified, or intensified, and fidelity of implementation is ensured through observations and documentation. This rigorous monitoring process ensures that Tier 3 interventions are data-driven, responsive, and effective in supporting students with the most significant learning challenges.

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:

(Enter assessment criteria that will be used.)

PM 3 from the previous year score of Level 3 or above.

PM 1 FAST score of Level 3 or above.	
List performance criteria that indicate Tier 1 is sufficient for at least 80% of students. FAST PM 1 and PM 2 scores are Level 3 or above	
Core Instruction Indicate the core instructional materials utilized. Add additional rows as needed.	
Name of Program	Year of Program Adoption
HMH: Into Literature	2023
Additional performance criteria that prompt Tier 2 interventions for students not meeting expectations/benchmarks during the school year: FAST PM 1 or PM 2 ELA achievement level is a 1 or 2	

Tier 1 Instruction + Tier 2 Interventions		
Beginning of Year Data		
Students who meet the following criteria at the beginning of the school year: (Enter assessment criteria that will be used.) FAST PM 3 score of Level 2 from the previous year FAST PM Score of Level 2		
Number of times per week interventions are provided: 3 times per week Number of minutes per intervention session: 30 minutes per session Course(s) where interventions take place: In Core ELA block time and in Reading intervention classes.		
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)
Common Lit 360		Common Lit 360 does not meet strong, moderate or promising levels of evidence; however, the following What Works Clearinghouse (WWC) Practice Guide Recommendations support the program: Providing Reading Interventions for Students in Grades 4–9, Recommendation(s) ● Routinely use a set of comprehension-building practices to help students make sense of the text. ○ Part 3A. Build students’ world and word knowledge so they can make sense of the text

		○ Part 3B. Consistently provide students with opportunities to ask and answer questions to better understand the text they read ○ Part 3C. Teach students a routine for determining the gist of a short section of text ○ Part 3D. Teach students to monitor their comprehension as they read ● Provide students with opportunities to practice making sense of stretch text (i.e., challenging text) that will expose them to complex ideas and information . Additionally, we used WWC Practice Guide-Teaching Secondary Students to Write Effectively, Recommendation(s) ● Integrate writing and reading to emphasize key writing features. ● Use assessment of student writing to inform instruction and feedback. These recommendations were built into the program by allowing students the opportunity to work with teachers on their foundational and comprehension skills in a small group setting. The district will support and monitor implementation of this program by working in planning and modeling to ensure teacher's effective use in the classroom, including professional learning sessions at each of our Learning Fair days during the school year.
APEX Tutorials (Edmentum)		APEX Tutorials does not meet strong, moderate or promising levels of evidence; however, the following What Works Clearinghouse (WWC) Practice Guide Recommendations support the program: Improving Adolescent Literacy: Effective Classroom and Intervention Practices, Recommendation(s) ● Provide direct and explicit comprehension strategy instruction. ● Provide opportunities for an extended discussion of text meaning and interpretation. ● Increase student motivation and engagement in literacy learning. These recommendations were built into the program allowing students the opportunity to work with teachers on their foundational and

		comprehension skills in a small group setting. The district will support and monitor implementation of this program by working in planning and modeling to ensure teacher's effective use in the classroom, including professional learning sessions at each of our Learning Fair days during the school year.
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)
English Language Learners		
Name of Program	ESSA Evidence Level	Verbiage (as needed)
Additional performance criteria that prompt Tier 3 interventions for students not meeting expectations/benchmarks during the school year: FAST PM 1 or PM 2 Level 1 score		
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: (Enter assessment criteria that will be used.) Previous year FAST score of Level 1		
Number of times per week interventions are provided: 5 times per week Number of minutes per intervention session: 30 minutes per session Course(s) where interventions take place: Core ELA block time and in reading intervention courses		
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)
Common Lit 360- Teacher led Curriculum		Common Lit 360 does not meet strong, moderate or promising levels of evidence; however, the following What Works Clearinghouse (WWC) Practice Guide Recommendations support the program: Providing Reading Interventions for Students in Grades 4–9, Recommendation(s)

		● Routinely use a set of comprehension-building practices to help students make sense of the text. ○ Part 3A. Build students' world and word knowledge so they can make sense of the text ○ Part 3B. Consistently provide students with opportunities to ask and answer questions to better understand the text they read ○ Part 3C. Teach students a routine for determining the gist of a short section of text ○ Part 3D. Teach students to monitor their comprehension as they read ● Provide students with opportunities to practice making sense of stretch text (i.e., challenging text) that will expose them to complex ideas and information . Additionally, we used IEP Practice Guide-Teaching Secondary Students to Write Effectively, Recommendation(s) ● Integrate writing and reading to emphasize key writing features. ● Use assessment of student writing to inform instruction and feedback. These recommendations were built into the program by allowing students the opportunity to work with teachers on their foundational and comprehension skills in a small group setting. The district will support and monitor implementation of this program by working in planning and modeling to ensure teacher's effective use in the classroom, including professional learning sessions at each of our Learning Fair days during the school year.

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)

English Language Learners

Name of Program	ESSA Evidence Level	Verbiage (as needed)
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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?
District Developed Benchmark	☒ 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
SAVVAS weekly/unit assessments	☒ 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.

The district uses the MTSS process to identify students in grades 9-12 who need additional reading support. Student data, including FAST ELA scores, classroom assessments, progress monitoring, and teacher observations, are reviewed regularly by teachers, interventionists, coaches, and administrators.

Students performing below grade-level expectations or demonstrating significant reading needs are identified for Tier 2 or Tier 3 interventions based on the intensity of their needs and their response to instruction. Intervention groups are developed based on specific skill deficits, and student progress is monitored regularly. Data are used to adjust interventions and determine whether students need to continue, increase, or decrease their level of support.

Students in grades 9-12 are identified for Tier 2 interventions based on assessment data (FAST reading as well as local assessment data). Data calculations is as followed:

Grades 9-12, Students in grades 11-12 Intensive Reading

Tier 2 intervention if FAST PM 1 or PM 2 ELA achievement level is a 1 or 2

Tier 3 intervention if FAST score of Level 1

Students take the FAST test 3 times a year.

Students in Grade 11-12 utilized FAST, for those in intensive reading and local benchmark data to determine need.

Students in grades 11-12 Intensive Reading

Tier 2 intervention if FAST PM 1 or PM 2 ELA achievement level is a 1 or 2

Tier 3 intervention if FAST score of Level 1

Benchmark data

Tier 2 Intervention- 40% or below

Tier 3 intervention- 20% or below

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

The effectiveness of Tier 1 instruction in grades 9–12 is monitored through ongoing analysis of multiple data sources, including universal screeners, formative and summative assessments, classroom performance, and standardized state assessments. Teachers and instructional leaders review this data regularly to ensure that core instruction is effectively supporting the majority of students in meeting grade-level standards.

Classroom observations and walkthroughs by instructional coaches and administrators evaluate the fidelity of evidence-based instructional practices and curriculum alignment. Data discussions occur during department meetings and professional learning communities (PLCs) to identify instructional strengths and areas for improvement, adjust teaching strategies, and provide targeted professional development. This continuous monitoring ensures Tier 1 instruction remains rigorous, relevant, and responsive to the diverse needs of high school students.

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

The effectiveness of Tier 2 interventions in grades 9–12 is monitored through regular progress monitoring using targeted assessments that focus on students' specific skill gaps. Data is collected frequently—typically biweekly or monthly—to track growth in areas such as reading comprehension, math problem-solving, or writing skills. Teachers and interventionists analyze this data to determine if students are making adequate progress toward their individualized goals. MTSS or intervention teams review the data monthly in regular meetings to decide whether to continue, adjust, or intensify support. Fidelity checks through observations and documentation ensure that interventions are implemented as designed. This systematic monitoring ensures Tier 2 interventions effectively support students in reaching grade-level proficiency.

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

The effectiveness of Tier 3 interventions in grades 9–12 is monitored through frequent, individualized progress monitoring—often weekly—using diagnostic and skill-specific assessments tailored to each student’s needs. Data is carefully reviewed by interventionists, teachers, and MTSS teams monthly to evaluate student response to intensive, targeted instruction and measure progress toward specific goals. Regular team meetings guide decisions to continue, modify, or intensify interventions based on student progress. Fidelity of implementation is ensured through observations and documentation reviews. This thorough, data-driven process ensures that Tier 3 interventions are effective in addressing significant learning challenges and helping students achieve academic success.

Grades 9-12 Decision Tree	
Tier 1 (Core) Only	
Beginning of Year Data	
Students must meet the following criteria at the beginning of the school year: (Enter assessment criteria that will be used.) Previous year FAST Level 3 and above FAST PM 1 and PM 2 scores are Level 3 or above	
List performance criteria that indicate Tier 1 is sufficient for at least 80% of students. FAST PM 1 and PM 2 scores are Level 3 or above	
Core Instruction	
Indicate the core instructional materials utilized. Add additional rows as needed.	
Name of Program	Year of Program Adoption
Savvas myPerspectives	2023
Additional performance criteria that prompt Tier 2 interventions for students not meeting expectations/benchmarks during the school year: FAST PM 1 or PM 2 ELA achievement level is a 1 or 2 For grades 11-12- students scoring a level 1 or 2 are given priority for an Intensive Reading class. Students will attend that class each day and receive intensive intervention in the areas of reading. All students attend a core ELA course, but others (when determined by need) receive the additional reading class.	
Tier 1 Instruction + Tier 2 Interventions	
Beginning of Year Data	
Students who meet the following criteria at the beginning of the school year: (Enter assessment criteria that will be used.) FAST PM Score of Level 2 Students in Grade 11-12 utilized FAST, for those in intensive reading and local benchmark data to determine need. Students in grades 11-12 Intensive Reading Tier 2 intervention if FAST PM 1 or PM 2 ELA achievement level is a 1 or 2 Benchmark data Tier 2 Intervention- 40% or below	
Number of times per week interventions are provided: 3 times per week	
Number of minutes per intervention session: 30 minutes per day	

Course(s) where interventions take place: in Core ELA courses and in Intensive Reading courses		
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)
Common Lit 360		Common Lit 360 does not meet strong, moderate or promising levels of evidence; however, the following What Works Clearinghouse (WWC) Practice Guide Recommendations support the program: Providing Reading Interventions for Students in Grades 4–9, Recommendation(s) ● Routinely use a set of comprehension-building practices to help students make sense of the text. ○ Part 3A. Build students' world and word knowledge so they can make sense of the text ○ Part 3B. Consistently provide students with opportunities to ask and answer questions to better understand the text they read ○ Part 3C. Teach students a routine for determining the gist of a short section of text ○ Part 3D. Teach students to monitor their comprehension as they read ● Provide students with opportunities to practice making sense of stretch text (i.e., challenging text) that will expose them to complex ideas and information . Additionally, we used WWC Practice Guide-Teaching Secondary Students to Write Effectively, Recommendation(s) ● Integrate writing and reading to emphasize key writing features. ● Use assessment of student writing to inform instruction and feedback. These recommendations were built into the program by allowing students the opportunity to work with teachers on their foundational and comprehension skills in a small group setting. The district will support and monitor implementation of this program by working in planning and modeling to ensure teacher's

		effective use in the classroom, including professional learning sessions at each of our Learning Fair days during the school year.
APEX tutorials		APEX tutorials does not meet strong, moderate or promising levels of evidence; however, the following What Works Clearinghouse (WWC) Practice Guide Recommendations support the program: Effective Classroom and Intervention Practices, Recommendation(s) ● Provide direct and explicit comprehension strategy instruction. ● Provide opportunities for an extended discussion of text meaning and interpretation. ● Increase student motivation and engagement in literacy learning. These recommendations were built into the program allowing students the opportunity to work with teachers on their foundational and comprehension skills in a small group setting. The district will support and monitor implementation of this program by working in planning and modeling to ensure teacher's effective use in the classroom, including professional learning sessions at each of our Learning Fair days during the school year.
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)
English Language Learners		
Name of Program	ESSA Evidence Level	Verbiage (as needed)
Fast Forward		Fast Forward does not meet strong, moderate or promising levels of evidence; however, the following What Works Clearinghouse (WWC) Practice Guide Recommendations support the program: Providing Reading Interventions for Students in Grades 4–9, Recommendation(s) ● Routinely use a set of comprehension-building practices to help students make sense of the text. ○ Part 3A. Build students' world and word knowledge so they can make sense of the text

		○ Part 3B. Consistently provide students with opportunities to ask and answer questions to better understand the text they read ○ Part 3C. Teach students a routine for determining the gist of a short section of text ○ Part 3D. Teach students to monitor their comprehension as they read ● Provide students with opportunities to practice making sense of stretch text (i.e., challenging text) that will expose them to complex ideas and information . Additionally, we used IEP Practice Guide-Teaching Secondary Students to Write Effectively, Recommendation(s) ● Integrate writing and reading to emphasize key writing features. ● Use assessment of student writing to inform instruction and feedback. These recommendations were built into the program by allowing students the opportunity to work with teachers on their foundational and comprehension skills in a small group setting. The district will support and monitor implementation of this program by working in planning and modeling to ensure teacher's effective use in the classroom, including professional learning sessions at each of our Learning Fair days during the school year.
Additional performance criteria that prompt Tier 3 interventions for students not meeting expectations/benchmarks during the school year: FAST PM 1 or PM 2 Level 1		

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: (Enter assessment criteria that will be used.) Previous year FAST score of Level 1 Students in Grade 11-12 utilized FAST, for those in intensive reading and local benchmark data to determine need. Students in grades 11-12 Intensive Reading Tier 3 intervention if FAST score of Level 1 Benchmark data Tier 3 intervention- 20% or below		
Number of times per week interventions are provided: 5 times per week Number of minutes per intervention session: 30 minutes per session Course(s) where interventions take place: in Core ELA courses and in Intensive Reading courses		
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)
Common Lit 360 Teacher Led Curriculum		Common Lit 360 does not meet strong, moderate or promising levels of evidence; however, the following What Works Clearinghouse (WWC) Practice Guide Recommendations support the program: Providing Reading Interventions for Students in Grades 4–9, Recommendation(s) ● Routinely use a set of comprehension-building practices to help students make sense of the text. ○ Part 3A. Build students' world and word knowledge so they can make sense of the text ○ Part 3B. Consistently provide students with opportunities to ask and answer questions to better understand the text they read ○ Part 3C. Teach students a routine for determining the gist of a short section of text ○ Part 3D. Teach students to monitor their comprehension as they read ● Provide students with opportunities to practice making sense of stretch text

		(i.e., challenging text) that will expose them to complex ideas and information . Additionally, we used IEP Practice Guide-Teaching Secondary Students to Write Effectively, Recommendation(s) • Integrate writing and reading to emphasize key writing features. • Use assessment of student writing to inform instruction and feedback. These recommendations were built into the program by allowing students the opportunity to work with teachers on their foundational and comprehension skills in a small group setting. The district will support and monitor implementation of this program by working in planning and modeling to ensure teacher's effective use in the classroom, including professional learning sessions at each of our Learning Fair days during the school year.
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)
English Language Learners		
Name of Program	ESSA Evidence Level	Verbiage (as needed)

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 FEEP 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
Reading Endorsement courses	All teachers	Both face to face and virtual courses available These will be the 5 reading courses.
UFLI Foundational Skills	Grades K-3 teachers	These are 2-hour trainings that cover: Introduction to the Science of Reading, Fundamentals of Reading Assessment, Instruction, and Intervention, Teaching Letters and Sounds, Decoding & Encoding Strategies 1 & 2, Bridges from Word to Comprehension 1. The purpose of these trainings to help our teachers become familiar with how students learn to read. This includes multisensory reading intervention.
Exploring Structured Literacy	All teachers	This 40-hour training is offered by our local FDLRS office. This training explores the use of explicit, systematic, and sequential approaches to reading instruction, developing phonemic awareness, and implementing multisensory intervention strategies. This training satisfies the new reading requirement for teacher certification renewal.
Flamingo Literacy Matrix	All teachers	These will be the 5 reading courses offered by FLDOE portal.
Mentor Teacher Trainings	New teachers	Quarterly trainings with mentor coach on areas of need for new teachers. Flamingo Literacy Matrix & Reading Endorsement courses- when choosing mentors the LEA prefers teachers to have their Reading Endorsement, especially if they are in elementary or an ELA or Intensive Reading course.
Model classrooms		PBIS- provides support and interventions for good classroom management. Classroom management is necessary to be able to provide a model classroom. CHAMPS Training- provides support and interventions for good classroom

		management. Classroom management is necessary to be able to provide a model classroom. Collaborative Teaching- Teachers that are proficient in collaborative teaching techniques will be able to work with other teachers when establishing their model classrooms. They will be able to provide, support, and model for teachers that come visit their classroom.
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. Professional learning for instructional personnel and certified PreK teachers funded through the Florida Education Finance Program (FEFP) is designed to support the attainment of certifications, endorsements, credentials, or advanced degrees in scientifically researched and evidence-based reading instruction. Districts provide access to state-approved Reading Endorsement courses, often at no cost, and offer in-service training aligned to Florida’s Reading Endorsement Competencies. Additionally, many districts partner with institutions of higher education to offer tuition assistance or cohort-based graduate programs focused on reading instruction. Job-embedded coaching, mentoring from experienced literacy teachers, and access to state-developed resources such as those from the Just Read, Florida! office further reinforce effective reading practices. Teachers receive ongoing support through instructional coaching, data-driven professional development, and incentive structures such as stipends or certification reimbursements. These efforts are monitored through Individual Professional Development Plans (IPDPs), ensuring alignment with district literacy goals and state requirements.		
Differentiated Professional Learning Describe how professional learning is differentiated and intensified for teachers based on progress monitoring data. Professional learning is differentiated and intensified for teachers based on progress monitoring data by aligning support to specific instructional needs identified through student performance trends. Teachers whose students demonstrate gaps in reading achievement receive targeted professional development focused on evidence-based strategies relevant to those areas, such as phonics, fluency, or comprehension. This may include small-group training sessions, personalized coaching cycles, or peer collaboration focused on analyzing data and adjusting instruction accordingly. As needs intensify, teachers may engage in job-embedded support such as co-teaching with a literacy coach, participating in lesson modeling, or receiving real-time feedback during classroom instruction. Districts also provide advanced training or follow-up sessions for teachers whose data indicates persistent challenges, ensuring the professional learning remains responsive, skill-specific, and grounded in the science of reading. This continuous, data-driven approach ensures that professional development directly supports instructional improvement and student growth.		

Mentor Teachers Describe how mentor teachers are identified and how model classrooms are established and utilized within the school. Mentor teachers are identified based on a combination of criteria, including demonstrated effectiveness in classroom instruction, strong student achievement data, deep understanding of content and pedagogy, and leadership qualities such as collaboration and communication. Administrators and instructional leaders may also consider teacher evaluation results, peer recommendations, and a teacher’s commitment to continuous improvement when selecting mentors. Model classrooms are established by designating the classrooms of mentor teachers or highly effective educators as sites for professional learning. These classrooms demonstrate best practices in instruction, classroom management, and student engagement, particularly in areas aligned with school improvement goals. They are utilized for peer observations, instructional rounds, and coaching visits, allowing other teachers to see high-impact strategies in action. Model classrooms serve as living labs where educators can reflect on and discuss effective teaching practices, deepening professional learning through observation and collaboration.
Professional Learning Time Describe how time is provided for teachers to meet weekly for professional learning. Time for weekly professional learning is built into the school schedule through designated planning periods, early release days, or common collaborative planning blocks. Schools often organize grade-level or content-area teams to meet during these times, ensuring all teachers have regular, protected time to engage in professional learning focused on data analysis, instructional planning, and evidence-based strategies. Administrators and instructional leaders help structure these meetings to align with school improvement goals and student needs. Agendas are often guided by coaching staff or team leads to maintain focus and ensure productive use of time. This consistent, scheduled collaboration fosters a culture of continuous learning and instructional improvement across the school.

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
After School Tutoring	Grades 3-12	Teachers are hired to work with students after school in the area of ELA, Math, and Science.

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.

The district's plan for immediately notifying parents of students identified with a substantial deficiency in reading includes timely, clear, and documented communication. Once a student is identified through screening assessments, the school provides written notification to parents within 30 days, detailing the nature of the deficiency, the specific skill areas affected, and the district's plan for intensive intervention. This communication includes information about available instructional supports, opportunities for parent involvement, and strategies families can use at home to support reading development. Schools also offer conferences or meetings to discuss the student's progress, answer questions, and collaborate on the intervention plan. Documentation of all notifications and communications is maintained to ensure compliance and ongoing parent engagement.

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).

The school district has various programs in place that provide at home reading support to both students and parents. During the summer months, the school district partners with the Patterson Foundation out of Sarasota to put on the following programs: Dive into Reading, This Book is Cool, and the Campaign for Grade Level Literacy. Dive into Reading partners students in grades 2-3 with a mentor that will read books with them each week. The books come with activities that the student can do while at home with their parents and families. This Book is Cool promotes a love of reading by providing students with high-quality children's books in their home. Students grade Pre-k through 5 can register to have 20 books sent to their home throughout the summer. Activities are sent with the books, so that parents and family members can participate in reading these books.

New World Reading Initiative is a program offered through FLDOE that offers free books and lessons to families in our district. Books are delivered monthly to students identified with a reading deficiency. It helps students build a personalized library in their homes. These books are available in English, Spanish and Haitian Creole.

Campaign for Grade Level Reading is a program that is run at the schools during that summer and through our District's Book Mobile, during the school year. The Book Mobile has a route on Tuesday, Thursday, and Saturday that goes throughout the community and allows books to be checked out. Certified teachers ride the bus each day and provide reading strategies to students, and parents. Once students have read the book, they can take Accelerated Reading tests to earn fun prizes, such as pencils, stickers, and bracelets. The Patterson Foundation is also holding Stronger Me Stronger We workshops to increase knowledge and personal development in the area of reading. These are open to all parents and are available virtually.

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.

The LEA recognizes that the early elementary grades are critical to establishing the foundational literacy and mathematics skills necessary for long-term student success. Therefore, the district prioritizes the assignment of highly effective teachers, as identified through the district's instructional personnel evaluation system pursuant to section 1012.34(2)(e), Florida Statutes, to kindergarten through grade 2 classrooms whenever possible. Teacher assignment decisions are made collaboratively by district and

school administrators and consider teacher performance evaluations, certification, instructional expertise, years of successful experience, and demonstrated effectiveness in improving student achievement.

The district places an emphasis on assigning experienced and highly effective educators to primary grade classrooms, particularly in schools serving the highest percentages of economically disadvantaged students and students identified as needing additional academic support. When vacancies occur, recruitment and hiring efforts prioritize candidates with strong early literacy backgrounds, evidence-based reading instruction knowledge, and successful classroom performance.

To support retention and continued effectiveness, the district provides ongoing professional learning, instructional coaching, mentoring for new teachers, collaborative planning opportunities, and regular data analysis focused on student progress in kindergarten through grade 2. These supports help ensure that all primary grade teachers continue to strengthen instructional practices aligned to the Florida B.E.S.T. Standards and evidence-based reading instruction.

Through strategic staffing, professional development, and instructional support, the district strives to provide every kindergarten through grade 2 student with access to highly effective instruction that promotes early literacy, numeracy, and long-term academic success.

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
BB	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.
BB	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.
BB	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.
BB	d. Each school has a literacy leadership team consisting of a school administrator, literacy coach, media specialist and a lead teacher, as applicable.
BB	e. All literacy coaches in the district meet the minimum qualifications described in Rule 6A-6.053(4), F.A.C.

BB	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.
BB	g. Literacy coaches are assigned to schools with the greatest need based on student performance data in reading.
BB	h. Time is provided for teachers to meet weekly for professional learning, including lesson study and professional learning communities.
BB	i. The CERP will be shared with stakeholders, including school administrators, literacy leadership teams, literacy coaches, classroom instructors, support staff and parents.

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

BB	g. Literacy coaches are assigned to schools with the greatest need based on student performance data in reading.
BB	h. Time is provided for teachers to meet weekly for professional learning, including lesson study and professional learning communities.
BB	i. The CERP will be shared with stakeholders, including school administrators, literacy leadership teams, literacy coaches, classroom instructors, support staff and parents.

Local Educational Agency Chief Executive Officer or Authorized Representative (Printed Name):	
Signature: 	Date: 8/3/2020