

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	Tracy Lee	tracylee@dixie.k12.fl.us	(352)541-6338
Data Element	Monica Anguish	monicaanguish@dixie.k12.fl.us	(352)541-6250 x 6145
Third Grade Promotion	Tracy Lee	tracylee@dixie.k12.fl.us	(352)541-6338
Multi-Tiered System of Supports	Tracy Lee	tracylee@dixie.k12.fl.us	(352)541-6338
Other (Enter Responsibility)			

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		

Comprehensive System of Reading Instruction Expenditures	Amount	FTE
Intervention teachers	196,513.00	3.4
Scientifically researched and evidence-based supplemental instructional materials		
Third grade summer reading camps	2543.00	
Summer reading camps		
Secondary Expenses		
Literacy coaches		
Intervention teachers	156,055.00	2.7
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	355,111.00	

3) Literacy Leadership – District and School

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

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

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

FAST				
Grade	Previous School Year – % of Students Scoring	Goal for Plan Year – % of Students Scoring	Previous School Year – % of Students Scoring	Goal for Plan Year – % of Students Scoring
	Urgent Intervention <10 th percentile	Urgent Intervention <10 th percentile	At & Above Benchmark 40 th percentile & above	At & Above Benchmark 40 th percentile & above
VPK	0%	0%	100%	100%

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

Based on FAST STAR Early Literacy data, progress monitoring data at the beginning of the school year will be analyzed and instruction will be differentiated to meet individual literacy needs as follows:

Students identified as Probable Readers or Late Transitional Readers - These students will receive enrichment and advanced literacy experiences to maintain growth, while further developing reading fluency and comprehension.

Students identified as Early Transitional Readers or Late Emergent Readers - These students will receive targeted whole-group and small-group instruction focused on strengthening phonological awareness, phonics, decoding, and other foundational reading skills to progress the students to the next literacy classification.

Students identified as Early Emergent Readers - These students will receive intensive intervention and targeted small-group instruction emphasizing foundational literacy skills, including oral language, print awareness, alphabet knowledge, and phonological awareness, to accelerate growth and help prevent future reading difficulties.

Teachers will use ongoing FAST STAR Early Literacy progress-monitoring data to adjust instruction and interventions throughout the year, ensuring that all students continue making progress toward kindergarten readiness.

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	12%	7%	66%	71%
1	13%	8%	68%	73%
2	6%	1%	74%	79%
3	12%	7%	64%	69%
4	9%	4%	46%	51%
5	19%	14%	50%	55%
6	11%	6%	59%	64%
7	9%	4%	68%	73%
8	19%	14%	47%	52%
9	21%	16%	52%	57%
10	19%	14%	46%	51%

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	-STAR Early Lit. FAST - 3 X yr -STAR Reading FAST - 3 X yr -FAST Assessment – 3 X yr -RTI Data – 3 X's per year -Walkthrough data - quarterly	-STAR Early Lit. FAST - 3 X yr -STAR Reading FAST – 3 X yr -FAST Assessment - 3 X yr -STAR CBM Assessment – 3 X yr -RTI Data – Biweekly/monthly -ELA Assessments – ongoing -EWS/Attendance - ongoing -Grades – quarterly -Walkthrough data-quarterly
Actions for continuous support and improvement	-DLLT meetings -Principal meetings -Professional learning -Coordinate SRLD support -Coordinate NEFEC support -Coordinate Title programs and/or financial support	-RTI team meetings -PLC/Grade level meetings -SLLT meetings -Staff meetings -Professional learning -Book/article studies -SRLD support -Mentor support -Financial support -IPLP's
Grades 6-8	District Level	School Level
Data that will be collected and frequency of review	-FAST Assessment - 3 X yr -RTI data – 3 X yr -Walkthrough data - quarterly	-FAST Assessment - 3 X yr -RTI Data – Biweekly/monthly -ELA Assessments – ongoing -EWS/Attendance - ongoing -Grades – quarterly -Walkthrough data-quarterly
Actions for continuous support and improvement	-DLLT meetings -Principal meetings -Professional learning -Coordinate SRLD support -Coordinate NEFEC support -Coordinate Title programs and/or financial support	-RTI team meetings -PLC/Grade level meetings -SLLT meetings -Staff meetings -Professional learning -Book/article studies -SRLD support -Mentor support -Financial support -IPLP's
Grades 9-12	District Level	School Level
Data that will be collected and frequency of review	-FAST Assessment - 3 X yr -RTI data – 3 X yr	-FAST Assessment - 3 X yr -RTI Data – Biweekly/monthly

	-Walkthrough data = quarterly	-ELA Assessments – ongoing -EWS/Attendance – ongoing -Grades – quarterly -Walkthrough data – quarterly
Actions for continuous support and improvement	-DLLT meetings -Principal meetings -Professional learning -Coordinate SRLD support -Coordinate NEFEC support -Coordinate Title programs and/or financial support	-RTI team meetings -PLC/Grade level meetings -SLLT meetings -Staff meetings -Professional learning -Book/article studies -SRLD support -Mentor support -Financial support -IPLP's

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.

Dixie District Schools will implement a shared literacy coaching model that leverages the expertise of reading-endorsed teachers, teacher leaders, intervention personnel, and administrators. This distributed approach ensures that evidence-based reading practices are consistently modeled, supported, and refined through collaborative coaching cycles, professional learning communities, and data-driven decision-making structures. This model increases capacity, ensures sustainability, and aligns literacy support across all tiers of instruction.

Our CERP will more specifically emphasize literacy in every classroom, every day, ensuring that all educators integrate evidence-based literacy practices across content areas. A strengthened Multi-Tiered System of Supports (MTSS), as described in the Intervention Decision Trees, will ensure that Tier 2 and Tier 3 interventions are systematically delivered, data-driven, and aligned with core instruction. Through collaborative planning, shared coaching, and ongoing progress monitoring, the school will ensure that all students receive the level of support necessary to achieve reading growth and proficiency.

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

- Establish a clear monitoring framework by defining key look-fors aligned with the reading plan and using a walkthrough tool or checklist to ensure consistency.
- Conduct reading walkthroughs semi-quarterly, focusing on short, targeted visits to observe specific components of instruction.
- Provide timely and reflective feedback to instructional staff.
- Analyze walkthrough data to identify strengths in implementation, gaps in fidelity, and professional learning needs.
- Adjust the support provided based on data, such as adjusting small group instruction and assigning (or reassigning) intervention groups.
- Hold SLLT & RTI meetings 3 times per year to review walkthrough trends, student progress monitoring data, and action steps.

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

Principals monitor collection and utilization of assessment data (including progress monitoring data) to inform instruction and support student needs via data meetings and SLLT meetings. In these meetings, data is analyzed and broken down to school, class, and student level. Issues will be addressed through revising curriculum maps, spiral instruction, and making adjustments to small group instruction and/or intervention groups to address reading intervention needs.

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?

Our district communicates the literacy coach model to principals through the Just Read, Florida! framework, which serves as the foundation for literacy support and instructional improvement. Recognizing that school administrators will be serving in a literacy coach capacity, principals are guided to view the role as one focused on building teacher capacity and strengthening instructional practice through data-informed decision-making, professional learning, collaborative planning, classroom support, and the implementation of evidence-based literacy practices aligned to the district's Comprehensive Evidence-Based Reading Plan (CERP). Through district training, guidance documents, and ongoing leadership meetings, principals are provided clear expectations that the literacy coach role—whether filled by a dedicated coach or a school administrator—is intended to strengthen Tier 1 instruction, support teachers, and advance schoolwide literacy goals, ultimately improving reading outcomes for all students.

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

To support principals serving in a literacy coach capacity, the district will provide access to ongoing training, practical coaching tools, and regular opportunities to collaborate with other school leaders. The district will also use an evidence-based mentoring framework that pairs strong teacher leaders with other teachers for modeling, co-planning, classroom observations, and feedback focused on literacy instruction. Principals can oversee and support this mentoring process while using student data to help identify needs and monitor progress. By combining principal leadership with teacher-to-teacher mentoring, schools can build a stronger culture of collaboration, strengthen classroom instruction, and improve literacy outcomes for students.

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 administrators also serving in a literacy coach capacity by providing the time and resources needed to focus on high-impact instructional leadership. Support includes

- Establishing common planning times for data analysis, goal setting, and needs-based teacher support; and
- Holding District Literacy Leadership Team (DLLT) meetings three times a year for collaboration and professional learning; and
- Providing NEFEC literacy training opportunities for administrators and teacher leaders; and
- Continued participation in the CLSD grant to expand literacy initiatives.

The district will also use an evidence-based teacher mentoring framework that leverages highly effective teachers to model lessons, co-plan, observe, and provide needs-based feedback to their peers. By combining administrator-led coaching with teacher-to-teacher mentoring, the district is strengthening instructional practice and supporting improved literacy outcomes for students.

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

The district monitors implementation of its literacy coach model through regular review of school literacy practices, student achievement data, and professional learning activities. Because principals will also serve in a literacy coach capacity and highly effective teachers will serve as mentors, district and school leaders will use District Literacy Leadership Team (DLLT) meetings, school improvement discussions, classroom walkthroughs, and progress-monitoring data reviews to ensure literacy goals and action plans are being implemented. The district will also monitor participation in coaching and mentoring activities, including collaborative planning, data-analysis meetings, modeling, observations, and feedback cycles. Ongoing communication with principals and teacher mentors, along with evidence from student performance and instructional practices, will help the district evaluate the effectiveness of the model and identify areas where additional support or professional learning may be needed.

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

The effectiveness of principals and teacher mentors serving in place of the literacy coach role can be measured through:

- Growth in student literacy achievement, particularly among targeted groups such as Level 1 and Level 2 readers.
- Improvement in FAST assessment results and progress-monitoring data.

- Increased use of evidence-based literacy practices, as observed through classroom walkthroughs and instructional rounds.
- Growth in teacher knowledge, confidence, and instructional effectiveness as measured through observations, feedback conversations, or surveys.
- Evidence of ongoing mentoring and coaching activities, including collaborative planning, data discussions, lesson modeling, and peer support.
- Increased teacher capacity to analyze student data, set instructional goals, and implement targeted interventions.

By monitoring both student performance and instructional practices, the district can evaluate how effectively principals and teacher mentors are building teacher capacity and improving literacy outcomes.

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?

Dixie District Schools' strategic plan aligns with Florida's Formula for Reading Success by ensuring that all students—including students with disabilities (SWDs) and English language learners (ELLs)—have access to high-quality, evidence-based literacy instruction and targeted support. Key actions include:

1. Implementing science of reading-based instruction that explicitly addresses the six components of reading and utilizes high-quality instructional materials and evidence-based instructional practices.
2. Strengthening the Multi-Tiered System of Supports (MTSS) by using data from screening, diagnostic, progress-monitoring, and outcome assessments to provide increasingly intensive interventions (Tier 2 and Tier 3). Supports include linguistic accommodations for ELLs and individualized, IEP-aligned interventions for SWDs to address learning needs and close achievement gaps.
3. Providing ongoing professional learning opportunities for educators in differentiated instruction, data-driven decision-making, and linguistically responsive teaching to ensure instruction meets the diverse needs of all learners.
4. Engaging families as literacy partners by offering multilingual resources, communicating regularly with parents, and providing strategies that support reading development at home.
5. Monitoring and evaluating student outcomes through the disaggregation of achievement data and ongoing progress monitoring for all student groups, including ELLs and SWDs. Intervention plans are adjusted based on student performance and response to instruction to ensure continuous growth and success.

Through these strategic actions, Dixie District Schools promotes equitable access to effective literacy instruction and intervention, supporting Florida's goal of reading success for every student.

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.

Dixie District Schools' PreK programs, including VPK, Exceptional Student Education (ESE), and other PreK services, are committed to providing high-quality, developmentally appropriate learning experiences that meet the needs of all learners. Instruction is aligned to the Florida Early Learning and Developmental Standards and is designed to build strong foundations in language, literacy, mathematics, social-emotional development, and cognitive growth.

Assessment practices include ongoing formative observations, progress monitoring, developmental screenings, and state-required assessments to identify student strengths and needs. Assessment data is used to guide instructional planning, monitor growth, and provide timely interventions or enrichment opportunities.

Instruction is delivered through evidence-based, developmentally appropriate practices that incorporate play-based learning, explicit instruction, hands-on experiences, and culturally responsive teaching. Teachers

differentiate instruction to address individual learning needs and provide accommodations and modifications as appropriate.

Support for all learners is provided through inclusive learning environments, collaboration among general education, ESE, and support staff, and the implementation of individualized services outlined in IEPs when applicable. English language learners receive language-rich instruction and appropriate linguistic supports to promote both language acquisition and academic development. Families are engaged as partners through regular communication, shared resources, and opportunities to support learning at home.

Through a comprehensive approach to standards-based instruction, data-informed decision-making, and targeted supports, Dixie District Schools ensures that all PreK students are prepared for a successful transition to kindergarten and future academic achievement.

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

Our PreK program utilizes the World of Wonders curriculum by McGraw-Hill. This research-based program supports early learning across key areas including literacy, math, and emotional development. It offers engaging, developmentally appropriate lessons and activities that meet the needs of all learners and helps prepare children for kindergarten.

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.](#)

VPK students identified as having a substantial deficiency in early literacy skills, as defined in Rule 6A-6.053(5), F.A.C., receive targeted, evidence-based interventions designed to address their individual areas of need and accelerate literacy development. Intervention instruction focuses on foundational early literacy skills, including oral language, phonological awareness, print concepts, alphabet knowledge, vocabulary development, and early comprehension, and is aligned to the Florida Early Learning and Developmental Standards.

Interventions are delivered through differentiated small-group and individualized instruction and may include the use of supplemental resources such as Learning Dynamics and Florida Center for Reading Research (FCRR) pre-kindergarten activities. Student progress is monitored regularly through ongoing observations, formative assessments, and progress-monitoring tools to evaluate the effectiveness of interventions and inform instructional adjustments.

Teachers collaborate with families and support personnel to provide consistent opportunities for literacy development across settings. When appropriate, additional supports and accommodations are implemented for students with disabilities and English language learners to ensure equitable access to instruction. Through early identification, targeted intervention, and continuous progress monitoring, the

district works to ensure that all VPK students develop the foundational literacy skills necessary for kindergarten readiness and future academic 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?
STAR CBM	☐ 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
DAR	☐ VPK ☐ PreK ☒ Grade K ☒ Grade 1 ☒ Grade 2 ☒ Grade 3	☒ Oral Language ☒ Phonological Awareness ☒ Phonics ☒ Fluency ☒ Vocabulary	☐ Screening ☐ Progress Monitoring ☒ Diagnostic ☐ Summative	☐ Weekly ☐ 2 x Month ☐ Monthly ☐ Quarterly ☐ 3 x Year ☐ Annually

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 4 ☒ Grade 5 ☐ All Students ☒ Select Students	☒ Comprehension		☒ As Needed ☐ Other
UPAR	☐ 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
Fast ForWord	☐ 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
Benchmark Advance 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
ESGI	☒ VPK ☐ PreK ☐ Grade K ☐ Grade 1 ☐ Grade 2 ☐ Grade 3	☐ Oral Language ☒ Phonological Awareness ☒ Phonics ☒ Fluency ☐ Vocabulary	☒ Screening ☒ Progress Monitoring ☐ Diagnostic ☐ Summative	☐ Weekly ☐ 2 x Month ☒ Monthly ☐ Quarterly ☐ 3 x Year ☐ Annually

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 4 ☐ Grade 5 ☐ All Students ☒ Select Students	☐ Comprehension		☐ 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.

Data indicating a student in grades K -3 may need TIER 2 interventions:

For kindergarten through grade 2:

- The student scores Level 2 or 10th – 39th percentile on the designated grade-level assessment on the BOY, MOY, or EOY on the coordinated screening and progress monitoring system, and the student has demonstrated, through progress monitoring, formative assessments, or teacher observation data below grade level skill levels for reading competency in one or more of the areas of phonological awareness; phonics; vocabulary, including oral language skills; fluency; and comprehension

For grade 3:

- The student scores level 2 or 20th – 39th percentile on the BOY, MOY, or EOY on the coordinated screening and progress monitoring system, and the student has demonstrated, through progress monitoring, formative assessments, or teacher observation data below grade level skill levels for reading competency in one or more of the areas of phonological awareness; phonics; vocabulary, including oral language skills; fluency; and comprehension

Data indicating a student in grades K – 3 may need TIER 3 interventions:

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
- The student scores 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
- The student was retained the previous school year

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
- The student scores Level 1 on the statewide, standardized ELA assessment pursuant to [s. 1008.22\(3\)\(a\), F.S.](#) ; or
- The student was retained the previous school year

The school-based Problem-Solving Team meets to review grade K – 3 student data and determine if there is sufficient evidence to indicate the need for intervention and, if so, place student(s) in appropriate intervention tier per the CERP. Students who meet criteria for substantial reading deficiency will receive Tier 3 intervention. New students without assessment scores may be given a reading diagnostic assessment panel to determine specific areas of reading deficiency, as determined by the PST. Based on assessment results IPMP plans will be written and students will receive interventions.

Example: Problem Solving Team meets to review FAST scores for 3rd grade. Students who meet criteria for substantial reading deficiency will be designated as Tier 3 and be marked accordingly in Skyward. Students who meet criteria for Tier 2 intervention by the Problem-Solving Team will be marked accordingly in Skyward. An IPMP will be written, and intervention will be served. Students new or returning to the district without adequate assessment scores may be given a reading diagnostic assessment panel to determine specific areas of reading deficiency.

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

Data indicating a student in grades 4 - 5 may need TIER 2 interventions:

For grades 4 - 5, the student scores:

- Level 2 or 20th-39th percentile on the BOY, MOY, or EOY coordinated screening and progress monitoring system, and the student has demonstrated, through progress monitoring, formative assessments, or teacher observation data, below grade level skill levels for reading competency in one or more of the areas of phonological awareness; phonics; vocabulary, including oral language skills; fluency; and comprehension; or
- Level 2 on the end of the year statewide, standardized English Language Arts assessment

Data indicating a student in grades 4 – 5 may need TIER 3 interventions:

For grades 4 - 5, the student scores:

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

The school-based Problem-Solving Team meets to review grade 4 - 5 student data and determine if there is sufficient evidence to indicate the need for intervention and, if so, place student(s) in appropriate intervention tier (T2 or T3). An IPMP will be written, and intervention will be served. New students without assessment scores may be given a reading diagnostic assessment panel to determine specific areas of reading deficiency, as determined by the PST.

Example: Problem Solving Team meets to review EOY/BOY FAST scores. Students who meet criteria for Tier 2/3 interventions by the Problem-Solving Team will be marked accordingly in Skyward. An IPMP will be written, and intervention will be served. Students new or returning to the district without adequate assessment scores may be given a reading diagnostic assessment panel to determine specific areas of reading deficiency.

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.

Step 1: Identify K–3 students who score Level 1 on the BOY or EOY FAST assessment.

Step 2: Administer the STAR CBM Dyslexia Screener to students meeting the screening criteria.

Step 3: Review screener results to determine whether the student demonstrates characteristics of dyslexia.

Step 4: Immediately provide Tier 3 reading interventions for students identified as having characteristics of dyslexia.

Step 5: Develop an IPMP outlining evidence-based instructional materials/interventions, intervention frequency, progress-monitoring procedures, and individualized goals.

Step 6: Collaborate with families in developing the IPMP and provide a Comprehensive Read-at-Home Plan with resources to support reading development, including state required resources.

Step 7: Monitor progress biweekly using academic and observational data and communicate progress to families monthly.

Step 8: Adjust interventions as needed based on student response. If adequate progress is not observed, refer the student to the Problem-Solving Team for consideration of additional supports and/or evaluations.

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

1. FAST - identifies students for further review.
2. UPAR and/or Star CBM - provides diagnostic information to plan Tier 3 interventions.

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 in grades K–5 is monitored through a structured problem-solving process at both the school and district levels. Multiple sources of data are reviewed, including FDOE school grade data, FAST progress monitoring results, ESSA indicators, RAISE status, classroom assessment data from the state-adopted ELA program, classroom walkthrough data, and teacher feedback.

School-based and district-level data teams meet regularly to analyze student performance and determine whether Tier 1 instruction is meeting the needs of at least 80% of students. During data chats and DLLT meetings, teams identify trends, strengths, and areas of concern, determine possible root causes for underperformance, and develop action plans to improve instruction.

Identified needs may be addressed through instructional coaching, mentoring, targeted professional learning, curriculum and pacing adjustments, model lessons, classroom support, and coordination of resources through SRLD, NEFEC, Title programs, and other district supports. Principals and district leaders monitor implementation through classroom walkthroughs, follow-up meetings, and ongoing review of student achievement data.

The impact of instructional adjustments is evaluated through subsequent FAST assessments, unit assessments, and progress-monitoring data. Based on results, supports are continued, modified, or intensified to ensure continuous improvement in Tier 1 instruction and student outcomes.

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 in grades K–5 is monitored through a structured problem-solving process at both the school and district levels. Multiple sources of data are reviewed, including FAST progress-monitoring results, intervention-specific progress-monitoring data, classroom assessment data from the state-adopted ELA program, diagnostic assessment results, and teacher feedback.

School-based data teams meet quarterly and district-level data teams meet three times per year to analyze student response to Tier 2 interventions and determine whether interventions are accelerating student progress toward grade-level expectations. During data chats, MTSS meetings, and DLT meetings, teams identify trends, strengths, and areas of concern, determine possible root causes for inadequate progress, and develop action plans to improve intervention effectiveness.

Identified needs may be addressed through adjustments to intervention group size, frequency, duration, instructional strategies, and evidence-based intervention materials. Additional supports may include instructional coaching, mentoring, targeted professional learning, model lessons, and coordination of resources through SRLD, NEFEC, Title programs, and other district supports. Principals and district leaders monitor implementation through classroom walkthroughs, intervention observations, and follow-up meetings.

The impact of intervention adjustments is evaluated through ongoing progress-monitoring data, FAST assessments, and other diagnostic and classroom-based measures. Based on student outcomes, interventions may be continued, modified, intensified, or students may be considered for additional supports through the MTSS problem-solving process to ensure continuous improvement in Tier 2 intervention effectiveness and student achievement.

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 in grades K–5 is monitored through a structured problem-solving process at both the school and district levels. Multiple sources of data are reviewed, including FAST progress-monitoring results, intervention-specific progress-monitoring data, diagnostic assessments, classroom performance data, and observational data collected during intervention delivery.

School-based problem-solving teams/MTSS teams meet quarterly, and district leadership teams meet three times per year to analyze student response to Tier 3 interventions and determine whether intensive supports are resulting in adequate progress toward individualized goals and grade-level expectations. During data reviews, teams identify trends, strengths, and barriers to student success, conduct root-cause analyses, and develop action plans to improve intervention effectiveness.

Identified needs may be addressed through adjustments to the intensity, frequency, duration, group size, instructional strategies, and evidence-based intervention programs provided. Additional supports may

include instructional coaching, mentoring, targeted professional learning, model lessons, intervention fidelity checks, and coordination of resources through SRLD, NEFEC, Title programs, and other district supports. Principals and district leaders monitor implementation through classroom walkthroughs, intervention observations, and follow-up meetings to ensure interventions are implemented with fidelity.

Student progress is monitored regularly using progress-monitoring tools and diagnostic assessments. The impact of intervention adjustments is reviewed during ongoing MTSS meetings. Based on student outcomes, Tier 3 interventions may be continued, modified, intensified, or the student may be referred for additional evaluation and supports through the problem-solving process. This continuous review cycle ensures the effectiveness of Tier 3 interventions and promotes improved student achievement.

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.)

- For kindergarten, the student scores level 3 or higher or above the 40th percentile) on the statewide, standardized English Language Arts assessment; or
- For grades 1 and 2, the student scores level 3 or higher or above the 40th percentile on the statewide, standardized English Language Arts assessment; or
- For grade 3 - 5, the student scores:
 - Level 3 or higher or above the 40th percentile on the EOY statewide, standardized English Language Arts assessment; or
 - Level 3 or higher or above the 40th percentile on the BOY statewide, standardized English Language Arts assessment

The school-based Problem-Solving Team meets to review available student data and determine if there is sufficient evidence to indicate the need for intervention and, if so, place student(s) in appropriate intervention tier (T2 or T3). Students not found to have intervention needs will be considered Tier 1.

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

- 80% of students are meeting grade level appropriate targets on FAST and/or FAST STAR Reading assessments
- 80% of students are making expected growth between diagnostic assessments
- 80% of students are passing ELA grade level coursework with a C average or better
- 80% of students meet grade-level benchmarks in ORF assessments
- 80% of students consistently score at or above proficiency on weekly reading assessments aligned to grade-level standards
- Walkthrough data shows Tier 1 instruction is delivered with high fidelity in at least 80% of classrooms
- Fewer than 20% of students require Tier 2 or tier 3 support, indicating Tier 1 is meeting the needs of most learners

Core Instruction Indicate the core instructional materials utilized. Add additional rows as needed.	
Name of Program	Year of Program Adoption
Benchmark Advance	2025
Reading Horizons Discovery	2020
Additional performance criteria that prompt Tier 2 interventions for students not meeting expectations/benchmarks during the school year: Performance criteria that prompt the addition of Tier 2 interventions for students not meeting expectations/benchmarks during the school year: • Student did not meet grade level expectations on prior year FAST or STAR Reading assessments; or • Student is not making expected gains between progress monitoring assessments; or • Student has a D/F in ELA standards-based grade level assessments and/or coursework; or • EOY, BOY, MOY FAST score of level 2; or • EOY, BOY, MOY FAST STAR Reading scores of 10th – 39th percentile (grade K – 2)	
Tier 1 Instruction + Tier 2 Interventions	
Beginning of Year Data	
Students who meet the following criteria at the beginning of the school year: • For kindergarten through grade 2, the student scores Level 2 or between the 10th and 39th percentile on PM3 of the previous year or PM1 of the current year coordinated screening and progress monitoring system, and the student has demonstrated, through progress monitoring, formative assessments, or teacher observation data, below grade level skill levels for reading competency in one or more of the areas of phonological awareness; phonics; vocabulary, including oral language skills; fluency; and comprehension; or • For grade 3 - 5, the student scores: ◦ Level 2 on the coordinated screening and progress monitoring system, and the student has demonstrated, through progress monitoring, formative assessments, or teacher observation data, below grade level skill levels for reading competency in one or more of the areas of phonological awareness; phonics; vocabulary, including oral language skills; fluency; and comprehension; or ◦ Level 2 or between the 20th and 39th percentile on the prior year's EOY statewide, standardized English Language Arts assessment The school-based Problem-Solving Team meets to review available student data and determine if there is sufficient evidence to indicate the need for intervention and, if so, place student(s) in appropriate intervention tier (T2 or T3).	
Number of times per week interventions are provided: 3 times per week Number of minutes per intervention session: 20 -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)
SAVVAS Quick Reads – Struggling Readers	Strong Evidence	
<i>Foundational Skills to Support Reading for Understanding in Kindergarten Through 3rd Grade:</i> Recommendation 2: Develop awareness of the segments of sounds in speech and how they link to letters.	Strong Evidence	
<i>Foundational Skills to Support Reading for Understanding in Kindergarten Through 3rd Grade:</i> Recommendation 3: Teach students to decode words, analyze word parts, and write and recognize words	Strong Evidence	
<i>Foundational Skills to Support Reading for Understanding in Kindergarten Through 3rd Grade:</i> Recommendation 4: Ensure that each student reads connected text every day to support reading accuracy, fluency, and comprehension	Moderate Evidence	
<i>Improving Reading Comprehension in Kindergarten Through Third Grade:</i> Recommendation 1: Teach students how to use reading comprehension strategies	Promising Evidence	
<i>Improving Reading Comprehension in Kindergarten Through Third Grade:</i> Recommendation 2: Teach students to identify and use the text's organizational structure to	Promising Evidence	

comprehend, learn, and remember content		
<i>Improving Reading Comprehension in Kindergarten Through Third Grade:</i> Recommendation 5: Establish an engaging and motivating context in which to teach reading comprehension	Promising Evidence	
<i>Providing Reading Interventions for Students in Grades 4-9:</i> Recommendation 1: Build students' decoding skills so they can read complex multisyllabic words	Strong Evidence	
<i>Providing Reading Interventions for Students in Grades 4-9:</i> Recommendation 2: Provide purposeful fluency-building activities to help students read effortlessly	Strong Evidence	
<i>Interventions for Students in Grades 4-9:</i> Recommendation 3: 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	Strong Evidence	

<i>Interventions for Students in Grades 4-9:</i> Recommendation 4: Provide students with opportunities to practice making sense of stretch text (i.e., challenging text) that will expose them to complex ideas and information	Moderate Evidence	
<i>Assisting Students Struggling with Reading: Response to Intervention and Multi-Tier Intervention</i> Recommendation 1: Screen all students for potential reading problems at the beginning of the year and again in the middle of the year.	Promising Evidence	
<i>Assisting Students Struggling with Reading: Response to Intervention and Multi-Tier Intervention</i> Recommendation 3: Provide intensive, systematic instruction on up to three foundational reading skills in small group teacher-led instruction to students who score below the benchmark score on universal screening	Promising Evidence	
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)
English Language Learners		
Name of Program	ESSA Evidence Level	Verbiage (as needed)
Fast ForWord		Fast ForWord does not meet strong, moderate or promising levels of evidence; however, the following WWC Practice Guide Recommendation(s) support the program: <i>Foundational Skills to Support Reading</i>

		<i>for Understanding in Kindergarten Through 3rd Grade: Recommendation 2: Develop awareness of the segments of sounds in speech and how they link together, Strong Evidence; Recommendation 3: Teach students to decode words, analyze word parts, and write and recognize words, Strong Evidence. These recommendations were built into the program by explicit, systematic instruction for phonological awareness, decoding practice, and reading texts with phonetically controlled vocabulary. The district will support and monitor implementation of this program by conducting data chats and observational walkthroughs, including micro professional learning sessions provided on an as needed basis by the administrator or teacher mentors and “pulse check” sessions throughout the school year.</i>
For K-3 students who have a substantial deficiency in reading or characteristics of dyslexia, identify the multisensory strategies provided. • Hands on world building/reading activities • Air, sand, shaving cream writing • Tapping, clapping, stomping • Read alouds with visuals • Interactive word walls • Graphic organizers • Letter tiles/magnetic letters • Read alouds • Echo reading • Choral reading • Movement based activities such as acting stories or vocabulary words out • Speech to text and/or text to speech tools • Literacy based apps and/or games • Elkonin boxes • Phonics manipulatives		
Additional performance criteria that prompt Tier 3 interventions for students not meeting expectations/benchmarks during the school year: • Students fall well below grade level expectations on FAST/ STAR Reading assessments; or • Students fall well below expected gains on FAST/STAR Reading assessments; or • Students have failing grades on report cards in ELA standards-based, grade level assessments and/or coursework; or • Minimal or no improvement as a result of Tier 2 interventions • EOY, BOY, MOY FAST scores of levels 1; or • EOY, BOY, or MOY STAR Reading scores below 10% (grades K – 2) or below 20% (grades 3 – 5); or • Minimal or no growth demonstrated on monthly RTI data points		

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:

For grades kindergarten through Grade 2:

- The student scores Level 1 or scores below the tenth (10th) percentile or has been retained or is unable to complete the practice items on the coordinated screening and progress monitoring system pursuant to s. 1008.25(8), F.S., and the student has demonstrated, through progress monitoring, formative assessments, or teacher observation data, minimum skill levels for reading competency in one or more of the areas of phonological awareness; phonics; vocabulary, including oral language skills; fluency; and comprehension.

For grades 3 – 5:

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

The school-based Problem-Solving Team meets to review available student data and determine if the student meets the criteria stated above if and, if so, place student(s) in Tier 3 intervention in addition to Tier 2 intervention.

Number of times per week interventions are provided:

4 - 5 times per week

Number of minutes per intervention session:

30 minutes per

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)
Quick Reads	Strong Evidence	
See pg. 20-22 for evidence-based practices		

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)
For K-3 students who have a substantial deficiency in reading or characteristics of dyslexia, identify the multisensory strategies provided. • Hands on world building/reading activities • Air, sand, shaving cream writing • Tapping, clapping, stomping • Read alouds with visuals • Interactive word walls • Graphic organizers • Letter tiles/magnetic letters • Read alouds • Echo reading • Choral reading • Movement based activities such as acting stories or vocabulary words out • Speech to text and/or text to speech tools • Literacy based apps and/or games • Elkonin boxes • Phonics manipulatives		

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: 8:00 am – 12:00 pm June 7 – 17, 2027
Evidence-Based Instructional Materials to be used, as defined in 20 U.S.C. s. 7801(21)(A)(i): Materials to be used for instruction in Summer Reading Camp may include the following: • Quick Reads – Strong evidence • Magnetic Reading – Moderate evidence Supplemental Resources: • Various comprehension passages with leveled questions • District approved books or novels, including books from the B.E.S.T. ELA & Civics Literacy lists with leveled questions • IXL - IXL does not meet strong, moderate or promising levels of evidence; however, the following WWC Practice Guide Recommendation(s) support the program: <i>Foundational Skills to Support Reading for Understanding in Kindergarten Through 3rd Grade</i>: Recommendation 2: Develop awareness of the segments of sounds in speech and how they link together, Strong Evidence; Recommendation 4: Ensure that each student reads connected text every day to support reading accuracy, fluency, and comprehension, Moderate Evidence. These recommendations were built into the program by explicit, systematic instruction for phonological awareness, decoding practice, and reading texts with phonetically controlled vocabulary. The district will support and monitor implementation of this program by conducting data chats and observational walkthroughs, including micro professional learning sessions provided on an as needed basis by the administrator or teacher mentors and “pulse check” sessions throughout the school year. • UFLI Foundations
Alternative Assessment Used: STAR Reading
Additional Information (optional): N/A

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. N/A

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?
DAR	☒ 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
UPAR	☒ Grade 6 ☒ Grade 7 ☒ Grade 8 ☐ All Students ☐ Select Student	☐ Oral Language ☐ Phonological Awareness ☐ Phonics ☐ Fluency ☒ Vocabulary ☒ Comprehension	☒ Screening ☒ Progress Monitoring ☒ Diagnostic ☐ Summative	☐ Weekly ☐ 2 x Month ☐ Monthly ☐ Quarterly ☐ 3 x Year ☐ Annually ☒ As Needed ☐ Other
StudySync ELA Curriculum	☒ 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

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?
Fast ForWord	☒ 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.

Data indicating a student in grades 6 – 8 may need Tier 2 interventions:

- Scores Level 2 at the BOY or MOY on the coordinated screening and progress monitoring system, and the student has demonstrated, through progress monitoring, formative assessments, or teacher observation data, below grade level skill levels for reading competency in one or more of the areas of phonological awareness; phonics; vocabulary, including oral language skills; fluency; and comprehension; or
- Scores level 2 on the EOY statewide, standardized English Language Arts assessment pursuant to s. 1008.22(3)(a), F.S.

Data indicating a student in grades 6 – 8 may need Tier 3 interventions:

- Scores level 1 on the BOY or MOY coordinated screening and progress monitoring system pursuant to s. 1008.25(8), F.S., and the student has demonstrated, through progress monitoring, formative assessments, or teacher observation data, minimum skill levels for reading competency in one or more of the areas of phonological awareness; phonics; vocabulary, including oral language skills; fluency; and comprehension; or
- Scores level 1 on the EOY statewide, standardized English Language Arts assessment pursuant to s. 1008.22(3)(a), F.S.; or

The school-based Problem-Solving Teams meet to review grade 6 - 8 student data and determine if there is sufficient evidence to indicate the need for intervention and, if so, place student(s) in appropriate intervention tier (T2 or T3). Students may then be given an informal reading diagnostic assessment panel to determine specific areas of reading deficiency. Based on the results of assessments IPMP plans will be written, and students will receive intervention.

Example: Problem Solving Team meets to review EOY/BOY FAST scores. Students who meet criteria for Tier 2/3 intervention by the Problem-Solving Team will be marked accordingly in Skyward. Tier 2/Tier 3 students may be given a reading diagnostic assessment panel to determine specific areas of reading deficiency, an IPMP will be written, and intervention will be served.

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?

- Instructional coaches at schools
- Classroom walkthroughs by administration with follow up support as needed
- Monitor FAST data
- IPLP's
- Data chats take place with principals (school level data) teachers (class level data) and students (student level data) after PM cycles
- Implement common planning with a focus on identifying gaps/weaknesses in the curriculum and curriculum maps
- Districtwide emphasis on Florida B.E.S.T. ELA Standards with a focus on the B.E.S.T. ELA clarifications
- SLLT meetings
- DLLT meetings
- Professional learning tiered to meet needs
- Curriculum pacing checks to ensure teachers are on track and not rushing through essential content or lagging
- High-impact Tier 1 strategies are highlighted throughout the school year (for example explicit instruction, systematic instruction, differentiated instruction, scaffolded instruction, and corrective feedback)

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

- Instructional coaches at schools
- Monthly skill specific assessments following interventions
- ORF assessments monthly for students with decoding and fluency issues
- Classroom walkthroughs by administration with follow up support as needed
- Monitor RTI data at quarterly MTSS meetings with the Problem-Solving Team
- Monitor FAST progress monitoring data three times per year
- IPLP's
- Data chats take place with principals (school level data) teachers (class level data) and students (student level data) after PM cycles
- Implement common planning with a focus on identifying gaps/weaknesses in the curriculum and curriculum maps
- Districtwide emphasis on Florida B.E.S.T. ELA Standards with a focus on the B.E.S.T. ELA clarifications
- SLLT meetings
- DLLT meetings
- Professional learning tiered to meet needs
- Curriculum pacing checks to ensure teachers are on track and not rushing through essential content or lagging
- High-impact Tier 3 strategies are highlighted throughout the school year (for example explicit instruction, systematic instruction, differentiated instruction, scaffolded instruction, and corrective feedback)

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

- Instructional coaches at schools
- Monthly skill specific assessments following interventions
- ORF assessments monthly for students with decoding and fluency issues
- Classroom walkthroughs by administration with follow up support as needed
- Monitor RTI data at quarterly MTSS meetings with the Problem-Solving Team
- Monitor FAST progress monitoring data three times per year
- IPLP's
- Data chats take place with principals (school level data) teachers (class level data) and students (student level data) after PM cycles
- Implement common planning with a focus on identifying gaps/weaknesses in the curriculum and curriculum maps
- Districtwide emphasis on Florida B.E.S.T. ELA Standards with a focus on the B.E.S.T. ELA clarifications
- SLLT meetings
- DLLT meetings
- Professional learning tiered to meet needs
- Curriculum pacing checks to ensure teachers are on track and not rushing through essential content or lagging
- High-impact Tier 3 strategies are highlighted throughout the school year (for example explicit instruction, systematic instruction, differentiated instruction, scaffolded instruction, and corrective feedback)

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: For grades 6 - 8, the student: • Scores level 3 - 5 on the EOY statewide, standardized ELA assessment; or • Scores level 3 – 5 on the BOY statewide, standardized ELA assessment The school-based Problem-Solving Team meets to review available student data and determine if there is sufficient evidence to indicate the need for intervention and, if so, place student(s) in appropriate intervention tier (T2 or T3)	
List performance criteria that indicate Tier 1 is sufficient for at least 80% of students. • 80% or more of students score at or above benchmark on grade level FAST assessments • 80% of students are meeting growth targets on grade level FAST assessments as established by the district • Fewer than 20% of students require Tier 2 support, indicating Tier 1 is meeting the needs of most learners	
Core Instruction	
Indicate the core instructional materials utilized. Add additional rows as needed.	
Name of Program	Year of Program Adoption
McGraw Hill StudySync	2025

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

- Student did not meet grade level expectations on FAST; or
- Student is not making expected gains between progress monitoring assessments; or
- Student has a D/F in ELA standards-based grade level assessments and/or coursework; or
- EOY, BOY, MOY FAST score of level 2; or
- EOY, BOY, MOY STAR Reading scores of 10th – 39th percentile (grade 6 – 8)

Tier 1 Instruction + Tier 2 Interventions

Beginning of Year Data

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

For grades 6 - 8, the student:

- Scores Level 2 at the BOY on the coordinated screening and progress monitoring system, and the student has demonstrated, through progress monitoring, formative assessments, or teacher observation data, below grade level skill levels for reading competency in one or more of the areas of phonological awareness; phonics; vocabulary, including oral language skills; fluency; and comprehension; or
- Scores level 2 on the EOY statewide, standardized English Language Arts assessment pursuant to s. 1008.22(3)(a), F.S.

The school-based Problem-Solving Team meets to review available student data and determine if there is sufficient evidence to indicate the need for intervention and, if so, place student(s) in appropriate intervention tier (T2 or T3).

Number of times per week interventions are provided: 5 X's per week

Number of minutes per intervention session: 20 minutes per day

Course(s) where interventions take place: M/J Intensive Reading

Supplemental Instruction/Interventions

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

Name of Program	ESSA Evidence Level	Verbiage (as needed)
Perfection Learning	No Evidence	Perfection Learning does not meet strong, moderate, or promising levels of evidence; however, the following WWC Practice Guide Recommendation(s) support the program: <i>Interventions for Students in Grades 4-9:</i> Recommendation 2: Provide purposeful fluency-building activities to help students read effortlessly, Strong Evidence; Recommendation 3: Routinely use a set of comprehension-building practices to help students make sense of the text;

		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, strong Evidence; Recommendation 4: Provide students with opportunities to practice making sense of stretch text (i.e., challenging text) that will expose them to complex ideas and information, Moderate Evidence. These recommendations were built into the program by explicit, systematic instruction for comprehension strategies and vocabulary building. The district will support and monitor implementation of this program by conducting data chats and observational walkthroughs, including an initial professional learning session and ongoing classroom coaching provided by the instructional coach.
IXL	N/A	IXL does not meet strong, moderate or promising levels of evidence; however, the following WWC Practice Guide Recommendation(s) support the program: Providing Reading Interventions for Students in Grades 4-9, Recommendation 2: Provide purposeful fluency-building activities to help students read effortlessly, Strong Evidence; Recommendation 3: Routinely use a set of comprehension-building practices to help students make sense of the text, Strong Evidence; Recommendation 4: Provide students with opportunities to practice making sense of text (i.e., challenging text) that will expose them to complex ideas and information, Moderate Evidence. These recommendations were built into the program by explicit, systematic vocabulary instruction, as well as instruction in reading and comprehending increasingly complex texts. The district will support and monitor implementation of this program by conducting data chats and observational walkthroughs, including one initial professional learning session (provided by the company) and monthly "pulse check" sessions by the school based instructional coach.
Lexia PowerUp Literacy	3 - Promising Evidence	N/A
<i>Providing Reading Interventions for Students in</i>	Strong Evidence	

<i>Grades 4-9:</i> Recommendation 1: Build students' decoding skills so they can read complex multisyllabic words		
<i>Providing Reading Interventions for Students in Grades 4-9:</i> Recommendation 2: Provide purposeful fluency-building activities to help students read effortlessly	Strong Evidence	
<i>Interventions for Students in Grades 4-9:</i> Recommendation 3: 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	Strong Evidence	
<i>Interventions for Students in Grades 4-9:</i> Recommendation 4: Provide students with opportunities to practice making sense of stretch text (i.e., challenging text) that will expose them to complex ideas and information	Moderate Evidence	
<i>Assisting Students Struggling with Reading: Response to Intervention and Multi-Tier Intervention</i> Recommendation 1: Screen all students for potential reading problems at the	Promising Evidence	

beginning of the year and again in the middle of the year.		
<i>Improving Adolescent Literacy: Effective Classroom and Intervention Practices</i> Recommendation 1: Provide explicit vocabulary instruction	Promising Evidence	
<i>Improving Adolescent Literacy: Effective Classroom and Intervention Practices</i> Recommendation 2: Provide direct and explicit comprehension strategy instruction	Promising Evidence	
<i>Improving Adolescent Literacy: Effective Classroom and Intervention Practices</i> Recommendation 3: Provide opportunities for extended discussion of text meaning and interpretation	Promising Evidence	
<i>Improving Adolescent Literacy: Effective Classroom and Intervention Practices</i> Recommendation 4: Increase student motivation and engagement in literacy learning	Promising Evidence	
<i>Improving Adolescent Literacy: Effective Classroom and Intervention Practices</i> Recommendation 5: Make available intensive and individualized interventions for struggling readers that can be provided by trained specialists	Promising Evidence	
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 ForWord		See page 24 for verbiage
Additional performance criteria that prompt Tier 3 interventions for students not meeting expectations/benchmarks during the school year: • Student demonstrates less than 50% of expected growth between screening windows on FAST Reading assessments; or • Student has grades of D or F in ELA for two consecutive grading periods; or • Student's progress-monitoring trend line remains below the aimline after at least three to six data points; or • EOY, BOY, MOY FAST scores of level 1; or		
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: For grade 6 - 8, the student scores: • Level 1 on the coordinated screening and progress monitoring system pursuant to s. 1008.25(8), F.S., and the student has demonstrated, through progress monitoring, formative assessments, or teacher observation data, minimum skill levels for reading competency in one or more of the areas of phonological awareness; phonics; vocabulary, including oral language skills; fluency; and comprehension; or • Level 1 on the end of the year statewide, standardized English Language Arts assessment pursuant to s. 1008.22(3)(a), F.S.; or The school-based Problem-Solving Team meets to review available student data and determine if there is sufficient evidence to indicate the need for intervention and, if so, place student(s) in appropriate intervention tier (T2 or T3).		
Number of times per week interventions are provided: 5 X's per week Number of minutes per intervention session: 30 minutes per session Course(s) where interventions take place: M/J Intensive Reading		
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)
Perfection Learning (teacher-led lessons)	No Evidence	Perfection Learning does not meet strong, moderate, or promising levels of evidence; however, the following WWC Practice Guide Recommendation(s) support the teacher-led

		program: <i>Interventions for Students in Grades 4-9</i>: Recommendation 2: Provide purposeful fluency-building activities to help students read effortlessly, Strong Evidence; Recommendation 3: Routinely use a set of comprehension-building practices to help students make sense of the text; 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, strong Evidence; Recommendation 4: Provide students with opportunities to practice making sense of stretch text (i.e., challenging text) that will expose them to complex ideas and information, Moderate Evidence. These recommendations were built into the teacher-led program by explicit, systematic instruction for comprehension strategies and vocabulary building. The district will support and monitor implementation of this teacher-led program by conducting data chats and observational walkthroughs, including an initial professional learning session and ongoing classroom coaching provided by the instructional coach.
See evidence-based practices listed on pages 34-36		
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)

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?
DAR	☒ 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
UPAR	☒ 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
McGraw Hill StudySync 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
Fast ForWord	☒ Grade 9	☐ Oral Language	☐ Screening	☐ Weekly

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?
	☒ Grade 10 ☒ Grade 11 ☒ Grade 12 ☐ All Students ☒ Select Students	☒ Phonological Awareness ☒ Phonics ☒ Fluency ☒ Vocabulary ☒ Comprehension	☒ Progress Monitoring ☒ Diagnostic ☐ Summative	☐ 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.

Data indicating a student in grades 9 - 12 may need Tier 2 interventions:

- Scores Level 2 at the BOY or MOY on the coordinated screening and progress monitoring system, and the student has demonstrated, through progress monitoring, formative assessments, or teacher observation data, below grade level skill levels for reading competency in one or more of the areas of phonological awareness; phonics; vocabulary, including oral language skills; fluency; and comprehension; or
- Scores level 2 on the EOY statewide, standardized English Language Arts assessment pursuant to s. 1008.22(3)(a), F.S.

Data indicating a student in grades 9 - 12 may need Tier 3 interventions:

- Scores level 1 on the BOY or MOY coordinated screening and progress monitoring system pursuant to s. 1008.25(8), F.S., and the student has demonstrated, through progress monitoring, formative assessments, or teacher observation data, minimum skill levels for reading competency in one or more of the areas of phonological awareness; phonics; vocabulary, including oral language skills; fluency; and comprehension; or
- Scores level 1 on the EOY statewide, standardized English Language Arts assessment pursuant to s. 1008.22(3)(a), F.S.; or
- Students in grades 11 – 12 that haven't met the reading graduation requirement.
- The school-based Problem-Solving Teams meet to review grade 9 - 12 student data and determine if there is sufficient evidence to indicate the need for intervention and, if so, place student(s) in appropriate intervention tier (T2 or T3). Students may then be given an informal reading diagnostic assessment panel to determine specific areas of reading deficiency. Based on the results of assessments IPMP plans will be written, and students will receive intervention.

Example: Problem Solving Team meets to review EOY/BOY FAST scores. Students who meet criteria for Tier 2/3 intervention by the Problem-Solving Team will be marked accordingly in Skyward. Tier 2/Tier 3 students may be given a reading diagnostic assessment panel to determine specific areas of reading deficiency, an IPMP will be written, and intervention will be served.

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

- Instructional coaches at schools
- Classroom walkthroughs by administration with follow up support as needed
- Monitor FAST data
- IPLP's
- Data chats take place with principals (school level data) teachers (class level data) and students (student level data) after PM cycles
- Implement common planning with a focus on identifying gaps/weaknesses in the curriculum and curriculum maps
- Districtwide emphasis on Florida B.E.S.T. ELA Standards with a focus on the B.E.S.T. ELA clarifications
- SLLT meetings
- DLLT meetings
- Professional learning tiered to meet needs
- Curriculum pacing checks to ensure teachers are on track and not rushing through essential content or lagging
- High-impact Tier 1 strategies are highlighted throughout the school year (for example explicit instruction, systematic instruction, differentiated instruction, scaffolded instruction, and corrective feedback)

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

- Instructional coaches at schools
- Monthly skill specific assessments following interventions
- Classroom walkthroughs by administration with follow up support as needed
- Monitor RTI data at MTSS meetings with the Problem-Solving Team quarterly
- Monitor FAST progress monitoring data three times per year
- IPLP's
- Data chats take place with principals (school level data) teachers (class level data) and students (student level data) after PM cycle 1 and 2
- Implement common planning with a focus on identifying gaps/weaknesses in the curriculum and curriculum maps
- Districtwide emphasis on Florida B.E.S.T. ELA Standards with a focus on the B.E.S.T. ELA clarifications
- SLLT meetings 3 times per year
- DLLT meetings 3 times per year
- Professional learning tiered to meet needs
- Curriculum pacing checks to ensure teachers are on track and not rushing through essential content or lagging
- High-impact Tier 3 strategies are highlighted throughout the school year (for example explicit instruction, systematic instruction, differentiated instruction, scaffolded instruction, and corrective feedback)

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

- Instructional coaches at schools
- Monthly skill specific assessments following interventions
- Classroom walkthroughs by administration with follow up support as needed
- Monitor RTI data at MTSS meetings with the Problem-Solving Team quarterly
- Monitor FAST progress monitoring data three times per year
- IPLP's
- Data chats take place with principals (school level data) teachers (class level data) and students (student level data) after PM cycles
- Implement common planning with a focus on identifying gaps/weaknesses in the curriculum and curriculum maps
- Districtwide emphasis on Florida B.E.S.T. ELA Standards with a focus on the B.E.S.T. ELA clarifications
- SLLT meetings three times per year
- DLLT meetings three times per year
- Professional learning tiered to meet needs
- Curriculum pacing checks to ensure teachers are on track and not rushing through essential content or lagging
- High-impact Tier 3 strategies are highlighted throughout the school year (for example explicit instruction, systematic instruction, differentiated instruction, scaffolded instruction, and corrective feedback)

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: For grades 9 - 11 the student: • Scores level 3 - 5 on the EOY or most recent statewide, standardized ELA assessment; or Scores level 3 – 5 on the BOY or most recent statewide, standardized ELA assessment For grades 11-12: • Student has met the Reading graduation requirement by passing FAST assessment or concordant score The school-based Problem-Solving Team meets to review available student data and determine if there is sufficient evidence to indicate the need for intervention and, if so, place student(s) in appropriate intervention tier (T2 or T3)	
List performance criteria that indicate Tier 1 is sufficient for at least 80% of students. • Graduation rate is above 90% • 80% of students are meeting grade level appropriate targets on FAST assessments • 80% of students are making expected growth between diagnostic assessments • 80% of students are passing ELA grade level coursework with a C average or better • 80% of students consistently score at or above proficiency on weekly reading assessments aligned to grade-level standards	

• Walkthrough data shows Tier 1 instruction is delivered with high fidelity in at least 80% of classrooms • Fewer than 20% of students require Tier 2 support, indicating Tier 1 is meeting the needs of most learners • SAT/ACT data indicates 80% or more of students in grades 11-12 are demonstrating college readiness		
Core Instruction Indicate the core instructional materials utilized. Add additional rows as needed.		
Name of Program		Year of Program Adoption
McGraw Hill StudySync		2025
Additional performance criteria that prompt Tier 2 interventions for students not meeting expectations/benchmarks during the school year: • Student did not meet grade level expectations on FAST or • Student is not making expected gains between progress monitoring assessments; or • Student has a D/F in ELA standards-based grade level assessments and/or coursework; or • EOY, BOY, MOY FAST score of level 2 • Student has not met reading graduation requirement		
Tier 1 Instruction + Tier 2 Interventions		
Beginning of Year Data		
Students who meet the following criteria at the beginning of the school year: For grades 9 - 12, the student: • Scores Level 2 at the BOY on the coordinated screening and progress monitoring system, and the student has demonstrated, through progress monitoring, formative assessments, or teacher observation data, below grade level skill levels for reading competency in one or more of the areas of phonological awareness; phonics; vocabulary, including oral language skills; fluency; and comprehension; or • Scores level 2 on the EOY statewide, standardized English Language Arts assessment pursuant to s. 1008.22(3)(a), F.S. The school-based Problem-Solving Team meets to review available student data and determine if there is sufficient evidence to indicate the need for intervention and, if so, place student(s) in appropriate intervention tier (T2 or T3).		
Number of times per week interventions are provided: 5 X's per week		
Number of minutes per intervention session: 20 minutes per session		
Course(s) where interventions take place: Intensive Reading		
Supplemental Instruction/Interventions Indicate the evidence-based programs and/or practices used for Tier 2 interventions and how the programs and practices are supported by strong, moderate or promising levels of evidence. Add additional rows as needed.		
Name of Program	ESSA Evidence Level	Verbiage (as needed)
Perfection Learning	No Evidence	Perfection Learning does not meet strong, moderate, or promising levels of evidence;

		however, the following WWC Practice Guide Recommendation(s) support the program: <i>Interventions for Students in Grades 4-9</i>: Recommendation 2: Provide purposeful fluency-building activities to help students read effortlessly, Strong Evidence; Recommendation 3: Routinely use a set of comprehension-building practices to help students make sense of the text; 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, Strong Evidence; Recommendation 4: Provide students with opportunities to practice making sense of stretch text (i.e., challenging text) that will expose them to complex ideas and information, Moderate Evidence. These recommendations were built into the program by explicit, systematic instruction for comprehension strategies and vocabulary building. The district will support and monitor implementation of this program by conducting data chats and observational walkthroughs, including an initial professional learning session and ongoing classroom coaching provided by the instructional coach.
IXL	N/A	IXL does not meet strong, moderate or promising levels of evidence; however, the following WWC Practice Guide Recommendation(s) support the program: Providing Reading Interventions for Students in Grades 4-9, Recommendation 2: Provide purposeful fluency-building activities to help students read effortlessly, Strong Evidence; Recommendation 3: Routinely use a set of comprehension-building practices to help students make sense of the text, Strong Evidence; Recommendation 4: Provide students with opportunities to practice making sense of text (i.e., challenging text) that will expose them to complex ideas and information, Moderate Evidence. These recommendations were built into the program by explicit, systematic vocabulary instruction, as well as instruction in reading and

		comprehending increasingly complex texts. The district will support and monitor implementation of this program by conducting data chats and observational walkthroughs, including one initial professional learning session (provided by the company) and monthly “pulse check” sessions by the school based instructional coach.
See evidence-based practices listed on pages 34-36		
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: • Student falls well below grade level expectations on FAST; or • Student fell well below expected gains on FAST assessment; or • Student has failing grades on report card in ELA standards-based, grade level assessments and/or coursework; or • Minimal or no improvement as a result of Tier 2 interventions • EOY, BOY, MOY FAST scores of levels 1; or • Minimal or no growth demonstrated on monthly RTI data points		

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: In grades 9 - 12 the student: - Scores level 1 on the BOY coordinated screening and progress monitoring system pursuant to s. 1008.25(8), F.S., and the student has demonstrated, through progress monitoring, formative assessments, or teacher observation data, minimum skill levels for reading competency in one or more of the areas of phonological awareness; phonics; vocabulary, including oral language skills; fluency; and comprehension; or - Scores level 1 on the EOY statewide, standardized English Language Arts assessment pursuant to s. 1008.22(3)(a), F.S.; or - Students in grades 11 – 12 that haven't met the reading graduation requirement.		
Number of times per week interventions are provided: 5 X's per week Number of minutes per intervention session: 30 minutes per day Course(s) where interventions take place: Intensive Reading		
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)
Perfection Learning	No Evidence	Perfection Learning does not meet strong, moderate, or promising levels of evidence; however, the following WWC Practice Guide Recommendation(s) support the program: <i>Interventions for Students in Grades 4-9:</i> Recommendation 2: Provide purposeful fluency-building activities to help students read effortlessly, Strong Evidence; Recommendation 3: Routinely use a set of comprehension-building practices to help students make sense of the text; 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, strong Evidence; Recommendation 4: Provide students with opportunities to practice making sense of stretch text (i.e., challenging text) that will expose them to complex ideas and information, Moderate Evidence. These recommendations were built into the program

		by explicit, systematic instruction for comprehension strategies and vocabulary building. The district will support and monitor implementation of this program by conducting data chats and observational walkthroughs, including an initial professional learning session and ongoing classroom coaching provided by the instructional coach.
See Evidence-based practices on page 34-36		
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 FEFP earn a certification, a credential, an endorsement or an advanced degree in scientifically researched and evidence-based reading instruction;
- Differentiate and intensify professional learning for teachers based on progress monitoring data;
- Identify mentor teachers and establish model classrooms within the school; and
- Ensure that time is provided for teachers to meet weekly for professional learning.

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

Name of Professional Learning	Target Audience	Description
Needs based micro-PL sessions	Grades K-12	Additional micro PL sessions on an as needed basis to meet teachers' needs as determined

		by classroom walkthroughs and student progress monitoring data.
Rural Connect (NEFEC)	Grades 7-8 Content Area Teachers	NEFEC's Rural Connect is a professional learning initiative that brings content-area teachers together through regional learning communities to strengthen literacy instruction across all subject areas while reducing the isolation often experienced in rural schools. The PL program provides teacher-led collaboration, practical classroom support, and literacy-focused strategies designed to improve student achievement and educator effectiveness.
Exploring Structured Literacy	Grades K-12	The Exploring Structured Literacy course helps Florida educators build knowledge of explicit, systematic, sequential, and multisensory reading instruction, with a focus on supporting students with persistent reading difficulties, including dyslexia. Participants learn the foundations of structured literacy, including phonology, sound-symbol relationships, syllables, morphology, syntax, and semantics, while meeting Florida's 40-hour reading renewal requirement and 20 hour SWD requirement.
UF Lastinger Literacy Micro credentials	Grades VPK-12	The UF Lastinger Center Literacy Micro-Credentials provide Florida educators with flexible, online professional learning focused on evidence-based literacy instruction, literacy intervention, and supporting students with reading difficulties. These courses are facilitated by literacy experts, allow participants to apply strategies directly in their classrooms, and satisfy Florida's 40-hour reading renewal requirement while also supporting Reading Endorsement competency requirements.
Reading Endorsement	Grades VPK - 12	Reading Endorsement courses provide Florida educators with in-depth training in the science of reading and evidence-based literacy instruction, including assessment, intervention, and support for struggling

		readers. The courses help teachers develop expertise in teaching reading across grade levels while earning the competencies required to add the Florida Reading Endorsement to their teaching certificate.
Instructional Personnel and Certified PreK Teachers Describe how professional learning is provided to help instructional personnel and certified PreK teachers funded in the FEEP earn a certification, a credential or credentials, an endorsement or an advanced degree in scientifically researched and evidence-based reading instruction. • We utilize the UF Lastinger Center Literacy Matrix and the NEFEC Literacy Matrix to provide a pathway for educators to earn the Reading Endorsement. • We utilize the UF Lastinger Center for educators and paras to provide opportunities to earn literacy micro credentials at multiple levels. • We use the BEESS portal as well as an in-district trainer to provide Exploring Structured Literacy or other courses that satisfy the 40-hour reading and SWD requirement. • We support teachers in their pursuit of advanced degrees in scientifically researched and evidence-based reading instruction through the PLCP program or the Para to Pro Program. • We will utilize opportunities provided via our State Regional Literacy Director who provides instructional guidance and/or professional learning on appropriate topics as deemed necessary based on student data, particularly in our RAISE schools. • We will utilize opportunities provided via our small and rural consortium NEFEC, who provides quality evidence and literacy-based PL throughout the school year. • BEESS portal professional learning will be offered to out of field, PDCP, inexperienced, or needs improvement/unsatisfactory teachers to help them 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. • Principals and/or lead teachers will work with teams/departments to provide professional learning in the B.E.S.T. ELA standards, the 6 components of reading, and evidence-based reading practices and programs as needed.		
Differentiated Professional Learning Describe how professional learning is differentiated and intensified for teachers based on progress monitoring data. Using data from FAST, classroom-based assessments, classroom walkthroughs, etc., school administration pinpoints gaps in instructional effectiveness by grade level or classroom. They will use this data to determine which teachers or teams may need additional support or advanced training. The principal and mentor teachers will then work together to tailor PL format and content such as: • Identify mentor teachers and establish model classrooms • Ensure that master schedules reflect time for teachers to meet weekly, providing the opportunity for common planning and professional learning reflective of school and staff needs as needed • Provide workshops for foundational skills • Instructional coaches provide job-embedded coaching for targeted support • Administrators serving in an instructional coach capacity provide microlearning modules for flexible, ongoing professional learning		

This process will be readdressed over time as additional student data is produced and analyzed and additional needs are determined.

Mentor Teachers

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

Mentor teachers are identified through data such as student achievement and growth data, classroom observation and evaluation results, and/or peer and administrator recommendations. Criteria used includes:

- Demonstrates consistent student growth based on progress monitoring and summative data
- Consistently demonstrates use of evidence-based instructional practices in literacy
- Demonstrates strong classroom management skills while creating a positive learning environment
- Willingness to mentor, reflect, and grow professionally.

Model classrooms are established and utilized within the school by:

- Selecting model teachers and clarifying the goals and purpose of model classrooms
- Ensuring the teachers are ready to host visiting teachers with minimal disruption
- Observations are scheduled (visiting teacher is partnered with administrators serving in coach capacity), followed by a reflection session
- Administrators serving in an instructional coach capacity and visiting teacher debrief by identifying strategies seen and discussing how to implement these same strategies in their own classroom

Professional Learning Time

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

Master schedules are built intentionally to ensure grade or subject area teams have the same planning times, allowing opportunities for

- Lesson planning
- Mentoring
- Team collaboration and discussion of evidence-based practices
- BEES portal or micro credential coursework
- Model classroom visits
- Other professional learning opportunities

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
Title I After School Tutoring	Students identified as having a substantial reading deficiency and students receiving tier 2/3	This after-school tutoring initiative is funded through Title I and aims to accelerate reading growth for students identified through progress monitoring as having an SRD and/or students receiving Tier 2 or Tier 3

	reading intervention in grades K-6	intervention during the school day. The goal of the tutoring program is to extend Tier 2/3 reading interventions and improve foundational reading skills. The tutoring program uses qualified instructors, evidence-based programs or practices, and explicit, small group instruction to close literacy gaps and move students toward achieving grade-level proficiency.
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7) Family Engagement ([Rule 6A-6.053\(9\)\(b\)3.p., F.A.C.](#))

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

When a student is identified as having a substantial reading deficiency, the district takes immediate action (within 45 days of the assessment being taken) to inform parents and guardians. Our notification process includes the following steps:

- **Written Notification:** Parents receive a formal letter detailing the nature of the reading deficiency. This letter includes:
 - o Specific areas where the student is struggling.
 - o The criteria used to determine the deficiency.
 - o The implications of the deficiency for the student's academic progress.
- **Remediation Plan:** The plan outlines the district's plan to address the deficiency, including:
 - o Targeted interventions and instructional strategies.
 - o Frequency and duration of support services.
 - o Progress monitoring methods.
- **Comprehensive Read-at-Home Plan:** Parents of students identified with a substantial reading deficiency in grades K-3 are provided with a Comprehensive Read-at-Home plan that contains free online resources for helping children master the following six key concepts of effective reading instruction, as well as parent friendly definitions of them:
 - o Oral language
 - o Phonemic Awareness
 - o Phonics
 - o Fluency
 - o Vocabulary
 - o Comprehension

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).

Literacy partnerships or programs the district fosters to increase support for families to engage in literacy activities and reading at home include:

- The Dixie County Public Library offers a summer reading program that includes story time, guest speakers and crafts, books, e-books, and audiobook rentals.
- New Worlds Reading Initiative
- Title I, which provides funding to improve literacy for grades K – 7 students throughout the district
- Dixie County Drug Coalition
- CLSD grant

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.

Strategies our district has taken to Prioritize Highly Effective Teachers in Grades K–2

- **Strategic Staffing Policies**
 - Use student growth data and teacher evaluation results to inform placement decisions, ensuring the most impactful teachers are in early grades.
 - Prioritize K–2 classrooms when assigning teachers rated “Highly Effective” under the state evaluation system.
 - Limit involuntary transfers of highly effective teachers out of K–2 unless a suitable replacement is identified.
 - Revamping our elementary campuses to be PreK – 3 and 4 – 6, then strategically placing our highest-performing principal at the Pre-K through 3 school, ensuring students have an optimum start in the earliest years of their education.
- **Professional Development and Coaching**
 - Provide specialized training in early literacy instruction aligned with the **Science of Reading** on an as needed basis.
 - Assign the school-based literacy coach to support K–2 teachers, with a focus on continuous improvement and data-driven instruction.
- **Retention Strategies**
 - Implement mentorship programs in an effort to support and retain highly effective K–2 teachers.
 - Recognize and reward excellence in early literacy instruction through awards or public acknowledgment.
- **Data-Driven Monitoring**
 - Regularly review reading proficiency data by classroom and teacher effectiveness to ensure alignment of resources and support.
- **Collaborative Planning Time**
 - Provide structured time for K–2 teachers to collaborate, analyze student data, and plan targeted interventions.

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
MJ	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.
MJ	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.
MJ	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.
MJ	d. Each school has a literacy leadership team consisting of a school administrator, literacy coach, media specialist and a lead teacher, as applicable.
MJ	e. All literacy coaches in the district meet the minimum qualifications described in Rule 6A-6.053(4), F.A.C.
MJ	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.
MJ	g. Literacy coaches are assigned to schools with the greatest need based on student performance data in reading.
MJ	h. Time is provided for teachers to meet weekly for professional learning, including lesson study and professional learning communities.
MJ	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):
Mike Thomas, Superintendent of Dixie District Schools

Signature: Mike Thomas Date: 8/3/2026