

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	Wesley Gordon	wgordon1@ecsdfl.us	850-469-5525
Assistant Superintendent of Curriculum and Instruction	Denny Wilson	dwilson2@ecsdfl.us	850-429-2918
Elementary Directors	Sabrena Cunningham Connie Farish	scunningham@ecsdfl.us cfarish@ecsdfl.us	850-469-5494
Middle School Director	Dr. Michael Roberts	mroberts@ecsdfl.us	850-469-5495
High School Director	Laura Touchstone	ltouchstone@ecsdfl.us	850-469-5333
Professional Learning Director	Brian Alaback	balaback@ecsdfl.us	850-806-8301
Secondary English Language Arts	Tracie Carollo	tcarollo@ecsdfl.us	850-439-2628
Data Element	Eleni Pressley	epressley@ecsdfl.us	850-469-6310
Third Grade Promotion	Connie Farish	cfarish@ecsdfl.us	850-469-5494
Multi-Tiered System of Supports	Dr. Lisa Joyner	ljoyner@ecsdfl.us	850-469-5303
English Language Learners Teacher on Special Assignment	Ramona Wright	rwright2@ecsdfl.us	850-439-2661

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	99,838	1
Intervention teachers	397,985	5
Scientifically researched and evidence-based supplemental instructional materials	70,534	
Third grade summer reading camps	200.000	
Secondary Expenses		
Literacy coaches	98,525	1
Scientifically researched and evidence-based supplemental instructional materials (Progress Learning, CommonLit)	93,136	
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	96,740	
Incentives for K-12 instructional personnel and certified PreK teachers who obtain the Reading Endorsement or Certification	3,000	
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 (Amira Learning)	18,000	
Family engagement activities		
Other – Please Describe. Add additional rows as needed.		
Salaries and Benefits for Subject Area Specialist, Teachers on Special Assignment, and Education Support Personnel to support professional learning, one-on-one coaching, and curriculum and assessment development.	719,288	7

Estimated Sum of Expenditures	1,797,046	14
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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	4%	1	90%	91%

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

The district will continue the practice of providing intensive instruction that meets the FELDS and is grounded in the science of reading. We utilize small group instruction that is explicit, systematic, and multi-sensory with multiple opportunities for student practice and immediate corrective feedback. Small groups are based on the needs of the students and monitored using standards checklists. We also work to build the capacity of parents to help their children improve literacy outcomes by providing family literacy events that model how parents can help their children at home. Families are provided with books and multisensory materials to reinforce literacy skills at home.

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	20%	18%	57%	60%
1	21%	19%	59%	61%
2	23%	21%	55%	59%
3	21%	19%	57%	60%
4	21%	19%	57%	60%
5	18%	15%	56%	59%
6	21%	19%	54%	58%
7	20%	18%	58%	61%
8	21%	19%	51%	54%
9	23%	21%	51%	54%

10	20%	18%	56%	59%
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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.

Provide an explanation of the following:

Grades K-5	District Level	School Level
Data that will be collected and frequency of review	FAST Progress Monitoring (3x per year) Classroom Assessments through Mastery Connect (monthly)	FAST Progress Monitoring (3x per year) STAR 360 Reading (quarterly) Classroom assessments (monthly)
Actions for continuous support and improvement	Specialists Attending PLCs Quarterly Instructional Walkthroughs School Data Reviews Common Planning Offerings Professional Learning Offerings based on Data Reviews	Determine and monitor PLC Focus Create and Monitor LLT Goals Identify students in need of additional support
Grades 6-8	District Level	School Level
Data that will be collected and the frequency of review	FAST Progress Monitoring (3x per year) NWEA MAP (3x year District Assessments through myPerspectives Unit Assessments (Quarterly) School Visits (Quarterly) Monitoring of Read 180 usage in Intensive Reading classes (monthly)	FAST (3x per year) NWEA MAP (3x per year) myPerspectives Unit Assessments (quarterly) Walkthroughs (weekly)
Actions for continuous support and improvement	Specialists Attending PLCs Quarterly Instructional Walkthroughs School Data Reviews Common Planning Offerings Professional Learning Offerings based on Data Reviews	Determine and monitor PLC Focus Create and Monitor LLT Goals Identify students in need of additional support

Grades 9-12	District Level	School Level
Data that will be collected and the frequency of review	FAST Progress Monitoring (3x per year) NWEA MAP (3x year District Assessments through myPerspectives Unit Assessments (Quarterly) School Visits (Quarterly) Monitoring of Read 180 usage in Intensive Reading classes (monthly)	FAST (3x per year) NWEA MAP (3x per year) myPerspectives Unit Assessments (quarterly) Walkthroughs (weekly)
Actions for continuous support and improvement	The District Data Scientist aggregates reading progress monitoring data. School-level administration reviews classroom walk-through data, and leadership teams use the data to evaluate the effectiveness of school-wide literacy initiatives and determine next steps. ● Specialists Attending PLCs ● Quarterly Instructional Walkthroughs ● School Data Reviews ● Common Planning Offerings ● Professional Learning Offerings based on Data Reviews ● Determine and monitor PLC Focus ● Create and Monitor LLT Goals ● Identify students in need of additional support	

1. 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.

Areas of emphasis and revision for the 2026-27 CERP include:

- 1) Strengthening systems pertaining to school and district-level Literacy Leadership Teams to include:
 - Targeted data analysis
 - Plan development and analysis
 - Professional Learning for administrators aligned to evidence-based literacy instruction and the Science of Reading
- 2) Improving Tier 1 Instruction for all students, focusing on Modules 3 and 4 of the Escambia Learning Model. These modules focus on scaffolding, formative assessment strategies, increasing feedback, and building communication through annotation skills and writing for thinking.
- 3) Strengthening the CERP as the focal point of professional learning to include:
 - Alignment between school learning goals, instruction aligned to standards, the district's adopted curricula, and the K-12 reading plan
 - Bite-sized professional learning aligned to CERP to guide data-informed decisions and build teacher capacity
 - CERP visibility through multiple resources to connect alignment to school improvement and the district strategic plan

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

School administrators visit classrooms weekly to look for B.E.S.T.-aligned ELA instruction, evidence-based instructional materials, and adherence to Florida's Reading Formula for Success 6+4+T1+T2+T3. The look-for tool includes indicators for explicit, systematic instruction aligned with the benchmark expectations, scaffolding and differentiation, and frequent opportunities for independent practice and timely corrective feedback. Administrators also monitor the implementation through weekly Professional Learning Communities, monthly Literacy Leadership Team meetings, and quarterly grade-level/teacher data chats.

3. 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 expect teachers to collect data (as applicable to the grade level and course) from FAST, STAR, ESGI (kindergarten), First Grade Decoding Probes, Into Reading module assessments, Read 180, CommonLit, Progress Learning, myPerspectives unit assessments, and Sonday System mastery checks. Teachers use the data to monitor student progress and offer reteach or enrichment opportunities. School MTSS teams use individual student progress-monitoring data to identify students in need of intervention by following the reading intervention decision trees, which outline specific benchmark expectations. Administrators meet with administrative, literacy leadership, school improvement, grade level, and MTSS teams to review data from STAR360 and FAST. They look for trends to determine if Tier 1 instruction is effective and to identify grade levels or benchmarks that need support. Elementary school teams also review data from ESGI (kindergarten), module assessments via Mastery Connect (LMS), and First Grade Decoding Probes. Secondary school teams review data from Progress Learning, myPerspectives, Read 180 and CommonLit assessments. Principals can monitor data for the lowest quartile and other demographic subgroup data

from FAST reports provided by the Department of Evaluation Services. The district data scientist provides principals with a summary of individual teachers' data from FAST results. Classroom walk-through data is used to identify professional development needs. Literacy Leadership Teams use school- and grade-level data to evaluate the effectiveness of school-wide literacy initiatives.

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.

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

Principals of schools receiving intensive R.A.I.S.E. support and secondary schools requiring support due to high numbers of Level 1's, according to FAST, are provided with the coaching structure during initial data meetings. All schools are provided with information on accessing coaching support through principal meetings, school visits, literacy leadership teams, and access to request forms via the website, email, and Canvas. Those completing the coaching request form acknowledge the roles of teachers on special assignment and district literacy coaches, as well as the administrator/coach partnership agreement.

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

Teachers on Special Assignment (TSA) and the district's itinerant literacy coaches meet weekly to discuss school requests for coaching services. Debriefing or follow-up sessions provide feedback and help determine next steps. The TSA's and literacy coaches keep a daily log of interactions with teachers that helps them reflect on their work and determine where efforts need refocusing. Teachers on Special Assignment and literacy coaches attend Just Read, Florida! literacy institutes, webinars, and engage in literacy coaching book studies. All district teachers on special assignment for ELA have earned the Florida Literacy Coach Endorsement.

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 coaching request form and the coaching logs provide a menu limited to high-impact activities, including planning with teachers, helping teachers analyze data, modeling and creating standards-aligned curriculum guides and exemplar lessons.

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

The Elementary and Secondary ELA Subject Area Specialists review coaching logs and debrief about coaching encounters in weekly meetings. Teachers on Special Assignment and the literacy coaches complete professional development plans. They are observed in planning sessions and while providing professional development. Feedback from needs assessments and post-professional learning delivery provides information on participant satisfaction and self-efficacy.

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

Teacher on Special Assignment and Literacy Coach effectiveness ratings are based on 50% student growth measures (as determined by FL DOE) and 50% performance, as measured by The Florida Educator

Accomplished Practices rubric, with indicators adapted to the work of instructional specialists. Informal effectiveness is also determined by the attainment of measurable goals, as reflected in student data set forth in their professional development plans and approved by their supervisors.

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?

Escambia County School District's area of strategic focus number one is: "All students graduate ready to become productive citizens." The first goal: "Close the academic achievement gap throughout the school system," aligns with Florida's Formula for Reading Success for all students because it ensures that assessment data drives the problem-solving process to meet student needs. To meet the objective "All schools will improve student academic learning,"; "The Curriculum and Instruction team meets with schools to determine student needs and interventions to implement. The team will provide support to schools to help assist those needs." These objectives are measured by analyzing reading proficiency, learning gains, and achievement gaps in state testing scores. Analysis of gaps in achievement among general education students, students with disabilities, and English Language Learners informs schools and the Curriculum and Instruction team about the support to provide, including strengthening the three tiers of instruction and using interventions that address the six components of reading, according to need.

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.

ECPS utilizes the coordinated screening and progress monitoring system (FAST) for VPK. Teachers monitor student progress using Frog Street AIM Birth to 5 Observational Assessment and FAST to adjust interventions as needed and update parents on progress. The core curriculum program for VPK classes, Frog Street Pre-K, was adopted after reviewing approved curriculum choices on the Department of Early Learning website. The Pre-K Department creates pacing guides and curriculum frameworks for the adopted program. This helps ensure that Tier I instruction is aligned to the FELDS; includes accommodations for students with a disability, and students who are English language learners; provides print-rich explicit, systematic, scaffolded, and differentiated instruction; builds background and content knowledge; incorporates writing and follows the VPK Standards.

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

The core curriculum program for VPK and ESE classes is Frog Street Pre-K. The components of the Frog Street curricula utilize big books, small books, manipulatives, songs, rhymes, and posters to teach oral language and early literacy skills through morning messages, read-aloud, small group instruction, and independent practice. The morning message time is designed for explicit instruction in phonological awareness, concepts of print, and alphabet knowledge. Read-alouds offer opportunities for oral language practice, vocabulary reinforcement, and comprehension skill development. Small group instruction focuses on vocabulary, phonological awareness, shared writing, guided writing, and guided writing and provides suggestions for differentiated instruction so that teachers can provide more support or opportunities for challenge. Activities from FCRR are also used to supplement instruction for small group and independent practice. Teachers use the AIM assessment to make observations during instructional time to monitor the progress of students and make instructional decisions. VPK classrooms also utilize Heggerty Phonemic Awareness Program for an added layer of daily explicit, systematic instruction in phonemic awareness and other phonological awareness skills. These materials include an explicit, systematic auditory guide for the teacher and posters of nursery rhymes.

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.](#)

The VPK screening and progress monitoring data is used to identify students who perform below level. Teachers provide targeted instruction to students who are not performing on level. Emergent literacy interventions are provided in small groups and focus on oral language, phonological awareness, alphabet knowledge, and writing that are intensive, explicit, systematic, and multisensory. VPK teachers use intervention lessons from the Frog Street curriculum, activities from FCRR as teacher-led activities in small groups, as well as the Dialogic Reading Strategy and Book Embedded Vocabulary Instruction Strategy from the FLDOE Division of Early Learning course. Teachers monitor student progress using Frog Street AIM Birth to 5 Observational Assessment and FAST to adjust the interventions as needed and update parents on progress.

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
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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?
Amira Assessment and Dyslexia Screener	☐ 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
ECPS HMH Into Reading Module 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
ECPS Kindergarten Standards Rubric	☐ 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

ECPS First Grade Quarterly Decoding Probe and Foundational Skills Task	☐ 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
Frog Street AiM	☒ 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
ECPS Speech Language Academic Checklist	☐ 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
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

STAR Reading	☐ VPK ☐ PreK ☐ Grade K ☐ Grade 1 ☐ Grade 2 ☒ Grade 3 ☒ Grade 4 ☒ Grade 5 ☐ All Students ☒ Select Students	☐ Oral Language ☐ Phonological Awareness ☐ Phonics ☐ Fluency ☒ Vocabulary ☒ Comprehension	☒ Screening ☒ Progress Monitoring ☐ Diagnostic ☐ Summative	☐ Weekly ☐ 2 x Month ☐ Monthly ☐ Quarterly ☐ 3 x Year ☐ Annually ☒ As Needed ☐ Other
Oral Reading Fluency Assessment (Hasbrouck/Tindal)	☐ 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
STAR Early Literacy	☒ 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
Houghton Mifflin Harcourt (HMH) Into Reading Assessments	☐ VPK ☐ PreK ☒ Grade K ☒ Grade 1 ☒ Grade 2 ☒ Grade 3 ☒ Grade 4 ☒ Grade 5 ☒ All Students ☐ Select Students	☒ Oral Language ☒ Phonological Awareness ☒ Phonics ☒ Fluency ☒ Vocabulary ☒ Comprehension	☒ Screening ☒ Progress Monitoring ☐ Diagnostic ☒ Summative	☐ Weekly ☐ 2 x Month ☐ Monthly ☐ Quarterly ☐ 3 x Year ☐ Annually ☒ As Needed ☒ Other

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

Students identified with a substantial deficiency in reading must have an individualized progress monitoring plan that is designed to address the student's specific reading deficiency and that meets the minimum requirements set forth in [s. 1008.25\(4\)\(c\), F.S.](#) The individualized progress monitoring plan must be developed within forty-five (45) days after the results of the coordinated screening and progress monitoring system become available, and parents must be consulted in the development of the plan.

Students with qualifying disabilities covered by an IEP or a 504 Plan are exempt from the requirement to have a progress monitoring plan, if the IEP or 504 Plan addresses the student's reading deficiency. Nothing in [Rule 6A-6.053, F.A.C.](#), should be construed to require or prohibit an IEP or 504 Plan or the contents of the CERP.

A K-3 student is identified as having a substantial deficiency in reading if the student demonstrates through progress monitoring, formative assessments or teacher observation data, minimum skill levels for reading competency in one or more of the six (6) components of reading; and

- The student is identified as in need of Tier 3 interventions; or
- The student was retained the previous school year; or
- For kindergarten through grade 2, the student scores:
 - Below the tenth (10th) percentile or is unable to complete the practice items on the designated grade-level assessment at the beginning or middle of the year test administration of the coordinated screening and progress monitoring system pursuant to [s. 1008.25\(9\), F.S.](#); or
 - Level 1 at the end of the year test administration of the coordinated screening and progress monitoring system pursuant to [s. 1008.25\(9\), F.S.](#); or
- For grade 3, the student scores:
 - Below the twentieth (20th) percentile at the beginning or middle of the year test administration of the coordinated screening and progress monitoring system pursuant to [s. 1008.25\(9\), F.S.](#); or
 - Level 1 on the statewide, standardized ELA assessment pursuant to [s. 1008.22\(3\)\(a\), F.S.](#) Tier 3 interventions must be provided to students identified as having a substantial reading deficiency.

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

- The assessment/curriculum decision trees provide direction to schools as they provide a multi-tiered system of support. If, at any time during the school year, a K-2 student scores at or below the 10th percentile on FAST STAR Early Literacy or FAST STAR Reading, or cannot complete the practice items, and the teacher has observed through progress monitoring or formative assessment that a student has minimum reading skill in any of the six areas of reading, and/or the student is identified as in need of Tier 3 interventions, then the student is determined to have a substantial reading deficiency and interventions must be provided according to the decision tree.
- If a third grader scores below the 20th percentile on FAST at the beginning or the middle of the year, or a level 1 at the end of the year, or the student is identified as in need of Tier 3 interventions; then the student is determined to have a substantial reading deficiency and interventions must be provided according to the decision tree and the student is invited to attend summer reading camp.

Furthermore, the following progress monitoring assessments will be used to support teacher observation data to determine a substantial deficiency, and students will be provided intensive reading interventions:

- Kindergarten: Student scores a composite “U” on foundational skills assessed in the ECPS standards-based grading rubric (ELA.K.F.1.1. f, ELA.K.F.1.2.d and f, ELA.K.F.1.3, ELA.K.F.1.4)
- 1st grade: Student scores below benchmark on the ECPS First Grade Quarterly Decoding Progress Monitoring Probe and passes none of the additional foundational skills diagnostic’s tasks
- 2nd-3rd grades: Student scores at or below the 10th percentile on Hasbrouck & Tindal (2017) ORF Norms

Additional diagnostics are also administered to determine phonological awareness level, phonics level, and fluency rates to help determine focus of Tier 3 intervention and support.

In addition, MTSS meetings for problem solving with occur quarterly to monitor student progress once identified.

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

If a fourth or fifth grader scores a level 1 on the FAST at any time of the year, then the student is considered to have a reading deficiency, and interventions must be provided according to the decision tree. Additional progress monitoring assessments will be used to determine a substantial reading deficiency, and students will be provided intensive reading interventions:

- Student scores at or below the 10th percentile on STAR Reading;
- Student scores at or below the 10th percentile on Hasbrouck & Tindal (2017) ORF Norms

In addition, MTSS meetings for problem solving with occur quarterly to monitor student progress once identified.

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.

Escambia elementary schools identify students in grades K-3 with characteristics of dyslexia (including but not limited to, difficulties with accurate and fluent word recognition and spelling, difficulty with learning letters and their sounds, and confusion in the sequence of letters and sounds) through specific grade level tools. First, students who score at or below the 10th percentile on FAST STAR Early Literacy or STAR Reading and who, through progress monitoring or formative assessment demonstrate minimum reading skill in any of the six areas of reading are deemed substantially deficient. Kindergarten students are evaluated via a standards-based grading rubric to determine letter and sound recognition. If they score unsatisfactorily, they are referred for further screening for characteristics of dyslexia. First grade teachers administer a series of foundational skill tasks which include phonological awareness tasks as well as letter name knowledge to students unable to meet the quarterly benchmark on the First-Grade Quarterly Decoding Probe. If students perform below benchmark on these measures, they receive additional screening. Students in grades 2-5 with fluency scores at or below the 10th percentile according to Hasbrouck & Tindal 2017 norms for the grade level and time of year receive additional screening. The Amira benchmark assessment, available for grades K-5, also provides information regarding dyslexia risk.

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

Additional screening for characteristics of dyslexia is implemented through the use of STAR Curriculum Based Measures (CBMs). In kindergarten, additional screening begins with STAR CBM rapid picture naming, phoneme segmentation, and letter naming. In first through third grades, additional screening begins with a grade level CBM fluency passage. Depending on the benchmark the student meets, further CBM's are administered: expressive nonsense words, phoneme segmentation, and rapid letter naming. Results from these curriculum-based measures, combined with district phonics screeners guide teachers to identify a starting point for intensive 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?

District personnel developed a scope and sequence to ensure full implementation of B.E.S.T. benchmarks, clarifications, and appendices. Collaborative educator teams created ECPS curriculum guides and learning progressions to support the identification and adjustment of instruction. Schools utilize the 4-step problem-solving process to analyze Tier 1 problem-solving data and determine the need for differentiated instruction/intervention. Literacy Leadership Teams will meet at least monthly to discuss classroom walkthrough data, progress monitoring data points, and professional learning needs. School-level leadership teams conduct quarterly data reviews.

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

Tier 2 instruction is monitored by the school level admin team through weekly classroom walkthroughs. District level TSAs and school administrators monitor pacing and benchmark assessment data to share with teachers and support the data-driven instructional decision-making through the Tier 2 problem-solving process. District instructional review walkthroughs with school-level leadership teams are conducted quarterly to monitor instruction. Teachers monitor student growth in the intervention by charting progress in fluency rates, STAR CBM data, and classroom assessment scores.

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

Teachers monitor and track student growth in the programs with mastery checks and STAR CBM data. Leadership Teams, MTSS, and IEP teams meet to analyze data to determine the effectiveness of Tier 3 interventions and determine if student growth is being made. District instructional review walkthroughs with school-level administrative teams occur quarterly to monitor instruction.

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 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:

IF Student meets the following criteria at the beginning of the school year:

- Scored at or above a FAST level 3 on PM3 the previous school year

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

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

- K-2 FAST/STAR equivalent of Level 3 or better and above or grades 3-5 FAST equivalent of level 3 or better
- K- Standards based rubric-70% and above
- 1st grade: ECPS Quarterly Decoding Progress Monitoring Probe-independent benchmark
- K-5: ECPS/HMH Into Reading assessments-70% or above
- 2nd-5th: fluency assessment at or above the 50th percentile on Hasbrouck & Tindal (2017) ORF Norms

Core Instruction

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

Name of Program	Year of Program Adoption
Houghton Mifflin Harcourt (HMH) <i>Into Reading</i> Vrs.3 2025	2026

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

- Grades K-2 FAST STAR-scores a level 1 on PM 1 or PM2
 - Scores a level 1 or 2 on Grades 3-5 FAST PM 1 or PM 2
- and any of the following:
- K- Standards based grading rubric-a composite N or U on Foundational Skills Tasks Assessed (ELA.K.F.1.1.f, ELA.K.F.1.2.d and f, ELA.K.F.1.3, ELA.K.F.1.4)
 - 1st grade- Student scores below benchmark on the ECPS Quarterly Decoding progress Monitoring Probe and passes some of the additional foundational skills diagnostic tasks
 - K-5: HMH Into Reading assessments-below 50% accuracy
 - 2 nd-5th: fluency assessment at or below the 25th percentile on Hasbrouck & Tindal (2017) ORF Norms

Tier 1 Instruction + Tier 2 Interventions**Beginning of Year Data****Students who meet the following criteria at the beginning of the school year:**

- Grades K-2 FAST STAR-scores a level 1 on PM 1 or PM2
 - Scores a level 1 or 2 on Grades 3-5 FAST PM 1 or PM 2
 - Scored a level 1 or 2 on Grades FAST PM3 the previous year
- AND/OR-
- Kindergarten: Student scores a composite “N” or “U” on foundational skills assessed in the ECPS standards-based grading rubric (ELA.K.F.1.1.f, ELA.K.F.1.2, ELA.K.F.1.3)
 - 1st grade: Student scores below benchmark on the ECPS Quarterly Decoding Progress Monitoring Probe and passes some of the additional foundational skills diagnostic tasks
 - 2nd -5th grade: Student scores at or below the 25th percentile on Hasbrouck & Tindal (2017) ORF Norms

*Administer additional diagnostic assessments with students who fall in this category to identify needs in phonological awareness, phonics, and fluency to help determine focus of Tier 2 intervention and support (i.e. ESGI, Kindergarten; ECPS Foundational Tasks, 1st grade; ECPS Phonics Survey, 2nd-3rd grade).

Number of times per week interventions are provided:

Interventions are provided 3-5 days a week.

Number of minutes per intervention session:

Each intervention session is 20-30 minutes long.

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)
ECPS Dialogic Reading Routine		The ECPS Dialogic Reading Routine was developed following WWC Practice Guide Preparing Young Children for School's Recommendation 7: Use shared book reading to develop children's language, knowledge of print features, and knowledge of the world (strong evidence). This recommendation was built into the routine by guiding the teacher to design a shared reading experience during which the teacher engages in interactive conversations to reinforce understanding of vocabulary words and syntax. Questions increase in complexity from checking

		for understanding to making inferences, to identifying causal relationships. The district will support and monitor implementation of this intervention through professional learning sessions offered several times during the school year, resources and video tutorials in the district LMS, observational walkthroughs with administrators, and one-on-one coaching by request.
Amira Learning	Promising	Amira Learning has promising evidence rating on evidencefor ESSA.org . The Amira Learning program provides targeted scaffolded instruction in fluency. It is also on the state examined and approved list of intervention programs.

Phonemic Awareness (SRA) by Mary R. Eisele, Ph.D.		This intervention does not meet strong, moderate or promising levels of evidence; however, the following WWC Practice Guide Recommendation supports it: Foundational Skills to support Reading for Understanding in Kindergarten through 3rd Grade, Recommendation 2: Develop awareness of the segments of sound in speech and how they link to letters (strong evidence). These recommendations were built into these interventions through explicit instruction of individual phonemes using sound cards, with guided practice and immediate feedback. The district will support and monitor implementation of this intervention through professional learning sessions offered several times during the school year, resources and video tutorials in the district LMS, observational walkthroughs with administrators, and one-on-one coaching by request.
ECPS Letter Name/Letter Sound Intervention Routine		This intervention does not meet strong, moderate or promising levels of evidence; however, the following WWC Practice Guide Recommendation supports it: Foundational Skills to support Reading for Understanding in Kindergarten through 3rd Grade, Recommendation 2: Develop awareness of the segments of sound in speech and how they link to letters (strong evidence). This recommendation is built into this intervention through explicit instruction in letter-sound correspondences including letter formation and dictation. The district will support and monitor implementation of this intervention through professional learning sessions offered several

		times during the school year, resources and video tutorials in the district LMS, observational walkthroughs with administrators, and one-on-one coaching by request.
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SRA Reading Mastery		These interventions do not meet strong, moderate or promising levels of evidence; however, the following WWC Practice Guide Recommendations support them: Foundational Skills to support Reading for Understanding in Kindergarten through 3rd Grade, Recommendation 2: Develop awareness of the segments of sound in speech and how they link to letters (strong evidence) and Recommendation 3: Teach students to decode words, analyze word parts, and write and recognize words (strong evidence). These recommendations were built into these interventions through explicit, systematic instruction of sound-spelling patterns, decoding, analyzing word parts, and writing words with the focus pattern through a gradual release model with corrective feedback. Routines are followed by practice with connected text. The district will support and monitor implementation of these interventions through professional learning sessions offered several times during the school year, resources and video tutorials in the district LMS, observational walkthroughs with administrators, and one-on-one coaching by request.
95 Phonics Chip Kit		These interventions do not meet strong, moderate or promising levels of evidence; however, the following WWC Practice Guide Recommendations support them: Foundational Skills to support Reading for Understanding in Kindergarten through 3rd Grade, Recommendation 2: Develop awareness of the segments of sound in speech and how they link to letters (strong evidence) and Recommendation 3: Teach students to decode words, analyze word parts, and write and recognize words (strong evidence). These recommendations were built into these interventions through explicit, systematic instruction of sound-spelling patterns, decoding, analyzing word parts, and writing words with the focus pattern through a gradual release model with corrective feedback. The 95% Phonics Chip Kit is multisensory in that it provides manipulatives and Elkonin boxes to practice these strategies. Routines are followed by practice with connected

		text. The district will support and monitor implementation of these interventions through professional learning sessions offered several times during the school year, resources and video tutorials in the district LMS, observational walkthroughs with administrators, and one-on-one coaching by request.
95 Teaching Blending		These interventions do not meet strong, moderate or promising levels of evidence; however, the following WWC Practice Guide Recommendations support them: Foundational Skills to support Reading for Understanding in Kindergarten through 3rd Grade, Recommendation 2: Develop awareness of the segments of sound in speech and how they link to letters (strong evidence) and Recommendation 3: Teach students to decode words, analyze word parts, and write and recognize words (strong evidence). These recommendations were built into these interventions through explicit, systematic instruction of sound-spelling patterns, decoding, analyzing word parts, and writing words with the focus pattern through a gradual release model with corrective feedback. Routines are followed by practice with connected text. The district will support and monitor implementation of these interventions through professional learning sessions offered several times during the school year, resources and video tutorials in the district LMS, observational walkthroughs with administrators, and one-on-one coaching by request.
HMH Into Reading V.3 Tabletop Minilessons for Reading	HMH <i>Into Reading</i> V.3 is on the K-12 English Language Arts Instructional Materials Adoption List.	
ECPS Small Group Scaffolding of Complex Text Routine		This intervention does not meet strong, moderate or promising levels of evidence. However, the ECPS Small Group Scaffolding of Complex Text Routine was developed following recommendations in the WWC Practice Guide Providing Reading Interventions for Students in Grades 4. Recommendation 1: Build students' decoding skills so they can read complex multisyllabic words (strong evidence); Recommendation 3: Routinely use a set of comprehension-building practices to help students make sense of text (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 a four-step routine that uses the gradual release model to explicitly teach and provide both guided and independent practice. Teachers choose a complex text passage and pre-teach through modeling and guiding decoding of multi-syllable words in a passage. Teachers and students discuss word meaning and strategies for defining words through morphology and context. Students annotate the text to get the gist or ask and answer questions to monitor their comprehension. Students then complete a sentence to show their understanding. The district will support and monitor implementation of this intervention through curriculum professional learning sessions, observational walkthroughs with administrators, and one-on-one coaching by request.
Sonday System		This intervention does not meet strong, moderate or promising levels of evidence; however, the following WWC Practice Guide Recommendations support it: Foundational Skills to Support Reading for Understanding in Kindergarten Through 3rd Grade, Recommendation 3: Teach students to decode words, analyze word parts, and write and recognize words (strong evidence); Providing Reading Interventions for Students in Grades 4-9 Recommendation 1: Build students' decoding skills so they can read complex multisyllabic words (strong evidence). These recommendations are built into the program through explicit instruction. Each lesson consists of 1) Review: sounds/word parts, spell, read sound-spelling patterns in words from left to right, write words and 2) Introduce: new sounds/word parts, new decodable words in isolation, new high-frequency words, and read connected text. After every introduction, students reinforce learning by writing words. Teachers provide immediate corrective feedback throughout the lesson. The district will support and monitor implementation of this intervention through professional learning sessions offered several times during the school year, observational walkthroughs with administrators, and one-on-one coaching by request.
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)
N/A		
English Language Learners		
Name of Program	ESSA Evidence Level	Verbiage (as needed)
Imagine Language and Literacy	Promising	
Sounds Sensible		This intervention does not meet strong, moderate or promising levels of evidence; however, the following WWC Practice Guide Recommendation supports it: <i>Foundational Skills to support Reading for Understanding in Kindergarten through 3rd Grade</i> , Recommendation 2: Develop awareness of the segments of sound in speech and how they link to letters (strong evidence). This recommendation is built into this intervention through explicit instruction in letter-sound correspondences including letter formation and dictation.
95 Phonics Lesson Library		These interventions do not meet strong, moderate or promising levels of evidence; however, the following WWC Practice Guide Recommendations support them: <i>Foundational Skills to support Reading for Understanding in Kindergarten through 3rd Grade</i> , Recommendation 2: Develop awareness of the segments of sound in speech and how they link to letters (strong evidence) and Recommendation 3: Teach students to decode
		words, analyze word parts, and write and recognize words (strong evidence). These recommendations were built into these interventions through explicit, systematic instruction of sound-spelling patterns, decoding, analyzing word parts, and writing words with the focus pattern through a gradual release model with corrective feedback. Routines for word sorting, reading connected text along with fluency checks are included throughout the lessons. The 95% Phonics Lesson Library is multisensory in that it provides manipulatives and Elkonin boxes to practice these strategies.
For K-3 students who have a substantial deficiency in reading or characteristics of dyslexia, identify the multisensory strategies provided. Sounds Sensible and 95 Phonics Lesson Library utilize manipulatives as students map sounds to letters and focus on mouth articulation while producing sounds. Sonday System uses "tracing" and "touch-spelling" methods to reinforce sound-spelling correspondences for reading and spelling words.		

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

- ECPS/HMH Into Reading assessments below 50%
- STAR CBM (Phoneme Segmentation, Letter Names, Letter Sounds, Expressive Nonsense Word) results are in the 1st to 19th percentile range (STAR Benchmark Intervention Category) for the grade level and time of year according to the STAR CBM Score and Benchmark Tables.

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:

- If a student was retained the previous school year.
- If, at any time during the school year, a K-2 student scores at or below the 10th percentile on FAST STAR Early Literacy or FAST STAR Reading, as applicable, or cannot complete the practice items, and the teacher has observed through progress monitoring or formative assessment that a student has minimum reading skill in any of the six areas of reading, then the student is determined to have a substantial reading deficiency and interventions must be provided according to the decision tree.

- If a third grader scores below the 20th percentile on FAST Cambium at the beginning or the middle of the year, or a level 1 at the end of the year, then the student is determined to have a substantial reading deficiency and interventions must be provided according to the decision tree and the student is invited to attend summer reading camp.
- If, at any time during the year, a fourth or fifth grader scores a level 1 on FAST Cambium and then scores at or below the 10th percentile on STAR Reading (grades 3-5), or scores at or below the 10th percentile on Hasbrouck & Tindal (2017) ORF Norms, then the student is determined to have a substantial reading deficiency, and interventions must be provided according to the decision tree.
- If at any time during the year, the student is identified as in need of Tier 3 reading interventions, then the student is determined to have a substantial reading deficiency. Furthermore, the following progress monitoring assessments will be used to provide additional data points to determine a substantial deficiency, and students will be provided intensive reading interventions:
 - Kindergarten: Student scores a composite “U” on foundational skills assessed in the ECPS standards-based grading rubric (ELA.K.F.1.1.f, ELA.K.F.1.2.d and f, ELA.K.F.1.3, ELA.K.F.1.4)
 - 1st grade: Student scores below benchmark on the ECPS Quarterly Decoding Progress Monitoring Probe and passes none of the additional foundational skills diagnostic tasks
 - 2nd-5th grades: Student scores at or below the 10th percentile on Hasbrouck & Tindal (2017) ORF Norms.

*Additional diagnostics are also administered to determine phonological awareness level, phonics level, and fluency scores to help determine focus of Tier 3 intervention and support.

Professional learning sessions are offered frequently during the school year. Resources such as video tutorials, screening assessment guidance, and tips for success are available through the district learning management system. The ELA Department provides follow-up coaching and support for RAISE schools and by request for other schools.

Number of times per week interventions are provided: 5 times per week.

Number of minutes per intervention session: 35 minutes.

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)
SRA Language for Learning		This intervention does not meet strong, moderate or promising levels of evidence; however, the following WWC Practice Guide: Preparing Young Children for School’s Recommendation 5 supports it: Intentionally plan activities to build children’s vocabulary and language (strong evidence). This recommendation was built into the intervention through emphasis of language as a means of describing the world and as a tool for thinking and solving problems. Language is taught explicitly, systematically, with judicious review and immediate corrective feedback making this program appropriate for an intensive intervention for students in the primary grades with language

		deficits. The district will support and monitor implementation of this intervention through professional learning sessions offered several times during the school year, resources and video tutorials in the district LMS, observational walkthroughs with administrators, and one-on-one coaching by request.
ECPS Dialogic Reading Routine		This intervention does not meet strong, moderate or promising levels of evidence. However, the ECPS Dialogic Reading Routine was developed following WWC Practice Guide Preparing Young Children for School's Recommendation 7: Use shared book reading to develop children's language, knowledge of print features, and knowledge of the world (strong evidence). This recommendation was built into the routine by guiding the teacher to design a shared reading experience during which the teacher engages in interactive conversations to reinforce understanding of vocabulary words and syntax. Questions increase in complexity from checking for understanding to making inferences, to identifying causal relationships. The district will support and monitor implementation of this intervention through professional learning sessions offered several times during the school year, resources and video tutorials in the district LMS, observational walkthroughs with administrators, and one-on-one coaching by request.
Phonemic Awareness (SRA) by Mary R. Eisele, Ph.D.		This intervention does not meet strong, moderate or promising levels of evidence; however, the following WWC Practice Guide Recommendation supports it: Foundational Skills to support Reading for Understanding in Kindergarten through 3rd Grade, Recommendation 2: Develop awareness of the segments of sound in speech and how they link to letters (strong evidence). This recommendation was built into the intervention through explicit instruction of individual phonemes using sound cards, with guided practice and immediate feedback. The district will support and monitor implementation of this intervention through professional learning sessions offered several times during the school year, resources and video tutorials in the district LMS, observational walkthroughs with administrators, and one-on-one coaching by request.
SRA Reading Mastery		This intervention does not meet strong, moderate

		or promising levels of evidence; however, the following WWC Practice Guide Recommendations
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		support them: Foundational Skills to support Reading for Understanding in Kindergarten through 3rd Grade, Recommendation 2: Develop awareness of the segments of sound in speech and how they link to letters (strong evidence) and Recommendation 3: Teach students to decode words, analyze word parts, and write and recognize words (strong evidence). These recommendations were built into this intervention through explicit, systematic instruction of sound-spelling patterns, decoding, analyzing word parts, and writing words with the focus pattern through a gradual release model with corrective feedback. The district will support and monitor implementation of this intervention through professional learning sessions offered several times during the school year, resources and video tutorials in the district LMS, observational walkthroughs with administrators, and one-on-one coaching by request.
95 Phonics Lesson Library 1.0	Moderate	

Sonday System		This intervention does not meet strong, moderate or promising levels of evidence; however, the following WWC Practice Guide Recommendations support it: Foundational Skills to Support Reading for Understanding in Kindergarten Through 3rd Grade, Recommendation 3: Teach students to decode words, analyze word parts, and write and recognize words (strong evidence); Providing Reading Interventions for Students in Grades 4-9 Recommendation 1: Build students' decoding skills so they can read complex multisyllabic words (strong evidence). These recommendations are built into the program through explicit instruction. Each lesson consists of 1) Review: sounds/word parts, spell, read sound-spelling patterns in words from left to right, write words and 2) Introduce: new sounds/word parts, new decodable words in isolation, new high-frequency words, and read connected text. After every introduction, students reinforce learning by writing words. Teachers provide immediate corrective feedback throughout the lesson. The district will support and monitor implementation of this intervention through professional learning sessions offered several times during the school year, observational walkthroughs with administrators, and one-on-one coaching by request.
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Read Naturally		Read Naturally 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) and: Foundational Skills to Support Reading for Understanding in Kindergarten Through 3rd Grade, 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 through passages leveled for vocabulary and sentence length that are modeled by the teacher and then read repeatedly by students, followed by discussion questions to enhance comprehension. Students graph their accuracy and rate to monitor their progress. The district will support and monitor implementation of this intervention through professional learning sessions offered several times during the school year, resources and video tutorials in the district LMS, observational walkthroughs with administrators, and one-on-one coaching by request.
ECPS Building Comprehension Routine		This intervention does not meet strong, moderate or promising levels of evidence. However, the ECPS Building Comprehension Routine was developed following recommendations in the WWC Practice Guide Providing Reading Interventions for Students in Grades 4-9. These are: Recommendation 1: Build students' decoding skills so they can read complex multisyllabic words (strong evidence); Recommendation 2: Provide purposeful fluency-building activities to help students read effortlessly (strong evidence); Recommendation 3: Routinely use a set of comprehension-building practices to help students make sense of text (Strong Evidence). These recommendations are built into the routine in the following ways: Using one or two paragraphs of instructional level text, teachers explicitly guide students to first decode multisyllabic words and provide brief student-friendly definitions, followed by either echo or choral reading of two or three complex sentences, and then independent practice. Teachers then model the routine described in the practice guide for identifying and

		marking the most important person, place, or thing in the paragraph(s), and then listing the important details, followed by creating a gist statement. The routine also includes a strategy for using common text structure to determine the gist. Students are then guided in practice, with frequent corrective feedback and gradual release until they can do the routine independently. The gist statements provide a check for understanding. The district will support and monitor implementation of this intervention through professional learning sessions offered several times during the school year, observational walkthroughs with administrators, and one-on-one coaching by request.
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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)
Unique Learning System		Unique Learning System does not meet strong, moderate or promising levels of evidence; however, the following WWC Practice Guide Recommendations support the program: Foundational Skills to support Reading for Understanding in Kindergarten through 3rd Grade, Recommendation 2: Develop awareness of the segments of sounds in speech and how they link to letters, Strong Evidence; Recommendation 3: Teach students to decode words, analyze word parts, and write and recognize words, Strong Evidence; and WWC Practice Guide Providing Reading Interventions for Students in Grades 4–9 Recommendation 3: Routinely use a set of comprehension building practices to help students make sense of text: Build students’ world and word knowledge so they can make sense of the text. These recommendations were built into the program through explicit, systematic instruction for letter-sound correspondence, decoding practice with connected text, modeled think-alouds and vocabulary pre-teaching with multiple topically- related texts. The district supports and monitors implementation of this program through observational walkthroughs, bi-annual professional learning sessions, and check-ins with a district teacher on special assignment.

English Language Learners

Name of Program	ESSA Evidence Level	Verbiage (as needed)
Imagine Language and Literacy	Promising	
Sounds Sensible		This intervention does not meet strong, moderate or promising levels of evidence; however, the following WWC Practice Guide Recommendation supports it: <i>Foundational Skills to support Reading for Understanding in Kindergarten through 3rd Grade</i> , Recommendation 2: Develop awareness of the segments of sound in speech and how they link to letters (strong evidence). This recommendation is built into this intervention through explicit instruction in letter-sound correspondences including letter formation and dictation.
95 Phonics Lesson Library		These interventions do not meet strong, moderate or promising levels of evidence; however, the following WWC Practice Guide Recommendations support them: <i>Foundational Skills to support Reading for Understanding in Kindergarten through 3rd Grade</i> , Recommendation 2: Develop awareness of the segments of sound in speech and how they link to letters (strong evidence) and Recommendation 3: Teach students to decode words, analyze word parts, and write and recognize words (strong evidence). These recommendations were built into these interventions through explicit, systematic instruction of sound-spelling patterns, decoding, analyzing word parts, and writing words with the focus pattern through a gradual release model with corrective feedback. Routines for word sorting, reading connected text along with fluency checks are included throughout the lessons. The 95% Phonics Lesson Library is multisensory in that it provides manipulatives and Elkonin boxes to practice these strategies.

For K-3 students who have a substantial deficiency in reading or characteristics of dyslexia, identify the multisensory strategies provided.

Sounds Sensible and The Phonics Lesson Library utilize manipulatives as students map sounds to letters and focus on mouth articulation while producing sounds. Sonday System uses "tracing" and "touch-spelling" methods to reinforce sound-spelling correspondences for reading and spelling words.

7. Summer Reading Camps ([Rule 6A-6.053\(8\), F.A.C.](#))

Requirements of Summer Reading Camps pursuant to [s. 1008.25\(8\), F.S.](#), include:

- Providing instruction to grade 3 students who score Level 1 on the statewide, standardized ELA assessment;
- Implementing evidence-based explicit, systematic and multisensory reading instruction in phonemic awareness, phonics, fluency, vocabulary and comprehension; and

- Providing instruction by a highly effective teacher endorsed or certified in reading.
 - *Note: Instructional personnel who possess a literacy micro-credential **may not** be assigned to these students.*

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

Summer Reading Camps for Retained Grade 3 Students
Schedule: June 1 - June 25 (M-Th) 7:15 a.m. - 1:30 p.m. 7:15 - 7:30 Breakfast with oral language building 7:31 - 8:21 95 Phonics Booster Whole Group Instruction 8:22 - 9:22 ELA Whole Group/Shared reading with Teacher Created Materials Summer Scholars Kits 9:23 - 10:08 Small group rotations (Teacher Table, Amira, Phonics Booster, independent reading) 10:09 - 10:24 Fitness and Restroom Break 10:25 - 11:10 Patterns of Power and writing in response to Summer Scholars shared readings 11:11 - 11:56 Lunch/Recess 11:57 - 12:57 Math 12:58 - 1:14 Fluency 1:15 - 1:30 One Book, One School Read-Aloud with activities
Evidence-Based Instructional Materials to be used, as defined in 20 U.S.C. s. 7801(21)(A)(i): Teacher Created Materials Summer Scholars Kits does not meet strong, moderate or promising levels of evidence; however, the following IES Practice guide, Foundational Skills to Support Reading for Understanding in K-3rd Recommendation 3: "Teach students to decode words, analyze word parts, and write and recognize words (strong evidence), attending students will receive explicit, systematic phonics instruction from the 95% Group Phonics Booster Bundle, Summer Edition. Also, following the recommendations in the IES Practice Guide: Providing Reading Interventions for Students in Grades 4-9: 1) Build students' decoding skills so they can read complex multisyllabic words (strong evidence); 2) Provide purposeful fluency-building activities to help students read effortlessly (strong evidence); 3) Routinely use a set of comprehension-building practices to help students make sense of the text (strong evidence), students will participate in shared reading, text annotation, fluency practice and independent reading of connected text using Teacher Created Materials Summer Scholars Rising Grade 4 materials. These recommendations are built into TCM Summer Scholars by consistently providing students with opportunities to ask and answer questions, explicit, systematic close reading of text, with guided practice, and fluency instruction and practice with Reader's Theater. In accordance with The WWC Practice Guide: Teaching Elementary School Students to Be Effective Writers' Recommendation 2: Teach students to use the writing process for a variety of purposes and Recommendation 3: Teach students to construct sentences for fluency, meaning and style, students will

participate in lessons from Patterns of Power by Jeff Anderson and write in response to reading with the Teacher Created Materials Summer Scholars Rising Grade 4 materials.

Alternative Assessment Used:

STAR360, Amira

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

Summer Reading Camps for Students in Grades K-5

Will the district implement this option?

☐ Yes ☒ No

If yes, please describe the grade level(s) that will be invited to participate.

Grades 6-10

8. Grades 6-10 Assessments

Indicate in the chart below the assessment(s) used to guide instructional decision-making for grades 6-10 students. Add additional rows as needed.

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 ☒ Grade 9 ☒ Grade 10	☒ Vocabulary ☒ Comprehension	☒ Screening ☒ Progress Monitoring ☒ Summative	☒ 3 x Year

Additional Assessment(s)				
Name of the Assessment	Target Audience (Grades 6-8) (Select all that apply.)	What component of reading is assessed? (Select all that apply.)	Assessment Type (Select all that apply.)	How often is the data collected?
Other District Assessment NWEA MAP	☒ Grade 6 ☒ Grade 7 ☒ Grade 8 ☒ Grade 9 ☒ Grade 10 ☐ All Students ☒ Select Students	☒ Oral Language ☒ Phonological Awareness ☒ Phonics ☐ Fluency ☒ Vocabulary ☒ Comprehension	☒ Screening ☒ Progress Monitoring ☒ Diagnostic ☐ Summative	☐ Weekly ☐ 2 x Month ☐ Monthly ☐ Quarterly ☒ 3 x Year ☐ Annually ☐ As Needed ☐ Other

Other District Assessment Read 180	☒ Grade 6 ☒ Grade 7 ☒ Grade 8 ☒ Grade 9 ☒ Grade 10 ☐ All Students ☒ Select Students	☐ Oral Language ☐ Phonological Awareness ☐ Phonics ☒ Fluency ☐ Vocabulary ☐ Comprehension	☒ Screening ☒ Progress Monitoring ☒ Diagnostic ☒ Summative	☐ Weekly ☐ 2 x Month ☒ Monthly ☐ Quarterly ☐ 3 x Year ☐ Annually ☐ As Needed ☐ Other
CommonLit 360 Pre, Mid-year and Post Assessments (For students enrolled in writing support courses)	☒ Grade 6 ☒ Grade 7 ☒ Grade 8 ☒ Grade 9 ☒ Grade 10 ☐ All Students ☒ Select Students	☐ Oral Language ☐ Phonological Awareness ☐ Phonics ☒ Fluency ☒ Vocabulary ☒ Comprehension	☒ Screening ☒ Progress Monitoring ☒ Diagnostic ☒ Summative	☐ Weekly ☐ 2 x Month ☐ Monthly ☐ Quarterly ☒ 3 x Year ☐ Annually ☐ As Needed ☐ Other
CORE Reading Assessment ORF	☒ Grade 6 ☒ Grade 7 ☒ Grade 8 ☒ Grade 9 ☒ Grade 10 ☐ 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
CORE Maze Comprehension	☒ Grade 6 ☒ Grade 7 ☒ Grade 8 ☒ Grade 9 ☒ Grade 10 ☐ 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
San Diego Quick Assessment of Reading	☒ Grade 6 ☒ Grade 7 ☒ Grade 8 ☒ Grade 9 ☒ Grade 10 ☐ 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

Core Phonics Survey and/or Phoneme Segmentation Test	☒ Grade 6 ☒ Grade 7 ☒ Grade 8 ☒ Grade 9 ☒ Grade 10 ☐ 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
Progress Learning	☐ Grade 6 ☐ Grade 7 ☐ Grade 8 ☒ 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 (Ongoing)
Savvas myPerspectives Unit Tests	☒ Grade 6 ☒ Grade 7 ☒ Grade 8 ☒ Grade 9 ☒ Grade 10 ☒ All Students ☐ Select Students	☐ Oral Language ☐ Phonological Awareness ☐ Phonics ☐ Fluency ☒ Vocabulary ☒ Comprehension	☐ Screening ☒ Progress Monitoring ☐ Diagnostic ☒ Summative	☐ 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 6-10 students in need of Tier 2/Tier 3 interventions.

The ECPS Data Scientist works with the Department of Evaluation Services to collect data from cumulative FAST scores to create projections of student proficiency, including data for the lowest quartile and other ESSA subgroups. Site-based administrators and MTSS teams use the Combined Factor Scale (weighted average of data points) to identify students for placement in intervention courses. Administrators schedule students with a Combined Factor Score below 20 for Tier 2 intensive reading course placement.

Administrators schedule students with a Combined Factor Score below 20 in an intensive reading course with the Read 180 curriculum for grades 6-10 and the CommonLit 360 curriculum for grades 11 and 12. Schools follow the ECPS Interventions Plan for students once they are enrolled in the intensive reading course to determine whether the student will receive Tier 2 or Tier 2 and Tier 3 support. Students that tested needing foundational support upon administration of NWEA MAP shall be monitored based on individual, weekly performance to determine further Tier 3 needs in grades 6-10.

The ECPS Intervention Plan incorporates Tier 2 Interventions through Savvas applied to intensify benchmark remediation and targeted interventions for students assigned to writing support courses. Plan data provides additional data points collected through NWEA Map and Read 180 to determine whether a substantial reading deficit may be the reason for a low CFS. Students with a determined substantial reading deficiency receive Tier 3 interventions during the intensive reading class to address foundational skills.

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

District personnel developed a scope and sequence to ensure full implementation of B.E.S.T. benchmarks, clarifications, and appendices. Collaborative educator teams created ECPS curriculum guides and learning progressions to support the identification and adjustment of instruction. Schools utilize the 4-step problem-solving process to analyze Tier 1 problem-solving data and determine the need for differentiated instruction/intervention. Literacy Leadership Teams will meet at least monthly to discuss classroom walkthrough data, progress monitoring data points, and professional learning needs. School-level leadership teams conduct quarterly data reviews. The literacy leader/coach cadre will meet monthly to reflect on data and teacher surveys to provide actionable feedback to enhance standards instruction in support of the core curriculum.

11. For grades 6-10, what processes and procedures are in place to identify and solve problems to improve the effectiveness of Tier 2 interventions?

School-level administrative teams monitor Tier 2 instruction through weekly walkthroughs. The district literacy coach monitors pacing and benchmark assessment data to share with teachers and support the data-driven instructional decision-making through the Tier 2 problem-solving process. District instructional review walkthroughs with school-level leadership teams are conducted quarterly to monitor instruction. Teachers monitor student growth in the Savvas myPerspectives and CommonLit 360 program writing course, as well as with beginning-, middle-, and end-of-year assessments and benchmark assessments, which include vocabulary and reading comprehension practice passages aligned to B.E.S.T. benchmarks. Small-group instruction, with documentation on intervention B.E.S.T. benchmark progress.

12. For grades 6-10, what processes and procedures are in place to identify and solve problems to improve effectiveness of Tier 3 interventions?

Teachers monitor student growth within the Read 180 platform. Professional Learning Communities, Literacy Leadership Teams, MTSS, and IEP teams meet to analyze data and determine the effectiveness of Tier 3 interventions. District instructional review walkthroughs with school-level administrative teams monitor instruction occur quarterly.

Grades 6-10 Decision Tree	
Tier 1 (Core) Only	
Beginning of Year Data	
Students must meet the following criteria at the beginning of the school year: ● FAST achievement Level 3 or higher on PM3 the previous year ● District created Combined Factor Scale Score of 21+	
List performance criteria that indicate Tier 1 is sufficient for at least 80% of students. ● The performance criteria is a score of 70% or higher on the Savvas myPerspectives Unit Test which is standards aligned cold reads to be given quarterly.	
Core Instruction	
Indicate the core instructional materials utilized. Add additional rows as needed.	
Name of Program	Year of Program Adoption
Savvas myPerspectives	2026
Additional performance criteria that prompt Tier 2 interventions for students not meeting expectations/benchmarks during the school year: Tier 2 benchmark interventions in Tier 1 are prompted for Level 1 and Level 2 students with the grade of a static D or F in the ELA classroom throughout the school year using the remediation tools and language lab tools provided within Savvas my Perspectives.	

Tier 1 Instruction + Tier 2 Interventions	
Beginning of Year Data	
Students who meet the following criteria at the beginning of the school year: • Combined Factor Scale below 21 - 40 • Within Writing Courses: Students with CFS between 21 -40. • Embedded in ELA courses: Level 2 students with a D or an F in ELA.	
Number of times per week interventions are provided: 3 times per week - Embedded in ELA courses	

5 times per week - Within Writing Courses Number of minutes per intervention session: 15 minutes - Embedded in ELA courses 20 minutes - Within Writing Courses Course(s) where interventions take place: • Within Writing Courses: Students with CFS between 21 -40. • Embedded in ELA courses: Level 2 students with a D or an F in ELA. When needed Level 1 students who are not in 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)
SAVVAS myPerspectives Remediation Tools and Language Lab Tools.		Savvas myPerspectives does not meet strong, moderate, or promising levels of evidence; however, the following WWC Practice Guide Recommendation(s) support the program: Improving Adolescent Literacy: Effective Classroom and Intervention Practices • Provide explicit vocabulary instruction through embedded activities and reteach practice sheets • Integrate reading and writing to emphasize key features of text, supporting comprehension through text-based responses • Guide students to analyze the structure of texts, helping them understand how authors organize ideas and use evidence. These strategies are built into the program through remediation and reteach practice routines that reinforce foundational skills and support differentiated instruction. The district will support and monitor implementation through targeted professional development, use of Florida Center for Reading Research (FCRR) resources, instructional coaching, and PLCs to ensure fidelity and continuous improvement.

CommonLit 360		CommonLit 360 does not meet strong, moderate, or promising levels of evidence; however, the following WWC IES Practice Guide Recommendations support the program: Providing Reading Interventions for Students in Grades 4-9 ● Recommendation 1: Build student's decoding skills so they can read complex multisyllabic words, Strong Evidence ● Recommendation 2: Provide purposeful fluency-building activities to help develop students read effortlessly, Strong Evidence
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		● 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 stretch text that will expose them to complex ideas and information, Moderate Evidence. These recommendations were built into the program through explicit, systematic instruction of vocabulary routines to decode and encode multisyllabic words; purposeful fluency-building routines, set comprehension-building practices that include building background knowledge with texts of increasing complexity. The district will support and monitor implementation of this program by conducting data chats and observational walkthroughs, and providing quarterly PLC check-ins, two professional learning webinars provided by CommonLit 360, video tutorials, and tips for success available on the district's learning digital learning management system.
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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)
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English Language Learners

Name of Program	ESSA Evidence Level	Verbiage (as needed)
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Summit K-12 Connect to Literacy (6-12)		The program Summit K12 does not meet strong, moderate, or promising levels of evidence; however, the following What Works Clearinghouse (WWC) Practice Guide recommendations support the program: WWC Practice Guide: Teaching Academic Content and Literacy to English Learners in Elementary and Middle School Recommendations and Levels of Evidence: • Teach a set of academic vocabulary words intensively across several days using a variety of instructional activities. — Strong evidence • Integrate oral and written English language instruction into content-area teaching. — Strong evidence • Provide regular, structured opportunities to develop written language skills. — Minimal evidence
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		• Provide small-group instructional intervention to students struggling in areas of literacy and English-language development. — Moderate evidence These recommendations are embedded in the design of Summit K12, which provides explicit academic vocabulary instruction, scaffolded oral and written language development, and integrated listening, speaking, reading, and 46 writing practice across content areas. The program aligns directly with WIDA English Language Development Standards, offering differentiated lessons and adaptive activities that address students' individual proficiency levels. Its built-in assessments and data dashboards allow educators to monitor progress, identify gaps, and personalize instruction for English learners at all stages of acquisition. The district will support and monitor implementation of Summit K12 by: • Defining clear outcomes aligned with WIDA proficiency goals and student growth in English language development. • Providing professional learning opportunities for educators using Summit K12 effectively to integrate language and content instruction, analyze student data, and apply instructional strategies for multilingual learners. • Engaging stakeholders, including teachers, administrators, students, and parents, to promote shared accountability and understanding of language proficiency targets. • Clarifying roles and responsibilities for administrators, instructional coaches, and teachers to ensure fidelity and consistency across schools. • Leveraging technology through Summit K12's dashboards and reports to streamline data collection, progress monitoring, and instructional planning. • Establishing a continuous feedback loop that includes regular data reviews, classroom observations, and teacher input to monitor fidelity of implementation. • Analyzing and sharing results with stakeholders to evaluate program impact and
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		determine next steps, including targeted support or additional
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		professional learning to strengthen implementation and student outcomes.
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Ellevation Strategies (ES)		The program Ellevation does not meet strong, moderate, or promising levels of evidence; however, the following What Works Clearinghouse (WWC) Practice Guide recommendations support the program: WWC Practice Guide: Teaching Academic Content and Literacy to English Learners in Elementary and Middle School Recommendations and Levels of Evidence: • Teach a set of academic vocabulary words intensively across several days using a variety of instructional activities. — Strong evidence • Integrate oral and written English language instruction into content-area teaching. — Strong evidence • Provide regular, structured opportunities to develop written language skills. — Minimal evidence • Provide small-group instructional intervention to students struggling in areas of literacy and English-language development. — Moderate evidence These recommendations are reflected in the design of Ellevation, which integrates academic language development, targeted vocabulary practice, scaffolded oral and written language instruction, and small-group intervention support. The platform’s data tools allow teachers to monitor student progress, align instruction with WIDA standards, and implement strategies that promote content and language growth simultaneously. The district will support and monitor implementation of Ellevation by: • Defining clear outcomes aligned with WIDA proficiency goals and student academic growth. • Providing professional learning opportunities for educators, including workshops on leveraging Ellevation reports, embedding language objectives in content instruction, and using data to differentiate learning. • Engaging stakeholders, including teachers, students, and parents, through goal setting and progress of communication.
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		Clarifying roles and responsibilities to ensure accountability among administrators, instructional coaches, and teachers. Utilizing technology to streamline data collection and progress monitoring through Ellevation dashboards. Establishing a continuous feedback loop for data review, fidelity checks, and instructional adjustments.
Additional performance criteria that prompt Tier 3 interventions for students not meeting expectations/benchmarks during the school year: If student scores FAST Achievement Level 1 on PM3 the previous year, or scores Level 1 on PM1 and PM2 - And scores 40% or below on three benchmark assignments. - And student data from additional data points CORE assessments in the ECPS Secondary Intervention Plan recommends foundational reading skill interventions		
Tier 1 Instruction + Tier 2 Interventions + Tier 3 Intensive Interventions		
Beginning of Year Data		
Students who meet the following criteria at the beginning of the school year: - FAST Achievement Level 1 on PM3 the previous year. - Combined Factor Scale below 20 - NWEA Map Score of below 195 - Code Placement Assessment indicating need for Code level instruction for foundational reading intervention - Scoring below 60D more than 3 times within HMH Read 180 student application platform		
Number of times per week interventions are provided: 3 or more times per week Number of minutes per intervention session: Intervention sessions are 20-25 minutes Course(s) where interventions take place: Intensive Reading Courses		
Intensive, Individualized Instruction/Interventions Indicate the evidence-based programs and/or practices used for Tier 3 interventions and how the programs and practices are supported by strong, moderate or promising levels of evidence. Add additional rows as needed.		
Name of Program	ESSA Evidence Level	Verbiage (as needed)
HMH Read 180 – Small Group Teacher Led Lessons	Strong	
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)
Read 180 Language Launch		Language Launch does not meet strong, moderate, or promising levels of evidence; however, the following WWC Practice Guide

		Recommendation(s) support the program: Improving Adolescent Literacy: Effective Classroom and Intervention Practices • Provide explicit vocabulary instruction (Strong evidence) • Provide direct and explicit comprehension strategy instruction (Strong evidence) • Provide opportunities for extended discussion of text meaning and interpretation (Moderate evidence) • Increase student motivation and engagement in literacy learning (Moderate evidence) • Make available intensive and individualized interventions for struggling readers that can be provided by trained specialists (Strong evidence). These recommendations were built into the program by embedding systematic, teacher-led vocabulary development routines, explicit instruction of comprehension strategies (such as modeling question generation, summarizing, and monitoring comprehension), structured discussion protocols and scaffolded group talk around text meaning, motivational scaffolds and engagement hooks tied to adolescent interests and real-world text use, and tiered intervention modules for students needing more intensive, individualized support delivered by specialists. The district will support and monitor the implementation of this program by walking classrooms quarterly, conducting quarterly data reviews, including embedded coaching for professional learning.
HMH Read 180 (CODE) - Teacher Led Small Group Lessons	Strong	

Summit K-12 Connect to Literacy (C2L)		The program Summit K12 does not meet strong, moderate, or promising levels of evidence; however, the following What Works Clearinghouse (WWC) Practice Guide recommendations support the program: WWC Practice Guide: Teaching Academic Content and Literacy to English Learners in Elementary and Middle School Recommendations and Levels of Evidence: • Teach a set of academic vocabulary words intensively across several days using a variety of instructional activities. — Strong evidence • Integrate oral and written English language instruction into content-area teaching. — Strong evidence • Provide regular, structured opportunities to develop written language skills. — Minimal evidence
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		• Provide small-group instructional intervention to students struggling in areas of literacy and English-language development. — Moderate evidence These recommendations are embedded in the design of Summit K12, which provides explicit academic vocabulary instruction, scaffolded oral and written language development, and integrated listening, speaking, reading, and 46 writing practice across content areas. The program aligns directly with WIDA English Language Development Standards, offering differentiated lessons and adaptive activities that address students' individual proficiency levels. Its built-in assessments and data dashboards allow educators to monitor progress, identify gaps, and personalize instruction for English learners at all stages of acquisition. The district will support and monitor implementation of Summit K12 by: • Defining clear outcomes aligned with WIDA proficiency goals and student growth in English language development. • Providing professional learning opportunities for educators using Summit K12 effectively to integrate language and content instruction, analyze student data, and apply instructional strategies for multilingual learners. • Engaging stakeholders, including teachers, administrators, students, and parents, to promote shared accountability and understanding of language proficiency targets. • Clarifying roles and responsibilities for administrators, instructional coaches, and teachers to ensure fidelity and consistency across schools. • Leveraging technology through Summit K12's dashboards and reports to streamline data collection, progress monitoring, and instructional planning. • Establishing a continuous feedback loop that includes regular data reviews, classroom observations, and teacher input to monitor fidelity of implementation. • Analyzing and sharing results with stakeholders to evaluate program impact and
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		determine next steps, including targeted support or additional
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		professional learning to strengthen implementation and student outcomes.
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Grades 11-12

13. Grades 11-12 Assessments

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

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 Retake	☒ Grade 11 ☒ Grade 12 ☒ All Students ☐ Select Students	☒ Vocabulary ☒ Comprehension	☒ Screening ☒ Progress Monitoring ☒ Summative	☒ 3 x Year

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?
Speech Language Academic Checklist (For students enrolled in an intensive reading course)	☒ Grade 11 ☒ Grade 12 ☒ 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
Progress Learning	☒ 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 (Ongoing)

CommonLit 360 Pre, Mid-year and Post Assessments	☒ 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
CORE Reading Assessment ORF (Included in Secondary Rewards)	☒ Grade 11 ☒ Grade 12 ☒ All Students ☐ Select Students	☐ Oral Language ☐ Phonological Awareness ☐ Phonics	☒ Screening ☒ Progress Monitoring ☒ Diagnostic	☐ Weekly ☐ 2 x Month ☐ Monthly ☐ Quarterly

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?
		☒ Fluency ☒ Vocabulary ☒ Comprehension	☒ Summative	☒ 3 x Year ☐ Annually ☐ As Needed ☐ Other
CORE Maze Comprehension	☒ 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
San Diego Quick Assessment of Reading (Included in Secondary Rewards)	☒ 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

Core Phonics Survey and/or Phoneme Segmentation Test (Included in Secondary Rewards)	☒ Grade 11 ☒ Grade 12 ☒ All Students ☐ Select Students	☐ Oral Language ☒ Phonological Awareness ☒ Phonics ☐ Fluency ☐ Vocabulary ☐ Comprehension	☒ Screening ☒ Progress Monitoring ☐ Diagnostic ☐ Summative	☐ Weekly ☐ 2 x Month ☐ Monthly ☐ Quarterly ☐ 3 x Year ☐ Annually ☒ As Needed ☐ Other
Savvas myPerspectives Unit Tests	☒ Grade 6 ☒ Grade 7 ☒ Grade 8 ☒ Grade 9 ☒ Grade 10 ☒ All Students ☐ Select Students	☐ Oral Language ☐ Phonological Awareness ☐ Phonics ☐ Fluency ☒ Vocabulary ☒ Comprehension	☐ Screening ☒ Progress Monitoring ☐ Diagnostic ☒ Summative	☐ Weekly ☐ 2 x Month ☐ Monthly ☒ Quarterly ☐ 3 x Year ☐ Annually ☐ As Needed ☐ Other

14. Describe the district's process (e.g., MTSS) for identifying grades 11-12 students in need of Tier 2/Tier 3 interventions.

The ECPS Data Scientist works with the Department of Evaluation Services to collect data from FAST and Progress Learning to create projections of student proficiency, including data for the lowest quartile and other ESSA subgroups. Site-based administrators and MTSS teams use the Combined Factor Scale (weighted average of data points) to identify students for placement in intervention courses. Administrators schedule students with a Combined Factor Score below 20 for Tier 2 intensive reading course placement.

Administrators schedule students with a Combined Factor Score below 20 in an intensive reading course with the CommonLit360 curriculum for grades 11-12. Schools follow the ECPS Secondary Intervention Plan for students once they are enrolled in the intensive reading course to determine whether the student will receive Tier 2 or Tier 3 support.

The ECPS Intervention Plan incorporates Tier 2 Interventions through Savvas applied to intensify benchmark remediation and targeted interventions for students assigned to writing support courses. Plan data provides additional data points collected from CORE Reading Assessments to determine whether a substantial reading deficit may be the reason for a low CFS. Students with a determined substantial reading deficiency receive Tier 3 interventions during the intensive reading class to address foundational skills.

15. For grades 11-12, what processes and procedures are in place to identify and solve problems to improve effectiveness of Tier 1 instruction?

The school-level administration team monitors Tier 1 instruction through weekly classroom walkthroughs, lesson plan reviews, and data analysis. Teachers and teams conduct data reviews quarterly to adjust instruction and goals based on FAST PM data and other data collected through PLCs. The district performs instructional review walkthroughs with school-level leadership teams three times yearly to discuss collected walkthrough data, progress monitoring, support, or professional learning needs.

16. For grades 11-12, what processes and procedures are in place to identify and solve problems to improve effectiveness of Tier 2 interventions?

School-level administrative teams monitor Tier 2 instruction through weekly walkthroughs. The district literacy coach monitors pacing and benchmark assessment data to share with teachers and support the data-driven instructional decision making. District instructional review walkthroughs with school-level leadership teams are conducted quarterly to monitor instruction. Teachers monitor student growth in the CommonLit 360 program with beginning, middle, and end-of-year and benchmark assessments, which include vocabulary and reading comprehension practice passages aligned to B.E.S.T. benchmarks. Small group instruction with documentation on intervention class record forms documents foundational B.E.S.T. benchmark progress.

17. For grades 11-12, what processes and procedures are in place to identify and solve problems to improve effectiveness of Tier 3 interventions?

Teachers monitor student growth within the Rewards Secondary intervention record forms. Professional Learning Communities, Literacy Leadership Teams, MTSS and IEP teams meet to analyze Rewards Secondary data to determine the effectiveness of Tier 3 interventions. District instructional review walkthroughs with school-level administrative teams monitor instruction quarterly.

Grades 11-12 Decision Tree	
Tier 1 (Core) Only	
Beginning of Year Data	
Students must meet the following criteria at the beginning of the school year:	
- FAST achievement Level 3 or higher on PM3 the previous year - District created Combined Factor Scale Score of 21+	
List performance criteria that indicate Tier 1 is sufficient for at least 80% of students.	
The performance criteria is a score of 70% or higher on the Savvas myPerspectives Unit Test which is standards aligned cold reads to be given quarterly.	
Core Instruction	
Indicate the core instructional materials utilized. Add additional rows as needed.	
Name of Program	Year of Program Adoption

Savvas myPerspectives	2026
Additional performance criteria that prompt Tier 2 interventions for students not meeting expectations/benchmarks during the school year:	
Tier 2 benchmark interventions in Tier 1 are prompted for Level 1 and Level 2 students with the grade of a static D or F in the ELA classroom throughout the school year using the remediation tools and language lab tools provided within Savvas my Perspectives.	
Tier 1 Instruction + Tier 2 Interventions	
Beginning of Year Data	
Students who meet the following criteria at the beginning of the school year:	
- Combined Factor Scale below 21 - 40 Within Writing Courses: Students with CFS between 21 -40. Embedded in ELA courses: Level 2 students with a D or an F in ELA.	

Number of times per week interventions are provided:**3 times per week** - Embedded in ELA courses**5 times per week** - Within Writing Courses**Number of minutes per intervention session:****15 minutes** - Embedded in ELA courses**20 minutes** - Within Writing Courses**Course(s) where interventions take place:**

- **Within Writing Courses:** Students with CFS between 21 -40.
- **Embedded in ELA courses:** Level 2 students with a D or an F in ELA. When needed Level 1 students who are not in 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)
CommonLit 360		CommonLit 360 does not meet strong, moderate, or promising levels of evidence; however, the following WWC IES Practice Guide Recommendations support the program: Providing Reading Interventions for Students in Grades 4-9 ● Recommendation 1: Build student’s decoding skills so they can read complex multisyllabic words, Strong Evidence ● Recommendation 2: Provide purposeful fluency-building activities to help develop 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 stretch text that will expose them to complex ideas and information, Moderate Evidence.

		These recommendations were built into the program through explicit, systematic instruction of vocabulary routines to decode and encode multisyllabic words; purposeful fluency-building routines, set comprehension-building practices that include building background knowledge with texts of increasing complexity. The district will support and monitor implementation of this program by conducting data chats and observational walkthroughs, and providing quarterly PLC check-ins, two professional learning webinars provided by CommonLit 360, video tutorials, and tips for success available on the district's learning digital learning management system.
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)
Summit K-12 Connect to Literacy (C2L)		The program Summit K12 does not meet strong, moderate, or promising levels of evidence; however, the following What Works Clearinghouse (WWC) Practice Guide recommendations support the program: WWC Practice Guide: Teaching Academic Content and Literacy to English Learners in Elementary and Middle School Recommendations and Levels of Evidence: • Teach a set of academic vocabulary words intensively across several days using a variety of instructional activities. — Strong evidence • Integrate oral and written English language instruction into content-area teaching. — Strong evidence • Provide regular, structured opportunities to develop written language skills. — Minimal evidence • Provide small-group instructional intervention to students struggling in areas of literacy and English-language development. — Moderate evidence These recommendations are embedded in the design of Summit K12, which provides explicit academic vocabulary instruction, scaffolded oral and written language development, and

		integrated listening, speaking, reading, and 46 writing practice across content areas. The program aligns directly with WIDA English Language Development Standards, offering differentiated lessons and adaptive activities that address students' individual proficiency levels. Its built-in assessments and data dashboards allow educators to monitor progress, identify gaps, and personalize instruction for English learners at all stages of acquisition. The district will support and monitor implementation of Summit K12 by: • Defining clear outcomes aligned with WIDA proficiency goals and student growth in English language development. • Providing professional learning opportunities for educators using Summit K12 effectively to integrate language and content instruction, analyze student data, and apply instructional strategies for multilingual learners. • Engaging stakeholders, including teachers, administrators, students, and parents, to promote shared accountability and understanding of language proficiency targets. • Clarifying roles and responsibilities for administrators, instructional coaches, and teachers to ensure fidelity and consistency across schools. • Leveraging technology through Summit K12's dashboards and reports to streamline data collection, progress monitoring, and instructional planning. • Establishing a continuous feedback loop that includes regular data reviews, classroom observations, and teacher input to monitor fidelity of implementation. • Analyzing and sharing results with stakeholders to evaluate program impact and determine next steps, including targeted support or additional professional learning to strengthen implementation and student outcomes.
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Ellevation Strategies (ES)		The program Ellevation does not meet strong, moderate, or promising levels of evidence; however, the following What Works Clearinghouse (WWC) Practice Guide recommendations support the program: WWC Practice Guide: Teaching Academic Content and Literacy to English Learners in Elementary and
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		Middle School Recommendations and Levels of Evidence: • Teach a set of academic vocabulary words intensively across several days using a variety of instructional activities. — Strong evidence • Integrate oral and written English language instruction into content-area teaching. — Strong evidence • Provide regular, structured opportunities to develop written language skills. — Minimal evidence • Provide small-group instructional intervention to students struggling in areas of literacy and English-language development. — Moderate evidence These recommendations are reflected in the design of Ellevation, which integrates academic language development, targeted vocabulary practice, scaffolded oral and written language instruction, and small-group intervention support. The platform’s data tools allow teachers to monitor student progress, align instruction with WIDA standards, and implement strategies that promote content and language growth simultaneously. The district will support and monitor implementation of Ellevation by: • Defining clear outcomes aligned with WIDA proficiency goals and student academic growth. • Providing professional learning opportunities for educators, including workshops on leveraging Ellevation reports, embedding language objectives in content instruction, and using data to differentiate learning. • Engaging stakeholders, including teachers, students, and parents, through goal setting and progress of communication. • Clarifying roles and responsibilities to ensure accountability among administrators, instructional coaches, and teachers. Utilizing technology to streamline data collection and progress monitoring through Ellevation dashboards. Establishing a continuous feedback loop for data review, fidelity checks, and instructional adjustments.
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Additional performance criteria that prompt Tier 3 interventions for students not meeting expectations/benchmarks during the school year:

If student scores FAST Achievement Level 1 on PM3 the previous year, or scores Level 1 on PM1 and PM2

- And scores 40% or below on three benchmark assignments.
- And student data from additional data points CORE assessments in the ECPS Secondary Intervention Plan recommends foundational reading skill interventions

Tier 1 Instruction + Tier 2 Interventions + Tier 3 Intensive Interventions**Beginning of Year Data****Students who meet the following criteria at the beginning of the school year:**

- FAST Achievement Level 1 on PM3 the previous year
- Combined Factor Scale below 20
- Placement requiring foundational reading intervention based ECPS Secondary Intervention Plan
 - Student scores 3 or more grade levels below on CORE Maze
 - Student scores below 50% on CORE Oral Reading Fluency

Parts	If the student scores in this range, Strategic Intervention is required for the set of skills.	If the student scores in this range, Intensive Intervention is required for the set of skills.	Possible Items
A-D	65-82	0-64	83
E-K	10-13	0-9	15
L	15-20	0-14	24

- Student data from the CORE Phonics Survey indicates the student requires Strategic Intervention or Intensive Intervention in one or more of the following foundational skills: Alphabet Skills/Letter Sounds (Parts A-D), Reading/Decoding (Parts E-K), Multi-syllabic words (Part L).

Number of times per week interventions are provided:

3 or more times per week

Number of minutes per intervention session:

Intervention sessions are 20-25 minutes

Course(s) where interventions take place:

Intensive Reading Courses

Intensive, Individualized Instruction/Interventions

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

Name of Program	ESSA Evidence Level	Verbiage (as needed)
Rewards Secondary		Rewards Secondary does not meet strong, moderate, or promising evidence levels; however, the following WWC IES Practice Guide recommendations support the program: <i>Providing Reading Interventions for Students in Grades 4-9:</i> ● Recommendation 1: Build student's decoding skills so they can read complex multisyllabic words, Strong Evidence ● Recommendation 2: Provide purposeful fluency-building activities to help develop 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
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		● Recommendation 4: Provide students with opportunities to practice making sense of stretch text that will expose them to complex ideas and information, Moderate Evidence. These recommendations were built into the program through explicit, systematic instruction of vocabulary routines to decode and encode multisyllabic words; purposeful fluency-building routines, set comprehension-building practices that include building background knowledge with texts of increasing complexity. The district will support and monitor implementation of this program by conducting data chats and observational walkthroughs, and providing quarterly PLC check-ins, two professional learning webinars provided by CommonLit 360, video tutorials, and tips for success available on the district's learning digital learning management system.
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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)
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Unique Learning System 6-12		Unique Learning System does not meet strong, moderate or promising levels of evidence; however, the following WWC Practice Guide Recommendations support the program: Foundational Skills to support Reading for Understanding in Kindergarten through 3rd Grade, Recommendation 2: Develop awareness of the segments of sounds in speech and how they link to letters, Strong Evidence; ● Recommendation 3: Teach students to decode words, analyze word parts, and write and recognize words, Strong Evidence and WWC Practice Guide Providing Reading Interventions for Students in Grades 4–9 ● Recommendation 3: Routinely use a set of comprehension building practices to help students make sense of text: Build students’ world and word knowledge so they can make sense of the text. These recommendations were built into the program through explicit, systematic instruction
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		for letter-sound correspondence, decoding practice with connected text, modeled think-alouds and vocabulary pre-teaching with multiple topically- related texts. The district supports and monitors implementation of this program through observational walkthroughs, bi-annual professional learning sessions, and check-ins with a district teacher on special assignment.
English Language Learners		
Name of Program	ESSA Evidence Level	Verbiage (as needed)

Summit K-12 Connect to Literacy (C2L)		The program Summit K12 does not meet strong, moderate, or promising levels of evidence; however, the following What Works Clearinghouse (WWC) Practice Guide recommendations support the program: WWC Practice Guide: Teaching Academic Content and Literacy to English Learners in Elementary and Middle School Recommendations and Levels of Evidence: • Teach a set of academic vocabulary words intensively across several days using a variety of instructional activities. — Strong evidence • Integrate oral and written English language instruction into content-area teaching. — Strong evidence • Provide regular, structured opportunities to develop written language skills. — Minimal evidence • Provide small-group instructional intervention to students struggling in areas of literacy and English-language development. — Moderate evidence These recommendations are embedded in the design of Summit K12, which provides explicit academic vocabulary instruction, scaffolded oral and written language development, and integrated listening, speaking, reading, and 46 writing practice across content areas. The program aligns directly with WIDA English Language Development Standards, offering differentiated lessons and adaptive activities that address students' individual proficiency levels. Its built-in assessments and data dashboards allow educators to monitor progress, identify gaps, and personalize instruction for English learners at all stages of acquisition.
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		The district will support and monitor implementation of Summit K12 by: • Defining clear outcomes aligned with WIDA proficiency goals and student growth in English language development. • Providing professional learning opportunities for educators using Summit K12 effectively to integrate language and content instruction, analyze student data, and apply instructional strategies for multilingual learners. • Engaging stakeholders, including teachers, administrators, students, and parents, to promote shared accountability and understanding of language proficiency targets. • Clarifying roles and responsibilities for administrators, instructional coaches, and teachers to ensure fidelity and consistency across schools. • Leveraging technology through Summit K12's dashboards and reports to streamline data collection, progress monitoring, and instructional planning. • Establishing a continuous feedback loop that includes regular data reviews, classroom observations, and teacher input to monitor fidelity of implementation. • Analyzing and sharing results with stakeholders to evaluate program impact and determine next steps, including targeted support or additional professional learning to strengthen implementation and student outcomes.
Ellevation Strategies (ES)		The program Ellevation does not meet strong, moderate, or promising levels of evidence; however, the following What Works Clearinghouse (WWC) Practice Guide recommendations support the program: WWC Practice Guide: Teaching Academic Content and Literacy to English Learners in Elementary and Middle School Recommendations and Levels of Evidence: • Teach a set of academic vocabulary words intensively across several days using a variety of instructional activities. — Strong evidence • Integrate oral and written English language instruction into content-area teaching. — Strong evidence

		• Provide regular, structured opportunities to develop written language skills. — Minimal evidence • Provide small-group instructional intervention to students struggling in areas of literacy and English-language development. — Moderate evidence These recommendations are reflected in the design of Ellevation, which integrates academic language development, targeted vocabulary practice, scaffolded oral and written language instruction, and small-group intervention support. The platform’s data tools allow teachers to monitor student progress, align instruction with WIDA standards, and implement strategies that promote content and language growth simultaneously. The district will support and monitor implementation of Ellevation by: • Defining clear outcomes aligned with WIDA proficiency goals and student academic growth. • Providing professional learning opportunities for educators, including workshops on leveraging Ellevation reports, embedding language objectives in content instruction, and using data to differentiate learning. • Engaging stakeholders, including teachers, students, and parents, through goal setting and progress of communication. • Clarifying roles and responsibilities to ensure accountability among administrators, instructional coaches, and teachers. Utilizing technology to streamline data collection and progress monitoring through Ellevation dashboards. Establishing a continuous feedback loop for data review, fidelity checks, and instructional adjustments.
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5) Professional Learning ([Rule 6A-6.053\(9\)\(b\)3.g.—k., F.A.C.](#))

Describe the literacy professional learning that will be provided by the district and/or schools, aligned to the requirements below:

- Provide professional learning required by ss. [1012.585\(3\)\(f\)](#) and [1012.98\(5\)\(b\)11., F.S.](#), which includes training to help teachers integrate phonemic awareness, phonics, word study and spelling, fluency, vocabulary and text comprehension strategies into an explicit, systematic and sequential approach to reading instruction, including multisensory intervention strategies;

- Provide professional learning in B.E.S.T. ELA Standards and evidence-based reading practices and programs;
- Provide professional learning to help instructional personnel and certified PreK teachers funded in the FEEP earn a certification, a credential, an endorsement or an advanced degree in scientifically researched and evidence-based reading instruction;
- Differentiate and intensify professional learning for teachers based on progress monitoring data;
- Identify mentor teachers and establish model classrooms within the school; and
- Ensure that time is provided for teachers to meet weekly for professional learning.

Name of Professional Learning	Target Audience	Description
Principal's Meetings	All Principals	Administrators will be provided ongoing training in regard to: Literacy Leadership Teams Data Analysis Evidence-based instructional practices Other topics as needed based on data
Professional Learning Communities	Administrators, Teachers	PLC Consultant from Solution Tree will present high impact strategies and the power of effective Professional Learning Communities to deepen data-driven decision making and collective responsibility for student learning to improve student outcomes and build a culture of continuous improvement.
Florida's Formula for Reading Success	K-12 Teachers and Staff	This session will focus on Florida's Formula for Reading Success with a spotlight on Tier 1 (Core) instruction and the six components of literacy. Participants will gain an understanding of the importance of each component and of strong tier 1 instruction.
Quarterly Literacy Leader/Coach Cadre Meetings	Secondary Literacy Leaders, School-based instructional and Literacy coaches/APs/Curriculum Coordinators	Ensure consistency and clarity for data, walkthroughs, new resources, PLC agenda items, and upcoming professional learning.
Read 180	6-10 Intensive Reading Teachers	Certified trainers from HMH will train teachers on the components of reading.

READING: UNDERSTANDING FOUNDATIONAL READING SKILLS	K-12 Teachers and Administrators	Provides training to teachers regarding integration of oral language, phonemic awareness, phonics, word study and spelling, and fluency into an explicit, systematic, and sequential approach to reading instruction, including multisensory intervention strategies. (See 1012.585.(3)(f) F.S.).
EMERGENT LITERACY IN PRE-KINDERGARTEN	Pre-K Teachers	Participants learn the six components of emergent literacy: oral language, general

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

Name of Professional Learning	Target Audience	Description
Principal's Meetings	All Principals	Administrators will be provided ongoing training in regard to: Literacy Leadership Teams Data Analysis Evidence-based instructional practices Other topics as needed based on data
Professional Learning Communities	Administrators, Teachers	PLC Consultant from Solution Tree will present high impact strategies and the power of effective Professional Learning Communities to deepen data-driven decision making and collective responsibility for student learning to improve student outcomes and build a culture of continuous improvement.
Florida's Formula for Reading Success	K-12 Teachers and Staff	This session will focus on Florida's Formula for Reading Success with a spotlight on Tier 1 (Core) instruction and the six components of literacy. Participants will gain an understanding of the importance of each component and of strong tier 1 instruction.
Quarterly Literacy Leader/Coach Cadre Meetings	Secondary Literacy Leaders, School-based instructional and Literacy coaches/APs/Curriculum Coordinators	Ensure consistency and clarity for data, walkthroughs, new resources, PLC agenda items, and upcoming professional learning.
Read 180	6-10 Intensive Reading Teachers	Certified trainers from HMH will train teachers on the components of reading.

READING: UNDERSTANDING FOUNDATIONAL READING SKILLS	K-12 Teachers and Administrators	Provides training to teachers regarding integration of oral language, phonemic awareness, phonics, word study and spelling, and fluency into an explicit, systematic, and sequential approach to reading instruction, including multisensory intervention strategies. (See 1012.585.(3)(f) F.S.).
EMERGENT LITERACY IN PRE-KINDERGART EN	Pre-K Teachers	Participants learn the six components of emergent literacy: oral language, general

		knowledge, alphabet knowledge, phonological awareness, concepts of print, and pre-writing for prekindergarten instructors.
LITERACY MICRO-CREDENTIALS	K-12 Teachers	The literacy micro-credentials are facilitated by the UF Lastinger Center for Learning and provide instructional personnel with high-quality, evidence-based online courses to build their literacy knowledge and skill to effectively support literacy learning for students, birth through grade 12.
The Literacy Launchpad: Mastering Routines, Close Reading, and Vocabulary for Florida Success	6-12 Teachers	Explicitly provides participants frames for launching units grounded in 50+minutes of dedicated reading instruction including strong oral language, vocabulary, and comprehension collaboration routines to elevate students to tasks around deep, text-dependent analysis.
Instructional Personnel and Certified PreK Teachers Describe how professional learning is provided to help instructional personnel and certified PreK teachers funded in the FEFP earn a certification, a credential or credentials, an endorsement or an advanced degree in scientifically researched and evidence-based reading instruction. The Escambia County School District partners with the University of Florida Lastinger Center to offer the Emergent, Elementary, and Secondary literacy micro-credentials and reading endorsement coursework. In addition, the ELA Department offers the FCRR reading endorsement pathway. Teachers on special assignment and literacy coaches facilitate face to face and hybrid courses. Teachers receive reimbursement of the fee for adding the reading endorsement to their teaching certificates. The Professional Learning Department offers Beacon reading endorsement competency courses for all teachers.		
Differentiated Professional Learning Describe how professional learning is differentiated and intensified for teachers based on progress monitoring data. School administration teams review progress monitoring assessment data and classroom walk-through data. The district data scientist provides coordinated progress monitoring data at the grade level and individual class level. In consultation with district staff, teams identify trends to determine if the gap is widespread and evident at the Tier 1 layer, or if progress is not sufficient for groups of students or individual classes. School administrators may request an after-school workshop on a topic, professional learning community support, a book study, or individualized coaching or classroom modeling from an ELA literacy coach or teacher on special assignment. The intensity of the professional learning is based on the level of proficiency gaps observed in the teacher's professional practice and the student's achievement gap from various local and state assessments. Data trends and teacher input inform topics for district-wide training, which occur during the summer before the school year starts and on two dedicated non-student days for in-service opportunities. Teachers have the opportunity to choose from a variety of literacy workshops throughout the school year provided in face to face, synchronous, and asynchronous.		

Mentor Teachers

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

School mentor teachers are selected by the school principal using the following criteria: minimum of 5 years teaching experience; rated highly effective on the district evaluation system; currently serve in a position such as a curriculum coordinator, instructional coach, Leadership Induction Program participant, lead teacher or department chair role. School mentors are trained on each of the Florida Educator Accomplished

Practices portfolio tasks, receive Clinical Educator training, and gain knowledge to bring back to teachers to support their continued professional learning.

START Consulting Teachers (mentors for novice teachers) and District Mentor Teachers on Special Assignment support alternatively certified teachers through the 5 years of temporary certification. They also identify model classrooms in consultation with school administrators and visit these classrooms with novice teachers.

In addition to guiding school-wide literacy initiatives, the work of School Literacy Leadership Teams also includes identification of teachers whose classrooms can serve as models for ELA best practices and standards aligned instruction and organization of lesson study opportunities to build a culture of collaboration in the school.

Professional Learning Time

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

Each school administration team develops a master calendar for their school. The master calendar includes dates and times for various meetings, including PLCs and school-based grade-level/department meetings. The Professional Learning Department supports professional learning communities through a partnership with Solution Tree, offering workshops for school leadership teams.

To further support weekly professional learning, The Professional Learning Department publishes “EPIC (Evaluation, Pedagogy, Innovation, and Culture) Connections”, a weekly newsletter to share bite-sized professional learning topics with linked resources to support teachers’ growth in professional practice and professional knowledge.

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
R.A.I.S.E High School Tutoring	K-3 Students at Holm Elementary	The Raise High School Tutoring partnership between the Washington High School Early Childhood Career Academy and Holm Elementary will continue for the
ECPS Elementary Teacher Assistants Tutoring	K-3 Students	Teacher assistants will continue to be trained in ECPS-developed tutoring protocols to assist teachers with small group reading instruction during the school day

Amira Learning Reading Tutor		The Amira program provides targeted scaffolded instruction in decoding, fluency, and vocabulary instruction with avatar prompting and feedback. Students can engage with Amira during and beyond school hours.
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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 with a substantial reading deficiency through criteria outlined on the District Reading Plan Intervention Decision Tree, teachers begin a progress monitoring plan, and MTSS teams begin the problem-solving process. Parents are invited to be part of the MTSS process. A letter notifying the parents of the nature of the deficiency and interventions provided by the teacher is generated in the Student Information System and is provided to parents. The letter includes a link to the district web page especially for families which includes a link to the Read at Home Resources document developed by Just Read, Florida! and links to the resources found within the document. Schools share the web page with families during conferences and print out the document upon request. Teachers can also customize the letter to make recommendations for reading activities to do at home. When reading plan resources have been provided to the parents, a note is made in the student's SIS Progress Monitoring Plan. Monthly intervention progress reports generated from the Student Information System provide follow up communication.

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).

Partnerships for the engagement of families include The New Worlds Reading Initiative book program, Title I Parent and Family Engagement programs, RIF Pensacola, and Parent University. Families are informed of the New Worlds Reading Initiatives through letters generated in the student information system, ECSD Read at Home web page, school websites, family nights, and substantial reading deficiency progress reports. Schools host family literacy nights in partnership with the Title I Family Involvement office with the goal of showing parents how to help with reading at home. RIF Pensacola distributes 3,500 books annually to Title I schools. Parent University Pensacola is a volunteer non-profit organization that bridges community and schools. Through Saturday conference-style events, parents choose classes on a variety of parenting topics, including literacy.

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

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

The Escambia County School district recognizes that the most efficient way to prevent reading difficulties is to ensure that every child receives appropriate high-quality reading instruction. To this end, schools assign highly effective teachers in grades K, 1, and 2, and also ensure that highly effective reading endorsed teachers provide intensive reading interventions. Schools provide additional professional learning opportunities support to teachers in grades K-2 where student data or observations of Florida Educator Accomplished Practices indicate where effective performance can be improved to highly effective performance.

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

Signature:

DeWit

Date:

7/8/2026