

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	Stephanie McCall-Davis	Stephanie.mccall@famu.edu	850-412-5851 850-212-0618
Data Element	Patricia West	Patricia.west@famu.edu	805-412-5939
Third Grade Promotion	Stephanie McCall-Davis	Stephanie.mccall@famu.edu	850-412-5851 850-212-0618
Multi-Tiered System of Supports	Renee Jerry	Renee.jerry@famu.edu	850-412-5854
Other (Enter Responsibility) School Improvement	Patricia West Zellee Barnes Stephanie McCall-Davis	Patricia.west@famu.edu Zellee.barnes@famu.edu Stephanie.mccall@famu.edu	850-412-5939 850-412-5842 850-412-5851

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 (where applicable)
Elementary Expenses		
Literacy coaches	58,000.00	1.0
Intervention teachers	\$15,419.00	
Scientifically researched and evidence-based supplemental instructional materials	\$10,000.00	
Third grade summer reading camps	\$10,000.00	
Summer reading camps	\$5,000.00	
Secondary Expenses		
Literacy coaches		
Intervention teachers	0	
Scientifically researched and evidence-based supplemental instructional materials	\$10,000.00	
PreK-Grade 12 Expenses		
Professional learning to help K-12 instructional personnel and certified PreK teachers earn a certification, a credential, an endorsement or an advanced degree in scientifically researched and evidence-based reading instruction	\$8,000.00	
Incentives for K-12 instructional personnel and certified PreK teachers who obtain the Reading Endorsement or Certification	\$5,000.00	
Incentives for PreK-12 instructional personnel who obtain an Emergent, Elementary or Secondary Literacy Micro-Credential	\$5,000.00	
Additional time per day of evidence-based intensive reading instruction for extended literacy learning (before or after school, summer, etc.)	\$7,000.00	
Tutoring programs to accelerate literacy learning	\$7,000.00	
Family engagement activities	0	
Other – Please Describe (Add additional rows as needed.)		
Estimated Sum of Expenditures	\$145,419.00	

3) Literacy Leadership – District and School

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

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

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

FAST				
Grade	Previous School Year – % of Students Scoring	Goal for Plan Year – % of Students Scoring	Previous School Year – % of Students Scoring	Goal for Plan Year – % of Students Scoring
	Urgent Intervention	Urgent Intervention	At & Above Benchmark	At & Above

	<10 th percentile	<10 th percentile	40 th percentile & above	Benchmark 40 th percentile & above
VPK	N/A			

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

N/A

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	10%	5%	62%	72%
1	7%	5%	65%	75%
2	18%	13%	56%	66%
3	40%	35%	38%	48%
4	27%	17%	39%	49%
5	11%	6%	34%	44%
6	27%	22%	52%	62%
7	28%	25%	40%	50%
8	24%	19%	56%	66%
9	11%	6%	51%	61%
10	16%	11%	47%	57%

B. Plan Implementation and Monitoring ([Rule 6A-6.053\(10\), F.A.C.](#))

Districts must monitor the implementation of the District CERP at the district and school level, including charter schools sponsored by a district.

1. Provide an explanation of the following:

Grades K-5	District Level	School Level
Data that will be collected and frequency of review	The following will be reviewed at the district level: All FAST progress monitoring—three times per year STAR Early Literacy/STAR Reading – monthly for targeted schools STAR Reading CBM – twice a month targeted schools/students	The following will be reviewed at the school level: All FAST progress monitoring – three times a year STAR Early Literacy/STAR Reading – monthly for targeted schools STAR Reading CBM – twice a month for targeted schools/students

	UFLI Phonics Foundation Program – progress monitoring data for grades K-2 - monthly Pearson Successmaker usage/skill date for targeted schools/students - quarterly	UFLI Phonics Foundation Program – progress monitoring data for grades K-2 - monthly Classroom assessments and student work samples through the MTSS process - monthly Pearson Successmaker usage/skill date for targeted schools/students - monthly
Actions for continuous support and improvement	District facilitated monthly literacy coach collaborative meetings focused on supporting teachers with implementing evidence-based instructional strategies. Collaboration with State Regional Director to support administrators and teachers with the FLDOE Practice Profiles and Walkthroughs. The District Level will continuously: Monitor disaggregated data from STAR Progress Monitoring K-5 monthly Monitor Disaggregate data from Pearson Successmaker –Progress Monitoring - monthly	Administer and Disaggregate data from STAR Progress Monitoring K-5 monthly Administer and Disaggregate data from Pearson Successmaker –Progress Monitoring - monthly Literacy Leadership Teams regular review of progress toward established goals and adjustment of action steps as warranted Administrator and literacy coach conduct regular classroom visits to provide feedback on implementation of evidence-based, high yield literacy instructional strategies Literacy Leadership and MTSS Teams conduct regular reviews of student data to monitor impact of core instruction and student response to intervention. The school Level will continuously: Administer and Disaggregate data from STAR Progress Monitoring - K-5 monthly Administer and Disaggregate data from Pearson Successmaker –Progress Monitoring - monthly
Grades 6-8	District Level	School Level
Data that will be collected and frequency of review	The following will be delivered at the district level:	The following will be delivered at the school level:

	All FAST progress monitoring – three times per year Pearson Successmaker usage/skill date for targeted schools/students - quarterly Pearson Successmaker – monitor disaggregated data - quarterly	All FAST progress monitoring – three times a year Pearson Successmaker usage/skill date for targeted schools/students - monthly Classroom assessments and student work samples through the MTSS process: STAR Reading – identified students - monthly Pearson Successmaker – monitor usage/skill - monthly
Actions for continuous support and improvement	District facilitated monthly literacy coach collaborative meetings focused on supporting teachers with implementing evidence-based instructional strategies. Collaboration with State Regional Director to support administrators and teachers with the FLDOE Practice Profiles and Walkthroughs.	Literacy Leadership Teams regular review of progress toward established goals and adjustment of action steps as warranted Administrator and literacy coach conduct regular classroom visits to provide feedback on implementation of evidence-based, high yield literacy instructional strategies Literacy Leadership and MTSS Teams conduct regular reviews of student data to monitor impact of core instruction.
Grades 9-12	District Level	School Level
Data that will be collected and frequency of review	The following will be reviewed at the district level: All FAST progress monitoring – three times a year <i>Mindplay – usage/skill data for targeted schools/student - quarterly</i>	The following will be reviewed at the school level: All FAST progress monitoring – three times a year Classroom assessments and student worksample through the MTSS process <i>Mindplay –usage/skill data for targeted schools/students</i>
Actions for continuous support and improvement	District facilitated monthly literacy coach collaborative meetings focused on supporting teachers with implementing evidence-based strategies. District facilitated monthly ELA Department Head collaborative meetings focused on the alignment of B.E.S.T. standards with core	Literacy Leadership Teams regular review of progress toward established goals and adjustment of action as warranted by Administrator and Literacy Coach regular classroom visits to provide feedback on implementation of evidence-based, high yield literacy instructional strategies.

	adopted materials Literacy Walks with identified coach support and action steps.	Literacy Leadership and MTSS conduct regular review of student data to monitor impact of core instruction and student response to intervention.
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2. Describe what has been revised to improve literacy outcomes for students in the district's CERP based upon the District CERP Reflection Tool and a root-cause analysis of student performance data.

The K-12 CERP will be revised to increase and build literacy capacity in the school settings in the following ways:

- More instructional personnel enrolled in the UFL micro-credential for literacy endorsement
- Restructuring of Intervention Programs to better serve Tier 2 and Tier 3 students
- More time in the coaching cycle to ensure professional development addresses the needs of the teachers when designing professional learning communities.
- Professional Development and Literacy Planning for Literacy Leadership Team in conjunction with State Regional Literacy Directors and Just Read, Florida!
- Provide support to K-2 teachers in the Science of Reading and Practice Profiles

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

School principals collaborate with Literacy Leadership Team to develop schedules for literacy walkthroughs and regular meetings to review and monitor implementation of the reading plan. Administrators utilize checklists developed by FCRR/REL, UFL and Just Read, Florida! Practice Profiles as well as elements from Manzano's effective instructional practices. Administrators conduct weekly walkthroughs and provide specific feedback to teachers to ensure effective implementation of the reading plan.

School principals conduct weekly classroom walkthroughs to observe the implementation of the reading plan elements and appropriate interventions to meet the needs of students. Feedback meetings are scheduled with teachers to provide feedback and support on elements that are observed to be weak in implementation.

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

Student progress is monitored using classroom performance, District Progress Monitoring Assessments, and progress monitoring (FAST PM and Star Early Literacy/Reading). Data is provided to School Level Administrators in an ongoing manner. School, the district's student information learning system. Teachers provide scaffolded and differentiation instruction to support student learning. For students identified as having an academic gap. The MTSS team develops a plan designed for the learning need. The intervention instruction is monitored using weekly or bi-weekly data to determine the effectiveness of the instruction. The MTSS District Director holds district-wide meetings at the beginning of the year to provide guidance on the MTSS process. School Level Administrators are responsible for the MTSS process at their school following district guidelines. Follow-up meetings are held by the MTSS District Administrator and School Level Administrators throughout the school year to monitor implementation.

C. Literacy Coaches ([Rule 6A-6.053\(4\)](#), [F.A.C.](#))

The Just Read, Florida! literacy coach model delineates the roles and responsibilities of literacy coaches.

1. Is the district using the Just Read, Florida! literacy coach model as defined in [Rule 6A-6.053\(4\), F.A.C.](#)?

☒ Yes

☐ No

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

N/A

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

Literacy Coach requirements are communicated to principals in administrative leadership team meetings as well as email communication which includes specific references and documentation of the requirements. Principals are also provided with the Just Read, Florida! website information as a resource tool.

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

The district supports literacy coaches throughout the school year by planning and meeting to ensure implementation of evidence based instructional practices, Science of Reading and Reading curricula are delivered with fidelity, providing opportunities of continuous professional learning for literacy coaches (trainings, webinars) and providing professional learning for coaches with training from State Regional Literacy Director.

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

The district is supporting coaches with prioritizing high impact activities by ensuring that literacy coaches are provided with the necessary time to focus on the duties and responsibilities of the literacy coach. The high impact activities include monthly literacy coach meetings, trainings and on-site collaborative walkthroughs. In addition to monitoring student data, coaches submit monthly surveys to help determine needs and create action plans.

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

The district monitors the implementation of coach model requirements by communicating to principals in administrative leadership team meetings as well as email communication which includes specific references and documentation of the requirements.

Principals are also provided with Just Read, Florida! website information as a resource tool. School principals support and monitor coach time and tasks. Coaching time, tasks, and impact data will be reported and reviewed by the district monthly.

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

The effectiveness of literacy coaches is measured by FAMU Lab district using a combination of qualitative and quantitative data. The following processes are implemented:

Principal Feedback and Evaluation

Measure: Principals complete end-of-year evaluations of literacy coaches based on:

- Collaboration effectiveness
- Visibility and presence in classrooms
- Support in schoolwide reading initiatives

- Contribution to MTSS and Tiered Reading Interventions

Coaching Logs and Time-on-Task Reports

Measure: Coaches submit monthly coaching logs detailing:

- Time spent on various activities (modeling, co-planning, PD delivery, data chats)
- Number of coaching cycles completed
- Grade levels served

Used by: District literacy leaders to ensure coaches are engaging in high-leverage activities and not being pulled into administrative tasks.

Student Achievement Data

Measure: Track improvement in student reading proficiency on the FAST Progress Monitoring (PM1 – PM3) assessments in schools supported by coaches.

Purpose: Determine if classrooms and schools with consistent coaching show measurable growth in reading scores.

Teacher Impact and Growth

Measure: Teacher implementation of evidence-based literary practices is monitored with fidelity using:

- FLDOE Walkthrough checklists
- Formal/informal classroom observations
- Pre/post surveys on teacher confidence and instructional shifts

Example: A teacher may be scored on the use of strategies like small-group guided reading, text-dependent questions, and vocabulary instruction – all of which coaches are expected to model and support.

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?

The district utilizes the Panhandle Area Educational Consortium (PAEC) courses, Just Read, Florida! and FCRR webinars, University of Florida micro-credential and reading endorsement courses; Florida Diagnostic & Learning Resources System South (FDLRS) courses to educate teachers about the B.E.S. T. standards and Florida's Formula for Reading Success. The professional learning opportunities provide an in-depth look at the components of reading, types of assessments and tiered instruction that includes appropriate instructional strategies for all students including students with disabilities and students who are English Language Learners.

Additional professional learning opportunities for reinforcing Florida's Formula for Reading Success includes summer professional learning opportunities, monthly literacy meetings for elementary/secondary literacy coaches. The FCRR Literacy Leadership Series offers professional learning opportunities for the Literacy Leadership Team annually.

The district provides a School-Based Quarterly Progress Monitoring Assessment list which includes formal and informal assessment information for grades K-12.

The district will align K-12 reading instruction with Florida's Formula for Reading Success by:

- Requiring that all reading curriculum and core instructional materials for literacy include the 6 components of reading.
- Providing schools with the appropriate assessment resources to conduct the four types of classroom assessments.
- Creating a district assessment calendar and plan that includes scheduled assessment days for the four types of assessments.
- Providing professional development to teachers on the Revised Formula for Success.
- The district will require that teachers provide reading instruction to students in accordance to the Florida's Formula for Reading Success, and identify the type of instruction each student needs based on progress monitoring data.
- Requiring bi-weekly Success meetings (MTSS) conducted by the MTSS coordinator with teachers of students who have been identified as needing additional reading support (Tier 3), students with disabilities and students who are English Learners.

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.

FAMU DRS does not have pre-kindergarten classes. However, FAMU DRS will partner with local feeder preschools and pre-kindergarten programs to provide resources and information about kindergarten skills students need to have to be prepared to enter kindergarten with a high readiness level.

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

N/A

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.](#)

N/A

B. Assessment/Curriculum Decision Trees ([Rule 6A-6.053\(9\)\(b\)4., F.A.C.](#))

Districts are required to develop Assessment/Curriculum Decision Trees to demonstrate how data will be used to determine specific reading instructional needs and interventions for all students in grades K-12. Use Assessment/Curriculum Decision Trees to address ALL students. The template can be used for grade bands or for individual grades.

The Decision Trees must contain the following information:

- Name of each assessment, targeted audience, component(s) of reading assessed, type of assessment, the frequency of data collection and the method and timeframes by which assessment data will be provided to teachers and parents. For students in VPK through grade 10, the FAST must be administered pursuant to [s. 1008.25\(9\)\(b\), F.S.](#), and included as a component of the Assessment/Curriculum Decision Trees.
- Performance criteria used for decision-making for each assessment at each grade level.
- Evidence-based instructional materials and strategies.
- Specific criteria for when a student is identified to receive intensive reading interventions (Tier 3), what intensive reading interventions will be used, how the intensive reading interventions are provided and assurance that intensive reading interventions are delivered by a teacher who is certified or endorsed in reading or instructional personnel who possess a literacy micro-credential.
- Identification of the multisensory interventions provided to students in grades K-3 who have a substantial deficiency in reading or characteristics of dyslexia, including a description of the intensive, explicit, systematic and multisensory reading interventions which will be provided to students in grades K-3.

Note: Evidence-based instructional materials and strategies have a significant effect on improving student outcomes and meet strong, moderate or promising levels of evidence as defined in [20 United States Code \(U.S.C.\) s. 7801\(21\)\(A\)\(i\)](#):

- (A) ...an activity, strategy or intervention that –
- (i) demonstrates a statistically significant effect on improving student outcomes or other relevant outcomes based on –
 - (I) strong evidence from at least 1 well-designed and well-implemented experimental study;
 - (II) moderate evidence from at least 1 well-designed and well-implemented quasi-experimental study; or
 - (III) promising evidence from at least 1 well-designed and well-implemented correlational study with statistical controls for selection bias.

Grades VPK-5

1. Grades VPK-5 Assessments

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

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

Additional Assessment(s)				
Name of the Assessment	Target Audience (Grades PreK-5) (Select all that apply.)	What component of reading is assessed? (Select all that apply.)	Assessment Type (Select all that apply.)	How often is the data collected?
Other District Assessment Pearson Successmaker	☐ 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
Other District Assessment Savvas Weekly/Unit Test	☐ VPK ☐ PreK ☒ Grade K ☒ Grade 1 ☒ Grade 2 ☒ Grade 3 ☒ Grade 4	☒ 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

Additional Assessment(s)				
Name of the Assessment	Target Audience (Grades PreK-5) (Select all that apply.)	What component of reading is assessed? (Select all that apply.)	Assessment Type (Select all that apply.)	How often is the data collected?
	☒ Grade 5 ☒ All Students ☐ Select Students			☒ Other
Other District Assessment 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
Other District Assessment 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
Other District Assessment 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
Other District Assessment Mindplay	☐ VPK ☐ PreK ☒ Grade K ☒ Grade 1 ☒ Grade 2 ☒ Grade 3 ☒ Grade 4 ☒ Grade 5 ☒ All Students	☒ Oral Language ☒ Phonological Awareness ☒ Phonics ☒ Fluency ☒ Vocabulary ☒ Comprehension	☐ Screening ☒ Progress Monitoring ☐ Diagnostic ☐ Summative	☐ Weekly ☐ 2 x Month ☒ Monthly ☐ Quarterly ☐ 3 x Year ☐ Annually ☒ As Needed ☒ Other

Additional Assessment(s)				
Name of the Assessment	Target Audience (Grades PreK-5) (Select all that apply.)	What component of reading is assessed? (Select all that apply.)	Assessment Type (Select all that apply.)	How often is the data collected?
	☐ Select Students			
Other District Assessment UFLI Foundations	☐ 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 is identified as in need of Tier 3 interventions;
- A student in grades K-3 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
 - For kindergarten, 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, middle or end of the year on the coordinated screening and progress monitoring system pursuant to [s. 1008.25\(9\), F.S.](#);
 - For grades 1 and 2, the student scores below the tenth (10th) percentile or is unable to complete the practice items on the designated grade-level assessment for the specified testing window 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 on the coordinated screening and progress monitoring system pursuant to [s. 1008.25\(9\), F.S.](#)
- A student in grade 3 scores Level 1 on the end-of-year 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 district provides guidance to school level administrators and literacy coaches to identify K-3 students with substantial reading deficiencies based on their scores (lowest achievement level/benchmark as identified by STAR Early Literacy, STAR Reading or FAST) during the universal screening period or progress monitoring administration at any time during the year. Additionally, schools (administrators/literacy coaches/teachers) are provided with guidance documents to help identify students that have demonstrated through consecutive formative assessments or teacher observation data, minimum skills levels for reading competency in one or more of the areas of phonological awareness; phonics; vocabulary, including oral language skills; reading fluency; and reading comprehension. The process for identifying students in need of tier 3 intervention, according to the K-3 Decision Trees, is aligned with the process for identifying students with a substantial reading deficiency.

School wide data reviews occur at the beginning of each year and immediately following each progress monitoring period. The Multi-Tiered System of Supports (MTSS) team reviews data, including progress monitoring data (both state and district), grade distribution across course, attendance, discipline referrals, and any other pertinent data. The purpose of the review is to identify broad areas of concern with Tier 1 instruction and /or to identify subgroups or individual student whose achievement may need attention. Additionally, throughout the year, if a student is not making adequate progress toward grade level mastery, a teacher or parent may request to meet with MTSS team to review student's progress. Through this data review process, the MTSS team will discuss students not making adequate progress with Tier 1 instruction and if needed, refer the student for possible Tier2 intervention.

Immediate Intervention (Tier 2) instruction is provided to students to address learning gaps a student may have. Tier 2 instruction provides an additional layer of instruction to support student's Core instruction and targets specific skills/areas matched to student's need. Students are provided with multiple opportunities to practice skills with corrective feedback and frequent progress monitoring. Tier 2 interventions are provided by classroom teachers using small group instruction. Tier 3 (*Immediate Intensive Intervention*) is designed for students with substantial deficiency in reading taught by a reading endorsed teacher in a very small group or one-to-one.

No single data point should be used to indicate that a student has a need for Tier2 or Tier 3 interventions. Indicators for Tier 2 interventions may include retention at a previous grade level, FAST PM score of below 49%/Level 3, a previous placement in the MTSS process, District Assessment averages below 70% progress in core ELA/Reading is minimal, and/or the student is being considered for retention in the current school year due to a deficiency in reading.

Indicators for Tier 3 interventions will include retention at a previous grade level, FAST PM score or below 25%/Level3, previous placement in the MTSS process, District/Class Monitoring Assessment averages below 70% progress in core ELA/Reading is minimal, if Tier 2 supports are not adequate to meet the needs of the student, and /or the student being considered for retention the current school year due to a deficiency in reading , K-3 student identified with a substantial reading must be provided Tier 3 interventions.

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

The district provides guidance to school level administrators and literacy coaches to identify students in grades 4-5 who demonstrate a need for Tier 2/3 interventions. Identification is informed by data based on scores (lowest achievement level/benchmark as identified by STAR Reading or FAST) during the universal screening period or progress monitoring administration during the year. School administrators/literacy coaches/teachers are provided guidance documents including CERP Decision Trees, to help identify students who have through consecutive formative assessments or teacher observation data, minimum levels of reading competency in one or more of the areas of phonological awareness, phonics, vocabulary, oral language skills, reading fluency and reading comprehension.

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. If not included within the Decision Tree, 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.

Students identified through the FAST/Star CAT screening process will receive additional testing to determine if they have characteristics of dyslexia through Star Curriculum Based Measurement (CBM). CBM is administered bi-weekly to monitor progress and evaluate intervention identified with students showing characteristics of dyslexia. Star CBM includes dyslexia type measures such as measuring phonemic segmentation, receptive nonsense words, passage oral reading and rapid automatic naming.

The ongoing review of student data is an integral part of the MTSS process. One purpose of this review is to identify K-3 students whose achievement level is Tier 3. Data review occurs quarterly at the school level and more frequently at the grade/classroom level. Through this data review process, the MTSS team will analyze data and discuss students not making adequate progress.

3b. Describe the district's process for providing additional screening to students with characteristics of dyslexia pursuant to [s. 1008.25\(9\), F.S.](#) Name the screener(s) utilized.

The following additional screening will be administered to students with characteristics of dyslexia as follows:

UFLI Phonics Foundations Program screener assesses oral language, phonological awareness, and phonics. This screener will be administered to students in grades K-3 that are identified with characteristics of dyslexia.

Renaissance STAR CAT/STAR CBM

STAR Computer Adaptive Test can be used between FAST PM windows to provide referenced information regarding specific areas in reading

Star Curriculum Based Measurements are administered one-to-one. They are targeted assessments to give a single measure focus on the building blocks of reading.

Immediately following identification, students with characteristics of dyslexia must be provided with structured literacy approaches that are intensive, explicit, systematic, and multisensory.

4. Explain how the effectiveness of Tier 1 instruction is monitored.

The effectiveness of Tier I instruction is monitored through review of Savvas MyView assessment data, UFLI assessment, FAST progress monitoring and benchmark assessment data. Regular classroom walkthroughs are conducted by school administrators and literacy coaches. Data chats are held to review formative and cumulative student assessment data. Literacy Leadership Teams meet regularly to review data in order to drive school-based decisions.

Tier 1 curriculum is monitored through data from FAST progress monitor assessments, District/Class progress monitoring assessments, Reading/ELA grades and *Mindplay* reports which are aligned to BEST ELA Standards indicating performances changes in students.

5. Explain how the effectiveness of Tier 2 interventions is monitored.

The effectiveness of Tier 2 is monitored through FAST progress monitoring data, STAR Student Growth Pattern (SGP), assessment data and benchmark data. Bi-weekly data chats will be held to review formative and cumulative student assessment data.

The use of all programs/materials/strategies is monitored through classroom walkthroughs, progress monitoring checks and intervention support team meetings. Professional Learning on the above programs occurs through modeling by Instructional Coaches, PLCs, and district wide Professional Learning days.

6. Explain how the effectiveness of Tier 3 interventions is monitored.

The use of all programs/materials/strategies is monitored through classroom walkthroughs, progress monitoring checks and intervention support team meetings. Professional learning on the use of the above programs occurs through modeling Instructional Coaches, PLCs and districtwide Professional Learning days.

The effectiveness of Tier 3 is monitored through FAST progress monitoring data, Star Early Literacy and Star Computer Based Measures (CBM) and benchmark assessment data. Bi-weekly data chats will be held to review formative and cumulative student assessment data.

The progress of students receiving Tier 3 Interventions is reviewed frequently every 4-6 weeks. The MTSS team reviews on-going progress monitoring associated with intervention to determine the effectiveness of the intervention. The ongoing review of performance in the area of concern allows the MTSS team to consider if the progress is enough to “close the skill gap” or is it time to consider convening the Child Study Team Review.

Grades K-5 Decision Tree

Elementary schools (K-5) must teach reading in a dedicated, uninterrupted block of time of at least 90 minutes daily to all students. The reading block will include whole group instruction utilizing an evidence-based sequence of reading instruction and small group differentiated instruction in order to meet individual student needs.

Tier 1 (Core) Only

Beginning of Year Data

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

FAST STAR Early Literacy:

Grades K-1 - PM3 of the previous year is Level 3 or higher and/or PM1-40th percentile and above

FAST STAR Reading: 2nd grade PM3 of the previous year is Level 3 or higher and /or 40th percentile and above FAST: 3rd -5th grades PM3 of the previous year is Level 3 or higher and/or 40th percentile and above	
List performance criteria that indicate Tier 1 instruction is sufficient for at least 80% of students. Students scoring at the 40th percentile and above on FAST assessment	
What processes and procedures are in place to identify and solve problems to improve effectiveness of Tier 1 instruction? Data chats after progress monitoring assessment activity at the school and district levels to identify curricular/instructional needs. District Data Review Meetings, School Literacy teams, and PLCs provide opportunities to examine curricula strengths and weaknesses. The effectiveness of Tier 1 is being monitored by: Walkthroughs by Administrators School/grade level PLCs School level pacing guides and calendars Reading/ELA grades of 70% or higher District/School Progress Monitoring Assessments Procedures to identify and solve problems in Tier 1 instruction include: District monitoring of data MTSS meetings Professional learning opportunities provided through instructional coaches, PLC focused on instructional improvement Classroom – targeted small groups to occur at a point of need. If a student fails to meet growth benchmark(s), one of the following will occur: - Additional diagnosis with align instruction - More frequent progress monitoring with aligned instruction - Creation of a Tier 1 plan with parent contact, which outlines support and expected growth target Bi-Weekly data chats are conducted to discuss formative assessment data and identify students consistently not meeting Tier I performance criteria.	
Core Instruction Indicate the core curriculum utilized. Add additional rows as needed.	
Name of Program	Year of Program Adoption
Savvas MyView Literacy (K-5)	2022
Performance criteria that prompt the addition of Tier 2 interventions for students not meeting expectations/benchmarks during the school year: FAST – STAR Reading 39th – 25th percentile and consecutive formative assessment or teacher observation data demonstrates difficulty in grade level benchmarks and/or Scores below 70%	

accuracy/mastery of BEST standards (Savvas) and/or performs at a Level 2 on Pearson Successmaker		
Tier 1 Instruction + Tier 2 Interventions		
Beginning of Year Data		
Students who meet the following criteria at the beginning of the school year: FAST STAR Early Literacy – K- 2 PM3 of the previous year is Level 2 and/or PM1-39th – 25th percentile and/or Level 2 FAST STAR Reading – 3-5 PM3 of the previous year is 39th – 25th percentile and/or Level 2 and/or less than 70% accuracy/mastery of standards (Savvas) and/or performs below at a Level 2 on <i>Pearson Successmaker</i> assessment		
Number of times per week interventions are provided: Small group instruction 2-3 times per week Number of minutes per intervention session: 15-20 minutes per intervention session with no less than 45 minutes weekly		
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)
<i>Savvas, Pearson Successmaker</i>		<i>Savvas, Pearson Successmaker does not meet level of evidence. It follows the WWC Practice Guide Recommendation(s) support the program following IES Practice Guide Recommendation(s) support the program with the following IES Practice Guides –</i> <i>“Foundational Skills to support Reading for Understanding in Kindergarten through 3rd grade, “Assisting Struggling with Reading: Response to Intervention (RTI) and Multi-Tier Intervention in the Primary Grade.</i> Savvas, Pearson SuccessMaker is a set of computer-based courses designed to supplement regular K–8 reading instruction. 1. Develop awareness of the segments of sounds in speech and how they link to letters (strong) 2. Teach students to decode words, analyze word parts and write and recognize words (strong) 3. Build students’ decoding skills so they can read multisyllabic words (strong) 4. Ensure student reads connected to every day to support reading accuracy, fluency, and comprehension (moderate)

		5. Routinely use a set of comprehension building practices to help students make sense of text (strong) The recommendations are built into the program by aiming to improve skills in areas such as phonological awareness, phonics, fluency, vocabulary, comprehension, concepts of print, grammar, and spelling. Program activities (practice, tutoring, and games) are based on selections from classic literature for children and adolescents. Initial program courses, “Foundations,” contain basic skill building exercises, while “Exploreware” courses focus on reading and writing activities aimed at building higher level analytical skills. The following recommendations from these guides are embedded within the scope and sequence as well as the daily lessons routine: The district will provide ongoing support and monitor implementation of this program by providing sustained professional learning to literacy coaches, administrators and teachers by collaborating with facilitators from <i>Pearson Successmaker</i>. Professional development for using <i>Pearson SuccessMaker</i> is available and focuses on instructional strategies to incorporate the program into the curricula and customized on-site support.
SavvasMyFocus Literacy Intervention		<i>Savvas, MyFocus Literacy Intervention does not meet</i> level of evidence. It follows the WWC Practice Guide Recommendation(s) support the program following IES Practice Guide Recommendation(s) support the program with the following IES Practice Guides – “Foundational Skills to support Reading for Understanding in Kindergarten through 3rd grade,” “Assisting Struggling with Reading: Response to Intervention (RTI) and Multi-Tier Intervention in the Primary Grade: 1. Develop awareness of the segments of sounds in speech and how they link to letters (strong) 2. Teach students to decode words, analyze word parts and write and recognize words (strong) 3. Build students’ decoding skills so they can read multisyllabic words (strong)

		4.Ensure student reads connected to every day to support reading accuracy, fluency, and comprehension (moderate) 5.Routinely use a set of comprehension building practices to help students make sense of text (strong) The recommendations are built into the program by aiming to improve skills in areas such as phonological awareness, phonics, fluency, vocabulary, comprehension, concepts of print, grammar, and spelling. Program activities (practice, tutoring, and games) are based on selections from classic literature for children and adolescents. Initial program courses, “Foundations,” contain basic skill building exercises, while “Exploreware” courses focus on reading and writing activities aimed at building higher level analytical skills. The following recommendations from these guides are embedded within the scope and sequence as well as the daily lessons routine: The district will provide ongoing support and monitor implementation of this program by providing sustained professional learning to literacy coaches, administrators and teachers by collaborating with facilitators. Professional development for using the program is available and focuses on instructional strategies to incorporate the program into the curricula and customized on-site support.
UFLI Foundations		UFLI Foundations Phonic Program does not meet strong, moderate, or promising levels of evidence; however, the following WWC Practice Guide Recommendation(s) support the program with following WWC Practice Guides – “Foundational Skills to support Reading for Understanding in Kindergarten through 3rd grade, “Assisting Struggling with Reading: Response to Intervention (RTI) and Multi-Tier Intervention in the Primary Grade. The following recommendations from these guides are embedded within the scope and sequence as well as the daily lessons routine of the UFLI Foundations: 1. Develop awareness of the segments of sounds in speech and how they link to letters (strong)

		2. Teach students to decode words, analyze word parts and write and recognize words (strong) 3. Build students' decoding skills so they can read multisyllabic words (strong) These recommendations were built into the program by the UFLI Foundations which targets the following foundational reading skills: • Phoneme blending and segmentation practice • Accuracy and automaticity of grapheme-phoneme correspondences • Decoding automaticity of words with previously learned concepts • Explicit introduction of new concepts • Decoding and encoding practice • Reading and spelling irregular words • Reading and spelling connected text The district is providing sustained professional learning communities for administrators, literacy coaches, and teachers on the connection between the IES recommendations, B.E.S. T standards, and core and supplemental curricula. The district will also support and monitor implementation of supplemental instruction/intervention programs by ensuring teachers design lessons and deliver instruction after analyzing data to increase student achievement in the areas of deficiency in reading.
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)
Savvas: my Focus Literacy Intervention		A targeted intervention component is often used to support Tier 2 intervention and address specific gaps. See above verbiage on page 19 for explanation of program – intervention part of Savvas curricula.
English Language Learners		
Name of Program		Verbiage (as needed)
For K-3 students who have a substantial deficiency in reading or characteristics of dyslexia, identify the multisensory interventions provided.		
Air tracing, Elkonin boxes, skywriting, clapping syllables, tapping out sounds in words, letter tiles, sand tracing, chanting, say, touch and spell activities.		

Performance criteria that prompt the addition of Tier 3 interventions for students not meeting expectations/benchmarks during the school year: Students scoring below the 25 th percentile or below level 2 on FAST assessments and/or class progress monitoring averages drop below 70% in Core ELA, Tier 2 supports are not adequate to meet the needs of the student, and/or student is being considered for retention		
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: No single data point should be used to indicate a need for Tier 3 inventions. Indicators will include retention at a previous grade, FAST PM3 score of below 25 th percentile (K-2) or below Level 2, (3-5), previous placement in the MTSS process, District/Class Progress Monitoring Assessment averages below 70%, progress in Core ELA/Reading is minimal, if Tier 2 supports are not adequate to meet the needs of the student, and /or the student is being considered for retention in the current school year. Pursuant to Rule6A-6.03, F.A.C, any student in grades K-3 who scores Level 1 at end of the year test administration of the coordinated screening and progress monitoring system (FAST) is identified with a substantial reading deficiency and must receive Tier 3 intervention in addition to Tier 2 interventions. In addition, any student in grades K-3 is identified with a substantial deficiency in reading and in need of Tier 3 interventions when they have been previously retained.		
Number of times per week interventions are provided: 5 times per week		
Number of minutes per intervention session: 30 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)
Magnetic Reading – grades (K-5) Magnetic Reading, Florida B.E.S.T. Standards Edition for Grades 3-5 is a reading comprehension program that connects the art of teaching with the Science of Reading to develop successful, proficient and confident readers. Magnetic Reading, Florida B.E.S.T. Standards Edition’s systematic approach to instruction and rich, engaging texts draw students to the center of learning each and every day.	Moderate Evidence	

Magnetic Reading is a print-based, supplemental reading program, intended to be used for 30-45 minutes a day. The program is designed to support grade 3 – 5 students' comprehension,		
UFLI Foundations	Does not meet strong, moderate or promising evidence	See verbiage on page 20.
MindPlay – Teacher Led Lessons		MindPlay, does not meet strong, moderate or promising levels of evidence however, the following WWC Practice Guide Recommendation(s) supports the program: Foundational Skills to Support Reading for Understanding in Kindergarten through 3rd Grade. Recommendation(s) Develop awareness of the segments of sounds in speech and how they link to letters (strong) 1. Teach students to decode words, analyze word parts and write and recognize words (strong) 2. Build students' decoding skills so they can read multisyllabic words (strong) The district is providing sustained professional learning communities for administrators, literacy coaches, and teachers on the connection between the IES recommendations, B.E.S. T standards, and core and supplemental curricula. The district will also support and monitor implementation of supplemental instruction/intervention programs by ensuring teachers design lessons and deliver instruction after analyzing data to increase student achievement in the areas of deficiency in reading.
Students with Disabilities		
Name of Program	ESSA Evidence Level	
English Language Learners		

Name of Program	ESSA Evidence Level	Verbiage (as needed)
UFLI Foundations	Does not meet strong, moderate or promising levels	See verbiage on page 20

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

The multisensory intervention for K-3 students who have a substantial deficiency in reading or characteristics of dyslexia are as follows:

UFLI Foundation Phonics Program is an Explicit and Systematic phonics program which incorporates visual, auditory, and kinetics/tactile lessons and activities to enhance memory. It engages multi-sensory pathways simultaneously to help students connect symbols, sounds and movements, which is the core principle of multisensory instruction.

What processes and procedures are in place to identify problems of effectiveness of Tier 3 interventions?

The Marzano Evaluation Model and FLDOE School's Literacy Walkthroughs Tool will be utilized by the administrators and literacy coaches provide feedback and support to teachers to ensure effective instructional practice are being implemented for Tier 3 interventions.

The School level Intervention Support Team (MTSS) meets every 4-6 weeks, depending on student need, to determine individual student intervention to close academic gaps. Data sheets record progress of student receiving intervention, progress monitoring plans and data are reviewed at the Intervention Support Team meetings to determine student progress.

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: Third Summer Reading Camp (SRC) is scheduled for 4-6 weeks, usually beginning in June and ending in July. The SRC will meet 8:30 am – 1:30 pm, Monday through Thursday.

Evidence-Based Instructional Materials to be used, as defined in <u>20 U.S.C. s. 7801(21)(A)(i)</u>: UFLI Foundations - see verbiage on page 20 Magnetic Reading Comprehension Program
Alternative Assessment Used: SAT-10
Additional Information (optional): FAST Summer Assessment administration in July

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

Will the district implement this option? ☒ Yes ☐ No
If yes, please describe the grade level(s) that will be invited to participate. K-2 and 4-5 Tier 3 students scoring level 1-2 on FAST PM3.

Grades 6-8

8. Grades 6-8 Assessments

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

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

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

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

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

The district 's process for identifying grades 6-8 students in need of Tier 2/Tier 3 Interventions are as follows:

School wide data occurs at the beginning of each year and immediately following each progress monitoring period. The MTSS team reviews data, including progress monitoring data (both state and district, grade distribution across courses, attendance, discipline referrals, and other pertinent data. The purpose of this review is to identify broad areas of concern with Tier 1 instruction/and to identify subgroups or individual students whose achievement may need attention. Additionally, throughout the if a student is not making progress toward grade level mastery, a teacher or parent may request with MTSS team to review student's progress. Through this data review process, the MTSS team will discuss students not making adequate progress with Tier 1 instruction and if needed, refer for possible Tier 2 interventions.

No single data point should be used to indicate that a student has a need for Tier 2 or Tier 3 interventions. Performance Criteria that prompt the addition of Tier 2 interventions will include: scoring a Level 1 or Level 2 on FAST Progress Monitoring Assessment; lack of progress toward grade level benchmarks indicated by an average of below 70% on District/Class Progress Monitoring Assessments; progress in core ELA instruction is minimal.

Indicators that a student is in need of Tier 3 interventions will include, retention at a previous grade level, PM 3 score or below Level 3, STAR Reading score below 25th percentile, previous placement in the MTSS process, District/Class Progress Monitoring Assessment averages below 70% progress in core ELA/Reading is

minimal, if Tier 2 supports are not Tier 2 are not adequate to meet of the student, and/or the student is being considered for retention in the current year due to deficiency in reading.

10. Explain how the effectiveness of Tier 1 instruction is monitored.

The effectiveness of Tier I instruction is monitored through analysis of data from SAVVAS weekly/unit curriculum assessments and *Pearson Successmaker* FAST progress monitoring and benchmark assessments.

Tier 1 instruction is monitored through data from FAST progress monitoring assessment, District/Class progress monitoring assessments, and Reading/ELA grades which are aligned to BEST ELA Standards indicating performance changes in students.

11. Explain how the effectiveness of Tier 2 interventions is monitored.

The use of all programs/materials/strategies is monitored through classroom walkthroughs, progress monitoring checks and intervention support meetings. Professional development on the use of the above occurs through modeling Instructional coaches, PLCs, and district wide Professional Learning days.

The progress of students receiving Tier 2 interventions is reviewed at least quarterly by the MTSS Team. If the student's performance does not improve at an acceptable rate, the intervention is modified. This process is recycled as often as needed or the MTSS team decides to increase the intervention to Tier 3.

12. Explain how the effectiveness of Tier 3 interventions is monitored.

The use of all programs/materials/strategies is monitored through classroom walkthroughs, progress monitoring checks, and intervention support meetings. Professional development on the use of the above occurs through modeling Instructional coaches, PLCs, and district wide Professional Learning days.

The progress of students receiving Tier 3 interventions is reviewed frequently, occurring every 4-6 weeks. The MTSS team reviews ongoing progress monitoring data associated with intervention to determine if the intervention is effective. The ongoing review of performance in reading allows the MTSS team to consider if the progress is enough to close the achievement gap or if it is time to consider convening a Child Study Team.

Grades 6-8 Decision Tree

Tier 1 (Core) Only

Beginning of Year Data

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

If the student has not been retained, is not in the MTSS process, scores at or above a Level 3 on FAST PM3, has an average of 70% or above on District Progress Monitoring Assessments, scores at or above a 60% on grade level on grade level work in the areas of reading and overall progress in core ELA skills is satisfactory.

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

FAST ELA score of a Level 3 or higher, district progress monitoring assessments and or Reading ELA grades designating mastery of grade level benchmarks indicate 80% of students meet proficiency of benchmarks.

What procedures are in place to identify and solve problems to improve effectiveness of Tier 1 instruction?

Data chats are held after each progress monitoring assessment activity at the school and district levels to identify curricula/instructional needs. District Data Review Meetings, School Literacy Leadership Teams and PLCs provide opportunities to examine curricular strengths and weaknesses.

The effectiveness of Tier 1 instruction is monitored by:

- FLDOE School Leader's Walkthroughs by Administrators/Reading Coaches
- Schools/grade levels PLCs
- District pacing guides and calendars
- Reading/ELA grades of 70%
- District Progress Monitoring Assessments
- District monitoring of data
- MTSS meetings, if needed
- Professional learning opportunities provided through instructional coaches, learning leaders, PLC cycles focused on instructional improvement

Core Instruction

Indicate the core curriculum utilized. Add additional rows as needed.

Name of Program

Year of Program Adoption

Savvas MyPerspectives Literacy

2023

Performance criteria that prompt the addition of Tier 2 interventions for students not meeting expectations/benchmarks during the school year:

Scoring Level 1 or Level 2 on FAST Progress Monitoring Assessments and/or lack of progress towards grade level benchmarks as indicated by an average of below 70% on district progress monitoring assessments/class progress monitoring assessments and/or progress in core ELA instruction is minimal as indicated by rate of growth and/or performance level towards end of year expectations

Tier 1 Instruction + Tier 2 Interventions		
Beginning of Year Data		
Students who meet the following criteria at the beginning of the school year: No single data point should be used to indicate that students have a need for Tier 2 interventions. Indicators may include retention in previous grade level and or previous placement in the MTSS process and/or STAR Reading score of below 39%, and/or Level 1 or Level 2 on FAST ELA PM3 assessment, and/or the student is being considered for retention in current school year.		
Number of times per week interventions are provided: Small group instruction provided 2 -3 times per week Number of minutes per intervention session: 15-20 minutes per intervention session with no less than 45 minutes weekly Course(s) where interventions take place: M/J Intensive Reading		
Supplemental Instruction/Interventions Indicate the evidence-based programs and/or practices used for Tier 2 interventions and how the programs and practices are supported by strong, moderate or promising levels of evidence. Add additional rows as needed.		
Name of Program		Verbiage (as needed)
<i>MindPlay</i>	Does not meet strong, moderate or promising levels	<i>MindPlay</i>, an intervention adaptive program does not meet strong, moderate or promising levels of evidence however, it provides assessment-driven instruction and repeated opportunities for students to achieve mastery. Aligned to the Science of Reading, the lessons focus on the skills needed to become a proficient and skilled reader in the following reading components: phonemic awareness, phonics, grammar for reading, comprehension strategies, silent reading and vocabulary. All instruction is based on Orton-Gillingham's structured literacy approach with content created by experts in speech and reading instruction. The following recommendations from the WWC Practice guides: <i>Providing Reading Interventions for grades 4-9</i>, are embedded within the scope and sequence as well as the daily lessons routine: 1. Build students decoding skills so they can read complex text. (strong) 2. Provide purposeful fluency-building activities to help student read effortlessly. (strong)

		3. Routinely use a set of comprehension building practices to help students make sense of text. (strong) 4. Provide students with opportunities to practice making sense of stretch (i.e. challenging text) that expose them to complex ideas and information. (moderate) The district is providing sustained professional learning communities for administrators, literacy coaches, and teachers on the connection between the IES recommendations, B.E.S. T standards, and core and supplemental curricula. The district will also support and monitor implementation of supplemental instruction/intervention programs by ensuring teachers design lessons and deliver instruction after analyzing data to increase student achievement in the areas of deficiency in reading.
Savvas myPerspectives Interventions		Savvas myPerspective does not meet strong, moderate or promising levels of evidence; however, the WWC Practice Guide Recommendations support the program: Improving Adolescent Literacy: Effective Classroom and Intervention Practices Recommendations: 1. Provide explicit vocabulary instruction (strong evidence) 2. Provide direct and explicit comprehension strategies instruction (strong evidence) 3. Provide opportunities for extended discussion of text meaning and interpretation (moderate evidence) The myPerspective focuses on oral reading and comprehension instructional techniques and strategies directly impacting students' proficiency supporting recommendations 1 and 2. Teaching with complex text supports recommendations 2 and 3 through its collections of anchor texts, that serve a model of rigor complexity, bearing the multiple readings that are characteristic of a close –reading protocol with opportunities for direct and explicit

		instruction and for discussion, making connection and interpretation through writing. The district will support and monitor implementation of this program through the MTSS process, classroom walkthroughs and support from instructional coaches including modeled use of program for professional learning.
Indicate the evidence-based programs and/or practices implemented for students with a disability, students with an IEP and students who are English language learners, as applicable. Add additional rows as needed.		
Students with Disabilities		
Name of Program	ESSA Evidence Level	Verbiage (as needed)
English Language Learners		
Name of Program		Verbiage (as needed)
Performance criteria that prompt the addition of Tier 3 interventions for students not meeting expectations/benchmarks during the school year: FAST PM1 or PM2 – score of Level 1 and/or STAR Monthly Progress Monitoring Percentiles:(1-10) Tier 1 and Tier 2 (11-24)		
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: No single data point should be used to indicate that student has a need for Tier 1 interventions. Indicators may include retention in previous grade level and or previous placement in the MTSS process and/or, STAR Reading score of below 25 percentile, and/or Level 1 FAST ELA PM3 assessment, and/or the student is being considered for retention in current school year.		
Number of times per week interventions are provided: 5 times per week Number of minutes per intervention session: 30 minutes Course(s) where interventions take place: M/J Intensive Reading		
Intensive, Individualized Instruction/Interventions Indicate the evidence-based programs and/or practices used for Tier 3 interventions and how the programs and practices are supported by strong, moderate or promising levels of evidence. Add additional rows as needed.		
Name of Program	ESSA Evidence Level	Verbiage (as needed)
<i>Savvas MyPerspectives</i>		See verbiage on page 30

<i>Literacy Intervention</i>		
<i>Mindplay – teacher led lessons</i>		See verbiage on page 29
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, as applicable. 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)
What procedures are in place to identify and solve problems to improve effectiveness of Tier 3 interventions? Bi-Weekly MTSS meetings problem-solving meetings are scheduled to include support services team members, general education teacher(s), intervention teachers, reading coaches, and principals/ APs to discuss possible intervention strategies or strategies currently being implemented and the effectiveness of the strategies.		

Grades 9-12

13. Grades 9-12 Assessments

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

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

Additional Assessment(s)				
Name of the Assessment	Target Audience (Grades 9-12) (Select all that apply.)	What component of reading is assessed? (Select all that apply.)	Assessment Type (Select all that apply.)	How often is the data collected?
Other District Assessment <i>Savvas Weekly and Unit Assessments</i>	☒ Grade 9 ☒ Grade 10 ☒ Grade 11 ☒ Grade 12 ☒ All Students	☐ Oral Language ☐ Phonological Awareness ☐ Phonics	☐ Screening ☐ Progress Monitoring ☐ Diagnostic ☒ Summative	☐ 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?
	☐ Select Students	☐ Fluency ☒ Vocabulary ☒ Comprehension		☐ 3 x Year ☐ Annually ☐ As Needed ☒ Other
Other District Assessment <i>Mindplay</i>	☒ Grade 9 ☒ Grade 10 ☒ Grade 11 ☒ Grade 12 ☐ All Students ☒ Select Students	☒ Oral Language ☒ Phonological Awareness ☒ Phonics ☒ Fluency ☒ Vocabulary ☒ Comprehension	☐ Screening ☒ Progress Monitoring ☐ Diagnostic ☐ Summative	☐ Weekly ☐ 2 x Month ☐ Monthly ☐ Quarterly ☐ 3 x Year ☐ Annually ☒ As Needed ☐ Other

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

The district 's process for identifying grades 9-12 students in need of Tier 2/Tier 3 Interventions are as follows:

School wide data occurs at the beginning of each year and immediately following each progress monitoring period. The MTSS team reviews data, including progress monitoring data (both state and district, grade distribution across courses, attendance, discipline referrals, and other pertinent data. The purpose of this review is to identify broad areas of concern with Tier 1 instruction/and to identify subgroups or individual students whose achievement may need attention. Additionally, throughout the if a student is not making progress toward grade level mastery, a teacher or parent may request with MTSS team to review student's progress. Through this data review process, the MTSS team will discuss students not making adequate progress with Tier 1 instruction and if needed, refer for possible Tier 2 interventions.

No single data point should be used to indicate that a student has a need for Tier 2 or Tier 3 interventions. Performance Criteria that prompt the addition of Tier 2 interventions will include: scoring a Level 1 or Level 2 on FAST Progress Monitoring Assessment; lack of progress toward grade level benchmarks indicated by an average of below 70% on District/Class Progress Monitoring Assessments; progress in core ELA instruction is minimal.

Indicators that a student is in need of Tier 3 interventions will include, retention at a previous grade level, PM 3 score or below Level 3, previous placement in the MTSS process, District/Class Progress Monitoring Assessment averages below 70% progress in core ELA/Reading is minimal, if Tier 2 supports are not Tier 2 are not adequate to meet of the student, and/or the student is being considered for retention in the current year due to deficiency in reading.

15. Explain how the effectiveness of Tier 1 instruction is monitored.

Tier 1 is monitored through data from FAST progress monitoring assessments, district/class progress monitoring assessments, and reading/ELA grades which are aligned to B.E.S.T. ELA Standards indicating performance changes in students.

16. Explain how the effectiveness of Tier 2 interventions is monitored.

The use of all programs/materials/strategies is monitored through classroom walkthroughs, progress monitoring checks and intervention support team meetings. Professional development on the use of the above programs occurs through modeling by instructional coaches, PLCs, and district wide PD days.

The progress of students receiving Tier 2 interventions is reviewed at least quarterly by the MTSS team. If the student's performance does not improve at an acceptable rate, the intervention is modified. This process recycles as often as needed or the MTSS team decides to increase the intervention to Tier 3.

17. Explain how the effectiveness of Tier 3 interventions is monitored.

The use of all programs/materials/strategies is monitored through classroom walkthroughs, progress monitoring checks and intervention support team meetings. Professional development on the use of the above programs occurs through modeling by instructional coaches, PLCs, and district wide PD days.

The progress of students receiving Tier 3 interventions is reviewed frequently, occurring every 4-6 weeks. The MTSS team reviews ongoing progress monitoring data associated with the intervention to determine the intervention's effectiveness. The ongoing review of performance in the area of concern allows the MTSS team to consider if the progress is enough to "close the gap" or if it is time to consider a child study team (CST) review.

Grades 9-12 Decision Tree
Tier 1 (Core) Only
Beginning of Year Data
Students must meet the following criteria at the beginning of the school year: If the student has not been retained, is not in the MTSS process, scores at or above Level 3 on FAST PM3, has an average of 70% or above on District Progress Monitoring Assessments, scores at or above a 60% on grade level on grade level work in the areas of reading and overall progress in core ELA skills is satisfactory.
List performance criteria that indicate Tier 1 is sufficient for at least 80% of students. FAST ELA score of a Level 3 or higher, district progress monitoring assessments and or Reading ELA grades designating mastery of grade level benchmarks indicate 80% of students meet proficiency of benchmarks.
What processes and procedures are in place to identify and solve problems to improve effectiveness of Tier 1 instruction and/or curriculum provided to students? Data chats are held after each progress monitoring assessment activity at the school and district levels to identify curricula/instructional needs. District Data Review Meetings, School Literacy Leadership Teams and PLCs provide opportunities to examine curricular strengths and weaknesses. The effectiveness of Tier 1 instruction is monitored by: • FLDOE School Leader's Walkthroughs by Administrators/Reading Coaches • Schools/grade levels PLCs • District pacing guides and calendars • Reading/ELA grades of 70% • District Progress Monitoring Assessments • District monitoring of data • MTSS meetings, if needed

Professional learning opportunities provided through instructional coaches, learning leaders, PLC cycles focused on instructional improvement		
Core Instruction Indicate the core curriculum utilized. Add additional rows as needed.		
Name of Program		Year of Program Adoption
SAVVAS MyPerspectives		2022
Performance criteria that prompt the addition of Tier 2 interventions for students not meeting expectations/benchmarks during the school year: Scoring Level 1 or Level 2 on FAST Progress Monitoring Assessments and/or lack of progress towards grade level benchmarks as indicated by an average of below 70% on district progress monitoring assessments/class progress monitoring assessments and/or progress in core ELA instruction is minimal as indicated by rate of growth and/or performance level towards end of year expectations		
Tier 1 Instruction + Tier 2 Interventions		
Beginning of Year Data Students who meet the following criteria at the beginning of the school year: No single data point should be used to indicate that students have a need for Tier 2 interventions. Indicators may include retention in previous grade level and or previous placement in the MTSS process and/or, Level 1 or Level 2 on FAST ELA PM3 assessment, and/or the student is being considered for retention in current school year.		
Number of times per week interventions are provided: 2-3 times Number of minutes per intervention session: 20-30 minutes Course(s) where interventions take place: ELA Intervention		
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)
<i>Mindplay</i>	Does not meet strong moderate, or promising	See verbiage on page 29
<i>Savvas MyPerspectives Literacy Intervention</i>		See verbiage on page 30
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, as applicable. 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)

Performance criteria that prompt the addition of Tier 3 interventions for students not meeting expectations/benchmarks during the school year: No single data point should be used to indicate that student has a need for Tier 1 interventions. Indicators may include retention in previous grade level and or previous placement in the MTSS process and/or Level 1 FAST ELA PM3 assessment, and/or the student is being considered for retention in current school year		
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: No single data point should be used to indicate that student has a need for Tier 1 interventions. Indicators may include retention in previous grade level and or previous placement in the MTSS process and/or Level 1 FAST ELA PM3 assessment, and/or the student is being considered for retention in current school year.		
Number of times per week interventions are provided: 5 times Number of minutes per intervention session: 30 minutes Course(s) where interventions take place: ELA Intervention Classes		
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)
<i>Mindplay</i> teacher-led lessons	Does not meet strong, moderate, promising	See verbiage on page 29
<i>Savvas MyPerspectives Literacy Intervention</i>		See verbiage on page 30
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, as applicable. Add additional rows		
Students with Disabilities		
Name of Program	ESSA Evidence Level	Verbiage (as needed)
English Language Learners		
Name of Program	ESSA Evidence Level	Verbiage (as needed)

What processes and procedures are in place to identify and solve problems to improve effectiveness of Tier 3 interventions? Bi-Weekly MTSS meetings problem-solving meetings are scheduled to include support services team members, general education teacher(s), intervention teachers, reading coaches, and principals/APs to discuss possible intervention strategies or strategies currently being implemented and the effectiveness of the strategies.		

5) Professional Learning ([Rule 6A-6.053\(9\)\(b\)3.f.—j., F.A.C.](#))

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

- Provide professional learning required by ss. [1012.585\(3\)\(f\)](#) and [1012.98\(5\)\(b\)11., F.S.](#), which includes training to help teachers integrate phonemic awareness, phonics, word study and spelling, fluency, vocabulary and text comprehension strategies into an explicit, systematic and sequential approach to reading instruction, including multisensory intervention strategies;
- Provide professional learning in B.E.S.T. ELA Standards and evidence-based reading practices and programs;
- Provide professional learning to help instructional personnel and certified PreK teachers funded in the FEEP earn a certification, a credential, an endorsement or an advanced degree in scientifically researched and evidence-based reading instruction;
- Differentiate and intensify professional learning for teachers based on progress monitoring data;
- Identify mentor teachers and establish model classrooms within the school; and
- Ensure that time is provided for teachers to meet weekly for professional learning.

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

Name of Professional Learning	Target Audience	Description
Reading Endorsement	K-12 ELA Teachers	The UFL Reading Endorsement Program provides comprehensive coursework and applied learning aligned to the Florida Reading Endorsement Competencies (K–12). This program deepens teachers' understanding of the science of reading, including phonological awareness, phonics, fluency, vocabulary, and comprehension. Participants engage in evidence-based instructional practices, assessment interpretation, and intervention design to support all readers, including those with reading difficulties.
FLDOE Practice Profiles	K-12 ELA Teachers	The FLDOE Practice Profiles training series supports educators in implementing high-quality, evidence-based instructional practices aligned with Florida's B.E.S.T. Standards and the Science of Reading. Through webinars and professional sessions

		hosted by the FLDOE Student Reading Leadership Development (SRLD) and PAEC, teachers explore explicit instruction, progress monitoring, and differentiation techniques that promote literacy growth for diverse learners.
Writing PLC	K-12 ELA Teachers	The Writing Professional Learning Community (PLC) provides teachers with a collaborative forum to strengthen writing instruction across grade levels. Guided by FLDOE SRLD and PAEC, the PLC focuses on developing effective writing strategies that integrate reading, grammar, and composition aligned with the B.E.S.T. Standards. Participants analyze student work, share instructional practices, and plan scaffolded writing lessons to improve student proficiency and engagement in writing.
Science of Reading Implementation Workshops	K–5 ELA Teachers, Literacy Coaches, Interventionists	These workshops build educator capacity to apply the Science of Reading in daily instruction. Participants learn to design and deliver explicit, systematic lessons in phonemic awareness, phonics, fluency, vocabulary, and comprehension. Sessions include modeling, guided practice, and implementation planning to ensure classroom transfer.
UFLI Foundations Training	K–3 Teachers, Reading Coaches, Interventionists	The University of Florida Literacy Institute (UFLI) Foundations Training equips educators to implement the UFLI Foundations program effectively. The training emphasizes foundational reading skills, lesson structure, decoding strategies, and multisensory techniques. Participants receive ready-to-use resources, modeled lessons, and opportunities for practice and feedback.
Disciplinary Literacy Across Content Areas	Grades 6–12 Content Area Teachers	This professional learning supports secondary teachers in integrating literacy skills into all subject areas, including science, social studies, and mathematics. Educators learn strategies to enhance comprehension, vocabulary development, and critical thinking using discipline-specific texts. Focus areas include close reading, text-dependent questioning, and academic writing.

Progress Monitoring and Data-Driven Instruction	K–12 Teachers, Literacy Coaches, Administrators	This training focuses on how to use data from progress monitoring tools (e.g., FAST, i-Ready, DIBELS) to inform instructional decisions. Participants learn to interpret data trends, identify student needs, and plan targeted interventions that accelerate growth. Includes practical templates and protocols for PLC data discussions.
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. N/A		
Differentiated Professional Learning Describe how professional learning is differentiated and intensified for teachers based on progress monitoring data. To enhance teacher effectiveness through targeted professional learning, and administrators analyze performances data to identify specific areas where teachers need support. Professional Learning sessions are tailored to address the identified needs of individual teachers or groups. Professional Learning Communities (PLCs) offer collaboration where teachers can share strategies and outcomes based on data. Individual professional learning plans are regularly adjusted based on continuous progress monitoring results.		
Mentor Teachers Describe how mentor teachers are identified and how model classrooms are established and utilized within the school. The identification of mentor teachers and the establishment of model classrooms occur at schools throughout the district. These serve as opportunities for new and growing teachers to strengthen instructional strategies, learn literacy techniques, and deepen content knowledge.		
Professional Learning Time Describe how time is provided for teachers to meet weekly for professional learning. Principals ensure time is provided for teachers to meet weekly professional learnings in their schools. Monthly meetings and district staff and school level administrators are held to discuss data and professional learning needs and requirements. Information is shared by the Professional Development Coordinator. A Professional Calendar will be posted on the district website. Support for professional learning is communicated to the principal which allows them to select professional learning based on schools' needs and work with principal to make sure the professional learning is embedded and supported with necessary resources.		

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
N/A		

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

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

The district notifies the legal guardians in writing when a student in grade K-3 exhibits a substantial deficiency in reading. The informational letter is also provided electronically through the FOCUS Student Information System parent portal.

The district requires the schools to develop and share an Individual Progress Monitoring Plan (IPMP) with the guardians within 45 days after coordinated screening and progress monitoring becomes available.

The district shares resource materials to guide parents utilizing the Just Read, Florida Read-at-Home-Plan which is made available on the website. The district participates in the New World's Reading Initiative (NWRI) which provides free children's books to eligible students and family literacy resources mailed to homes. The schools help families enroll in the program during parent conferences and Literacy Night to eligible K-5 students. The district and schools collaborate with NWRI regional family Engagement Specialist to increase awareness and participation in the NWRI program.

Describe the literacy partnerships or programs the district utilizes to increase support for families to engage in literacy activities and reading at home (e.g., New Worlds Reading Initiative).

The district will create a read-at-home plan for parents of students identified with a substantial deficiency in reading. The read-at-home plan will include resources, activities, and home reading plans that parents can utilize to increase reading time at home. Additionally, the district will utilize the Renaissance for Learning software program (AR) to increase students' love for reading and engage families in literacy activities at home.

New Worlds Reading is Florida's at-home literacy program that strives to support Florida students in strengthening their literacy skills and sparking excitement about reading. New Worlds Reading, a free Florida literacy program for K-5 public students who are currently reading below grade level will be offered to enrolled students. FAMU Lab in conjunction with University of Florida, Lastinger Center for Learning, will host a Literacy Nights for K-5 parents and students. FAMU Lab Literacy night is designed to increase efforts to address literacy rates for children in kindergarten through fifth grade.

8) Assurances ([Rule 6A-6.053\(9\)\(b\)2., F.A.C.](#))

District CERP Assurances: Initial next to each assurance (a.—i.). The [Local Educational Agency Chief Executive Officer, or his/her authorized representative] assures the following:

Initials	Assurance
	a. All reading instruction and professional learning is grounded in the science of reading; uses instructional strategies that includes phonics instruction for decoding and encoding as the primary strategy for word reading; and does not employ the three-cueing system model of reading or visual memory as a basis for teaching word reading.

	b. All students identified with a substantial deficiency in reading are covered by an individualized progress monitoring plan that meets the requirements of s. 1008.25(4)(c), F.S. , to address their specific reading deficiency, unless they have an IEP or 504 plan that addresses their reading deficiency, or both in accordance with Rule 6A-6.053(6)(c), F.A.C.
	c. All intensive reading interventions provided in Summer Reading Camps to students in grade 3 who score Level 1 on the statewide, standardized ELA assessment are delivered by instructional personnel who are certified or endorsed in reading and rated highly effective as determined by the teacher's performance evaluation under s. 1012.34, F.S. All other intensive reading interventions are delivered by instructional personnel who are certified or endorsed in reading, or by instructional personnel who possess the elementary or secondary literacy micro-credential and who are supervised by an individual certified or endorsed in reading.
	d. Each school has a literacy leadership team consisting of a school administrator, literacy coach, media specialist and a lead teacher, as applicable.
	e. All literacy coaches in the district meet the minimum qualifications described in Rule 6A-6.053(4), F.A.C.
	f. Literacy coaches are prohibited from performing administrative functions that will detract from their role as a literacy coach and spend limited time administering or coordinating assessments.
	g. Literacy coaches are assigned to schools with the greatest need based on student performance data in reading.
	h. Time is provided for teachers to meet weekly for professional learning, including lesson study and professional learning communities.
	i. The CERP will be shared with stakeholders, including school administrators, literacy leadership teams, literacy coaches, classroom instructors, support staff and parents.

Local Educational Agency Chief Executive Officer or Authorized Representative (Printed Name):	
Signature: 	Date: 8/25/2025

House Bill 1255 amends section 1003.4201, Florida Statutes, and adds a component of the reading instruction plan to provide a description of how the district prioritizes the assignment of highly effective teachers from kindergarten to grade 2.

9) Highly Effective Teachers

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

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The district prioritizes the assignment of highly effective teachers in the K-2 grades by requiring them to earn their Reading Endorsement and/or reading certification that provides students with scientifically researched evidence-based reading instruction. With support from highly effective Literacy Coaches the K-2 teachers will be provided with professional learning opportunities and a deep understanding of the Science of Reading, reading strategies and approaches tailored to increase student achievement in reading. The Reading Coach cycle will provide collaboration with teachers surrounding the Practice Profiles and best practices for reading instruction.