

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	Dana Manis	dmanis@fsu.edu	850.770.2900
Data Element	Margaret Gamble	mwgable@fsu.edu	850.770.2900
Third Grade Promotion	N/A		
Multi-Tiered System of Supports	Dana Manis	dmanis@fsu.edu	850.770.2900
Director	Debbi Whitaker	d.whitaker@fsu.edu	850.770.2900

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 reading 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	0	
Intervention teachers	0	
Scientifically researched and evidence-based supplemental instructional materials	0	
Third grade summer reading camps	0	
Summer reading camps	0	
Secondary Expenses		
Literacy coaches	0	
Intervention teachers	28,000	1
Scientifically researched and evidence-based supplemental instructional materials	12,000	
PreK-Grade 12 Expenses		
Professional learning to help K-12 instructional personnel and certified PreK teachers earn a certification, a credential, an endorsement or an advanced degree in scientifically researched and evidence-based reading instruction		
Incentives for K-12 instructional personnel and certified PreK teachers who obtain the Reading Endorsement or Certification		
Incentives for PreK-12 instructional personnel who obtain an Emergent, Elementary or Secondary Literacy Micro-Credential		
Additional time per day of evidence-based intensive reading instruction for extended literacy learning (before or after school, summer, etc.)		
Tutoring programs to accelerate literacy learning		
Family engagement activities		
Other – Please Describe (Add additional rows as needed.)		
Estimated Sum of Expenditures	40,000	

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.

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
9	3%	2%	86%	90%
10	1%	1%	96%	96%

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 9-12	District Level	School Level
Data that will be collected and frequency of review	<i>FAST ELA PM- 3x/year Achieve 3000-weekly CBM Results- 4x/year Weekly Grade Reports for all students</i>	<i>FAST ELA PM- 3x/year Achieve 3000-weekly CBM Results- 4x/year Weekly Grade Reports for all students</i>
Actions for continuous support and improvement	<i>Monthly District data chats led by the Director, followed by corrective action to plan for remediation of student deficits</i>	<i>Monthly School-based data chats led by the Director, followed by corrective action to plan for remediation of student deficits</i>

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.

- *Additional ELA classes for students performing below Level 3 on PM 3 of the previous year have been added to the 2025-2026 schedule for 9th and 10th grade students.*
- *New, state approved core curriculum and intervention curriculum have been obtained for use in 9th and 10th grade ELA classes.*

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

To monitor implementation, The Collegiate School will:

- *Conduct quarterly classroom walkthroughs to confirm use of research-based strategies in all core areas.*
- *Hold departmental and interdepartmental data chats centered on reading progress.*
- *Consistently review data from multiple sources.*
- *Provide faculty with ongoing professional development as needs arise.*
- *Allocate additional time for reading-endorsed teachers to support students requiring extra help.*

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

The principal/director monitors the alignment between progress monitoring data and classroom grades to identify areas of deficiency and determine where additional interventions are required. Faculty will be provided with access to disaggregated data to support the planning and implementation of targeted strategies and interventions.

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.

The principal/director of TCS is an integral part of the planning at the district level. TCS does not employ literacy coaches. Our teachers who provide reading and language arts instruction are actively engaged in professional development through FLDOE and PAEC offerings.

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

N/A

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

N/A

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?

N/A

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

N/A

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

N/A

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?

Alignment and Assessments

The adopted ELA curricula are fully aligned to Florida's B.E.S.T. Standards for ELA. District and program assessments are used to measure student mastery of grade-level benchmarks in Tier 1 core instruction.

Professional Development

Stakeholders receive ongoing professional development on Florida's Formula for Reading Success, including how the state's formula is implemented in FSU Bay's 9–12 Reading Plan.

Tiered Reading Instruction

Secondary students identified as needing Tier 2 or Tier 3 reading instruction are scheduled into Intensive Reading classrooms. The adopted curricula address all six components of reading and are designed according to the Science of Reading and Structured Literacy research.

Use of Decision Trees

Decision trees are employed to guide schools in identifying students who require Tier 2 or Tier 3 interventions. These decision trees outline district assessment measures and clearly define next instructional steps.

ELL and ESE Students

English Language Learners (ELLs) and Exceptional Student Education (ESE) students have access to the same curriculum materials as their non-ELL and non-ESE peers. Additional supports include:

- *Tier 1: Instructional accommodations aligned with the Florida Consent Decree and Individual Education Plans (IEPs) to ensure equitable access to core instruction.*
- *Tier 2: ELL students have access to ThinkCerca (9–12) and Achieve 3000 (9–12). ESE students also use Achieve 3000.*
- *Tier 3: Both ELL and ESE students use Achieve 3000 and Perfection Learning (Intensive Reading) with teachers providing small-group, intensive, individualized interventions as directed by the district decision tree.*

Adopted Curricula (Grades 9–12)

- *ELA Core: ThinkCerca*
- *Supplemental/Intervention: Achieve 3000, Edmentum, Perfection Learning (Intensive Reading)*

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.

N/A

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.

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.

N/A

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

N/A

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.

N/A

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.

N/A

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	<input checked="" type="checkbox"/> Grade 9 <input checked="" type="checkbox"/> Grade 10	<input checked="" type="checkbox"/> Vocabulary <input checked="" type="checkbox"/> Comprehension	<input checked="" type="checkbox"/> Screening <input checked="" type="checkbox"/> Progress Monitoring <input checked="" type="checkbox"/> Summative	<input checked="" type="checkbox"/> 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?
Achieve 3000	<input checked="" type="checkbox"/> Grade 9 <input checked="" type="checkbox"/> Grade 10 <input type="checkbox"/> Grade 11 <input type="checkbox"/> Grade 12 <input type="checkbox"/> All Students <input type="checkbox"/> Select Students	<input type="checkbox"/> Oral Language <input type="checkbox"/> Phonological Awareness <input checked="" type="checkbox"/> Phonics <input checked="" type="checkbox"/> Fluency <input checked="" type="checkbox"/> Vocabulary <input checked="" type="checkbox"/> Comprehension	<input checked="" type="checkbox"/> Screening <input checked="" type="checkbox"/> Progress Monitoring <input checked="" type="checkbox"/> Diagnostic <input type="checkbox"/> Summative	<input checked="" type="checkbox"/> Weekly <input type="checkbox"/> 2 x Month <input type="checkbox"/> Monthly <input type="checkbox"/> Quarterly <input type="checkbox"/> 3 x Year <input type="checkbox"/> Annually <input type="checkbox"/> As Needed <input type="checkbox"/> Other
Curriculum Based Assessments	<input checked="" type="checkbox"/> Grade 9 <input checked="" type="checkbox"/> Grade 10 <input type="checkbox"/> Grade 11 <input type="checkbox"/> Grade 12 <input type="checkbox"/> All Students <input type="checkbox"/> Select Students	<input type="checkbox"/> Oral Language <input type="checkbox"/> Phonological Awareness <input checked="" type="checkbox"/> Phonics <input checked="" type="checkbox"/> Fluency <input checked="" type="checkbox"/> Vocabulary <input checked="" type="checkbox"/> Comprehension	<input type="checkbox"/> Screening <input checked="" type="checkbox"/> Progress Monitoring <input checked="" type="checkbox"/> Diagnostic <input type="checkbox"/> Summative	<input type="checkbox"/> Weekly <input type="checkbox"/> 2 x Month <input type="checkbox"/> Monthly <input checked="" type="checkbox"/> Quarterly <input type="checkbox"/> 3 x Year <input type="checkbox"/> Annually <input type="checkbox"/> As Needed <input type="checkbox"/> Other
Edmentum	<input checked="" type="checkbox"/> Grade 9 <input checked="" type="checkbox"/> Grade 10 <input type="checkbox"/> Grade 11 <input type="checkbox"/> Grade 12 <input type="checkbox"/> All Students	<input type="checkbox"/> Oral Language <input type="checkbox"/> Phonological Awareness <input checked="" type="checkbox"/> Phonics <input checked="" type="checkbox"/> Fluency	<input checked="" type="checkbox"/> Screening <input checked="" type="checkbox"/> Progress Monitoring <input checked="" type="checkbox"/> Diagnostic <input type="checkbox"/> Summative	<input checked="" type="checkbox"/> Weekly <input type="checkbox"/> 2 x Month <input type="checkbox"/> Monthly <input type="checkbox"/> Quarterly <input type="checkbox"/> 3 x Year

Additional Assessment(s)				
Name of the Assessment	Target Audience (Grades 9-12) (Select all that apply.)	What component of reading is assessed? (Select all that apply.)	Assessment Type (Select all that apply.)	How often is the data collected?
	<input type="checkbox"/> Select Students	<input checked="" type="checkbox"/> Vocabulary <input checked="" type="checkbox"/> Comprehension		<input type="checkbox"/> Annually <input type="checkbox"/> As Needed <input type="checkbox"/> Other
Qualitative Reading Inventory	<input checked="" type="checkbox"/> Grade 9 <input checked="" type="checkbox"/> Grade 10 <input type="checkbox"/> Grade 11 <input type="checkbox"/> Grade 12 <input type="checkbox"/> All Students <input type="checkbox"/> Select Students	<input checked="" type="checkbox"/> Oral Language <input checked="" type="checkbox"/> Phonological Awareness <input checked="" type="checkbox"/> Phonics <input checked="" type="checkbox"/> Fluency <input checked="" type="checkbox"/> Vocabulary <input checked="" type="checkbox"/> Comprehension	<input checked="" type="checkbox"/> Screening <input type="checkbox"/> Progress Monitoring <input type="checkbox"/> Diagnostic <input type="checkbox"/> Summative	<input type="checkbox"/> Weekly <input type="checkbox"/> 2 x Month <input type="checkbox"/> Monthly <input type="checkbox"/> Quarterly <input type="checkbox"/> 3 x Year <input type="checkbox"/> Annually <input type="checkbox"/> As Needed <input checked="" type="checkbox"/> Other

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

Data chats are conducted monthly, with administrative team data chats occurring quarterly. Using a triangulation of available data, the team identifies students who need Tier 2 and/or Tier 3 interventions. The student schedule is then developed to give them access to a reading-endorsed teacher. Progress monitoring data is collected, and any changes in intensity, frequency, or materials that are being used are made to meet the needs of the student(s).

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

Weekly reports of classroom grades and intervention curriculum outcomes are analyzed by the administrative team. The team holds a weekly meeting to discuss trends in the data, outliers, and to plan on how to intervene, if needed.

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

Weekly and quarterly reports of intervention progress monitoring outcomes are analyzed by the administrative team. The team then has a meeting with the ELA/Intervention teachers to get their input and to plan changes in intervention (time, frequency, materials, focus). Differentiation occurs through the usage of Achieve 3000 and through the ThinkCerca materials.

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

Weekly and quarterly reports of intervention progress monitoring outcomes. The team then has a meeting with the ELA/Intervention teachers to get their input and to plan changes in intervention (time, frequency, materials, focus). Differentiation occurs through the usage of Achieve 3000 and through the ThinkCerca materials.

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: <i>FAST PM 3 score of Level 3 or higher.</i>		
List performance criteria that indicate Tier 1 is sufficient for at least 80% of students. <i>90% of students will score a Level 3 or greater on FAST PM 1.</i>		
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? <i>School administrators and teachers evaluate student data weekly to quickly identify Tier 1 deficits and provide immediate strategies and resources to meet students' needs.</i>		
Core Instruction Indicate the core curriculum utilized. Add additional rows as needed.		
Name of Program	Year of Program Adoption	
<i>ThinkCerca: is a literacy/English Language Arts (ELA) core curriculum intended for grades 6-12 for Core ELAR. It is designed to accelerate reading and writing growth through a blended learning platform. Its model is research-based: high-quality, standards-aligned texts plus scaffolding, writing instruction, and meaningful assessments. It also offers a Foundational Reading & Linguistics course for students who are behind in reading skills (decoding, phonological awareness) to fill gaps.</i>	2025	
Performance criteria that prompt the addition of Tier 2 interventions for students not meeting expectations/benchmarks during the school year: <i>A student who shows a drop from one level to a lower level on FAST Progress Monitoring; Gains not being made either within a level or from one level to a higher level on FAST Progress Monitoring; A pattern of classroom assignment/assessment grades that indicate a deficit.</i>		
Tier 1 Instruction + Tier 2 Interventions		
Beginning of Year Data		
Students who meet the following criteria at the beginning of the school year: <i>Students who scored Level 1 or 2 on the previous year's PM3 or who are new to the district and otherwise have indications within student records of a potential struggle to read (grades, outside evaluations that indicate a deficiency in reading).</i>		
Number of times per week interventions are provided: 4 Number of minutes per intervention session: 45 Course(s) where interventions take place: <i>Applied Communication</i>		
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>Perfection Learning: Connections – Reading 6-12</i>		<i>Connections: Reading does not meet strong, moderate, or promising levels of evidence; however, the following WWC Practice Guide Recommendation(s) support the program: Providing Reading Interventions for Students in Grades 4-9- Provide students with opportunities to practice making sense of stretch text (i.e., challenging text) that will</i>

		<p><i>expose them to complex ideas and information (Moderate Evidence)</i></p> <p><i>and</i></p> <p><i>Improving Adolescent Literacy: Effective Classroom and Intervention Practices</i> <i>Provide direct and explicit comprehension strategy instruction (Strong Evidence).</i></p> <p><i>These recommendations were built into the program by utilizing the materials in Connections as stretch text and as the text for students to practice application of the skills after direct, explicit instruction in comprehension strategies. The district will support and monitor implementation of this program by meeting monthly (or more often, if needed) with the ELA teachers who deliver the interventions to discuss and analyze student progress, obstacles that need solutions. ELA teachers participate in professional learning opportunities through PAEC and FLDOE literacy conferences.</i></p>
<i>Achieve 3000- Secondary</i>	<i>Strong</i>	
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		Verbiage (as needed)
<i>Same as above</i>		
English Language Learners		
Name of Program	ESSA Evidence Level	Verbiage (as needed)
<i>Same as above</i>		
Performance criteria that prompt the addition of Tier 3 interventions for students not meeting expectations/benchmarks during the school year: <i>FAST PM 2 of a Level 1 or 2 from the current school year and a decline in classroom performance (grades) or behaviors that stem from academic frustration.</i>		
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:		

<p>Students who scored at Level 1 on the previous year's PM3 or who are new to the district and otherwise have indications within student records of a potential struggle to read (grades, outside evaluations that indicate a deficiency in reading). Students who scored a level 2 on the previous year's PM3 in addition to other factors (Tier III the previous year, Tier II with little to no improvement, despite changes in materials used, frequency, or intensity of intervention).</p>		
<p>Number of times per week interventions are provided: 4</p>		
<p>Number of minutes per intervention session: 40</p>		
<p>Course(s) where interventions take place: Applied Communication (ELA) classes</p>		
<p>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.</p>		
Name of Program		Verbiage (as needed)
<p>Perfection Learning: Connections – Reading 6-12</p>		<p><i>Connections: Reading does not meet strong, moderate, or promising levels of evidence; however, the following WWC Practice Guide Recommendation(s) support the program:</i> <i>Providing Reading Interventions for Students in Grades 4-9-</i> Provide students with opportunities to practice making sense of stretch text (i.e., challenging text) that will expose them to complex ideas and information (Moderate Evidence) and <i>Improving Adolescent Literacy: Effective Classroom and Intervention Practices</i> Provide direct and explicit comprehension strategy instruction (Strong Evidence).</p> <p><i>These recommendations were built into the program by utilizing the materials in Connections as stretch text and as the text for students to practice application of the skills after direct, explicit instruction in comprehension strategies. The district will support and monitor implementation of this program by meeting monthly (or more often, if needed) with the ELA teachers who deliver the interventions to discuss and analyze student progress, obstacles that need solutions. ELA teachers participate in professional learning opportunities through PAEC and FLDOE literacy conferences.</i></p>

<i>Achieve 3000-Secondary-Teacher Led Lessons</i>	<i>Strong</i>	
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)
<i>Same as above</i>		
English Language Learners		
Name of Program	ESSA Evidence Level	Verbiage (as needed)
<i>Same as above</i>		
What processes and procedures are in place to identify and solve problems to improve effectiveness of Tier 3 interventions?		
<i>School administrators and teachers evaluate student data weekly to quickly identify Tier 3 deficits and provide immediate strategies and resources to meet students' needs.</i>		

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
<i>PAEC and DOE</i>	<i>Teachers</i>	<i>Professional development provided by PAEC and FLDOE is available to all teachers in reading instruction and in the B.E.S.T. ELA Standards and evidence-based reading instruction, including intervention. Teachers who do not have the reading endorsement are encouraged to start working toward attaining it.</i>

<i>School-Wide Subject Area Pacing Guides</i>	<i>Teachers</i>	<i>School-wide pacing guides for ELA standards and their integration across all subject areas are created and updated annually.</i>
<i>Differentiated Professional Development</i>	<i>Teachers and Administrators</i>	<i>Differentiated professional development is offered to teachers, based on the needs of their students.</i>
<i>Monthly Curriculum Meetings</i>	<i>Teachers and Administrators</i>	<i>Monthly curriculum meetings provide opportunities for data reviews and peer mentorship and problem solving.</i>
<i>Weekly Subject Area Meetings</i>	<i>Teachers</i>	<i>Weekly subject area meetings to solve problems and encourage integration of reading strategies in all subject areas.</i>
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.		
Differentiated Professional Learning Describe how professional learning is differentiated and intensified for teachers based on progress monitoring data. <i>Teachers and paraprofessionals may engage in further degree attainment or training with FSU's College of Education. The Collegiate School is a laboratory research school within Florida State University, and employees are encouraged to engage in higher learning while working on campus.</i> <i>Professional learning is guided by progress monitoring data to address student needs and instructional gaps. Teachers receive targeted training in evidence-based strategies, with additional coaching and support provided when persistent deficiencies are identified. Learning opportunities vary in intensity, from school-wide sessions to small-group or one-on-one coaching, ensuring responsive and targeted support that directly improves student outcomes.</i>		
Mentor Teachers Describe how mentor teachers are identified and how model classrooms are established and utilized within the school. <i>Mentor teachers are identified based on student achievement results, positive observation data, and demonstrated expertise in evidence-based instruction. Model classrooms are established in these teachers' rooms and are used for peer observation, walkthroughs, and coaching cycles to support the transfer of effective practices across the school.</i>		
Professional Learning Time Describe how time is provided for teachers to meet weekly for professional learning. <i>Teachers are provided weekly common planning times built into the master schedule. These aligned periods across grade levels and subjects allow for professional learning, data analysis, and collaborative planning to strengthen instruction.</i>		

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.

Parents are provided with weekly newsletters with tips and strategies for encouraging academic excellence. Learning opportunities after hours and in the community are shared with parents via email and social media to encourage families to pursue and model life-long literacy learning.

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).

ELA teachers encourage all students to obtain access to their local public library. Teachers maintain a class library of books for students to borrow and read at their leisure.

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:

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	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):
Damon Andrew

Signature:

Signed by:

Damon Andrew

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Date:

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