

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	Suzanne Beck	becks@mygcsd.org	352-463-3200
Data Element	Clayton Allen	allenc@mygcsd.org	352-463-3200
Third Grade Promotion	Suzanne Beck	becks@mygcsd.org	352-463-3200
Multi-Tiered System of Supports	Yahaira Waters	watersy@mygcsd.org	352-463-3200
VPK Coordinator	April Akins	akinsa@mygcsd.org	352-463-3200
3 rd Grade Summer Reading Camp	Amie Bachle	bachlea@mygcsd.org	352-463-3200
Assessment K-10	Dorota Micale	micaled@mygcsd.org	352-463-3200

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	64,324.05	1
Intervention teachers		
Scientifically researched and evidence-based supplemental instructional materials	11,201.00	
Third grade summer reading camps	65,992.41	
Summer reading camps	0	
Secondary Expenses		
Literacy coaches	111,019.30	2.2
Intervention teachers	0	
Scientifically researched and evidence-based supplemental instructional materials	0	
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	15000.00	
Incentives for K-12 instructional personnel and certified PreK teachers who obtain the Reading Endorsement or Certification	0	
Incentives for PreK-12 instructional personnel who obtain an Emergent, Elementary or Secondary Literacy Micro-Credential	0	
Additional time per day of evidence-based intensive reading instruction for extended literacy learning (before or after school, summer, etc.)	0	
Tutoring programs to accelerate literacy learning	9,152.00	
Family engagement activities	0	
Other – Please Describe (Add additional rows as needed.)		
Estimated Sum of Expenditures	276688.76	4.5

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 23-24-5 of Students Scoring	Goal for Plan Year – % of Students Scoring	Previous School Year 23-24 % of Students Scoring	Goal for Plan Year 24-25– % of Students Scoring
	Urgent Intervention <10 th percentile	Urgent Intervention <10 th percentile	At & Above Benchmark 40 th percentile & above	At & Above Benchmark 40 th percentile & above
VPK	5	0	78%	87%

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

Investing in additional resources like Really Great Reading program will occur this year and will significantly enhance literacy outcomes for Voluntary Pre-Kindergarten (VPK) students. These are phonics-based, which is based on phonemic awareness, phonics, blending, fluency, vocabulary and comprehension, is designed to build foundational reading skills and foster a love of reading by allowing children to build their own home library as they progress. (Having teachers administer the VPK assessment this coming year will allow them to become more familiar with the content, verbiage, and help them align and deliver their instruction in a more meaningful way)

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	8	7	44	65
1	23	15	61	65
2	17	10	58	65
3	20	10	58	65
4	21	15	61	65
5	14	10	59	65
6	7	6	70	75
7	14	10	63	70
8	11	7	58	65
9	9	7	65	70
10	11	10	63	68

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	- I-Ready- District/School/Grade Level- 3x a year - FAST-District/School/Grade Level- 3x a year	- I-Ready- District/School/Grade Level- 3x a year - FAST-District/School/Grade Level- 3x a year - Horizon's Screener- Grade/Teacher Level- Annually - Grades-Quarterly
Actions for continuous support and improvement	The District Learning Team meets at least once a month to discuss district data and establish individual school needs and/or	Principals will prepare instructional team reports including all the appropriate data for review. At the monthly

	district needs. A plan of action is now established and a course for follow-up and review determined. In the event a problem is determined within an individual school the District Learning Team will work with the school Principal to establish a plan to solve the problem and report back. Bi-monthly coach meetings- coaches will meet monthly to review data quarterly. The group will problem-solve based on trends and develop supports for teachers and students to address needs. Coaches will meet quarterly for professional learning to develop their coaching skills to improve instruction in needed areas. Guided planning time per grade level and observation schedules have been built into the yearlong PL calendar to support implementation.	instructional team meeting they will present their report. If a problem is determined by the District Learning Team or the Principal, the team will work together to solve the problem. The district will also require the school to report back once the problem has been corrected OR within a month to report on the progress made thus far. Also, Principals meet with their grade levels monthly to have data chats and discuss any needs or area of concern. Reading Coaches will utilize information from these meetings to provide specific classroom support in a systematic way. Quarterly, progress monitoring data is reviewed, and educational decisions and needs are discussed. Observations and learning walks tracking implementation of Tier 1-3 instructional practices will be implemented.
Grades 6-8	District Level	School Level
Data that will be collected and frequency of review	• I-Ready- District/School/Grade Level- 3x a year • FAST-District/School/Grade Level- 3x a year	• I-Ready- District/School/Grade Level- 3x a year • FAST-District/School/Grade Level- 3x a year • STAR
Actions for continuous support and improvement	The District Learning Team meets at least once a month to discuss district data and establish individual school needs and/or district needs. A plan of action is now established and a course for follow-up and review determined. In the event a problem is determined within an individual school the District Learning Team will work with the school Principal to establish a plan to solve the problem and report back.	Principals will prepare instructional team reports including all the appropriate data for review. At the monthly instructional team meeting they will present their report. If a problem is determined by the District Learning Team or the Principal, the team will work together to solve the problem. The district will also require the school to report back once the problem has been corrected OR

	Bi-monthly coach meetings- coaches will meet monthly to review data quarterly. The group will problem solve based on trends and develop supports for teachers and students to address needs. Coaches will meet quarterly for professional learning to develop their coaching skills to better improve instruction in needed areas. Guided planning time per grade level and observation schedules have been built into the yearlong PL calendar to support implementation.	within a month to report on the progress made thus far. As well, Principals meet with their grade levels monthly to have data chats and discuss any needs or area of concern. Reading Coaches will utilize information from these meetings to provide specific classroom support in a systematic way. Quarterly, progress monitoring data is reviewed, and educational decisions and needs are discussed. Observations and learning walks tracking implementation of Tier 1-3 instructional practices will be implemented.
Grades 9-12	District Level	School Level
Data that will be collected and frequency of review	- I-Ready- District/School/Grade Level- 3x a year - FAST-District/School/Grade Level- 3x a year	- I-Ready- District/School/Grade Level- 3x a year - FAST-District/School/Grade Level- 3x a year - STAR
Actions for continuous support and improvement	The District Learning Team meets at least once a month to discuss district data and establish individual school needs and/or district needs. A plan of action is now established and a course for follow-up and review determined. In the event a problem is determined within an individual school the District Learning Team will work with the school Principal to establish a plan to solve the problem and report back. Bi-monthly coach meetings- coaches will meet monthly to review data quarterly. The group will problem solve based on trends and develop supports for teachers and students to address needs.	Principals will prepare instructional team reports including all the appropriate data for review. At the monthly instructional team meeting they will present their report. If a problem is determined by the District Learning Team or the Principal, the team will work together to solve the problem. The district will also require the school to report back once the problem has been corrected OR within a month to report on the progress made thus far. As well, Principals meet with their grade levels monthly to have data chats and discuss any needs or area of concern. Reading Coaches will utilize information from these meetings to provide specific

	Coaches will meet quarterly for professional learning to develop their coaching skills to better improve instruction in needed areas.	classroom support in a systematic way.
	Guided planning time per grade level and observation schedules have been built into the yearlong PL calendar to support implementation.	Quarterly, progress monitoring data is reviewed, and educational decisions and needs are discussed.
		Observations and learning walks tracking implementation of Tier 1-3 instructional practices will be implemented.

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.

Based on a root-cause analysis of student performance data, the district has strategically made revisions to improve literacy outcomes. One major revision includes the restructuring of staff roles to strengthen instructional support. Positions have been adjusted to include enhanced ESOL and MTSS support, as well as the addition of an elementary coordinator dedicated to collaborating with reading coaches across school sites through a District Learning Team.

These changes are aimed at establishing a clearly defined, multi-tiered system of support for teachers—regardless of their experience level or content area. To ensure effective implementation, the district will provide targeted professional learning opportunities, conduct instructional learning walks focused on literacy practices, and facilitate feedback sessions. Additionally, ongoing data chats will be held to review student performance data, monitor instructional fidelity, and identify areas for continued support and growth.

The SPOT data system shared by NEFEC will be utilized more systematically to ensure understanding of how students are progressing and to support literacy at each progress monitoring stage.

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

Principals will meet weekly with reading coaches to monitor effective implementation. Reading coaches will report on their work with model classrooms and the literacy leadership team. Principals will meet monthly with lead teachers to discuss areas of the reading plan and identify areas of need based on weekly reading walkthroughs using a walkthrough. The district level administrative team meets with individual principals to ensure that the K-12 Plan is implemented in an explicit manner. If it is found that it is not being implemented, this would be an individual conversation with a principal with the expectation that the principal meets with the teacher/grade level of concern to correct the problem. During the conversation, a course of action and a follow-up method would be determined.

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.

Data/Instructional Teams (administration, reading coaches, guidance) meet with teachers monthly to walk through the decision tree (the decision trees guide the discussions and movement within tiers) and evaluate individual student needs. (See 11c) At instructional team meetings quarterly, principals present their most recent data where problem solving conversations happen.

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?

Summer Instructional Leadership Meetings and throughout the year through monthly instructional team meetings. (Principals were given Rule 6A-6.053(4), F.A.C. and asked to highlight ways they were meeting the expectation. Sticky notes were provided for areas of struggle, and they needed to create a plan for. Brainstorming and calendaring were ways they planned to meet all expectations.)

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

A yearlong professional learning calendar has been created to clearly define district priorities and how the District Learning Team and Literacy Coaches will work together to support learning goals.

They created a vision statement which reads: Empowering every teacher through purposeful coaching, collaborative support, and continuous growth-fostering a culture where teacher thrive and students succeed. The goals for the district learning team and coaches are:

1. Launch district wide coaching program.
2. Increase teacher participation in coaching cycles.
3. Provide specific and ongoing professional learning.
4. Measure impact on coaching via student achievement data.
5. Build a Peer Coaching Network.

They will meet bi- monthly to review teachers being supported, evaluate data, and brainstorm solutions needed to meet challenges. There will be professional learning to support coaching and mentoring as needed based on learning walks and observation data.

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?

Principals will meet with coaches weekly to have data chats and do needs analysis.

Coaches will meet with the District Learning Team once a month to discuss needs and strategies and plan development. Meetings will include other district staff such as School Administrators, Assistant Superintendent, and Superintendent as necessary. Summer planning will include all four Literacy Coaches and the District Learning Team to analyze the classroom observation tools utilized last year through the practice profiles. Differentiated PD will be designed to support all teachers and their specific needs.

Much of the reading allocation is used for Reading Coaches at the elementary and secondary level. In addition to this, we have secured other funding sources to continue to support our efforts in providing high quality professional development based on need.

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

The District Learning Team and the Literacy Coaches will work to support teachers together using walkthrough tools and observation calibrations. They will observe classrooms looking to ensure teaching and student work is aligned to benchmarks and provide feedback to teachers through mentoring and support as needed. As these walkthroughs and support opportunities are recorded in a district walkthrough tool, and teacher data is evaluated, the team, including the Director of PreK-12 Curriculum and Learning and occasionally the Assistant Superintendent, will then problem solve to create a feasible solution to any challenges. Coaches and/or Principals will report back to the District Learning Team as a plan of action is implemented, modified and/or a problem-solving action is necessary.

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

The district measures the effectiveness of literacy coaches through a combination of support tracking, teacher performance data, and school-wide progress toward literacy goals. The district learning team, in collaboration with the coaches, utilizes a walkthrough and support tool to document and monitor the type and frequency of support provided to teachers.

Coach effectiveness is evaluated based on the growth and performance of the teachers they support, particularly in relation to student achievement data. The needs of individual schools and their literacy goals are also taken into account. This evaluation process is ongoing and aligned with assessment windows, allowing for regular review and adjustment of coaching strategies to ensure they are meeting the needs of both teachers and students effectively. This data, overlaid with the walkthrough and support tracking tool data, will allow leadership to compare support and strengths of coaches.

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's Strategic Plan aligns with Florida's Formula for Reading Success by focusing on the practice profiles such as explicit and systematic instruction, differentiation and scaffolding along with support for other high effect reading strategies such as teaching phonics, phonemic awareness, fluency, vocabulary and reading comprehension at every grade level as needed based on data. Evaluate the effectiveness of high yield student engagement strategies by analyzing student achievement data, teacher survey data, and student survey data. This includes students with disabilities and ELL students, with a focus on differentiating and scaffolding for all students to meet high level instructional expectations.

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.

- Initial and Ongoing Assessments: Star Early Literacy and District Created Pre-Kindergarten Skills Assessment are given three times a year to track students starting point and monitor students' progress throughout the year.
- Developmental Screenings: After reviewing initial and ongoing assessments students receive additional support during centers to help make learning gains and close the gap. After intervention if students continue to not make the learning gains, teachers identify students that may need a developmental (BDI-3 Battelle Developmental Inventory III),

speech, language, occupational, or physical screening to determine if there is a disability or a delay. If a child does not pass any of the above screeners and need further evaluation the coordinator of Pre-K and school counselor will work on the referral process for evaluation.

- Formative Assessments: Teacher observations are completed on a daily basis to determine student progress. Teachers teach, re-teach, and assess standards to determine mastery and drive instruction.
- State Early Learning Standards: Our Pre-Kindergarten instruction is taught using the Open World of Learning (OWL) curriculum and Second Step which both align with the developmental standards of the early learning. These curriculums address the eight areas of physical development, approaches to learning, language and literacy, mathematics thinking, scientific inquiry, social studies and creative expression through arts.
- Instruction: Teachers teach the daily lesson plans that align with the curriculums and skills needed to be successful. Each lesson plan is designed to ensure that every day students are receiving developmentally appropriate standards and skills so that they can leave Pre-k kindergarten ready.
- Professional Learning: Teachers attend Pre-K- Summer trainings, keep up with certifications, and review of standards and skills to stay current with the best practices.
- Family Engagement: Our Pre-Kindergarten program encourages parent to play a vital role in their child's education. The program meets with parents three times a year review assessment, skills, and the progress of their child. Parents are also invited to attend end of year celebrations and parties to participate in the social development of their child.

This plan is designed to create a supportive and enriching environment for PreK students, laying a strong foundation for their future learning and development. Through collaboration between our Pre-K coordinator and the District Learning Team, the VPK teachers will participate in training offered to our primary teachers throughout the school year. VPK teachers will meet with the MTSS Coordinator and with support from the Pre-K Coordinator, will write out an MTSS plan for each student based on the data.

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

- Curriculum: OWL curriculum, Second Step, and Really Great Reading is implemented in our Pre-Kindergarten classrooms to ensure that every student is ready for kindergarten. Teachers also focus on Florida Early Learning Developmental Standards and create lessons that meet all 8 domain areas to ensure all VPK students are exposed and taught each standard before entering kindergarten.

3. Describe the interventions provided to public school VPK students identified as having a substantial deficiency in early literacy skills as defined in [Rule 6A-6.053\(5\), F.A.C.](#)

- Intervention: Through class observations and Star Early Literacy and District designed assessments teachers and coordinator identify struggling students and create a plan on how to close the gap and provide additional support for these students. Teachers pull students for additional support during center time and small group instruction weekly.

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?
iReady	☐ 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
Horizon's Screener	☐ VPK ☐ PreK ☒ Grade K ☒ Grade 1 ☒ Grade 2 ☒ Grade 3	☒ Oral Language ☒ Phonological Awareness ☒ Phonics ☐ Fluency ☒ Vocabulary	☐ Screening ☒ Progress Monitoring ☒ Diagnostic ☐ Summative	☐ Weekly ☐ 2 x Month ☐ Monthly ☐ Quarterly ☐ 3 x Year ☒ Annually

Additional Assessment(s)				
Name of the Assessment	Target Audience (Grades PreK-5) (Select all that apply.)	What component of reading is assessed? (Select all that apply.)	Assessment Type (Select all that apply.)	How often is the data collected?
	☒ Grade 4 ☒ Grade 5 ☐ All Students ☐ Select Students	☒ Comprehension		☐ As Needed ☐ Other
Oral Reading Fluency (ORF)	☐ VPK ☐ PreK ☒ Grade K ☒ Grade 1 ☒ Grade 2 ☒ Grade 3 ☒ Grade 4 ☒ Grade 5 ☐ All Students ☐ Select Students	☐ Oral Language ☐ Phonological Awareness ☐ Phonics ☒ Fluency ☐ Vocabulary ☐ Comprehension	☐ Screening ☒ Progress Monitoring ☐ Diagnostic ☐ Summative	☐ Weekly ☐ 2 x Month ☐ Monthly ☐ Quarterly ☒ 3 x Year ☐ Annually ☐ As Needed ☐ Other
Amira	☐ VPK ☐ PreK ☒ 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 for identifying grades K-3 students in need of Tier 2/Tier 3 interventions. Tier 3 interventions must be provided to students identified as having a substantial reading deficiency.

In grades K-2, STAR data will be used to determine Tiers 2 and 3, beginning with data from the prior year's PM3. In addition to STAR data, identification is based on data from universal screeners, diagnostic assessments, and classroom performance. Any student scoring below a 70% consistently in classwork will also be considered for additional supports. The district learning team, which includes the Principal, Reading Coach, School Counselor, Elementary Coordinator, and teacher will meet monthly to discuss data.

Criteria for Tier 2 Interventions

Grades K-2:

- Level 2 on PM 3 last year
- Score below 20% on PM1 Star Early Literacy in current year and classroom performance is consistently below 70%.

Grades 3-5:

- Level 2 on PM 3 last year
- Classroom performance consistently below 70% and concerns based on potential percentile rankings below 40%.

Criteria for Tier 3 Interventions

Grades K-2:

- Level 1 on PM 3 last year

- Score below 10% on PM1 STAR Early Literacy in current year and classroom performance is consistently below 60%.

Grades 3-5:

- Level 1 on PM 3 last year
- Classroom performance is consistently below 60% and concerns based on potential percentile rankings below 20%.

2b. Describe the district's process for identifying grades 4-5 students in need of Tier 2/Tier 3 interventions.

FAST Data will be used to determine Tiers 2 and 3, beginning with data from the prior year's PM3. In addition to FAST data, identification is based on data from iReady, diagnostic assessments, and classroom performance. Any student scoring below a 70% consistently in classwork will also be considered for additional supports. The district learning team, which includes the Principal, Reading Coach, School Counselor, Elementary Coordinator, and teacher will meet monthly to discuss data.

Tier 2

Grades 3-5:

- Level 2 on PM 3 last year
- Classroom performance consistently below 70% and concerns based on potential percentile rankings below 40%.

Tier 3

Grades 3-5:

- Level 1 on PM 3 last year
- Classroom performance is consistently below 60% and concerns based on potential percentile rankings below 20%.

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.

Step 1: Universal Screening All students are screened using a universal screener (I-Ready for all and Amira for students receiving Tier 2 and Tier 3 instruction) for reading, which is administered 3 times a year. This screener helps identify students who may be at risk for reading difficulties, including dyslexia¹.

Step 2: Dyslexia-Specific Diagnostic Screening Students who are identified on the universal screener as needing further evaluation are then given the IReady Dyslexia and literacy tasks assessment. These assessments help to identify specific intervention needs.

Step 3: Tiered Interventions

Tier 1: General classroom instruction in reading and language arts.

Tier 2: Targeted small group instruction for students identified as at risk.

Tier 3: Intensive, individualized intervention provided to students who have been identified as having characteristics of dyslexia. This includes more frequent and specialized instruction tailored to each student's needs.

For Tier 3 interventions, students receive highly focused support that include:

- Multisensory structured language education
- Individualized or small group instruction
- Use of research-based programs specifically designed for students with dyslexia
- Frequent progress monitoring to adjust interventions as needed.

It's important to note that while we can identify characteristics of dyslexia and provide interventions, a formal diagnosis of dyslexia is typically made by a qualified healthcare professional outside of the school setting.

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.

Literacy Coaches and MTSS Coordinator will clarify for each teacher who their students are prior to school beginning and meet with them to determine the best intervention. There will be monthly meetings to assess the effectiveness of those interventions and parents will be notified of progress and changes to interventions. Quarterly, data from interventions and classroom work will be assessed with school counselors, coaches, and teachers. Additional screenings and future steps will be discussed. Parents will again be notified.

Students identified as having a significant reading deficiency, categorized as "Tier 2 or 3" and/or potentially exhibiting dyslexia-like characteristics, receive additional progress monitoring through the "Reading Horizons" intervention curriculum. These assessments are conducted regularly throughout the school year, as outlined in the reading intervention progress monitoring calendar. Additionally, these students participate in i-Ready Growth Monitoring assessments between the three annual i-Ready Diagnostic assessments.

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

The effectiveness of Tier 1 instruction is monitored through a multi-faceted approach to ensure all students receive high-quality, standards-aligned instruction. The following processes are in place:

1. Walkthroughs and observations of classrooms
 - a. Led by district leadership (Dir of Curr and Learning, Asst Superintendent, District Learning Team)
 - b. Includes School Admin and Literacy Coaches
 - c. Focused on overall data and looking for specific needs
2. Individualized School Improvement Plans (SIP)
 - a. Customized with specific, measurable goals and timelines
 - b. Includes non-negotiables for instructional practice and leadership actions
3. High-Frequency Data Collection

- a. Bi-weekly walks using calibrated observation tools and Learning Walk Model
- 4. Accountability checkpoints
 - a. Monthly district level reviews with school leaders
- 5. Leadership capacity building
 - a. Targeted PL for school leaders on instructional leadership and data use.
 - b. Building a Peer Coaching Network
- 6. Professional Learning
 - a. Embed planning per grade level or content area to ensure a depth of knowledge of curriculum and standards
 - b. Build in modeling as necessary for teachers
 - c. Provide feedback based on walkthroughs

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

The effectiveness of Tier 2 instruction is monitored through intentional review processes and data-driven decision-making to ensure targeted interventions meet student needs. The following practices are in place:

Monthly MTSS meetings

- a. Attended by literacy coaches, counselors and intervention teachers.
 - b. Focused on reviewing progress of targeted students, classrooms, or grade levels
 - c. Includes follow up on Tier 2 actions and analysis of persistent challenges
- 2. Targeted Data Reviews
 - a. Discussions with teachers
- 3. Instructional coaches' assignments
 - a. Work more intensively with specific teachers
 - b. Includes modeling lessons, co-planning and providing feedback cycles.
- 4. Review of Intervention Logs and Lesson Plans
 - a. Reading coaches and/or administrators regularly review Tier 2 intervention logs and lesson plans. This review helps determine instructional effectiveness, ensure alignment with core curriculum, and assess the fidelity of implementation.
- 5. Classroom Walkthroughs During Intervention Blocks
 - a. Reading coaches and administrators conduct focused classroom walkthroughs during intervention time to gather evidence of instructional practices and student engagement. These observations help determine whether students are responding to the targeted instruction as intended.
- 6. Analysis of Student Progress Data
 - a. Student performance data is routinely reviewed to assess whether students receiving Tier 2 support are making adequate progress toward grade-level proficiency. This data informs adjustments to instruction, grouping, and intensity of interventions as needed.

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

The effectiveness of Tier 3 instruction is closely monitored through ongoing, targeted review and observation practices to ensure intensive interventions are tailored to student needs and aligned with core instruction. The following measures are implemented:

1. Bi-weekly monitoring and support check-ins
 - a. By School admin, literacy coaches, school counselors, district learning team or assistant Superintendent.
 - b. Focused on urgent issues, progress on Tier Action Plans and immediate next steps.
2. High Frequency Data Collection
 - a. Scheduled weekly walkthroughs using calibrated tools
 - b. Frequent progress monitoring of student data (fluency, behavior, attendance)
3. Intensive Coaching Modeling
 - a. Includes co-teaching, lesson planning and modeling, and real-time feedback

Grades K-5 Decision Tree

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

Tier 1 (Core) Only

Beginning of Year Data

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

(Enter assessment criteria that will be used.)

- Student scores a level 3 or above on previous year's Spring FAST.
- Kindergarten-Student scores above the 40th percentile on VPK FAST assessment. If FAST assessment data is not available, fall of the current year FAST data will be used.

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

80% of students score at or above grade level on progress monitoring. Classroom average is 70% or better.

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

Tier 1 is believed to be effective if 75% to 80% of students are successful at reaching the on-grade level thresholds on progress monitoring. It is monitored through the analysis of data when diagnostic scores and/or classroom data are available.

Diagnostic data is analyzed by domain (phonological awareness, phonics, vocabulary, comprehension, and fluency) to determine if our Tier 1 instruction is weak in any specific area.

1. Walkthroughs and observations of classrooms

- a. Led by district leadership (Dir of Curr and Learning, Asst Superintendent, District Learning Team)
 - b. Includes School Admin and Literacy Coaches
 - c. Focused on overall data and looking for specific needs
2. Individualized School Improvement Plans (SIP)
 - a. Customized with specific, measurable goals and timelines
 - b. Includes non-negotiables for instructional practice and leadership actions
3. High-Frequency Data Collection
 - a. Bi-weekly walks using calibrated observation tools and Learning Walk Model
4. Accountability checkpoints
 - a. Monthly district level reviews with school leaders
5. Leadership capacity building
 - a. Targeted PL for school leaders on instructional leadership and data use.
 - b. Building a Peer Coaching Network
6. Professional Learning
 - a. Embed planning per grade level or content area to ensure a depth of knowledge of curriculum and standards
 - b. Build in modeling as necessary for teachers
 - c. Provide feedback based on walkthroughs

FCore Instruction

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

Name of Program	Year of Program Adoption
McGraw-Hill Wonders	2020
Reading Horizons	2020

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

Criteria for Tier 2 Interventions

Grades K-2:

- Level 2 on PM 3 last year
- Score below 20% on PM1 Star Early Literacy in current year and/or
- Classroom performance is consistently below 70%.

Grades 3-5:

- Level 2 on PM 3 last year
- Classroom performance consistently is below 70% and/or
- Concerns based on potential percentile rankings below 40%.

Then the child would be referred to the child study team for consideration of Tier 2 interventions in addition to Tier 1

Tier 1 Instruction + Tier 2 Interventions

Beginning of Year Data

Students who meet the following criteria at the beginning of the school year: (Enter assessment criteria that will be used.) • K-2 students score a Level 2 on PM3 of the previous year <u>or</u> if FAST assessment data is not available, PM 1 data will be used and any student who scores on or below the 30th percentile (using K-12 Lift data) will be considered for Tier 2 Interventions and/or • students are consistently performing below a 70% on classroom assessments/data and/or • iReady below the 10th percentile		
Number of times per week interventions are provided: 2 times per week		
Number of minutes per intervention session: 20 minutes		
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)
McGraw-Hill –Wonders interventions		McGraw-Hill Wonders Intervention Program does not meet strong, moderate, or promising levels of evidence as a stand-alone “program” under WWC criteria; however, the following WWC Practice Guide recommendations support the core components of the program: <i>Practice Guide #1: Foundational Skills to Support Reading for Understanding in Kindergarten Through 3rd Grade</i> (WWC, 2016) • Teach students academic language skills, including the use of inferential and narrative language, and vocabulary knowledge — Strong evidence • Develop awareness of the segments of sounds in speech and how they link to letters — Strong evidence • Teach students to decode words, analyze word parts, and write and recognize words — Strong evidence • Ensure that each student reads connected text every day to support reading accuracy, fluency, and comprehension — Moderate evidence <i>Practice Guide #2: Providing Reading Interventions for Students in Grades 4–9</i> (WWC, 2022)

		• Build students’ decoding skills so they can read complex multisyllabic words — Strong evidence • Provide purposeful fluency-building activities to help students read effortlessly — Strong evidence • Routinely use a set of comprehension-building practices to help students make sense of the text — Strong evidence • Provide students with opportunities to practice making sense of stretch text — Strong evidence These recommendations were built into the program by: • Embedding explicit instruction in phonological awareness, phonics, and decoding of single- and multisyllabic words using systematic routines. • Incorporating daily connected text reading to build accuracy and fluency. • Providing repeated readings, fluency passages, and opportunities to practice high-frequency words. • Designing lessons that explicitly teach vocabulary and comprehension strategies, such as questioning, summarizing, and monitoring understanding. • Including scaffolded access to increasingly complex text (“stretch” text), with teacher modeling and guided practice. The district will support and monitor implementation of this program by: • Providing professional learning on the intervention structures within McGraw-Hill Wonders (e.g., phonics routines, fluency practice, vocabulary instruction, and comprehension scaffolds). • Offering coaching cycles and PLCs focused on small-group intervention delivery, lesson pacing, and data-driven decision-making.
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		- Monitoring fidelity through structured observation tools aligned to the WWC recommendations. - Reviewing student progress-monitoring data at regular intervals to ensure interventions are effective and to adjust supports as needed.
(2-5) Phonics for Reading		Reading for Phonics does not meet strong, moderate or promising levels of evidence; however, the following What Works Clearinghouse (WWC) Practice Guide Recommendation(s) support the program: Reading for Understanding in Kindergarten through Third Grade, Recommendation 2: Develop awareness of the segments of sounds in speech and how they link to letters, Strong Evidence; Recommendation 3: Teach students to decode words, analyze word parts, and write and recognize words, Strong Evidence; and Recommendation 4: Ensure that each student reads connected text every day to support reading accuracy, fluency, and comprehension, Moderate Evidence. These recommendations were built into the program by explicit, systematic instruction for phonological awareness, decoding practice, and reading texts with phonetically controlled vocabulary. The district will support and monitor implementation of this program by conducting monthly data chats and observational walkthroughs, including an initial professional learning session (provided by the publisher). Reading coaches will provide additional program training at school sites.
iReady Personalized Instruction	Promising	
iReady		I-Ready does not meet strong, moderate or promising levels of evidence; however, the following WWC Guide Recommendation(s) support the program: Foundational Skills to Support Reading for Understanding in kindergarten Through 3rd Grade, Recommendations number 2- Develop awareness of the segments of speech and how they link to letters. This recommendation has strong or tier 1 evidence.

		Recommendation number 3- Teach students to decode words, analyze word parts, and write and recognize words. These recommendation(s) were built into the program by research-based best practices. There are three levels of content that can be used to improve students' decoding skills—students may use one, two, or all three levels. Each level features consistent teaching routines, repeated practice, and immediate corrective feedback. Phonics for Reading also supports students with dyslexia, as well as other students who are not showing typical progress in decoding. It can also support English Learners who enter school at different ages and with varying experiences in their primary language as well as in English. The district will support and monitor implementation of this program by monitoring monthly data through MTSS and instructional team meeting, the course using this program and all teachers providing tier 3 interventions using this program are reading certified or endorsed. Model teachers have been identified and received intense training in order to be key leaders in the support and implementation of the program. They will continue to provide professional development and serve as a support via weekly team Huddles and professional learning during grade level/content planning. The reading coach also provides support and professional learning biweekly.
Amira	Promising Evidence	
Reading Horizons Discovery	Promising Evidence	
Indicate the evidence-based programs and/or practices implemented for students with a		
Name of Program	ESSA Evidence Level	Verbiage (as needed)

TeachTown		TeachTown does not meet strong, moderate, or promising levels of evidence; however, the following WWC Practice Guide Recommendations support the program: Providing Reading Interventions for Students in Grades 4–9 (WWC, 2022) • Recommendation 1 (Strong Evidence): Build students’ decoding skills so they can read complex multisyllabic words. • Recommendation 2 (Strong Evidence): Provide purposeful fluency-building activities to help students read grade-appropriate text with accuracy, automaticity, and prosody. • Recommendation 3 (Strong Evidence): Provide purposeful opportunities for students to read and comprehend grade-level text and engage in practices that build comprehension strategies. • Recommendation 4 (Moderate Evidence): Provide opportunities for students to practice with challenging texts, supported by appropriate scaffolding (“stretch texts”). These recommendations were built into the program by embedding systematic, explicit instruction, task-analytic sequencing of skills, comprehension routines, fluency-building practice, and structured opportunities for vocabulary and discussion. TeachTown’s secondary modules also integrate reinforcement, modeling, and scaffolding that align with ABA-based strategies and WWC guidance for struggling readers. The district will support and monitor implementation of this program by providing ongoing coaching and fidelity checks, embedding progress monitoring aligned to FAST and other diagnostic measures, and integrating TeachTown data reports into MTSS
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		decision-making. This will include professional learning opportunities focused on explicit vocabulary instruction, comprehension strategy routines, and structured use of TeachTown modules in Tier 2 and Tier 3 settings.
English Language Learners		
Name of Program	ESSA Evidence Level	Verbiage (as needed)
Amira	Promising Evidence	
Lexia English	Moderate	Lexia English does not meet strong, moderate, or promising levels of evidence; however, the following WWC Practice Guide Recommendations support the program: Effective Literacy and English Language Instruction for English Learners in the Elementary Grades (WWC, 2007, revised 2014) • Recommendation 3 (Strong Evidence): Target vocabulary development explicitly and systematically. • Recommendation 4 (Moderate Evidence): Ensure that academic content lessons also promote English language development. • Recommendation 5 (Strong Evidence): Provide structured opportunities for English learners to develop oral language through purposeful academic discussions. These recommendations were built into the program by: • Explicit Vocabulary Instruction (Rec. 3): Lexia English systematically introduces and reinforces academic vocabulary aligned with content-area instruction. Students encounter vocabulary in context, practice using new terms in oral language tasks, and receive corrective feedback through adaptive technology.

		• Academic Content Integration (Rec. 4): Lessons are framed around authentic academic topics in math, science, social studies, and ELA, ensuring students are simultaneously building content knowledge while practicing English language skills. • Oral Language Development (Rec. 5): The program provides interactive speaking and listening tasks where students participate in modeled dialogues, academic conversations, and pronunciation practice. Speech recognition technology supports oral production and fluency, aligning with the recommendation for structured oral language opportunities. The district will support and monitor implementation of this program by embedding Lexia English within the ESOL/ELL instructional framework, monitoring student progress through program data reports, and ensuring fidelity through walkthroughs and coaching cycles. This will include professional learning opportunities focused on using program reports to guide instruction, scaffolding academic conversations, and strategies for reinforcing content-specific vocabulary in daily lessons.
For K-3 students who have a substantial deficiency in reading or characteristics of dyslexia, identify the multisensory interventions provided. All reading intervention provided to students in tier 2 and tier 3 instruction are required to have multi-sensory components built into the intervention. This could be in the form of manipulation of letters and words, Elkonin boxes, writing using dry erase boards, auditory responses, magnetic letters, and manipulatives to put together and break apart words.		
Performance criteria that prompt the addition of Tier 3 interventions for students not meeting expectations/benchmarks during the school year: Administrators will share and analyze their walkthrough/observation data at the school level and also at the district level. This process will help to identify problems. The school and district level instructional teams will help to solve problems to improve effectiveness. This includes assigning administrators or reading coaches to assist teachers in need of instructional improvement. If; • a student has less than 70% accuracy on intervention progress monitoring data • a student scores more than one grade below level (red) • student score level 1.		

- student is in danger of retention

then the child would be referred to the child study team for consideration of Tier 3 interventions in addition to Tier 1 and Tier 2.

Tier 1 Instruction + Tier 2 Interventions + Tier 3 Intensive Interventions

Beginning of Year Data

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

(Enter assessment criteria that will be used.)

- Student scores Level 1 of previous year's PM 3 FAST or if FAST data is not available, PM 1 score of 20 percentile ranking, using K-12 Lift data, for the current year.

and/or

- Classroom performance of 60% or less.

Number of times per week interventions are provided: 3 times

Number of minutes per intervention session: 20 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)
iReady- Teacher Led Small Group		See Tier 2 for Verbiage.
Horizons Reading Horizons/Elevate		Reading Horizons Elevate does not meet strong, moderate, or promising levels of evidence; however, the following WWC Practice Guide Recommendation(s) support the program: Practice Guide: <i>Foundational Skills to Support Reading for Understanding in Kindergarten Through 3rd Grade</i> (WWC, 2016) • Teach students academic language skills, including the use of inferential and narrative language, and vocabulary knowledge — Minimal evidence • Develop awareness of the segments of sounds in speech and how they link to letters — Strong evidence • Teach students to decode words, analyze word parts, and write and recognize words — Strong evidence • Ensure that each student reads connected text every day to support

		reading accuracy, fluency, and comprehension — Moderate evidence Practice Guide: <i>Providing Reading Interventions for Students in Grades 4–9</i> (WWC, 2022) • Build students’ decoding skills so they can read complex multisyllabic words — Strong evidence • Provide purposeful fluency-building activities to help students read effortlessly — Strong evidence • Routinely use a set of comprehension-building practices to help students make sense of the text — Strong evidence • Provide students with opportunities to practice making sense of stretch text — Moderate evidence These recommendations were built into the program by embedding explicit phonemic awareness and phonics instruction to develop sound-symbol correspondence and decoding skills, systematic word analysis routines that extend into multisyllabic decoding, fluency-building through repeated readings of connected text, scaffolded vocabulary and comprehension instruction, and structured opportunities for students to engage with increasingly complex texts with teacher support. The district will support and monitor implementation of this program by providing professional learning on the Reading Horizons Elevate intervention model, including decoding, fluency, vocabulary, and comprehension routines; offering coaching cycles and PLCs to refine practice; and monitoring implementation through fidelity checks and progress-monitoring data reviews to ensure alignment with WWC recommendations.
Really Great Reading		Really Great Reading Intervention Program does not meet strong, moderate, or promising levels of evidence under WWC criteria;

		however, the following WWC Practice Guide recommendations support the program: Practice Guide: <i>Foundational Skills to Support Reading for Understanding in Kindergarten Through 3rd Grade</i> (WWC, 2016) • Teach students academic language skills, including the use of inferential and narrative language, and vocabulary knowledge — Strong evidence • Develop awareness of the segments of sounds in speech and how they link to letters — Strong evidence • Teach students to decode words, analyze word parts, and write and recognize words — Strong evidence • Ensure that each student reads connected text every day to support reading accuracy, fluency, and comprehension — Moderate evidence Practice Guide: <i>Providing Reading Interventions for Students in Grades 4–9</i> (WWC, 2022) • Build students’ decoding skills so they can read complex multisyllabic words — Strong evidence • Provide purposeful fluency-building activities to help students read effortlessly — Strong evidence • Routinely use a set of comprehension-building practices to help students make sense of the text — Strong evidence • Provide students with opportunities to practice making sense of stretch text — Strong evidence These recommendations were built into the program by embedding systematic instruction aligned to the science of reading: explicit phonemic awareness and phonics routines that build decoding skills; layered instruction in academic vocabulary, inferencing, and narrative language to support comprehension; daily use of connected text for fluent word recognition; structured practice with multisyllabic and complex words; intentional
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		fluency-building routines; and scaffolded progression into more challenging “stretch” texts with supportive scaffolds. The district will support and monitor implementation of this program by providing professional learning on the Really Great Reading structured literacy model—including modules on decoding, fluency, vocabulary, and comprehension routines; offering coaching cycles and PLCs for teachers to develop and refine practice; conducting fidelity checks tied to WWC-aligned instructional components; and reviewing progress-monitoring data regularly to ensure effectiveness and guide adjustments to intervention delivery.
Students with Disabilities		
Name of Program	ESSA Evidence Level	Verbiage (as needed)
Amira- Teacher Led Small Group	Promising Evidence	
English Language Learners		
Name of Program	ESSA Evidence Level	Verbiage (as needed)
Amira- Teacher Led Small Group	Promising Evidence	
Lexia English- Teacher Led Small Group		See Tier 2 for verbiage.
For K-3 students who have a substantial deficiency in reading or characteristics of dyslexia, identify the multisensory interventions provided. For K–3 students who demonstrate a substantial deficiency in reading or who exhibit characteristics of dyslexia, the district provides multisensory, structured literacy interventions that are explicit, systematic, and cumulative. These programs actively engage visual, auditory, and kinesthetic-tactile pathways to strengthen phonological awareness, decoding, and encoding. Examples include: • Really Great Reading – students manipulate letter tiles, use arm and hand motions for segmenting/blending, and integrate oral reading with guided writing. • Reading Horizons Discovery – students engage in sky-writing, tracing, and phonics-based word building with cumulative practice in reading and spelling. • Orton-Gillingham Approach – students trace letters while verbalizing sounds, tap/clap phonemes, and apply structured phonics routines to both decoding and encoding.		

The district supports fidelity of implementation through professional learning, coaching, and ongoing monitoring.

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

Data analysis of intervention data is a continuous process for the MTSS team (Guidance, Reading Coach, administrator, teachers). Analysis of Tier 3 interventions takes place monthly even though data is collected every ten days in the intervention. Tier 3 interventions are observed for fidelity and alignment with standards through weekly reading walkthroughs, classroom observations, and anecdotal data collected by reading coaches and teachers.

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

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

- Providing instruction to grade 3 students who score Level 1 on the statewide, standardized ELA assessment;
- Implementing evidence-based explicit, systematic and multisensory reading instruction in phonemic awareness, phonics, fluency, vocabulary and comprehension; and
- Providing instruction by a highly effective teacher endorsed or certified in reading.
 - *Note: Instructional personnel who possess a literacy micro-credential **may not** be assigned to these students.*

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

Summer Reading Camps for Retained Grade 3 Students

Schedule:

June 9-July 24, 2025, Monday-Thursday 8:00-2:00

Evidence-Based Instructional Materials to be used, as defined in [20 U.S.C. s. 7801\(21\)\(A\)\(i\)](#): All district Summer Reading Camp teachers are highly effective and reading endorsed/certified.

i-Ready diagnostic and instruction path

The Phonics for Reading

Amira: Amira Learning®

Alternative Assessment Used:

SAT10 (45th percentile), Amira (50th percentile), iReady (50th percentile)

Additional Information (optional):

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

Summer Reading Camps for Students in Grades K-5

Will the district implement this option?

☐ Yes

☒ No

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

Grades 6-8

8. Grades 6-8 Assessments

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

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

Additional Assessment(s)				
Name of the Assessment	Target Audience (Grades 6-8) (Select all that apply.)	What component of reading is assessed? (Select all that apply.)	Assessment Type (Select all that apply.)	How often is the data collected?
Sonday System	☒ 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
iReady	☒ 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.

In summer guidance, coaches and administration evaluate each student's previous year's MTSS data within the Branching Minds Platform to determine the appropriate MTSS placement for the upcoming school year. Student scores below a level 3. Student has low growth AND low performance. In **addition to FAST**, all students in reading intervention courses take the **iReady diagnostic** at the beginning of the year. Students scoring **below the 10th percentile** on iReady are flagged as at-risk and used as supporting data in triangulation to ensure FAST is **not the sole indicator** of need.

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

1. Walkthroughs and observations of classrooms
 - a. Led by district leadership (Dir of Curr and Learning, Asst Superintendent, District Learning Team)
 - b. Includes School Admin and Literacy Coaches
 - c. Focused on overall data and looking for specific needs
2. Individualized School Improvement Plans (SIP)
 - a. Customized with specific, measurable goals and timelines
 - b. Includes non-negotiables for instructional practice and leadership actions
3. High-Frequency Data Collection
 - a. Bi-weekly walks using calibrated observation tools and Learning Walk Model
4. Accountability checkpoints
 - a. Monthly district level reviews with school leaders
5. Leadership capacity building
 - a. Targeted PL for school leaders on instructional leadership and data use.
 - b. Building a Peer Coaching Network
6. Professional Learning
 - a. Embed planning per grade level or content area to ensure a depth of knowledge of curriculum and standards
 - b. Build in modeling as necessary for teachers
 - c. Provide feedback based on walkthroughs

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

1. Monthly MTSS meetings
 - a. Attended by literacy coaches, counselors and intervention teachers.
 - b. Focused on reviewing progress of targeted students, classrooms, or grade levels
 - c. Includes follow up on Tier 2 actions and analysis of persistent challenges
2. Targeted Data Reviews

- a. Discussions with teachers
- 3. Instructional coaches' assignments
 - a. Work more intensively with specific teachers
 - b. Includes modeling lessons, co-planning and providing feedback cycles.
- 4. Review of Intervention Logs and Lesson Plans
 - a. Reading coaches and/or administrators regularly review Tier 2 intervention logs and lesson plans. This review helps determine instructional effectiveness, ensure alignment with core curriculum, and assess the fidelity of implementation.
- 5. Classroom Walkthroughs During Intervention Blocks
 - a. Reading coaches and administrators conduct focused classroom walkthroughs during intervention time to gather evidence of instructional practices and student engagement. These observations help determine whether students are responding to the targeted instruction as intended.
- 6. Analysis of Student Progress Data
 - a. Student performance data is routinely reviewed to assess whether students receiving Tier 2 support are making adequate progress toward grade-level proficiency. This data informs adjustments to instruction, grouping, and intensity of interventions as needed.
 - b.

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

- 1. Bi-weekly monitoring and support check-ins
 - a. By School admin, literacy coaches, school counselors, district learning team or assistant Superintendent.
 - b. Focused on urgent issues, progress on Tier Action Plans and immediate next steps.
- 2. High Frequency Data Collection
 - a. Scheduled weekly walkthroughs using calibrated tools
 - b. frequent progress monitoring of student data (fluency, behavior, attendance)
- 3. Intensive Coaching Modeling
 - a. Includes co-teaching, lesson planning and modeling, and real-time feedback

Grades 6-8 Decision Tree
Tier 1 (Core) Only
Beginning of Year Data
Students must meet the following criteria at the beginning of the school year: (Enter assessment criteria that will be used.) Student scores a level 3,4, or 5 on PM 3 ELA FAST from previous year.
List performance criteria the at indicate Tier 1 is sufficient for at least 80% of students. • FAST ELA: score a level 3 or above on PM 3 • And/or FAST ELA Level 2 and/or above 50% percentile on projections PM 1 current year

- And/or score consistently above 70% average on classroom assessments in reading

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

1. Walkthroughs and observations of classrooms
 - a. Led by district leadership (Dir of Curr and Learning, Asst Superintendent, District Learning Team)
 - b. Includes School Admin and Literacy Coaches
 - c. Focused on overall data and looking for specific needs
2. Individualized School Improvement Plans (SIP)
 - a. Customized with specific, measurable goals and timelines
 - b. Includes non-negotiables for instructional practice and leadership actions
3. High-Frequency Data Collection
 - a. Bi-weekly walks using calibrated observation tools and Learning Walk Model
4. Accountability checkpoints
 - a. Monthly district level reviews with school leaders
5. Leadership capacity building
 - a. Targeted PL for school leaders on instructional leadership and data use.
 - b. Building a Peer Coaching Network
6. Professional Learning
 - a. Embed planning per grade level or content area to ensure a depth of knowledge of curriculum and standards
 - b. Build in modeling as necessary for teachers
 - c. Provide feedback based on walkthroughs

Core Instruction

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

Name of Program	Year of Program Adoption
McGraw Hill-Study Sync	2021-2022

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

- Student scores a level 2 on PM3 prior year.
- And/or current year PM1 and PM 2 Student has less than a years projected growth by looking at the K-12 Lift reports and percentile rankings AND low performance (Level 2).
- And/or consistently scores below 70% on classroom assessments.

Tier 1 Instruction + Tier 2 Interventions		
Beginning of Year Data		
Students who meet the following criteria at the beginning of the school year: (Enter assessment criteria that will be used.) • Level 2 on FAST ELAPM 3 prior year. • And/or FAST ELA PM1 at 30th percentile or below. • And/or consistently scores below 70% on classroom assessments.		
Number of times per week interventions are provided: 2 times per week Number of minutes per intervention session: 30 minutes Course(s) where interventions take place: Students meeting criteria for Tier 2 interventions will be enrolled in M/J Intensive Reading 1,2, or 3.		
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)
iReady		i-Ready Intervention Program does not meet strong, moderate, or promising levels of evidence as a stand-alone “program” under WWC criteria; however, the following WWC Practice Guide Recommendation(s) support the program: Practice Guide: <i>Providing Reading Interventions for Students in Grades 4–9</i> (WWC, 2022) • Build students’ decoding skills so they can read complex multisyllabic words — Strong evidence • Provide purposeful fluency-building activities to help students read effortlessly — Strong evidence • Routinely use a set of comprehension-building practices to help students make sense of the text — Strong evidence • Provide students with opportunities to practice making sense of stretch text — Strong evidence These recommendations were built into the program by embedding systematic, data-driven lessons that target multisyllabic decoding and word analysis, incorporating fluency practice through repeated reading and modeling, building comprehension

		through scaffolded strategy instruction, and providing opportunities for students to engage with increasingly complex stretch texts with teacher support. The district will support and monitor implementation of this program by offering professional learning on i-Ready's intervention routines, including decoding, fluency, comprehension, and vocabulary strategies; facilitating coaching cycles and PLCs for teachers to refine practice; monitoring implementation through fidelity checks aligned to WWC recommendations; and reviewing progress-monitoring data at regular intervals to guide instructional adjustments.
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)
TeachTown		TeachTown does not meet strong, moderate, or promising levels of evidence; however, the following WWC Practice Guide Recommendations support the program: Providing Reading Interventions for Students in Grades 4–9 (WWC, 2022) • Recommendation 1 (Strong Evidence): Build students' decoding skills so they can read complex multisyllabic words. • Recommendation 2 (Strong Evidence): Provide purposeful fluency-building activities to help students read grade-appropriate text with accuracy, automaticity, and prosody. • Recommendation 3 (Strong Evidence): Provide purposeful opportunities for students to read and comprehend grade-level text and

		engage in practices that build comprehension strategies. • Recommendation 4 (Moderate Evidence): Provide opportunities for students to practice with challenging texts, supported by appropriate scaffolding (“stretch texts”). These recommendations were built into the program by embedding systematic, explicit instruction, task-analytic sequencing of skills, comprehension routines, fluency-building practice, and structured opportunities for vocabulary and discussion. TeachTown’s secondary modules also integrate reinforcement, modeling, and scaffolding that align with ABA-based strategies and WWC guidance for struggling readers. The district will support and monitor implementation of this program by providing ongoing coaching and fidelity checks, embedding progress monitoring aligned to FAST and other diagnostic measures, and integrating TeachTown data reports into MTSS decision-making. This will include professional learning opportunities focused on explicit vocabulary instruction, comprehension strategy routines, and structured use of TeachTown modules in Tier 2 and Tier 3 settings.
English Language Learners		
Name of Program	ESSA Evidence Level	Verbiage (as needed)
Amira	Promising Evidence	
Lexia Power Up	Promising	
Lexia English		Lexia English Language Development does not meet strong, moderate, or promising levels of evidence as a stand-alone “program” under WWC criteria; however, the following WWC Practice Guide Recommendation(s) support the program:

		Practice Guide: <i>Teaching Academic Content and Literacy to English Learners in Elementary and Middle School</i> (WWC, 2014) • Teach a set of academic vocabulary words intensively across several days using a variety of instructional activities — Strong evidence • Integrate oral and written English language instruction into content-area teaching — Strong evidence • Provide regular, structured opportunities to develop written language skills — Moderate evidence • Provide small-group instructional interventions to students struggling in areas of literacy and English language development — Strong evidence These recommendations were built into the program by embedding explicit vocabulary instruction and practice across multiple contexts, integrating oral and written language instruction within academic content, scaffolding student writing through structured tasks, and delivering targeted, small-group supports for English learners who require additional intervention. The district will support and monitor implementation of this program by providing professional learning focused on the use of Lexia English to deliver structured oral language, vocabulary, and writing instruction; facilitating coaching cycles and PLCs to refine teacher practice; monitoring implementation fidelity through classroom observations; and reviewing progress-monitoring data regularly to adjust supports for English learners in alignment with WWC recommendations.
Performance criteria that prompt the addition of Tier 3 interventions for students not meeting expectations/benchmarks during the school year: • Student scores a level 1 on FAST ELA in PM3 prior year • And/or FAST ELA PM 1 or PM 2 scores at 20% or below. • And/or Consistently scoring below 60% on Classroom assessments		

Tier 1 Instruction + Tier 2 Interventions + Tier 3 Intensive Interventions		
Beginning of Year Data		
Students who meet the following criteria at the beginning of the school year: (Enter assessment criteria that will be used.) • Student scores a level 1 on FAST ELA in PM3 prior year • And/or FAST ELA PM 1 or PM 2 scores at 20% or below. • And/or Students exhibiting characteristics of dyslexia. (By using the iReady test and screener)		
Number of times per week interventions are provided: 3 times a week. Number of minutes per intervention session: 30 minutes Course(s) where interventions take place: Students meeting criteria for Tier 1 instruction and Tier 2 interventions will be enrolled in M/J Intensive Reading 1,2, or 3.		
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		Verbiage (as needed)
iReady Toolbox Teacher Led Small Group		See verbiage in Tier 2.
IXL Skills Jam Teacher Led Small Group Instruction		IXL Group Jams does not meet strong, moderate, or promising levels of evidence as a stand-alone “program” under WWC criteria; however, the following WWC Practice Guide Recommendation(s) support the program: Practice Guide: <i>Improving Adolescent Literacy: Effective Classroom and Intervention Practices</i> (WWC, 2008) • Provide explicit vocabulary instruction — Strong evidence • Provide direct and explicit comprehension strategy instruction — Strong evidence • Provide opportunities for extended discussion of text meaning and interpretation — Moderate evidence • Increase student motivation and engagement in literacy learning — Moderate evidence • Make intensive and individualized interventions available for struggling readers — Strong evidence These recommendations were built into the program by offering interactive, teacher-led sessions where students collaboratively practice literacy skills in real time. Group Jams increase motivation and engagement through game-like participation, allow teachers to explicitly model strategies while monitoring student responses, and provide structured opportunities for discussion and immediate feedback to deepen comprehension.

		The district will support and monitor implementation of this program by providing professional learning on how to use Group Jams to reinforce Tier 1 instruction, facilitating PLCs to share strategies for integrating Group Jams with classroom instruction, and monitoring usage and outcomes through teacher observation and IXL reporting features to ensure alignment with WWC recommendations.
Achieve 3000 Teacher Led Small Group	Strong Evidence	
Indicate the evidence-based programs and/or practices implemented for students with a disability, students with an IEP and students who are English language learners, as applicable. Add additional rows as needed.		
Students with Disabilities		
Name of Program	ESSA Evidence Level	Verbiage (as needed)
TeachTown Teacher Led Small Group		See verbiage in Tier 2.
English Language Learners		
Name of Program	ESSA Evidence Level	Verbiage (as needed)
Reading Fluency and Comprehension Instructional Practices		Reading Fluency and Comprehension Instructional Practices does not meet strong, moderate, or promising levels of evidence; however, the following WWC Practice Guide Recommendation(s) support the program: Providing Reading Interventions for Students in Grades 4–9, Recommendation(s) Routinely use a set of comprehension building practices to help students make sense of the text (strong evidence). These recommendations are implemented through explicit and systematic instruction focused on fluency and comprehension aligned to the science of reading. Some of the resources that are used to support this work are the iXL group jams, and CommonLit.org. The district will support and monitor implementation of this instructional practice through intervention walkthroughs, data chats, and MTSS problem solving meetings, including coaching cycles and B.E.S.T. ELA Standards Communities of Practice for professional learning.
Lexia Power Up Teacher Led Small Group	Strong	Lexia PowerUp Literacy does not meet strong, moderate, or promising levels of evidence as a stand-alone “program” under WWC criteria; however, the following WWC Practice Guide Recommendation(s) support the program:

		Practice Guide: <i>Providing Reading Interventions for Students in Grades 4–9</i> (WWC, 2022) • Build students’ decoding skills so they can read complex multisyllabic words — Strong evidence • Provide purposeful fluency-building activities to help students read effortlessly — Strong evidence • Routinely use a set of comprehension-building practices to help students make sense of the text — Strong evidence • Provide students with opportunities to practice making sense of stretch text — Strong evidence These recommendations were built into the program by embedding adaptive lessons that target gaps in word study and multisyllabic decoding, fluency practice through repeated and scaffolded readings, structured comprehension routines that guide students in making meaning from increasingly complex texts, and personalized pathways that gradually increase text difficulty to provide stretch text opportunities with embedded supports. The district will support and monitor implementation of this program by providing professional learning on the use of Lexia PowerUp’s adaptive instructional model, including decoding, fluency, and comprehension routines; facilitating PLCs and coaching to help teachers integrate program data into small-group instruction; monitoring fidelity of implementation through classroom observations and usage reports; and conducting regular reviews of progress-monitoring data to ensure students are responding to intervention in alignment with WWC recommendations.
What procedures are in place to identify and solve problems to improve effectiveness of Tier 3 interventions? 1. Bi-weekly monitoring and support check-ins a. By School admin, literacy coaches, school counselors, district learning team or assistant Superintendent. b. Focused on urgent issues, progress on Tier Action Plans and immediate next steps.		

2. High Frequency Data Collection
 - a. Scheduled weekly walkthroughs using calibrated tools
 - b. frequent progress monitoring of student data (fluency, behavior, attendance)
3. Intensive Coaching Modeling
 - a. Includes co-teaching, lesson planning and modeling, and real-time feedback

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?
Sonday System	☒ 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
iReady	☒ 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

Additional Assessment(s)				
Name of the Assessment	Target Audience (Grades 9-12)	What component of reading is assessed? (Select all that apply.)	Assessment Type (Select all that apply.)	How often is the data collected?
	(Select all that apply.)			
				☐ Other
Achieve 3000	☒ 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.

During the summer guidance, coaches and administration evaluate each student's previous year MTSS data to determine the appropriate MTSS placement for the upcoming school year. After the first set of data in the fall, the school based MTSS team will meet with each teacher to evaluate every student and determine the appropriate course of action. After this initial meeting, the school based MTSS team meets with each teacher at least monthly to monitor the intervention and additional needs.

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

1. Walkthroughs and observations of classrooms
 - a. Led by district leadership (Dir of Curr and Learning, Asst Superintendent, District Learning Team)
 - b. Includes School Admin and Literacy Coaches
 - c. Focused on overall data and looking for specific needs
2. Individualized School Improvement Plans (SIP)
 - a. Customized with specific, measurable goals and timelines
 - b. Includes non-negotiables for instructional practice and leadership actions
3. High-Frequency Data Collection
 - a. Bi-weekly walks using calibrated observation tools and Learning Walk Model
4. Accountability checkpoints
 - a. Monthly district level reviews with school leaders
5. Leadership capacity building
 - a. Targeted PL for school leaders on instructional leadership and data use.
 - b. Building a Peer Coaching Network
6. Professional Learning

- a. Embed planning per grade level or content area to ensure a depth of knowledge of curriculum and standards
- b. Build in modeling as necessary for teachers
- c. Provide feedback based on walkthroughs

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

1. Monthly MTSS meetings
 - a. Attended by literacy coaches, counselors and intervention teachers.
 - b. Focused on reviewing progress of targeted students, classrooms, or grade levels
 - c. Includes follow up on Teir 2 actions and analysis of persistent challenges
2. Targeted Data Reviews
 - a. Discussions with teachers
3. Instructional coaches' assignments
 - a. Work more intensively with specific teachers
 - b. Includes modeling lessons, co-planning and providing feedback cycles.

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

1. Bi-weekly monitoring and support check-ins
 - a. By School admin, literacy coaches, school counselors, district learning team or assistant Superintendent.
 - b. Focused on urgent issues, progress on Tier Action Plans and immediate next steps.
2. High Frequency Data Collection
 - a. Scheduled weekly walkthroughs using calibrated tools
 - b. frequent progress monitoring of student data (fluency, behavior, attendance)
3. Intensive Coaching Modeling
 - a. Includes co-teaching, lesson planning and modeling, and real-time feedback

Grades 9-12 Decision Tree
Tier 1 (Core) Only
Beginning of Year Data
Students must meet the following criteria at the beginning of the school year: (Enter assessment criteria that will be used.) Level 3 or higher on FAST assessment.
List performance criteria that indicate Tier 1 is sufficient for at least 80% of students. • • FAST ELA: score a level 3 or above on PM 3 • And/or FAST ELA Level 2 and/or above 50% percentile on projections PM 1 current year • And/or score consistently above 70% average on classroom assessments in reading
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?

Classroom Observations by school admin and Reading Coaches. Data Chats, MTSS meetings and Data analysis. School level literacy team meetings. Monthly instructional team meetings with school admin, coaches & district personnel to analyze i-Ready data, classroom observation data, and to develop action plans.		
Core Instruction Indicate the core curriculum utilized. Add additional rows as needed.		
Name of Program	Year of Program Adoption	
McGraw Hill- Study Sync	2021-2022	
Performance criteria that prompt the addition of Tier 2 interventions for students not meeting expectations/benchmarks during the school year: • Student scores a level 2 on PM3 prior year. • And/or current year PM1 and PM 2 Student has low/less than a years projected growth AND low performance (Level 2). • And/or consistently scores below 70% on classroom assessments.		
Tier 1 Instruction + Tier 2 Interventions		
Beginning of Year Data		
Students who meet the following criteria at the beginning of the school year: (Enter assessment criteria that will be used.) • Level 2 on FAST ELA PM 3 prior year. • And/or FAST ELA PM1 at 30th percentile or below. • And/or consistently scores below 70% on classroom assessments.		
Number of times per week interventions are provided: 2-3 times Number of minutes per intervention session: 30 minutes Course(s) where interventions take place: Students meeting criteria for Tier 1 instruction and Tier 2 interventions will be enrolled in an Intensive Reading Course		
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)
Achieve 3000	ESSA Level 1: Strong Evidence	<u>Evidence</u>
iXL (Grades 9-12)		iXL Language Arts does not meet strong, moderate or promising levels of evidence; however, the following WWC Practice Guide Recommendation(s) support the program: Improving Adolescent Literacy: Effective Classroom and Intervention Practices, Recommendation 1: Providing explicit vocabulary instruction, Promising Evidence; Recommendation 5: Make available intensive

		and individualized interventions for struggling readers that can be provided by trained specialists, Promising Evidence. These recommendations were built into the program through the diagnostic testing and individualized practice it provides for students. The program generates personalized learning pathways for students' individual areas of need, offering practice for students in context as well as content for teachers to use in direct instruction. Additionally through the ongoing progress monitoring in the program, teachers can use this data to deliver targeted support and adjust instruction based on data trends, based on skill specific needs. The district will support and monitor implementation of this program by conducting data chats and observational walkthroughs, and bi-weekly meetings with the Reading coach.
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)
TeachTown		TeachTown does not meet strong, moderate, or promising levels of evidence; however, the following WWC Practice Guide Recommendations support the program: Providing Reading Interventions for Students in Grades 4–9 (WWC, 2022) • Recommendation 1 (Strong Evidence): Build students' decoding skills so they can read complex multisyllabic words. • Recommendation 2 (Strong Evidence): Provide purposeful fluency-building activities to help students read grade-appropriate text with accuracy, automaticity, and prosody. • Recommendation 3 (Strong Evidence): Provide purposeful opportunities for students to read and comprehend grade-level text

		and engage in practices that build comprehension strategies. Recommendation 4 (Moderate Evidence): Provide opportunities for students to practice with challenging texts, supported by appropriate scaffolding (“stretch texts”). These recommendations were built into the program by embedding systematic, explicit instruction, task-analytic sequencing of skills, comprehension routines, fluency-building practice, and structured opportunities for vocabulary and discussion. TeachTown’s secondary modules also integrate reinforcement, modeling, and scaffolding that align with ABA-based strategies and WWC guidance for struggling readers. The district will support and monitor implementation of this program by providing ongoing coaching and fidelity checks, embedding progress monitoring aligned to FAST and other diagnostic measures, and integrating TeachTown data reports into MTSS decision-making. This will include professional learning opportunities focused on explicit vocabulary instruction, comprehension strategy routines, and structured use of TeachTown modules in Tier 2 and Tier 3 settings.
English Language Learners		
Name of Program	ESSA Evidence Level	Verbiage (as needed)
Amira	Promising Evidence	
Lexia Power Up	Strong	
Lexia English		Lexia English Language Development does not meet strong, moderate, or promising levels of evidence as a stand-alone “program” under WWC criteria; however, the following WWC Practice Guide Recommendation(s) support the program:

		Practice Guide: <i>Teaching Academic Content and Literacy to English Learners in Elementary and Middle School</i> (WWC, 2014) • Teach a set of academic vocabulary words intensively across several days using a variety of instructional activities — Strong evidence • Integrate oral and written English language instruction into content-area teaching — Strong evidence • Provide regular, structured opportunities to develop written language skills — Moderate evidence • Provide small-group instructional interventions to students struggling in areas of literacy and English language development — Strong evidence These recommendations were built into the program by embedding explicit vocabulary instruction and practice across multiple contexts, integrating oral and written language instruction within academic content, scaffolding student writing through structured tasks, and delivering targeted, small-group supports for English learners who require additional intervention. The district will support and monitor implementation of this program by providing professional learning focused on the use of Lexia English to deliver structured oral language, vocabulary, and writing instruction; facilitating coaching cycles and PLCs to refine teacher practice; monitoring implementation fidelity through classroom observations; and reviewing progress-monitoring data regularly to adjust supports for English learners in alignment with WWC recommendations.
Performance criteria that prompt the addition of Tier 3 interventions for students not meeting expectations/benchmarks during the school year: • Student scores a level 1 on FAST ELA in PM3 prior year • And/or FAST ELA PM 1 or PM 2 scores at 20% or below. • And/or Consistently scoring below 60% on Classroom assessments		

Tier 1 Instruction + Tier 2 Interventions + Tier 3 Intensive Interventions		
Beginning of Year Data		
Students who meet the following criteria at the beginning of the school year: (Enter assessment criteria that will be used.) • Student scores a level 1 on FAST ELA in PM3 prior year • And/or FAST ELA PM 1 or PM 2 scores at 20% or below. • And/or Students exhibiting characteristics of dyslexia.		
Number of times per week interventions are provided: 3 Number of minutes per intervention session: 30 minutes Course(s) where interventions take place: Interventions will take place in either a Research Course or 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		Verbiage (as needed)
Sonday System	Does not meet	Sonday System does not meet strong, moderate or promising levels of evidence; however, the following What Works Clearinghouse (WWC) Practice Guide Recommendation(s) support the program: Reading for Understanding in Kindergarten through Third Grade, Recommendation 2: Develop awareness of the segments of sounds in speech and how they link to letters, Strong Evidence; and Recommendation 3: Teach students to decode words, analyze word parts, and write and recognize words, Strong Evidence. These recommendations were built into the program by explicit, systematic instruction for phonological awareness, decoding, and encoding practice. The district will support and monitor implementation of this program by conducting monthly data chats and observational walkthroughs with the school reading coach and administrator.
Indicate the evidence-based programs and/or practices implemented for students with a		
Students with Disabilities		
Name of Program	ESSA Evidence Level	Verbiage (as needed)
Sonday System		See verbiage above.

TeachTown		TeachTown does not meet strong, moderate, or promising levels of evidence; however, the following WWC Practice Guide Recommendations support the program: Providing Reading Interventions for Students in Grades 4–9 (WWC, 2022) • Recommendation 1 (Strong Evidence): Build students’ decoding skills so they can read complex multisyllabic words. • Recommendation 2 (Strong Evidence): Provide purposeful fluency-building activities to help students read grade-appropriate text with accuracy, automaticity, and prosody. • Recommendation 3 (Strong Evidence): Provide purposeful opportunities for students to read and comprehend grade-level text and engage in practices that build comprehension strategies. • Recommendation 4 (Moderate Evidence): Provide opportunities for students to practice with challenging texts, supported by appropriate scaffolding (“stretch texts”). These recommendations were built into the program by embedding systematic, explicit instruction, task-analytic sequencing of skills, comprehension routines, fluency-building practice, and structured opportunities for vocabulary and discussion. TeachTown’s secondary modules also integrate reinforcement, modeling, and scaffolding that align with ABA-based strategies and WWC guidance for struggling readers. The district will support and monitor implementation of this program by providing ongoing coaching and fidelity checks, embedding progress monitoring
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		aligned to FAST and other diagnostic measures, and integrating TeachTown data reports into MTSS decision-making. This will include professional learning opportunities focused on explicit vocabulary instruction, comprehension strategy routines, and structured use of TeachTown modules in Tier 2 and Tier 3 settings.
Amira Teacher Led Small Group	Promising Evidence	
Lexia English Teacher Led Small Group		See verbiage in Tier 2.
What processes and procedures are in place to identify and solve problems to improve effectiveness of Tier 3 interventions? - Bi-weekly monitoring and support check-ins - By School admin, literacy coaches, school counselors, district learning team or assistant Superintendent. - Focused on urgent issues, progress on Tier Action Plans and immediate next steps. - High Frequency Data Collection - Scheduled weekly walkthroughs using calibrated tools - frequent progress monitoring of student data (fluency, behavior, attendance) - Intensive Coaching Modeling - Includes co-teaching, lesson planning and modeling, and real-time feedback		

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 FEFP earn a certification, a credential, an endorsement or an advanced degree in scientifically researched and evidence-based reading instruction;

- Differentiate and intensify professional learning for teachers based on progress monitoring data;
- Identify mentor teachers and establish model classrooms within the school; and
- Ensure that time is provided for teachers to meet weekly for professional learning.

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

Name of Professional Learning	Target Audience	Description
MTSS System Training	All Elementary, MS/HS Intervention Teachers	This will walk through our newly designed MTSS system and how to support and document the interventions given. This includes sharing the purpose of MTSS systems and what to do when interventions are not working.
Explicit Instruction	Differentiated for those who need it based on walkthrough data and student data	What explicit instruction involves, how to plan for it, and how to ensure the components of the gradual release model are occurring.
Differentiation and Scaffolding		How to meet the needs of ALL students during Tier 1 interventions.
Systematic phonics Instruction	PreK-2 Teachers	This will be the how and why phonics systems are built to be systematic and explicit. Why the fidelity of implementation is VITAL to student achievement. So often, the how and why aren't discussed and teachers who don't understand then take shortcuts only because of their "perception" of value.
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. Teachers have access to the Florida Early Learning Professional Development Registry for online classes to enhance their learning in areas of their choosing. The Early Learning Coalition does trainings for certain areas that we have difficulty in or updated topics pertaining to Pre-K throughout the year. Every five years teachers must update their required certifications provided by the early learning coalition, and every three years they must recertify their CDA.		
Differentiated Professional Learning Describe how professional learning is differentiated and intensified for teachers based on progress monitoring data.		

During Summer Instructional Team meetings, 2024-25 data will be analyzed to identify teachers in need of extended training and support. The district learning team and literacy coaches will work with these teachers to provide the training needed in area of need. Each quarter, data will be reevaluated to identify need.

Mentor Teachers

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

Mentor teachers will be identified as those being effective or highly effective for 3+ years, and are Clinical Ed certified. A focus will be on teachers who want to grow their practice as leaders through coaching. One of the District Learning Team's goals is to build a Peer Coaching Network. This will include model classrooms and supporting teachers' observations of these model classrooms. This is part of our PL Calendar.

Professional Learning Time

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

Teachers meet once per week during their common planning time per grade level for Professional Learning. This year, our focus will be on supporting the MTSS system through explicit, systematic, differentiated, scaffolding, and corrective feedback. Coaches will tie this information to the rollout of the clear MTSS system and the curriculum and resource support needed. Teachers will also have one day per quarter that all common grade level, or common content area teachers will spend focused on professional learning specific to the needs of that group. This will include PL and time for teachers to implement and plan. Walkthroughs will be scheduled that day for observations and feedback to occur based on the learning.

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

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.

Written Notification: Parents are notified in writing when their child is identified as having a substantial reading deficiency. This notification includes information about the deficiency and the services the school district is providing to the student.

Monthly Updates: After the initial notification, the school provides monthly updates to the parent on the student's progress in response to the intensive reading interventions and supports.

Individualized Plans: Students identified with a substantial reading deficiency must be covered by a federally required student plan, such as an individual educational plan (IEP) or an individualized progress monitoring plan (IPMP).

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).

New Worlds Reading Initiative: This program notifies the parents of eligible students about opportunities to receive free books and resources to support reading at home².

Partnering with Families for Early Language and Literacy: This initiative provides research-based strategies for educators to improve how they partner with families for children’s language and literacy development³.

Read at Home Plan (K-5) The “Read at Home” plan is a strategy designed to support students’ reading development outside of the classroom. It typically includes:

Guidance for Parents: Information on how they can assist their child’s reading development at home.

Resources Connected to Reading Components: Materials and activities related to oral language, phonological awareness, phonics, fluency, vocabulary, and comprehension.

Assessment Data: Sharing the child’s universal screener and diagnostic results to tailor the support effectively.

Learning Experiences: Activities that parents can do at home with their child to support reading skills development.

The plan is part of a broader reading improvement strategy and includes resources like the New Worlds Reading Initiative, which provides free books to eligible students to encourage reading at home and information on characteristics of Dyslexia and Dyscalculia.

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:

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.

The district uses student performance data, principal feedback, and the Marzano Teacher Evaluation Model to inform instructional staff assignments. Professional learning for teachers in K-2 are based on the above as well as observational needs. Gilchrist County is committed to refining its hiring practices ensuring our youngest learners have access to the most impactful teachers, in accordance with state expectations and our mission of academic excellence for every student. Mentor teachers, district learning team coordinators (PreK and K Coordinator, Elementary Coordinator as well as the MTSS/ESOL Coordinators) are supporting Literacy Coaches at both elementary schools to build a strong foundation from PreK-2 with best reading and educational practices. Highly Effective, ESOL and ESE certified teachers are being assigned to K-2 classes to ensure students are receiving the support they need in their foundational years. A system of instruction is being modeled along with a support system of coaching and professional learning have been developed to support these teachers.

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
SLB	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.
SLB	b. All students identified with a substantial deficiency in reading are covered by a 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.
SLB	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.

SLB	d. Each school has a literacy leadership team consisting of a school administrator, literacy coach, media specialist and a lead teacher, as applicable.	56
SLB	e. All literacy coaches in the district meet the minimum qualifications described in Rule 6A-6.053(4), F.A.C.	
SLB	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.	
SLB	g. Literacy coaches are assigned to schools with the greatest need based on student performance data in reading.	
SLB	h. Time is provided for teachers to meet weekly for professional learning, including lesson study and professional learning communities.	
SLB	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: Suzanne Beck Date: 10/14/2025