

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	Tiffany Howard	howard_t@hcsb.k12.fl.us	352-797-7000
Data Element	Jessie Jones	jones_j1@hcsb.k12.fl.us	352-707-7000
Third Grade Promotion	Tiffany Howard	howard_t@hcsb.k12.fl.us	352-797-7000
Multi-Tiered System of Supports	Kelly Downey	downey_k@hcsb.k12.fl.us	352-797-7000
Assistant Superintendent of Teaching & Learning	Gina Michalicka	michalicka_g@hcsb.k12.fl.us	352-797-7000
Supervisor of Assessment & Accountability	Jennifer Merschbach	merschback_j@hcsb.k12.fl.us	352-797-7000
Supervisor of Literacy, Intervention, & Elementary Academic Programs	Kelly Downey	downey_k@hcsb.k12.fl.us	352-797-7000
Reading Endorsement/Professional Learning	Paula Clark	clark_p@hcsb.k12.fl.us	352-797-7000
3 rd grade Summer Reading Camp	Tiffany Howard	mailto:howard_t@hcsb.k12.fl.us	352-797-7000
Director of Federal Programs	Megan Schlechter	schlechter_m@hcsb.k12.fl.us	352-797-7000

2) District Expenditures

Comprehensive System of Reading Instruction Expenditures ([Rule 6A-6.053\(9\)\(b\)3.b., F.A.C.](#))

The reading funding included in the Florida Education Finance Program (FEFP) base funding is intended to provide comprehensive reading instruction to students in prekindergarten (PreK) through grade 12. Districts will include salaries and benefits, professional learning, assessment, programs/materials, tutoring and incentives required to

effectively implement the district's plan. The expenditures must prioritize Voluntary Prekindergarten (VPK) students who have a substantial deficiency in early literacy skills and K-3 students who have a substantial reading deficiency or characteristics of dyslexia.

Charter schools must utilize their proportionate share in accordance with ss. [1002.33\(7\)\(a\)2.a.](#), [1003.4201](#) and [1008.25\(3\)\(a\)](#), F.S. *Note: All intensive reading interventions specified by the charter must be delivered by a teacher who has a literacy micro-credential or is certified or endorsed in reading.*

Comprehensive System of Reading Instruction Expenditures	Amount	FTE
Elementary Expenses		
Literacy coaches	172,815.32	2
Intervention teachers	0	
Scientifically researched and evidence-based supplemental instructional materials	370,045.22	
Third grade summer reading camps	145,700	
Summer reading camps	0	
Secondary Expenses		
Literacy coaches	174,181.06	2
Intervention teachers	0	
Scientifically researched and evidence-based supplemental instructional materials	154,019	
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	67,500	
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	0	
Family engagement activities	5,000	
Other – Please Describe. Add additional rows as needed.		
High school ELA Summer Bootcamp	15,200	
Estimated Sum of Expenditures	1,104,460.60	

3) Literacy Leadership – District and School

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

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

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

FAST				
Grade	Previous School Year – % of Students Scoring	Goal for Plan Year – % of Students Scoring	Previous School Year – % of Students Scoring	Goal for Plan Year – % of Students Scoring
	Urgent Intervention <10 th percentile	Urgent Intervention <10 th percentile	At & Above Benchmark 40 th percentile & above	At & Above Benchmark 40 th percentile & above
VPK	0%	0%	97%	98%

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

Staff will be trained in the Strive for Five Framework to improve Oral Language skills. Staff will also continue using the Heggerty Phonemic Awareness program during Tier 1 Instruction as well as an intervention when appropriate. We will continue to promote the New Worlds Reading Initiative for students that qualify. We have also added literacy center activities to include manipulatives that bring a multisensory approach to literacy instruction.

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	16%	15%	58%	62%
1	23%	21%	62%	65%
2	22%	20%	53%	55%
3	17%	15%	61%	63%
4	20%	18%	57%	59%
5	18%	16%	58%	60%
6	16%	14%	60%	62%
7	17%	15%	57%	59%
8	14%	12%	60%	62%
9	17%	15%	56%	58%
10	19%	17%	50%	53%

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	FAST-3 times year iReady-3 times year Formal Walkthroughs-approximately once a year Informal Walkthroughs-based on school needs & data	FAST-3 times year iReady-3 times year Formatives/classroom assessments-ongoing Administrative walkthroughs-5-6 per year
Actions for continuous support and improvement	District level data chats with administrators to develop action plans. Data and problem solving MTSS monthly meetings.	Data chats admin/teacher and teacher/student. Sharing of data at leadership meetings and during PLCs. MTSS problem solving meetings.
Grades 6-8	District Level	School Level
Data that will be collected and frequency of review	FAST-3 times year iReady-3 times year Formal Walkthroughs-approximately once a year Informal Walkthroughs-based on school needs & data	FAST-3 times year iReady-3 times year Formatives/classroom assessments-ongoing Administrative walkthroughs-5-6 per year
Actions for continuous support and improvement	District level data chats with administrators to develop action plans. Data and problem solving MTSS monthly meetings.	Data chats admin/teacher and teacher/student. Sharing of data at leadership meetings and during PLCs. MTSS problem solving meetings.
Grades 9-12	District Level	School Level
Data that will be collected and frequency of review	FAST-3 times year Formal Walkthroughs-approximately once a year Informal Walkthroughs-based on school needs & data	FAST-3 times year Formatives/classroom assessments-ongoing Administrative walkthroughs-5-6 per year
Actions for continuous support and improvement	District level data chats with administrators to develop action plans. Data and problem solving MTSS monthly meetings.	Data chats admin/teacher and teacher/student. Sharing of data at leadership meetings and during PLCs.

		MTSS problem solving meetings.
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2. Describe what has been revised to improve literacy outcomes for students in the district's CERP based upon the District CERP Reflection Tool and a root-cause analysis of student performance data.

Moving into year 2 of the adoption of new ELA curriculum, teacher input will guide necessary revisions to our curriculum maps. Tier 1 instruction will continue to be supported through Facilitated Lesson Planning and fidelity of implementation will be monitored through district formal and informal walkthroughs. Through Facilitated Lesson Planning teachers will receive job-embedded professional learning driven by student progress monitoring data, as well as walkthrough data.

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

Principals facilitate data chats at various levels, including full staff data chats in staff meetings, as well as principal/teacher data chats. During these chats, implementation can be discussed.

Principals conduct 5-6 informal and formal observations/evaluations annually. Principals may also complete informal and formal walkthroughs with district staff and district coaches. As a result of the variety of walkthroughs, next steps for improvement can be identified.

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

Principals collect and utilize data in a variety of ways. Assessment data and/or progress monitoring data is reviewed as part of the facilitated planning process. These planning sessions are supported by the administrative team at each school, a site-based coach, if applicable, and/or the district reading coach. This data is used to determine the learning needs of students and to drive instructional decisions.

Data is also used during data chats and during a district walkthrough to help develop next steps and action plans.

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?

The literacy coach model will be communicated to principals during a principal meeting. Additionally, it is reviewed/revisited during data chats and post-walkthroughs to determine the most appropriate ways for the coach to provide support for the school.

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

There are monthly coach cadre meetings, during which time coaches engage in a book study and receive professional development. Our SRLD takes part in these monthly meetings, providing coaching support as well. Our coaches also attend monthly BSI regional webinars and SRLD Opportunities to Learn webinars, when their schedules permit. They also participate in training and conferences, such as the Florida Literacy Association conference, as well as Just Read, Florida trainings, when space allows.

Hernando County routinely sends coaches to be trained in the Literacy Coach Endorsement Boot Camp.

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

The district monitors prioritizing high impact activities through the use of monthly coach meetings, data chats, walkthroughs, as well as through coaching logs.

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

Megan Schlechter and Tiffany Howard monitor monthly coaching logs and as needed. We discuss the trends during our Curriculum, Instruction & Assessment meetings to make informed decisions. The coach model is also discussed during district walkthroughs and data chats, as it relates to coaching supports for next steps. We also conduct informal walkthroughs with site-based literacy coaches.

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

Time and effort logs in conjunction with student data is used to determine coaching effectiveness and adjust coaching support from there.

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?

Through the use of adopted core curriculum, the 6 components of reading will be aligned to the B.E.S.T. Standards during the 90 minute reading block for elementary and through a class period for secondary. Curriculum maps/pacing guides are used to ensure fidelity of implementation of the curriculum. Acceleration of student learning is a foundational component of the tier 1 instruction for all students.

Lesson planning and various data points will be utilized to differentiate instruction based on student needs, ensuring the ESE and ELL students receive Tier 2 and Tier 3 interventions over and above Specially Designed Instruction in accordance with IEPs. Furthermore, the district assessment plan encompasses a variety of assessments.

Elementary-Benchmark Advance

Benchmark Advance is the core curriculum in ELA for grade K-5 for all students and it is supported by ESSA Level 3 & 4 evidence. It is used for 90 minutes of uninterrupted reading instruction that includes explicit, systematic, and differentiated instruction in both whole group and small group instruction. Supplemented with Curriculum Associates iReady Instructional Path.

Middle School- McGraw Hill, Florida Study Sync

Teachers will utilize Study Sync's Close and Independent Reading work together to help students build effective habits for analyzing and responding to complex texts. Whole group and collaborative structures will be incorporated into weekly routines. Supplemented with Curriculum Associates iReady.

PreAP English 1 & 2 College Board Resources published as model lessons by Advanced Placement College Board

Areas of focus: Reading closely complex literary and informational text, valuing and incorporating textual evidence in writing and speaking, and noticing language choices. College Board-aligned to Florida B.E.S.T. benchmarks per crosswalk document.

High School- Savvas MyPerspectives

All reading lists and/or reading materials will be taken from the Core Curriculum and/or the B.E.S.T. Benchmark reading list.

Instruction at all levels is a blended learning model, where students work in a digital platform, as well as with textbooks. All of the core curriculums provide a digital learning platform to support and enhance students' literacy instruction.

Support is provided by district and site-based reading coaches and implementation is monitored through informal walkthroughs, formal walkthroughs, and district data chats. Facilitated planning sessions are provided to increase the deliberate and intentional teaching of literacy instruction.

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.

Assessment:

The Hernando County School District coordinates with the statewide VPK Program and the Hernando County School District Pre-K Program to provide the FAST STAR Early Literacy to all students who will enter Kindergarten the following year. Learning deficiencies in all Pre-K programs are identified and will go through the Problem-Solving Process with MTSS teacher, school site administration, and classroom teachers. This problem-solving process will indicate small groups and early interventions in the areas that make up Early Literacy. The FAST STAR Early Literacy will be used one additional time between each of the 3 mandatory assessment windows to progress monitor the fidelity of the intervention and change as necessary based on data.

Standards:

Florida Early Learning Developmental Standards

All VPK and ESE Pre K teachers receive the following trainings on the standards: Florida Early Learning and Developmental Standards, FAST STAR Early Literacy Training, Emergent Literacy Skills Training through the DCF Portal And on-going support from the Early Learning Specialist

The district conducts informal walkthroughs to ensure that instruction meets the needs of all learners. The Classroom Assessment Scoring System) Assessment/Observation is conducted once a year. The Early Learning Specialist receives reports and reviews with the school's administrative team and teachers to develop an action plan and support in the areas needed.

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

Curriculum, Instruction & Support: Three Cheers for Pre-K is used in the VPK Classrooms. A Curriculum Map is provided each year to guide instruction for classroom teachers. There are coordinated efforts from the classroom to the families regarding activities and tips that can be done at home to support and enhance instruction at home.

The ESE Pre-K classrooms uses Teaching Strategies from Creative Curriculum.

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

VPK and ESE Pre-K use the Heggerty Phonemic Awareness supplemental instructional materials to provide intervention for students having a substantial deficiency in early literacy skills.

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				
Name of the Assessment	Target Audience	What component of reading is assessed?	Assessment Type	How often is the data collected?
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 Diagnostic	☐ 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
Mondo Oral Language Screener	☐ VPK ☐ PreK ☒ Grade K ☒ Grade 1 ☒ Grade 2 ☒ Grade 3 ☒ Grade 4 ☒ Grade 5 ☐ All Students ☐ Select Students	☒ Oral Language ☐ Phonological Awareness ☐ Phonics ☐ Fluency ☐ Vocabulary ☐ Comprehension	☒ Screening ☐ Progress Monitoring ☐ Diagnostic ☐ Summative	☐ Weekly ☐ 2 x Month ☐ Monthly ☐ Quarterly ☐ 3 x Year ☐ Annually ☒ As Needed ☐ Other

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

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

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

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

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

Tier 3 interventions must be provided to students identified as having a substantial reading deficiency.

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

Using the decision trees below and multiple data points to include current and historical data, MTSS teachers review progress monitoring data during a problem-solving meeting with teachers and all appropriate stakeholders to identify students needing interventions. Data is also reviewed for students who were retained in 3rd grade to ensure that interventions are put into place. The same process is also used during these meetings as stated above. When interventions are needed, a progress monitoring plan is created within our data management system to monitor the fidelity and effectiveness of the intervention.

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

Using the decision trees below and multiple data points to include current and historical data, MTSS teachers review progress monitoring data during a problem-solving meeting with teachers and all appropriate stakeholders to identify students needing interventions. When interventions are needed, a progress monitoring plan is created within our data management system to monitor the fidelity and effectiveness of the intervention.

3. Students with Characteristics of Dyslexia ([Rule 6A-6.053\(7\), F.A.C.](#))

Students who have characteristics of dyslexia must be covered by one of the plans described in [s. 1008.25\(4\)\(b\), F.S.](#), and parents must be consulted in the development of the plan.

3a. Describe the district's process (i.e., actionable steps) for identifying grades K-3 students with characteristics of dyslexia. Tier 3 interventions must be provided to students identified as having characteristics of dyslexia.

The district will utilize the dyslexia screener within the iReady diagnostic assessment suite. If the student is identified as exhibiting the characteristics of dyslexia, then, the student will immediately be scheduled for a problem-solving meeting to review the data, discuss next steps such as referral for further assessments and providing appropriate Tier 3 interventions.

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

When students complete the iReady diagnostic, a report is pulled which identifies students having a reading difficulty indicator. These students are then individually assessed by a teacher using the Early Literacy Tasks to further screen for characteristics of dyslexia and the specific domain of reading they are struggling with.

4. For grades K-5, what processes and procedures are in place to identify and solve problems to improve effectiveness of Tier 1 instruction?

During Problem-Solving meetings, we analyze FAST data and i-Ready Diagnostic data to review effectiveness reports from our student data management system. This information is coupled with informal and formal walkthroughs, observations, and data chats with administration from each school to determine the effectiveness of Tier 1. Through the MTSS framework we are able to identify targeted benchmarks for student performance outcomes, analyze progress monitoring within all tiers of instruction, and provide professional learning as needed.

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

Data is collected and reviewed monthly to monitor the effectiveness of Tier 2 interventions. MTSS problem-solving meetings are also used to review data, fidelity, and intervention effectiveness.

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

Data is collected and reviewed weekly/bi-weekly to monitor the effectiveness of Tier 3 interventions. MTSS problem-solving meetings are also used to review data, fidelity, and intervention effectiveness.

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: Following PM1 assessment, the scores below indicate a student is progressing within the Tier 1 curriculum. Students will continue to receive differentiated instruction within the Tier 1 instructional block to meet needs of students. Students must be the following criteria at the beginning of the year: Kindergarten only: FAST above 650 and/or FAST achievement level 3 and above 1st grade: iReady above 375 (30th percentile) and/or FAST PM3 prior year levels 3-5 and/or FAST above 25th percentile and/or FAST achievement level 3 and above 2nd grade: iReady above 421(30th percentile) and/or FAST PM3 prior year levels 3-5 and/or FAST above 25th percentile and/or FAST achievement level 3 and above 3rd grade: iReady above 461 (30th percentile) and/or FAST PM3 prior year levels 3-5 and/or FAST current year achievement level 3 and above 4th grade: iReady above 500 (30th percentile) and/or FAST PM3 prior year levels 3-5 and/or FAST current year achievement level 3 and above 5th grade: iReady above 525 (30th percentile) and/or FAST PM3 prior year levels 3-5 and/or FAST current year achievement level 3 and above	
List performance criteria that indicate Tier 1 instruction is sufficient for at least 80% of students. IReady: Winter Spring K 354 (30th percentile) 376 (30th percentile) 1 404 (30th percentile) 422 (30th percentile) 2 451 (30th percentile) 474 (30th percentile) 3 484 (30th percentile) 499 (30th percentile) 4 517 (30th percentile) 523 (30th percentile) 5 539 (30th percentile) 546 (30th percentile) FAST and/or FAST PM2 and PM3 achievement levels 3 and above.	
Core Instruction	
Indicate the core instructional materials utilized. Add additional rows as needed.	
Name of Program	Year of Program Adoption
Benchmark Advance	2026
Additional performance criteria that prompt Tier 2 interventions for students not meeting expectations/benchmarks during the school year: Earning an i-Ready diagnostic score falling below the 30th percentile and/or a FAST score below proficient would prompt a problem-solving meeting to determine the need for the addition of Tier 2 interventions. The Mondo Oral Language assessment data is used to determine if language interventions are needed for students scoring below proficiency or below a score of 7 in Kindergarten or a score of below 15 in all other grade levels. During problem-solving meetings, multiple data points to include historical data and current data are considered.	

Tier 1 Instruction + Tier 2 Interventions		
Beginning of Year Data		
Students who meet the following criteria at the beginning of the school year: Kindergarten only: FAST between 625-650 1st grade: iReady below 375, but above 355 and/or FAST between 10th – 24th percentile and/or prior year FAST achievement level below level 3 2nd grade: iReady below 421, but above 400 and/or FAST between 10th – 24th percentile and/or prior year FAST achievement level below level 3 3rd grade: iReady below 461, but above 443 and/or FAST PM3 level 1-2 and/or prior year FAST achievement level below level 3 4th grade: iReady below 500, but above 461 and/or FAST PM3 level 1-2 and/or prior year FAST achievement level below level 3 5th grade: iReady below 523, but above 489 and/or FAST PM3 level 1-2 and/or prior year FAST achievement level below level 3		
Number of times per week interventions are provided: 3 times per week Number of minutes per intervention session: 20-30 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	ESSA Evidence Level	Verbiage (as needed)
i-Ready Personalized Instruction Reading	Moderate	
Magnetic Reading	Moderate	
Magnetic Reading Foundations	Moderate	
Lindamood-Bell Phoneme Sequencing (LiPs)	Promising	
Sound Partners-Struggling Readers	Strong	
Quick Reads-Struggling Readers	Strong	
i-Ready Toolbox		i-Ready Toolbox 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(s) 2, provide direct and explicit comprehension strategy instruction (strong evidence). These recommendation(s) were built into the program by providing direct, explicit instruction in 12 different reading strategies. The district will support and monitor implementation of this program by conducting informal and formal

		observations and providing coaching, modeling, and professional development of the program components.
Heggerty Phonemic Awareness		Heggerty does not meet strong, moderate or promising levels of evidence; however, the following IES Practice Guide Recommendation(s) support the program: Assisting Students Struggling with Reading: Response to Intervention (RtI) and Multi-Tier Intervention in the Primary Grades, Recommendation(s) 3, provide intensive systematic instruction on up to three foundational reading skills in small groups to students who score below the benchmark score on universal screening (strong evidence). These recommendation(s) were built into the program by using explicit and systematic instruction in phonemic awareness, alphabetic knowledge, and phoneme-grapheme connections. The district will support and monitor implementation of this program by conducting informal and formal observations and providing coaching, modeling, and professional development of the program components.
Imagine Language & Literacy	Promising	
West Virginia Phonics		West Virginia Phonics Lessons does not meet strong, moderate or promising levels of evidence; however, the following WWC Practice Guide Recommendation(s) support the program: Assisting Students Struggling with Reading: Response to Intervention (RtI) and Multi-Tier Intervention in the Primary Grades, Recommendation(s) 3, provide intensive systematic instruction on up to three foundational reading skills in small groups to students who score below the benchmark score on universal screening (strong evidence). These recommendation(s) were built into the program by using explicit and systematic instruction in phonemic awareness, phonics, and reading fluency. The district will support and monitor implementation of this program by conducting informal and formal observations and providing coaching, modeling, and professional development of the program components.
Cars & Stars		Cars & Stars 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(s) 2, provide direct and explicit comprehension strategy instruction (strong evidence). These recommendation(s) were built into the program by providing direct, explicit instruction in 12 different reading strategies. The district will support and monitor implementation of this program by conducting informal and formal observations and providing coaching, modeling, and professional development of the program components.
Wordly Wise 3000		Wordly Wise 3000 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(s) 1: provide explicit vocabulary instruction. These recommendation(s) were built into the program by providing direct, explicit instruction in vocabulary strategies, engaging activities with peer sharing and interaction, and connected text that is differentiated to meet the needs of students are varying levels. The district will support and monitor implementation of this program by conducting informal and formal observations and providing coaching, modeling, and professional development of the program components.
Phonics for Reading		Phonics for Reading does not meet strong, moderate or promising levels of evidence; however, the following WWC Practice Guide Recommendation(s) support the program: Assisting Students Struggling with Reading: Response to Intervention (RtI) and Multi-Tier Intervention in the Primary Grades, Recommendation(s) 3, provide intensive systematic instruction on up to three foundational reading skills in small groups to students who score below the benchmark score on universal screening (strong evidence). These recommendation(s) were built into the program by using teacher-directed explicit and systematic instruction in phonics and reading fluency. The district will support and monitor implementation of this program by conducting informal and formal observations and providing coaching, modeling, and professional development of the program components.

UFLI Foundations		UFLI Foundations does not meet strong, moderate or promising levels of evidence; however, the following WWC Practice Guide Recommendation(s) support the program: Foundational Skills to Support Reading for Understanding in Kindergarten through 3rd Grade), Recommendation(s) 1: Teach students academic language skills, including the use of inferential and narrative language, and vocabulary knowledge (minimal evidence), 2: Develop awareness of the segments of sounds in speech and how they link to letters (strong evidence), 3: Teach students to decode words, analyze word parts, and write and recognize words (strong evidence), 4: Ensure that each student reads connected text every day to support reading accuracy, fluency, and comprehension (moderate evidence). These recommendation(s) were built into the program by a systematic approach to phonological awareness, phonics, and language conventions and explicitly teaching students the skills critical to reading comprehension and language proficiency. The district will support and monitor implementation of this program by conducting informal and formal observations and providing coaching, modeling, and professional development of the program components.
Benchmark Phonics Intervention	K-3 State Board Approved List	
Benchmark Advanced Fluency Intervention		Benchmark Advanced Fluency Intervention does not meet strong, moderate or promising levels of evidence; however, the following IES Practice Guide Recommendation(s) support the program: Foundational Skills to Support Reading for Understanding in Kindergarten-3 rd grade, Recommendation(s) 4, ensure students read connected texts every day to support reading accuracy, fluency and comprehension (moderate evidence). These recommendation(s) were built into the program by using explicit and systematic instruction in phonemic awareness, alphabetic knowledge, and phoneme-grapheme connections. The district will support and monitor implementation of this program by conducting informal and formal observations and providing coaching, modeling, and professional development of the program components.
Benchmark Advanced Phonological Awareness Intervention		Benchmark Advanced Phonological Awareness Intervention does not meet strong, moderate or promising levels of evidence; however, the

		following IES Practice Guide Recommendation(s) support the program: Assisting Students Struggling with Reading: Response to Intervention (RtI) and Multi-Tier Intervention in the Primary Grades, Recommendation(s) 3, provide intensive systematic instruction on up to three foundational reading skills in small groups to students who score below the benchmark score on universal screening (strong evidence). These recommendation(s) were built into the program by using explicit and systematic instruction in phonemic awareness, alphabetic knowledge, and phoneme-grapheme connections. The district will support and monitor implementation of this program by conducting informal and formal observations and providing coaching, modeling, and professional development of the program components.
Benchmark Advanced Comprehension Intervention		Benchmark Advanced Comprehension Intervention 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(s) 2, provide direct and explicit comprehension strategy instruction (strong evidence). These recommendation(s) were built into the program by providing direct, explicit instruction in 12 different reading strategies. The district will support and monitor implementation of this program by conducting informal and formal observations and providing coaching, modeling, and professional development of the program components.
Indicate the evidence-based programs and/or practices implemented for students with a disability, students with an IEP and students who are English language learners, if <u>used instead of or in addition to</u> programs above. Add additional rows as needed.		
Students with Disabilities		
Name of Program	ESSA Evidence Level	Verbiage (as needed)
Edmark Reading Kit 1		Edmark Reading Kit 1 does not meet the strong, moderate, or promising levels of evidence; however, the following WWC Practice Guide Recommendation(s) support the program: Foundational Skills to Support Reading for Understanding and vocabulary knowledge. Recommendation 3. Teach students to decode words, analyze word parts, and write and recognize words. Recommendation 4. Ensure that

		each student reads connected text every day to support reading accuracy, fluency, and comprehension. These recommendations were built into the program by explicit, systematic instruction, a highly repetitive word recognition method, and errorless learning. The district will support and monitor implementation of this program by conducting data chats and observational walkthroughs.
Edmark Reading Kit 2		Edmark Reading Kit 2 does not meet the strong, moderate, or promising levels of evidence; however, the following WWC Practice Guide Recommendation(s) support the program: Foundational Skills to Support Reading for Understanding and vocabulary knowledge. Recommendation 3. Teach students to decode words, analyze word parts, and write and recognize words. Recommendation 4. Ensure that each student reads connected text every day to support reading accuracy, fluency, and comprehension. These recommendations were built into the program by explicit, systematic instruction, a highly repetitive word recognition method, and errorless learning. The district will support and monitor implementation of this program by conducting data chats and observational walkthroughs.
Lindamood-Bell Phoneme Sequencing (LiPS)	Promising	
English Language Learners		
Name of Program	ESSA Evidence Level	Verbiage (as needed)
Imagine Language and Literacy	Promising	
For K-3 students who have a substantial deficiency in reading or characteristics of dyslexia, identify the multisensory strategies provided. Heggerty Phonemic Awareness, Lindamood-Bell Sequencing LIPS, Sound Partners, or UFLI Foundations all use a variety of methods from hand motions, manipulative, Elkonin boxes, with written and verbal responses within the interventions.		
Additional performance criteria that prompt Tier 3 interventions for students not meeting expectations/benchmarks during the school year: iReady diagnostic data continues to show performance of two or more grade levels below and 3 to 4 monthly iReady growth monitoring checks showing performance of two or more grade levels below.		

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: Kindergarten only: FAST below 10th percentile 1st grade: iReady below 355 (15th percentile) and/or FAST below 10th percentile and/or FAST level 1 prior year and/or previous year retention 2nd grade: iReady below 400 (18th percentile) and/or FAST below 10th percentile and/or FAST level 1 prior year and/or previous year retention 3rd grade: iReady below 443 (22nd percentile) and/or FAST PM1 below 20th percentile and/or FAST level 1 prior year and/or previous year retention 4th grade: iReady below 461 (15th percentile) and/or FAST PM1 current year below the 10th percentile and/or FAST prior year PM3 level 1 and/or previous year retention 5th grade: iReady below 489 (15th percentile) and/or FAST PM1 current year below the 10th percentile and/or FAST prior year PM3 level 1 and/or previous year retention		
Number of times per week interventions are provided: 2 times in addition to tier 2 Number of minutes per intervention session: 30 minutes		
Intensive, Individualized Instruction/Interventions Indicate the evidence-based programs and/or practices used for Tier 3 interventions and how the programs and practices are supported by strong, moderate or promising levels of evidence. Add additional rows as needed.		
Name of Program	ESSA Evidence Level	Verbiage (as needed)
Lindamood-Bell	Strong	
Sound Partners-Struggling Readers	Strong	
Quick Reads-Struggling Readers	Strong	
Magnetic Reading	Moderate	
Magnetic Reading Foundations	Moderate	
Heggerty Phonemic Awareness		See pg. 15
Sonday System		Orton-Gillingham Sonday System does not meet strong, moderate or promising levels of evidence; however, the following IES Practice Guide Recommendation(s) support the program: Assisting Students Struggling with Reading: Response to Intervention (RtI) and Multi-Tier Intervention in the Primary Grades, Recommendation(s) 3, provide intensive systematic instruction on up to three foundational reading skills in small groups to students who score below the benchmark score on universal screening (strong evidence). These recommendation(s) were built into the program by using multi-sensory, direct, explicit, structured

		and sequential phonics, vocabulary, and fluency instruction. The district will support and monitor implementation of this program by conducting informal and formal observations and providing coaching, modeling, and professional development of the program components.
West Virginia Phonics		See. pg. 15
Phonics for Reading		See pg. 16
UFLI Foundations		See pg. 17
UFLI Word Origins		UFLi Word Origins 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(s) 1: provide explicit vocabulary instruction. These recommendation(s) were built into the program by providing direct, explicit instruction in vocabulary strategies, engaging activities with peer sharing and interaction, and connected text that is differentiated to meet the needs of students are varying levels. The district will support and monitor implementation of this program by conducting informal and formal observations and providing coaching, modeling, and professional development of the program components.
Indicate the evidence-based programs and/or practices implemented for students with a disability, students with an IEP and students who are English language learners, if <u>used instead of or in addition to</u> programs above. Add additional rows as needed.		
Students with Disabilities		
Name of Program	ESSA Evidence Level	Verbiage (as needed)
Edmark Reading Kit 1 and 2		See verbiage in tier 2
Lindamood-Bell (LiPS)	Promising	
English Language Learners		
Name of Program	ESSA Evidence Level	Verbiage (as needed)
Carousel of IDEAS by Ballard & Tighe		Carousel of IDEAS does not meet strong, moderate, or promising levels of evidence; however, the following WWC Practice Guide Recommendation(s) support the program: WWC Practice Guide: Teaching Academic Content and Literacy to English Learners in Elementary and Middle School Recommendation(s):

		1. Teach a set of academic vocabulary words intensively across several days using a variety of instructional activities. (Level of Evidence: Strong) 2. Integrate oral and written English language instruction into content-area teaching. (Level of Evidence: Moderate) 3. Provide regular, structured opportunities to develop written language skills. (Level of Evidence: Minimal) 4. Provide small-group instructional intervention to students struggling in areas of literacy and English language development. (Level of Evidence: Strong) These recommendations were built into the program by Carousel of IDEAS' design, which offers comprehensive instruction in listening, speaking, reading, and writing for English learners. The program systematically builds academic vocabulary and language structures through scaffolded, leveled instruction. It integrates content and language objectives, promotes oral language development through guided conversations and practice, and supports writing development with structured tasks. The program also includes assessments to inform small-group instruction and differentiated support. The district will support and monitor implementation of this program by providing clear implementation guidelines, ensuring alignment with district ELD standards, and using built-in assessments to track student progress. Site and district leaders will conduct regular data reviews and classroom observations to support fidelity of implementation. This includes professional learning opportunities such as: • Initial training sessions on program components, instructional routines, and assessment use • Ongoing coaching to support instructional planning and differentiation • Access to Ballard & Tighe's implementation guides, teacher resources, and technical support
For K-3 students who have a substantial deficiency in reading or characteristics of dyslexia, identify the multisensory strategies provided. Lindamood-Bell, Sound Partners, Heggerty, UFLI Foundations and Sonday System all use variety of methods from hand motions, manipulative, Elkonin boxes, with written and verbal responses within the interventions.		

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 7, 2027-July 1, 2027 Student attend Monday through Thursday from 8:20-12:30 for a total of 1,000 minutes per week for 4 weeks.
Evidence-Based Instructional Materials to be used, as defined in 20 U.S.C. s. 7801(21)(A)(i): iReady instructional path, Tools for Instruction (Scaffolded Comprehension and Magnetic Reading Foundations (strong evidence)), Sonday System, Heggerty Phonemic Awareness and UFLi.
Alternative Assessment Used: iReady Diagnostic

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?
IReady Diagnostic	☒ 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
Oral Reading Fluency	☒ 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
Study Sync Assessment	☒ 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.

Using the decision trees below and multiple data points to include current and historical data, MTSS teachers review progress monitoring data during a problem-solving meeting with teachers and all appropriate stakeholders to identify students needing interventions. When interventions are needed, a progress monitoring plan is created within our data management system to monitor the fidelity and effectiveness of the intervention. The Study Sync assessment data is used to determine if language interventions are needed for students scoring below proficiency.

10. For grades 6-8, what processes and procedures are in place to identify and solve problems to improve the effectiveness of Tier 1 instruction?

Using FAST data 3 times per year and i-Ready Diagnostic 2-3 times per year, we are able to pull effectiveness reports from our student data management system. This information is coupled with informal and formal walkthroughs, observations, and data chats with administration from each school to determine the effectiveness of Tier 1. Based on the outcomes of these processes, professional learning opportunities, as well as coaching support, are provided to schools/teachers.

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

Using FAST data 3 times per year and i-Ready Diagnostic 2-3 times per year as well as monthly progress monitoring data, problem-solving teams meet to review the fidelity, effectiveness and implementation of intervention. This information is coupled with observation data and anecdotal data is reviewed to adjust interventions accordingly. During district MTSS meetings, rate of improvement and effectiveness data is reviewed monthly.

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

Using FAST data 3 times per year and i-Ready Diagnostic 2-3 times per year as well as bi-weekly progress monitoring data, problem-solving teams meet to review the fidelity, effectiveness and implementation of intervention. This information is coupled with observation data and anecdotal data is reviewed to adjust interventions accordingly. During district MTSS meetings, rate of improvement and effectiveness data is reviewed monthly.

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: FAST prior year PM 3 achievement level 3, 4, or 5 and/or FAST current year PM1 achievement level 2 or higher and/or 6th grade: iReady above 544 (30th percentile) 7th grade: iReady above 561 (30th percentile) 8th grade: iReady above 573 (30th percentile)	
List performance criteria that indicate Tier 1 is sufficient for at least 80% of students. iReady: Winter Spring 6th grade 555 (30th percentiles) 561 (30th percentiles) 7th grade 569 (30th percentiles) 574 (30th percentiles) 8th grade 583 (30th percentiles) 587 (30th percentiles) And/or FAST PM2 and PM3 achievement level 3 and above	
Core Instruction	
Indicate the core instructional materials utilized. Add additional rows as needed.	
Name of Program	Year of Program Adoption
McGraw Hill Study Sync	2026
Additional performance criteria that prompt Tier 2 interventions for students not meeting expectations/benchmarks during the school year: Earning an iReady diagnostic scale score below the 30th percentile and/or a FAST score below proficiency prompt a problem-solving meeting to determine the need for possible tier 2 intervention.	

Tier 1 Instruction + Tier 2 Interventions		
Beginning of Year Data		
Students who meet the following criteria at the beginning of the school year: FAST PM 3 achievement level 1 or 2 and/or 6th grade: iReady below 544, but above 523 7th grade: iReady below 561, but above 535 8th grade: iReady below 573, but above 548		
Number of times per week interventions are provided: 3 or more times per week in addition to Tier 1 Number of minutes per intervention session: 20-30 minutes Course(s) where interventions take place: Intensive Reading, Critical Thinking, or small group pull out		
Supplemental Instruction/Interventions		
Indicate the evidence-based programs and/or practices used for Tier 2 interventions and how the programs and practices are supported by strong, moderate or promising levels of evidence. Add additional rows as needed.		
Name of Program	ESSA Evidence Level	Verbiage (as needed)
i-Ready Personalized Instruction Reading	Moderate	

i-Ready Toolbox		i-Ready Toolbox 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(s) 2, provide direct and explicit comprehension strategy instruction (strong evidence). These recommendation(s) were built into the program by providing direct, explicit instruction in 12 different reading strategies. The district will support and monitor implementation of this program by conducting informal and formal observations and providing coaching, modeling, and professional development of the program components.
Barton Reading & Spelling System		Barton Reading & Spelling System 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) 1: build students’ decoding skills so they can read complex multisyllabic words (strong evidence). These recommendation(s) were built into the program by providing instruction in phonemic awareness, phoneme/grapheme correspondence, syllable types, probabilities and rules, and roots/affixes/morphology in an explicit, systematic, multisensory approach. The district will support and monitor implementation of this program by conducting informal and formal observations and providing coaching, modeling, and professional development of the program components.
Phonics for Reading		Phonics for Reading does not meet strong, moderate or promising levels of evidence; however, the following WWC Practice Guide Recommendation(s) support the program: Providing Reading Interventions for Students in Grades 4–9, Recommendation(s) 1, build students decoding skills so they can read complex multisyllabic words (strong evidence). These recommendation(s) were built into the program by using explicit and systematic instruction in phonics and reading fluency. The district will support and monitor implementation of this program by conducting informal and formal observations and providing coaching, modeling,

		and professional development of the program components.
Indicate the evidence-based programs and/or practices implemented for students with a disability, students with an IEP and students who are English language learners, if <u>used instead of or in addition to</u> programs above. Add additional rows as needed.		
Students with Disabilities		
Name of Program	ESSA Evidence Level	Verbiage (as needed)
Edmark Reading Kit 1 and 2		Edmark Reading Kit 1 does not meet the strong, moderate, or promising levels of evidence; however, the following WWC Practice Guide Recommendation(s) support the program: Foundational Skills to Support Reading for Understanding and vocabulary knowledge. Recommendation 3. Teach students to decode words, analyze word parts, and write and recognize words. Recommendation 4. Ensure that each student reads connected text every day to support reading accuracy, fluency, and comprehension. These recommendations were built into the program by explicit, systematic instruction, a highly repetitive word recognition method, and errorless learning. The district will support and monitor implementation of this program by conducting data chats and observational walkthroughs.
Lindamood-Bell (LiPS)	Promising	
English Language Learners		
Name of Program	ESSA Evidence Level	Verbiage (as needed)
Imagine Language and Literacy	Promising	
Additional performance criteria that prompt Tier 3 interventions for students not meeting expectations/benchmarks during the school year: Multiple progress monitoring points significantly below mastery using fluency checks; iReady diagnostic data continues to show performance of two or more grade levels below and/or performance below the 20 th percentile.		
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: Prior year FAST PM 3 achievement level 1 and/or fluency rate below 150 words per minute and/or 6th grade: iReady below 523 (20th percentile) 7th grade: iReady below 535 (20th percentile) 8th grade: iReady below 548 (20th percentile)		
Number of times per week interventions are provided: 2 times per week in addition to Tier 2 Number of minutes per intervention session: 30 minutes Course(s) where interventions take place: Intensive Reading		

Intensive, Individualized Instruction/Interventions		
Indicate the evidence-based programs and/or practices used for Tier 3 interventions and how the programs and practices are supported by strong, moderate or promising levels of evidence. Add additional rows as needed.		
Name of Program	ESSA Evidence Level	Verbiage (as needed)
Phonics for Reading		See pg. 16
Indicate the evidence-based programs and/or practices implemented for students with a disability, students with an IEP and students who are English language learners, if <u>used instead of or in addition to</u> programs above. Add additional rows as needed.		
Students with Disabilities		
Name of Program	ESSA Evidence Level	Verbiage (as needed)
English Language Learners		
Name of Program	ESSA Evidence Level	Verbiage (as needed)
Imagine language and Literacy Teacher Led Small Group	Promising	
Carousel of IDEAS by Ballard & Tighe		Carousel of IDEAS does not meet strong, moderate, or promising levels of evidence; however, the following WWC Practice Guide Recommendation(s) support the program: WWC Practice Guide: Teaching Academic Content and Literacy to English Learners in Elementary and Middle School Recommendation(s): 5. Teach a set of academic vocabulary words intensively across several days using a variety of instructional activities. (Level of Evidence: Strong) 6. Integrate oral and written English language instruction into content-area teaching. (Level of Evidence: Moderate) 7. Provide regular, structured opportunities to develop written language skills. (Level of Evidence: Minimal) 8. Provide small-group instructional intervention to students struggling in areas of literacy and English language development. (Level of Evidence: Strong) These recommendations were built into the program by Carousel of IDEAS' design, which offers comprehensive instruction in listening, speaking, reading, and writing for English learners. The program systematically builds academic vocabulary and language structures through scaffolded, leveled instruction. It

		integrates content and language objectives, promotes oral language development through guided conversations and practice, and supports writing development with structured tasks. The program also includes assessments to inform small-group instruction and differentiated support. The district will support and monitor implementation of this program by providing clear implementation guidelines, ensuring alignment with district ELD standards, and using built-in assessments to track student progress. Site and district leaders will conduct regular data reviews and classroom observations to support fidelity of implementation. This includes professional learning opportunities such as: • Initial training sessions on program components, instructional routines, and assessment use • Ongoing coaching to support instructional planning and differentiation Access to Ballard & Tighe’s implementation guides, teacher resources, and technical support
Sonday System		Orton-Gillingham Sonday System does not meet strong, moderate or promising levels of evidence; however, the following IES Practice Guide Recommendation(s) support the program: Assisting Students Struggling with Reading: Response to Intervention (RtI) and Multi-Tier Intervention in the Primary Grades, Recommendation(s) 3, provide intensive systematic instruction on up to three foundational reading skills in small groups to students who score below the benchmark score on universal screening (strong evidence). These recommendation(s) were built into the program by using multi-sensory, direct, explicit, structured and sequential phonics, vocabulary, and fluency instruction. The district will support and monitor implementation of this program by conducting informal and formal observations and providing coaching, modeling, and professional development of the program components.

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?
Power Up Literacy	☒ 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
Chalktalk Placement Test	☐ 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
ACT	☐ 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

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?
Oral Reading Fluency	☒ 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.

Using the decision trees below, MTSS teachers review progress monitoring data with teachers to identify students needing interventions. Statewide assessment data is reviewed to ensure any student with a level 1 or 2 is provided with interventions. After further diagnostic assessment with Lexia or Chalk Talk, student's scores are reviewed to identify students in need of Tier 3 services and the specific area(s) of need. Additionally, oral fluency data is used to determine the need for language interventions.

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

Using FAST data 3 times per year, we are able to pull effectiveness reports from our student data management system. This information is coupled with informal and formal walkthroughs, observations, and data chats with administration from each school to determine the effectiveness of Tier 1. Based on the outcomes of these processes, professional learning opportunities, as well as coaching support is provided to schools/teachers.

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

Using FAST data 3 times per year and Lexia or Chalk Talk data 2-3 times per year as well as monthly progress monitoring data, problem-solving teams meet to review the fidelity, effectiveness and implementation of intervention. This information is coupled with observation data and anecdotal data is reviewed to adjust interventions accordingly. During district MTSS meetings, rate of improvement and effectiveness data is reviewed monthly.

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

Using FAST data 3 times per year and Lexia or Chalk Talk data 2-3 times per year as well as bi-weekly progress monitoring data, problem-solving teams meet to review the fidelity, effectiveness and implementation of intervention. This information is coupled with observation data and anecdotal data is reviewed to adjust interventions accordingly. During district MTSS meetings, rate of improvement and effectiveness data is reviewed monthly.

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: Level 3 and above on FAST prior year PM3 and/or FAST PM1 current year level 2 or above and/or academic grades and/or where appropriate fluency data		
List performance criteria that indicate Tier 1 is sufficient for at least 80% of students. Passing grades (70 or higher) each nine weeks and/or Level 3 and above on FAST prior year PM3 and/or FAST PM1 current year level 2 or above and/or academic grades and/or where appropriate fluency data		
Core Instruction		
Indicate the core instructional materials utilized. Add additional rows as needed.		
Name of Program	Year of Program Adoption	
Savvas My Perspectives	2026	
Additional performance criteria that prompt Tier 2 interventions for students not meeting expectations/benchmarks during the school year: Academic grades below 70% and/or level 1 or 2 on FAST ELA		
Tier 1 Instruction + Tier 2 Interventions		
Beginning of Year Data		
Students who meet the following criteria at the beginning of the school year: Previous Level 1 or Level 2 on FAST PM 3 and/or Placement at the intermediate (3-5) level of Lexia and/or Placement at the 20th percentile or lower on the ACT/ChalkTalk		
Number of times per week interventions are provided: 3 or more times per week in addition to Tier 1 Number of minutes per intervention session: 20-30 minutes Course(s) where interventions take place: Intensive Reading, Critical Thinking, small group pull out		
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)
Lexia PowerUp Literacy	Promising	
Direct and Explicit Vocabulary and Comprehension Instruction		Direct and Explicit Vocabulary and Comprehension Instruction 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 Practice 1: Provide Explicit Vocabulary Instruction and 2: Provide direct and explicit comprehension Instruction; These recommendations were built into the program by providing explicit instruction in vocabulary and comprehension strategies with Chalk Talk resources. The district will support and monitor implementation of this program by conducting informal and formal observations and providing coaching, modeling, and professional development of the program components.
Eight Minutes to Fluency and Comprehension		Eight Minutes to Fluency and Comprehension 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) 3: provide purposeful fluency building activities to help students read effortlessly. These recommendation(s) were built into the program by providing explicit instruction in fluency strategies and engaging activities with peer practice. The district will support and monitor implementation of this program by conducting informal and formal observations and providing coaching, modeling, and professional development of the program components.
Wordly Wise 3000		Wordly Wise 3000 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(s) 1: provide explicit vocabulary instruction. These recommendation(s) were built into the program by providing direct, explicit instruction in vocabulary strategies, engaging activities with peer sharing and interaction, and connected text that is differentiated to meet the needs of students at varying levels. The district will support and monitor implementation of this program by conducting informal and formal observations and providing coaching, modeling, and professional development of the program components.

Indicate the evidence-based programs and/or practices implemented for students with a disability, students with an IEP and students who are English language learners, if <u>used instead of or in addition to</u> programs above. Add additional rows as needed.		
Students with Disabilities		
Name of Program	ESSA Evidence Level	Verbiage (as needed)
English Language Learners		
Name of Program	ESSA Evidence Level	Verbiage (as needed)
Rosetta Stone		Rosetta Stone does not meet strong, moderate, or promising levels of evidence; however, the following WWC Practice Guide Recommendation(s) support the program: WWC Practice Guide: Teaching Academic Content and Literacy to English Learners in Elementary and Middle School Recommendation(s): 1. Teach a set of academic vocabulary words intensively across several days using a variety of instructional activities. (Level of Evidence: Strong) 2. Integrate oral and written English language instruction into content-area teaching. (Level of Evidence: Moderate) 3. Provide regular, structured opportunities to develop written language skills. (Level of Evidence: Minimal) 4. Provide small-group instructional intervention to students struggling in areas of literacy and English language development. (Level of Evidence: Strong) These recommendations were built into the program by Rosetta Stone's design, which focuses on immersive, self-paced language learning that integrates vocabulary, reading, writing, listening, and speaking practice. The platform offers interactive, contextual learning scenarios and voice-recognition technology that supports oral language development. The structured, scaffolded lessons align with academic vocabulary instruction and literacy development strategies that support English learners. The district will support and monitor implementation of this program by establishing clear usage expectations (e.g., minimum weekly minutes), monitoring student engagement and progress via the Rosetta Stone administrator dashboard, and conducting regular review

		meetings with instructional staff. Site leaders will collect feedback to ensure instructional alignment and address any access or usage issues. This includes professional learning opportunities such as: • Initial onboarding sessions for teachers and support staff on Rosetta Stone's platform and instructional features • Ongoing coaching or PLC sessions focused on integrating Rosetta Stone into daily language support routines • Access to on-demand support materials and office hours provided by Rosetta Stone's customer success team
Additional performance criteria that prompt Tier 3 interventions for students not meeting expectations/benchmarks during the school year: Performance at the foundational level on Lexia and/or the 10th percentile or lower on the ChalkTalk Assessment and/or academic grades below 70% and/or FAST levels 1 and 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: Previous Level 1 or Level 2 on FAST PM 3 and/or Placement at the Foundational level of Lexia And/or Placement at the 10th percentile or lower on the ChalkTalk Assessment		
Number of times per week interventions are provided: 2 times in addition to tier 2 Number of minutes per intervention session: 30 minutes Course(s) where interventions take place: Intensive Reading		
Intensive, Individualized Instruction/Interventions Indicate the evidence-based programs and/or practices used for Tier 3 interventions and how the programs and practices are supported by strong, moderate or promising levels of evidence. Add additional rows as needed.		
Name of Program	ESSA Evidence Level	Verbiage (as needed)
Lexia Power Up Literacy Teacher Led Small Group	Promising	
Eight Minutes to Fluency and Comprehension		See tier 2 verbiage
Wordly Wise 3000 Teacher-Led Small Group		See tier 2 verbiage
Indicate the evidence-based programs and/or practices implemented for students with a disability, students with an IEP and students who are English language learners, if <u>used instead of or in addition to</u> programs above. Add additional rows as needed.		
Students with Disabilities		
Name of Program	ESSA Evidence Level	Verbiage (as needed)
English Language Learners		
Name of Program	ESSA Evidence Level	Verbiage (as needed)
Ballard & Tighe's Champion Program-Red Level Beginning-Early Intermediate		Ballard & Tighe's Champion Program - Red Level: Beginning - Early Intermediate (Entering/Emerging level) does not meet strong, moderate or promising levels of evidence; however, the following IES Practice Guide Recommendation(s) support the program: Improving Adolescent Literacy: Effective Classroom and Intervention Practices, Recommendation(s) 1, Provide extensive vocabulary instruction (promising evidence). These recommendation(s) were built into the program by using explicit and systematic instruction and providing high-quality

		vocabulary instruction throughout the day. The district will support and monitor implementation of this program by conducting informal and formal observations and providing coaching, modeling, and professional development of the program components.
Carousel of IDEAS by Ballard & Tighe		See pg. 29

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

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

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

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

Name of Professional Learning	Target Audience	Description
UFLI Foundations	PreK – Grade 2	UFLI Foundations is an explicit and systematic program created by the team at the University of Florida Literacy Institute. The program is designed to introduce students to the foundational reading skills necessary for proficient reading. Professional Learning is delivered in a face-to-face, hands-on session and follow up support is provided by reading coaches through modeled demonstrations and co-teaching as needed.
Scaffolding Training	PreK-12 Grade teachers	Ten interactive modules help every K-12 educator structure support in new ways, including knowing how to: • Gradually release responsibility to students through intentional and purposeful scaffolding • Design lessons and experiences that attend to the affective,

		metacognitive, and cognitive aspects of learning • Collect data before, during, and after learning, so we can place, move, and take away scaffolds with greater intention • Promote independence with front-end scaffolds, distributed scaffolds, back-end scaffolds, peer scaffolds, and fading scaffolds • Use a blend of demonstration, modeling, coaching, explaining, questioning and choice • Promote purposeful practice—in which learners know where they're going and how to get there
Reading Difficulties, Disabilities and Dyslexia	All teachers	This course provides information for K-12 general education and ESE teachers of students who face challenges with the mastery of reading skills. It clarifies the difference between various types of reading challenges and disabilities, including dyslexia. It provides information on assessment, data-based decision making and how teachers use those data to select appropriate interventions matched with student need. The course also includes information about multisensory and structured literacy approaches to instruction and other learning supports that can be implemented to ensure students access to standards-based content.
Science of Reading: An Introduction	All teachers	This introductory course provides information about the science of reading, how the reading brain develops, the importance of word recognition and language comprehension, and practical ways to incorporate the principles of the science of reading into instruction.
Structured Literacy through a Multi-Sensory Approach	All teachers	This course takes a deeper dive into structured literacy and multisensory approaches to instruction for all students and particularly for students with reading challenges. It is recommended that you complete the Reading Disabilities, Difficulties and Dyslexia course before starting this one.
Emergent Literacy Microcredential	PreK teachers	This course builds emergent literacy knowledge and skills with high-quality content and supports language and literacy

		requirements for the CDA professional portfolio.
Elementary Literacy Microcredential	PreK-Grade 5 teachers	Three-part course that supports instructional personnel in building foundational knowledge, applying instructional practices, and completing practical classroom application—all aligned with the science of reading.
Secondary Literacy Microcredential	6th-12th grade teachers	Three-part course that supports instructional personnel in building foundational knowledge, applying instructional practices, and completing practical classroom application—all aligned with the science of reading.
Reading Competency 2: Applications of Evidence Based Instructional Practices	All teachers	Reading competency 2 involves teachers understanding how writing, listening, and speaking support the teaching of reading, and how family involvement supports student achievement in reading ¹ . Teachers will scaffold student learning by applying the principles of research-based reading instruction and integrating the six components of reading
Reading Competency 3: Foundations and Application of Assessment	All teachers	Reading competency 3 focuses on assessment for teachers and principals ⁴⁵ . It covers topics such as writing, listening, speaking, and family involvement ¹ . Participants learn to select and administer appropriate assessments ²³ and analyze data to inform reading instruction ³
Reading Competency 4: Foundations and Application of Differentiated Instruction	All teachers	Reading competency 4 involves comprehending extended passages in single or multiple-text settings. Readers interpret nuances of language by considering the text as a whole ¹² . Teachers report on competencies using the Grading Progressions, which define knowledge and skills students will master on their pathway to proficiency ³ . The competency focuses on understanding how reader characteristics, motivation, purpose of reading, and text elements impact comprehension and student engagement ⁴⁵

Reading Competency 5: Demonstration of Accomplishment	All teachers	Reading Competency 5 is designed to enable participants to demonstrate knowledge of the components of reading, assessments, and data analysis. Participants will implement a comprehensive research-based reading plan of instruction for all students through a culminating practicum ¹² . The competency includes evidence-based reading instruction and intervention, such as explicit, systematic, and sequential approaches to reading instruction, phonological and phonemic awareness, decoding, and multisensory intervention strategies ³⁴⁵ .
B.E.S.T. Standards and Practices	All teachers by grade level	Training focuses on utilizing facilitated lesson planning to align instruction with B.E.S.T. standards, develop formatives and ensure rigor in classroom instruction.
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. Current PreK teachers are tracked to ensure they complete the Emergent Literacy Microcredential. They are encouraged to continue on to complete their Reading Endorsement. Funds are utilized to provide assistance with certification test expenses to ensure cost is not a barrier for the endorsement. Funds are also utilized to provide reimbursement to those teachers having to pay out of pocket to take reading endorsement courses.		
Differentiated Professional Learning Describe how professional learning is differentiated and intensified for teachers based on progress monitoring data. Schools utilize progress monitoring data regularly during their facilitated lesson planning sessions. During these sessions, areas of weakness are discussed and school level administrators work with the Supervisor of Elementary Curriculum and the Supervisor of Professional Learning to schedule targeted professional learning for grade level teams based on identified needs in data discussions. Both district reading coaches and school level instructional coaches provide intensive in classroom modeling and training to targeted groups of teachers. District level teams look at data district wide to determine overall areas of need and develop training to roll out to support school level administrative efforts to increase student achievement. District level school visits are conducted on a regular basis to review data progress, observe teaching practices in action and discuss next steps for improvement.		
Mentor Teachers Describe how mentor teachers are identified and how model classrooms are established and utilized within the school. Mentor teachers go through an application and selection process based on several factors including observations of teaching and evaluation rankings. Selected participants go through Clinical Educator Training and receive yearly ongoing training in highly effective coaching practices. School administrators assist in identifying subject area specific teachers that are able to be utilized as model classrooms for other teachers to observe during learning walks. Mentor teachers are required to take all mentees on at least two		

learning walks per year and go through the reflective process with them in discussing those things targeted during discussions. Mentor teachers are supported at each site by a Lead Mentor and District level Teacher on Assignment for Professional Learning. Both the lead mentor and TOSA provide additional support with learning walks in other schools as well as ongoing training for mentors.

Professional Learning Time

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

All school level administrators prioritize professional learning by requiring one meeting day a week for teachers to work on facilitated lesson planning and receive targeted professional learning identified by data needs. This time block occurs in different places in different buildings – for some schools it is before/after school time, for other schools it is scheduled during their planning time.

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
RASIE High School Tutoring	Brooksville Elementary K-2 Reading students and Winding Waters K-8 K-2 Reading students	Hernando High School & Weeki Wachee High School teaching academy students will provide reading tutoring to students at BES and WWK8.

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

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

A paper copy of the Read-At-Home plan, the B.E.S.T. Standards Parent Guide for K-8 and the New Worlds Reading Initiative flier is given to parents during the reading deficiency meeting held at each school site, along with reading deficiency letters. Third grade students receive another copy of the plan after AP2, along with the possible retention letter. The Read-At-Home plan, Parent Guide and New Worlds Reading Initiative information is also posted to the district website for all students/families to access. The Parent Academy will also provide support for family literacy initiatives.

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).

District will ensure that students enrolled in the summer bridge and third grade summer reading camp receive information about the New Worlds Reading Initiative. District and schools will continue to contact the Lastinger Center to support school-based literacy family nights as well as teacher professional learning events.

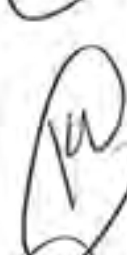
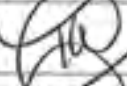
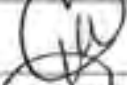
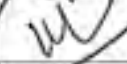
8) Highly Effective Teachers ([Rule 6A-6.053\(9\)\(b\)3.f., F.A.C.](#))

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

The district uses teacher evaluation data to identify highly effective educators. The district encourages placing highly effective teachers in K–2 classrooms, particularly in schools with low reading proficiency rates and high numbers of students identified with substantial reading deficiencies during individual school allocation meetings. Allocation meetings are attended by school administrators as well as Human Resource department staff.

9) Assurances (Rule 6A-6.053(9)(b)2., F.A.C.)

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

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

