

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	Tina Starling	starlingt@highlands.k12.fl.us	863-471-5651
Data Element	Carlee Brady	bradyc@highlands.k12.fl.us	863-471-5555
Third Grade Promotion	Carey Conner	connerc@highlands.k12.fl.us	863-471-5569
Multi-Tiered System of Supports	Kerry Terrell	terrellk@highlands.k12.fl.us	863-471-5567

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	534,286	5.60
Intervention teachers		
Scientifically researched and evidence-based supplemental instructional materials		
Third grade summer reading camps		
Summer reading camps		
Secondary Expenses		
Literacy coaches		
Intervention teachers		
Scientifically researched and evidence-based supplemental instructional materials		
PreK-Grade 12 Expenses		
Professional learning to help K-12 instructional personnel and certified PreK teachers earn a certification, a credential, an endorsement or an advanced degree in scientifically researched and evidence-based reading instruction		
Incentives for K-12 instructional personnel and certified PreK teachers who obtain the Reading Endorsement or Certification		
Incentives for PreK-12 instructional personnel who obtain an Emergent, Elementary or Secondary Literacy Micro-Credential		
Additional time per day of evidence-based intensive reading instruction for extended literacy learning (before or after school, summer, etc.)		
Tutoring programs to accelerate literacy learning		
Family engagement activities		
Other – Please Describe. Add additional rows as needed.		
Elementary LCRT extra hours	18,914	50 hours @9
Secondary LCRT extra hours	16,550	50 hours @7
Estimated Sum of Expenditures	569,750	

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	96	97
-----	---	---	----	----

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

VPK is provided at three of the nine elementary schools in the district. The systems for instructional materials, staff development, and home-to-school communication are reviewed annually, following an analysis of student performance data. For SY26-27, professional learning will be provided in scientifically researched and evidence-based reading instruction to continue to increase Kindergarten readiness.

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	19	17	50	59
1	21	18	61	64
2	20	17	51	57
3	16	14	59	63
4	18	14	59	63
5	14	12	59	63
6	17	15	56	62
7	21	17	52	62
8	22	18	51	60
9	22	18	50	60
10	21	17	53	61

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-STAR PM 3xyear - FAST PM 3xyear - DIBELS-8 Benchmark 3xyear	- FAST-STAR PM 3xyear - FAST PM 3xyear - DIBELS-8 Benchmark 3xyear - DIBELS-8 PM Monthly (T2/T3)
Actions for continuous support and improvement	- Data Review following each Benchmark/Progress Monitoring window - Literacy coaches/district discuss MTSS and potentially appropriate,	Student FAST and Benchmark data is reviewed with teachers quarterly.

	data-based interventions, monthly • Triad meetings for administrator and school-based team professional learning and application of benchmark aligned instruction (i.e., explicit, differentiated, scaffolded)	• School-based MTSS teams meet a minimum of monthly to review student intervention data (T2/T3). • Classroom walkthrough data is discussed with teachers at school-sites a minimum of monthly to ensure instruction and task(s) are grade-level appropriate and benchmark aligned.
Grades 6-8	District Level	School Level
Data that will be collected and frequency of review	• FAST PM 3 x yearly	• NWEA MAP assessment all students
Actions for continuous support and improvement	• Data Review following each Benchmark/Progress Monitoring window • Literacy coaches/district discuss MTSS and potentially appropriate, data-based interventions, monthly • Monthly triad meetings for administrator and team professional learning and application of BSI-aligned rubric	• School SIP Goals & Action Plan • Data Review following each Benchmark / Progress Monitoring window • Monthly building MTSS team meetings to review intervention data
Grades 9-12	District Level	School Level
Data that will be collected and frequency of review	• FAST PM 3 x yearly • StudySync benchmark 3x yearly	• NWEA MAP assessment all students grade 9 and 10
Actions for continuous support and improvement	• Data Review following each Benchmark/ Progress Monitoring window • Literacy coaches/district discuss MTSS and potentially appropriate, data-based interventions, monthly • Monthly triad meetings for administrator and team • professional learning and application of BSI-aligned rubric	• School SIP Goals & Action Plan • Data Review following each Benchmark / Progress Monitoring window • Monthly building MTSS team meetings to review intervention data

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.

Prior to the submission of the K-12 Comprehensive Evidence-Based Reading Plan (CERP), stakeholders reflect upon the current plan via the District CERP Reflection Tool and a root-cause analysis of student performance data. This guides changes to the following year's plan. For the 2025-26 plan, the most impactful feedback was the need for school-

based leaders to ensure continued support to classroom teachers on the implementation of B.E.S.T. Standards, especially for the primary grades in elementary schools, where early reading skills are foundational to long-term academic success, and on Tier 1 core literacy instruction in secondary schools, where reading grade-level complex texts proficiently is necessary in preparing students to fully participate in society.

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

School principals monitor plan implementation during leadership team meetings and regular participation in ELA / reading PLCs. School principals also meet with literacy coaches a minimum of twice monthly to monitor adherence to the reading plan, providing targeted support to teachers as needed.

The following standard of practice for reading walkthroughs is established at each school and communicated to principals during monthly principals' meetings:

- Frequent reading walkthroughs by the school administrators utilizing district and/or school determined walkthrough tool (adapted from the BSI Walkthrough instrument);
- Reading walkthroughs with district staff, school administrator(s), and site-based literacy coach during instructional reviews 1-2 x year;
- Additional district-school walkthroughs are scheduled based on a tiered system of support utilizing the district and/or school determined instructional walkthrough tool;
- School administrators meet at regularly scheduled times with site-based coaches to discuss progress based on student assessment and walkthrough data and how to implement adjustments effectively.

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.

School principals conduct quarterly progress monitoring meetings with teachers in Grades K-5 to review summative, formative, and progress monitoring assessment data. Student progress is discussed alongside the instruction and support needs of students (i.e., Tier 1 instruction + Tier 2/3 intervention). District Decision Trees and MTSS ELA Resource maps are provided to support school leaders, coaches, and teachers in the implementation of evidence-based interventions aligned to a student's targeted area of need, in response to performance data.

Summative assessment data is organized and disseminated by school administrator, coach or other designee in Grades 6-12 for the purpose of student placement in core, related arts and remediation classes. Summative data also informs tiering needs for students.

Grades K-12 walkthrough data is organized and disseminated weekly by district staff and presented/discussed at district meetings and/or building meetings. Walkthrough data should not include information that identifies an individual teacher. This information is collected to identify trends across grade levels and/or schools. It is used to inform professional learning opportunities at both the district and building levels and strengthen instructional alignment for groups of teachers.

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

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

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

☒ Yes

☐ No

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

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

The literacy coach model is routinely addressed during monthly administrative and coaches' meetings. Additionally, administrators and coaches are given the requirements outlined in the JRF! Coaching Model during the annual review of the approved CERP.

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

Literacy coaches meet a minimum of quarterly with district staff to increase their knowledge base in the following areas: B.E.S.T. Standards for ELA, district reading plan implementation, literacy assessment and data analysis, and/or literacy coach professional learning. Additionally, district staff provides site-based support to coaches according to the needs of the school.

Coaches also meet approximately 4-6 times per year in Triads, a professional learning community comprised of the principals, assistant principals, and instructional coaches from three schools, facilitated by district staff. In Triads, participants walk classrooms together using a shared walk-through tool to improve calibration of aligned literacy instruction and tasks. School-based teams then review their own monthly walk-through data, problem-solve and determine actionable next steps.

Coaches receive support through partnerships with the Heartland Education Consortium (HEC), State Regional Literacy Directors (SRLD) and VPK Regional Facilitators. HEC offers quarterly district-wide Coach PLCs, providing opportunities to collaborate and network with peers. SRLDs and VPK Regional Facilitators provide services and support to RAISE school staff members including the Literacy Leadership Teams and/or Literacy coaches through differentiated support based on data. Universal and Targeted school supports may include participation in webinars, school staff participation in Literacy Leadership Team implementation planning, literacy coach ongoing support, and/or train-the-trainer opportunities for district and school staff to build capacity.

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?

District staff meets with literacy coaches a minimum of quarterly to provide support with the prioritization of high impact activities (i.e., daily coaching, modeling, and mentoring in classrooms, data analysis with teachers to establish goals and create action plans, professional development). Triads provide opportunities for coaches to collaborate and reflect on the process of data analysis at the school and classroom level. These sessions are solution-oriented, so coaches can go back and aid teachers in data analysis conversations to help drive instruction. This includes goal setting and the creation of an actionable plan with steps to meet those goals. Site-based coach support is available monthly, and targeted support is provided through coaching cycles as needed.

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

Literacy coaches work with their administrators to develop and submit a weekly schedule at the start of each quarter, or nine weeks to district staff for approval. A minimum of 80% of a coach's time should be allocated to tasks aligned to the district's approved CERP, school's school improvement plan, and the JRF! coaching model. Additionally, the schedule should reflect daily opportunities for coaching, modeling, and mentoring in classrooms.

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

Principals utilize a number of measures when determining the effectiveness of literacy coaches: coaching documentation, teacher performance data, student achievement data, and administrator observation and feedback.

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?

District-adopted core instructional materials, combined with supplemental and intensive materials when necessary, provide explicit instruction in each of the six components of reading in Grades K-12, as appropriate to each grade level. All three tiers of instruction consider the needs of disabilities and English language learners, to ensure all students are provided with the same high-quality interventions and instruction. Materials are provided for each classroom teacher,

and district staff collaborate with school-based literacy coaches and teachers to develop and/or maintain curriculum pacing guides to support teachers in the implementation of materials.

Models of effective ELA/Reading instruction that include the structure of a reading block are provided at each grade band (K - 5, 6-8, 9-12), along with differentiated professional development in their implementation.

- At the elementary level, curriculum includes a minimum of 90-minutes uninterrupted reading instruction daily for all students. This includes explicit, systematic teaching focused on the six components of reading: oral language, phonological awareness, phonics, fluency, vocabulary and comprehension.
- At the middle school level, for a minimum of 45-minutes daily, teachers explicitly teach and all students practice fluency, vocabulary and comprehension.
- At the high school level, for a minimum of 45- to 90 minutes on alternating days, teachers explicitly teach and all students practice fluency, vocabulary and comprehension.

Common screening, progress monitoring, diagnostic, and summative assessments are utilized across the district, to monitor students' literacy growth and achievement. Data analysis is conducted following benchmark/progress monitoring assessments at the district and school level, and instruction is adjusted based on performance/growth results. Formative assessments and rubrics are developed by teachers during weekly PLCs, to accurately assess student work toward mastery of the ELA benchmarks and standards and adjust classroom instruction accordingly.

To ensure success for all students, including students with disabilities and students who are English language learners, one or more of the following measures are provided as deemed appropriate so that each student can access high - quality instruction and tasks that align to grade-level benchmark expectations:

- **Resources:** WIDA Can Do descriptors, personnel to support students, visuals, dictionaries, master schedule preferences, ELL plan / IEP;
- **Strategies:** use of graphic organizers, sentence frames, focus on academic language and vocabulary, pacing and pause time, student-owned strategies;
- **Routines:** explicit instruction, guided practice, independent practice, collaborative groups, small groups, peer tutoring, Universal Design for Learning (UDL), WIDA instructional routine;
- **Structures:** support facilitation, co-teach, consultation, inclusion

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.

Students participate in screening, diagnostic, and progress monitoring assessments as appropriate using STAR Early Literacy along with the assessments provided in Frog Street. To meet the needs of all learners, PreK ESE, PreK Migrant and VPK classrooms are available to eligible students at select sites throughout the district.

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

Frog Street early childhood learning solutions is used for core instruction in PreK classrooms. The engaging interactive pre-kindergarten curriculum is designed to meet the needs of diverse learners while supporting developmental learning domains. This curriculum is used to support the Florida Early Learning Developmental Standards. These standards reflect the knowledge and skills that a child on a developmental progression should know and be able to do at the end of an age-related time frame.

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.](#)

Explicit and systematic instruction is provided to students identified as having a substantial deficiency in early literacy skills. Instructional targets include rhyming, initial phoneme isolation, blending, segmenting, final phoneme isolation, alphabetic knowledge, and language awareness. Interventions are delivered using a small group or one-on-one model, with increased opportunities to respond and receive immediate corrective feedback.

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.

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 Star Early Literacy	☒ VPK ☒ Grade K ☒ Grade 1	☒ Oral Language ☒ Phonological Awareness ☒ Phonics ☒ Fluency ☒ Vocabulary ☒ Comprehension	☒ Screening ☒ Progress Monitoring ☒ Summative	☒ 3 x Year
FAST Star Reading	☒ Grade 1 ☒ Grade 2	☒ Vocabulary ☒ Comprehension	☒ Screening ☒ Progress Monitoring ☒ Summative	☒ 3 x Year
FAST ELA Reading	☒ Grade 3 ☒ Grade 4 ☒ Grade 5	☒ Vocabulary ☒ Comprehension	☒ Screening ☒ Progress Monitoring ☒ Summative	☒ 3 x Year

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

Additional Assessment(s)				
Name of the Assessment	Target Audience (Grades PreK-5) (Select all that apply.)	What component of reading is assessed? (Select all that apply.)	Assessment Type (Select all that apply.)	How often is the data collected?
DIBELS-8	☐ 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
aimswebPLUS	☐ VPK ☐ PreK ☒ Grade K ☒ Grade 1 ☒ Grade 2 ☒ Grade 3	☐ Oral Language ☒ Phonological Awareness ☒ Phonics ☒ Fluency ☐ Vocabulary	☐ Screening ☒ Progress Monitoring ☐ Diagnostic ☐ Summative	☒ Weekly ☐ 2 x Month ☐ Monthly ☐ Quarterly ☐ 3 x Year ☐ Annually

Additional Assessment(s)				
Name of the Assessment	Target Audience (Grades PreK-5) (Select all that apply.)	What component of reading is assessed? (Select all that apply.)	Assessment Type (Select all that apply.)	How often is the data collected?
	☒ Grade 4 ☒ Grade 5 ☐ All Students ☒ Select Students	☒ Comprehension		☐ As Needed ☐ Other
CASL-2 / OPUS	☒ 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:

- o 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
- o Level 1 on the statewide, standardized ELA assessment pursuant to [s. 1008.22\(3\)\(a\), F.S.](#)

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

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

The district utilizes a Multi-Tiered System of Supports (MTSS) approach to data-driven instructional decisions that are continuous, cyclical, and considered within the context of a larger educational system. MTSS gives both schools and the district the framework necessary to organize resources that align academic standards, implement best practices with fidelity, and maximize the opportunity for ALL students to achieve and/or exceed grade-level proficiency. This multi-level prevention system includes a continuum (Tier 1, 2, and 3) of evidence-based instruction and intervention supports.

Students in Grades K-3 participate in FAST progress monitoring assessments and the 8th Edition of Dynamic Indicators of Basic Early Literacy Skills (DIBELS-8) three times each year to identify students who may be at risk for not meeting end of year benchmarks in reading and need additional academic support. These assessments are also used to identify patterns and trends of learning and achievement at school- and grade-levels.

Following the administration of each assessment, student data is disaggregated based on performance using Levels 1-5 (ranging from Level 1 Well Below Grade Level to Level 5 Exemplary) on FAST and percentile rankings on FAST and/or DIBELS-8. Students at risk represent those scoring below a Level 3 on FAST and/or below the 50th percentile on FAST and/or DIBELS-8. These students are identified as in need of additional academic support and are provided with targeted and/or intensive intervention beyond core instruction.

Students at the highest risk in **Grades K-2** represent those scoring below the 10th percentile in grades K-2 on Progress Monitoring Assessments 1 and/or 2 (PM1, PM2), OR Level 1 in grades K-2 on Progress Monitoring Assessment 3 (PM3).

Students at the highest risk in **Grade 3** represent those scoring below the 20th percentile on FAST Progress Monitoring Assessments 1 and/or 2 (PM1, PM2), OR Level 1 on FAST Progress Monitoring assessments.

These students, along with any student who was retained the previous school year, are identified as having a substantial deficiency in reading (SDR).

Below is a table map that outlines the framework for delivering evidence-based high-quality instruction and intervention within the MTSS framework:

	Tier 1 - core	Tier 2 - support	Tier 2	Tier 3
Level of Instruction	All	Differentiated	Strategic	Intensified

Group Size	All, whole group	Targeted, small group	Intensive, small group (5-8 students)	Intensive, individual/small group (3-5 students)
Student Goal:	Student will reach or exceed <u>grade-level reading</u> benchmarks.	Student will work to develop word reading and/or language comprehension skills to reach or exceed <u>grade-level reading</u> benchmarks.	Student will work on developing [reading comprehension, reading fluency, phonics and word recognition, reading decoding, phonological awareness, print concept] skills in order to improve in the area of <u>grade-level reading</u> .	Student will work on developing [] skills in order to improve in the area of [reading comprehension, reading fluency, phonics and word recognition, decoding, phonological awareness, print concept].
Time	Grades K-3: 120 minutes, Grades 4-5: 90 minutes	up to 20 minutes, beyond Tier 1 core instruction	20-30-minutes, beyond Tier 1 core instruction	30-45 minutes, beyond Tier 1 core instruction
Frequency	daily	1-3 x week, for 6-8 weeks	3-5 x week, for 6-8 weeks	3-5 x week, for 8-12 weeks
Who provides instruction?	classroom teacher	classroom teacher, ESE support, or instructional support personnel	reading endorsed / reading certified personnel; personnel with reading micro-credential beginning January 2023	reading endorsed / reading certified personnel; personnel with reading micro-credential beginning January 2023
Description of Instruction	• Explicit and systematic instruction • Scaffold support toward independence • Provide corrective feedback	• Explicit and systematic instruction • Scaffold support toward independence • Provide corrective feedback • Aligned with Tier 1 instruction to support students with mastery of grade-level reading benchmarks	• Explicit and systematic instruction • Scaffold support toward independence • Provide corrective feedback • Aligned with Tier 1 instruction to support students with mastery of grade-level reading benchmarks	• Explicit and systematic instruction • Scaffold support toward independence • Provide corrective feedback • Aligned with Tier 1 instruction to support students with accessing and accelerating growth toward mastery of grade-level reading benchmarks
Universal Design for Learning	Multiple means of engagement, representation, and action & expression are seamlessly integrated into Tier 1 instruction	Multiple means of engagement, representation, and action & expression are seamlessly integrated into whole group and/or differentiated, small group standards-aligned instruction	Multiple means of engagement, representation, and action & expression are seamlessly integrated into Tier 2 instruction	Multiple means of engagement, representation, and action & expression are seamlessly integrated into Tier 3 instruction
Specially Designed Instruction	Assistive Technology, accessible materials, accommodations, and instructional strategies are seamlessly integrated into Tier 1 instruction	Assistive Technology, accessible materials, accommodations, and instructional strategies are seamlessly integrated into differentiated, small group Tier 1 instruction		Assistive Technology, accessible materials, accommodations, and instructional strategies are seamlessly integrated into Tier 3 instruction

Progress is monitored to determine the degree to which the plan for instruction and intervention is working, and for whom. Progress monitoring assessments are given to students receiving intervention support and are administered regularly, depending on the intensity of need, as follows:

	Tier 1 - core	Tier 2 - support	Tier 2	Tier 3
How often will progress be monitored?	FAST - Three times per year Ongoing - curriculum embedded assessments	DIBELS PM - monthly	Minimum every two weeks	Weekly
What assessment(s) will be used to monitor progress?	FAST Progress Monitoring – PM1, PM2, PM3 Curriculum embedded assessments such as unit tests, classroom formative checks for foundational skills accuracy and automaticity, and/or language comprehension.	DIBELS-8 grade-level PM measure monthly for students scoring below the 50th percentile on FAST. Use one of the following measures: PSF, NWF, WRF, ORF, reading comprehension (MAZE)	DIBELS-8 PM: Use one of the following measures: phoneme segmentation fluency (PSF), nonsense word fluency (NWF), word reading fluency (WRF), oral reading fluency (ORF)	aimswebPLUS and/or DIBELS-8 PM: Use one of the following measures: letter naming fluency (LNF), phoneme segmentation fluency (PSF), nonsense word fluency (NWF), word reading fluency (WRF), oral reading fluency (ORF), silent reading fluency (SRF)

Data is reviewed regularly with school-based stakeholders to monitor the plan for instruction and intervention:

	Tier 1 - core	Tier 2 - support	Tier 2	Tier 3
Who?	with classroom teacher	with classroom teacher	with grade-level team	MTSS team
When?	quarterly	quarterly	every 6-8 weeks	monthly, during Tier 3 meeting
What?	- Curriculum embedded assessments - DIBELS-8 benchmark - FAST	DIBELS-8 PM measures	- DIBELS-8 PM measures - DIBELS-8 benchmark - FAST	- aimswebPlus measures - DIBELS-8 benchmark & PM measures - FAST

Following FAST PM2 and FAST PM3 assessments, the district recommends that MTSS teams work collaboratively with teachers and parents to ensure students requiring more intensive support at Tiers 2 and 3 are making sufficient growth toward meeting grade-level benchmarks. Growth is sufficient when a student maintains or increases his/her percentile rank from one FAST progress monitoring and/or DIBELS-8 benchmark assessment to the next.

It is critical to understand that MTSS is based on this premise:

- the earlier we can identify a problem,
- analyze it so we can best understand our learners' needs,
- implement a plan providing each student the level of support they need using research-backed interventions
- matched to their specific challenges, and
- frequently monitor for fidelity and effectiveness,

the higher the likelihood we can help our students achieve success more easily, more quickly, and more commonly within the general education setting. MTSS is how we provide an equitable and successful education for ALL students.

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

The district's MTSS process is outlined above. The identification of students in need of Tier 2/Tier 3 interventions in Grades 4-5 is as follows:

Students in Grades 4-5 participate in FAST progress monitoring assessments and the 8th Edition of Dynamic Indicators of Basic Early Literacy Skills (DIBELS-8) three times each year to identify students who may be at risk for not meeting end of year benchmarks in reading and need additional academic support. These assessments are also used to identify patterns and trends of learning and achievement at school- and grade-levels.

Following the administration of each assessment, student data is disaggregated based on performance using Levels 1-5 (ranging from Level 1 Well Below Grade Level to Level 5 Exemplary) on FAST and percentile rankings on FAST and/or DIBELS-8. Students at risk represent those scoring below a Level 3 on FAST and/or below the 50th percentile on FAST and/or DIBELS-8. These students are identified as in need of additional academic support and are provided with targeted and/or intensive intervention beyond core instruction as addressed in the table above. Additionally, students who were previously identified as having a substantial deficiency in reading in grades K-3, but have not yet demonstrated grade-level performance on FAST, continue to receive intensive interventions until such time that he/she scores a Level 3 on FAST.

The framework for the delivery of instruction and intervention, monitoring progress, and the review of data is outlined above.

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.

Following the administration of each FAST progress monitoring assessment (PM1, PM2, PM3), student data is disaggregated based on performance using Levels 1-5 (ranging from Level 1 Well Below Grade Level to Level 5 Exemplary) and percentile rankings.

Students in **Grades K-2** scoring below the 10th percentile on a FAST Progress Monitoring Assessment and students in **Grade 3** scoring below the 20th percentile are identified as being at risk for the characteristics of dyslexia. Once identified, students are provided with additional screening measures.

The district utilizes the following subtests found in the 8th Edition of Dynamic Indicators of Basic Early Literacy Skills (DIBELS-8) to provide additional screening to students identified as being at risk for the characteristics of dyslexia:

	Rapid Naming Ability	Phonological Awareness	Alphabetic Principle	Word Reading
LNF – Letter Naming Fluency	X			
PSF – Phoneme Segmentation Fluency		X		
NWF – Nonsense Word Fluency			X	
WRF – Word Reading Fluency				X
ORF – Oral Reading Fluency				X

DIBELS-8 data is disaggregated based on four performance levels (Well Below Benchmark, Below Benchmark, At Benchmark, Above Benchmark) Students who perform 'Below Benchmark' or 'Well Below Benchmark' in one or more of the screening subtests listed in the table above are identified as having characteristics of dyslexia.

Once identification has been determined, an individualized plan for monitoring progress is developed, to include parent notification and consultation. Parents are provided with a copy of the state's Read at Home Plan Resources. It is crucial that parents are informed stakeholders in their child's literacy education. Intensive interventions begin according to the plan. Progress in reading is monitored a minimum of twice monthly using one of the DIBELS-8 measures listed in the table above. Parents are notified of the student's progress in writing monthly.

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

Students in **Grades K-2** scoring below the 10th percentile on a FAST Progress Monitoring Assessment and students in **Grade 3** scoring below the 20th percentile are identified as being at risk for the characteristics of dyslexia.

Following this designation, students are provided with additional screening measures using subtests found in the 8th Edition of Dynamic Indicators of Basic Early Literacy Skills (DIBELS-8). This assessment is administered three times per year (BOY – beginning of year, MOY – middle of year, and EOY – end of year).

DIBELS-8 subtests:

	Rapid Naming Ability	Phonological Awareness	Alphabetic Principle	Word Reading
--	----------------------	------------------------	----------------------	--------------

LNF – Letter Naming Fluency	X			
PSF – Phoneme Segmentation Fluency		X		
NWF – Nonsense Word Fluency			X	
WRF – Word Reading Fluency				X
ORF – Oral Reading Fluency				X

DIBELS-8 data is disaggregated based on four performance levels (Well Below Benchmark, Below Benchmark, At Benchmark, Above Benchmark) Students who perform 'Below Benchmark' or 'Well Below Benchmark' in one or more of the screening subtests listed in the table above are identified as having characteristics of dyslexia.

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

- District-school instructional reviews (fall/ winter) - Classroom reading walkthroughs are conducted by school-based administrator(s), literacy coach, literacy leadership team members, and district leadership 2 x year to collect evidence of benchmark-aligned instruction (i.e., direct instruction, aligned student tasks(s), instructional practices, teacher/student interactions) Instructional reviews are designed to include as many classroom walkthroughs as possible to capture instructional trends across the campus. Based on walkthrough data, additional district school walks may be added throughout the year.
- School-based classroom reading walkthroughs are conducted frequently by school-based administrator(s), literacy coach, and literacy leadership team members to monitor evidence of benchmark-aligned instruction (i.e., direct instruction, aligned student tasks(s), instructional practices, teacher/student interactions).
- District-school data reviews (following PM1 & PM2) – Data reviews are conducted with district and school leadership 2 x year to monitor progress of student achievement in reading.
- School-based data reviews are conducted quarterly by school-based administrator(s) and the literacy coach with classroom teachers to monitor progress of student achievement in reading.
- Grade-level/content PLC's (weekly minimum) - PLCs meet to plan standards aligned lessons and review formative assessment data with a team lead or literacy coach. School administrators attend PLCs regularly, have access to the completed PLC templates, and conduct classroom walkthroughs to monitor the implementation of planned PLC lessons.
- Teachers are provided with comprehensive curriculum instructional guides that map standards-aligned instruction utilizing the district-adopted core curriculum and high-quality support materials. Guides are developed in collaboration with a team of school-based coaches and teachers.

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

Interventionists / MTSS personnel monitor student progress every 2 -4 weeks with DIBELS-8 progress monitoring measures. Tier 2 data regarding student progress of grade-level reading is to be discussed with grade-level teams every 6-8 weeks. The following data may be collected to ensure literacy instruction and interventions are implemented with fidelity (sufficient dosage) and integrity (as intended): Tier 2 protocol worksheet, fidelity logs, walkthrough data.

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

Interventionists / MTSS personnel monitor student progress weekly using aimswebPlus progress monitoring measures. Tier 3 data regarding student progress of grade-level reading is discussed monthly during MTSS meetings. The following data may be collected to ensure literacy instruction and interventions are implemented with fidelity (sufficient dosage) and integrity (as intended): Tier 3 protocol worksheet, fidelity logs, walkthrough data.

Grades K-5 Decision Tree	
Elementary schools (K-5) must teach reading in a dedicated, uninterrupted block of time of at least 90 minutes daily to all students. The reading block will include whole group instruction utilizing an evidence-based sequence of reading instruction and small group differentiated instruction in order to meet individual student needs.	
Tier 1 (Core) Only	
Beginning of Year Data	
Students must meet the following criteria at the beginning of the school year: - FAST STAR Early Literacy PM1: Level 3-5 and/or - FAST STAR Reading PM1: Level 3-5 and/or - FAST ELA PM1: Level 3-5 and/or - Students who scored at or above the 50th percentile on the STAR Early Literacy, STAR Reading, or FAST PM1 assessment and/or - Students who scored Level 3-5 on the STAR Early Literacy, STAR Reading, or FAST PM3 assessment.	
List performance criteria that indicate Tier 1 instruction is sufficient for at least 80% of students. Students score at or above 60% on benchmark aligned grade level ELA Assessments.	
Core Instruction	
Indicate the core instructional materials utilized. Add additional rows as needed.	
Name of Program	Year of Program Adoption
Amplify CKLA	2021
Additional performance criteria that prompt Tier 2 interventions for students not meeting expectations/benchmarks during the school year: Student performance falls below Level 3 on one or more of the following assessments: FAST STAR Early Literacy, FAST STAR Reading, FAST ELA Progress Monitoring.	
Tier 1 Instruction + Tier 2 Interventions	
Beginning of Year Data	
Students who meet the following criteria at the beginning of the school year: - FAST STAR Early Literacy/Reading PM1: Level 1-2 and Percentile rank below the 50th percentile and/or - FAST STAR Reading PM1: Level 1-2 and Percentile rank below the 50th percentile and/or - FAST ELA PM1: Level 1-2 and Percentile rank below the 50th percentile.	
Number of times per week interventions are provided: 3-5 Number of minutes per intervention session: 20-30	

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)
95% Blueprint for Intervention:® ● Phonics Chip Kit ● Phonics Lesson Library ● 95 Comprehension		Blueprint for Intervention:® does not meet strong, moderate or promising levels of evidence; however, the following IES Practice Guide recommendations support the program: <u>Foundational Skills to Support Reading for Understanding in Kindergarten Through Third Grade:</u> 2. Develop awareness of the segments of sounds in speech and how they link to letters. <i>Phonological Awareness Lessons are sequenced in order from simplest syllable skills with compound words to the most complex phoneme substitution tasks. The comprehensive lessons provide instruction and practice to make instruction explicit and systematic for struggling readers. Abstract syllables, rimes, and phonemes become concrete through the use of manipulatives to enhance awareness manipulation of sounds.</i> 3. Teach students to decode words, analyze word parts, and write and recognize words. <i>Phonics Chip Kit helps teachers explain phonics patterns with colored manipulatives and sound boxes. Each multisensory lesson utilizes Elkonin boxes to explicitly and systematically teach letter-sound correspondence. Each Phonics Lesson Library lesson is structured with routines that address phonemic awareness, word reading accuracy and fluency, sound-spelling mapping, short phrase reading fluency, sentence dictation, and transfer to text. Vocabulary Surge provides teachers and students with a process for figuring out the meaning of unknown words through word parts. Each lesson is structured with student activity routines such as: work to uncover the meaning of morphemes, apply the target morpheme by building words, determine the part of speech of words, and apply the meanings as used in the context of the sentence.</i> <u>Providing Reading Interventions for Students in Grades 4-9:</u> 1. Build students’ decoding skills so they can read complex multisyllabic words. Identify the level of students’ word-reading skills and teach vowel and

		consonant letter-sounds and combinations, as necessary. <i>Phonics Chip Kit helps teachers explain phonics patterns with colored manipulatives and sound boxes. Phonics Lesson Library contains structured routines that address phonemic awareness, word reading accuracy, word reading fluency, sound-spelling mapping, short phrase reading fluency, sentence dictation, and transfer to text.</i> 3. Routinely use a set of comprehension building practices to help students make sense of the text. Teach students to monitor their comprehension as they read. <i>Comprehension blueprint is a set of materials for teaching seven comprehension processes designed to maximize efficiency of instruction for teachers and students in grades 3-6. The lesson plans, texts, mats, and tokens provided allow teachers to explicitly model how good readers comprehend while reading text aloud. After modeling with “think-alouds,” teachers then guide students to use these processes first with provided text and then during independent reading.</i> These recommendations were built into the program as described above (see italicized information). The district will support and monitor implementation of this program by conducting classroom walkthroughs and monitoring student progress, including modeling and/or coaching support for professional development.
UFLI Foundations		UFLI Foundations does not meet strong, moderate, or promising levels of evidence; however, the following IES Practice Guide Recommendation(s) support the program: <u>Foundational Skills to Support Reading for Understanding in Kindergarten Through Third Grade</u> 2. Develop awareness of the segments of sounds in speech and how they link to letters; 3. Teach students to decode words, analyze word parts, and write and recognize words. <i>These recommendations were built into the program by providing teachers with explicit, systematic, multisensory instruction that follows an eight-step routine targeting the following foundational reading skills: phoneme blending and segmentation practice, accuracy and automaticity of grapheme-phoneme 20 Magnetic Reading correspondences, decoding automaticity of words with previously learned concepts,</i>

		<i>explicit introduction of new concepts, decoding and encoding practice, reading and spelling irregular words, reading and spelling connected text.</i> The district will support and monitor implementation of this program by conducting classroom walkthroughs and monitoring student progress, including modeling and/or coaching support for professional learning.
Magnetic Reading		Magnetic Reading does not meet strong, moderate, or promising levels of evidence; however, the following IES Practice Guide Recommendation(s) support the program: <u>Providing Reading Interventions for Students in Grades 4-9</u> 3. Routinely use a set of comprehension-building practices to help students make sense of the text; 3a. Build students' world and word knowledge so they can make sense of the text; 3b. Consistently provide students with opportunities to ask and answer questions. <i>These recommendations were built into the program by consistently providing students with opportunities to ask and answer questions to better understand the text they read, promoting reading fluency and comprehension while exposing students to new concepts and building vocabulary in grades 3-5.</i> The district will support and monitor implementation of this program by conducting classroom walkthroughs and monitoring student progress, including modeling and/or coaching support for professional learning.
Indicate the evidence-based programs and/or practices implemented for students with a disability, students with an IEP and students who are English language learners, 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)
For K-3 students who have a substantial deficiency in reading or characteristics of dyslexia, identify the multisensory strategies provided. 95% Group Blueprint for Intervention – Multisensory lessons utilize Elkonin boxes to explicitly and systematically teach letter-sound correspondence. Students finger stretch the sounds (or syllables) in a word. Students learn to place a dot		

in each box to represent the sounds (or syllables) needed to write the word. Students then write the letter or letters used to represent the sound (or syllable).

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

Progress monitoring data is collected a minimum of every two weeks using one of the following DIBELS-8 measures: phoneme segmentation fluency (PSF), nonsense word fluency (NWF), word reading fluency (WRF), oral reading fluency (ORF)

Uncertain Growth:

- Fewer than 3 consecutive PM data points at or above benchmark
- PM data consistently between 10-25th percentile

Insufficient Growth:

- 4 consecutive PM data points between 0-9th 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:

- STAR Early Literacy/Reading: Percentile Rank below the 10th percentile and/or
- STAR Reading: Percentile Rank below the 10th percentile and/or
- Students who scored Level 1 on the FAST PM3 assessment and/or
- Students who were retained the previous school year and/or
- FAST Grade 3: Percentile Rank below the 20th percentile and/or Level 1

Number of times per week interventions are provided: 3-5

Number of minutes per intervention session: 30-45

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)
95% Blueprint for Intervention:®		See verbiage in Tier 2.
Lexia Core5 Reading– Teacher led small group lesson	Strong	

Indicate the evidence-based programs and/or practices implemented for students with a disability, students with an IEP and students who are English language learners, if used instead of or in addition to programs above. Add additional rows as needed.

Students with Disabilities

Name of Program	ESSA Evidence Level	Verbiage (as needed)

English Language Learners

Name of Program	ESSA Evidence Level	Verbiage (as needed)
For K-3 students who have a substantial deficiency in reading or characteristics of dyslexia, identify the multisensory strategies provided. 95% Group Blueprint for Intervention -Multisensory lessons utilize Elkonin boxes to explicitly and systematically teach letter-sound correspondence. Students stretch the sounds (or syllables) in a word. Students learn to place a dot in each box to represent the sounds (or syllables) needed to write the word. Students then write the letter or letters used to represent the sound (or syllable).		

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: Students attend Summer Reading Camp for approximately 20 instructional days in June. 210 minutes per day are allocated for reading instruction and intervention: • 120 minutes – Explicit, systematic phonological awareness, phonics, and fluency instruction; • 60 minutes – Explicit, systematic strategy instruction in one components of reading (i.e., vocabulary, sentence comprehension, text structures, background knowledge, inference) using texts that were purposefully selected to support comprehension development, aligned to core domains of study tied to social studies, science, and the arts; • 30 minutes – Adaptive, supplemental, digital literacy program that provides students with practice and explicit instruction in the underlying phonics, phonological awareness, vocabulary, and comprehension skills that are essential for fluent reading with strong comprehension.
Evidence-Based Instructional Materials to be used, as defined in 20 U.S.C. s. 7801(21)(A)(i): Summer Reading Camp will be provided for students in grade 3 scoring a Level 1 on FAST PM3. 95% Group Phonics Booster Bundle Summer School Edition will be used to differentiate instruction, address gaps and help students master key phonics skills through direct, explicit, and systematic instruction. 95% Group Phonics Booster Bundle Summer School Edition does not meet strong, moderate or promising levels of evidence; however, the following IES Practice Guide recommendations support the program:

Foundational Skills to Support Reading for Understanding in Kindergarten Through Third Grade: 2. Develop awareness of the segments of sounds in speech and how they link to letters. – <i>The comprehensive lessons provide phonological awareness and letter-sound correspondence instruction and practice to develop and support phonemic proficiency for efficient word recognition skills.</i> 3. Teach students to decode words, analyze word parts, and write and recognize words. – <i>Materials use the process of orthographic mapping to decode unknown words. Each multisensory lesson utilizes Elkonin boxes to explicitly and systematically teach letter-sound correspondence. Lessons are structured with routines that address phonemic awareness, word reading accuracy and fluency, sound-spelling mapping, short phrase reading fluency, sentence dictation, and transfer to text.</i> These recommendations were built into the program by providing teachers with explicit, systematic, multisensory instruction that target the following foundational reading skills: phoneme blending and segmentation practice, accuracy and automaticity of grapheme-phoneme correspondences, decoding automaticity of words with previously learned concepts, explicit introduction of new concepts, decoding and encoding practice, reading and spelling irregular words, reading and spelling connected text, and fluency at the word, phrase, and passage level. The district will support and monitor implementation of this program by conducting classroom walkthroughs and monitoring student progress, including modeling and/or product training / support for professional development. To address language comprehension, Reading Fluency and Comprehension Instructional Practices will be used to build oral language, vocabulary, and listening comprehension skills. Reading Fluency and Comprehension Instructional Practices does not meet strong, moderate, or promising levels of evidence; however, the following IES Practice Guide Recommendation(s) support the program: Providing Reading Interventions for Students in Grades 4–9, Recommendation(s) Routinely use a set of comprehension building practices to help students make sense of the text (strong evidence). These recommendations are implemented through explicit and systematic instruction focused on fluency and comprehension aligned to the science of reading. Some of the resources that are used to support this work are B.E.S.T. texts/ trade books,, 95% Comprehension,, and Core Knowledge Listening and Learning Domain. The district will support and monitor implementation of this instructional practice through The district will support and monitor implementation of this program by conducting classroom walkthroughs and monitoring student progress, including modeling and/or coaching support for professional development. Additionally, 95% Comprehension provides direct, explicit, and systematic instruction on comprehension processes. Teachers utilize whole group, small group, independent reading and Amplify Reading online instruction across three and a half hours of reading daily.
Alternative Assessment Used: FAST STAR Reading
Additional Information (optional):

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

Summer Reading Camps for Students in Grades K-5
Will the district implement this option? ☐Yes ☒No
If yes, please describe the grade level(s) that will be invited to participate.

Grades 6-8

8. Grades 6-8 Assessments

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

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

Additional Assessment(s)				
Name of the Assessment	Target Audience (Grades 6-8) (Select all that apply.)	What component of reading is assessed? (Select all that apply.)	Assessment Type (Select all that apply.)	How often is the data collected?
NWEA MAP Assessment	☒ 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
aimswebPlus	☒ 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
Read 180 Code Placement Assessment – CPA	☒ 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

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

An historical data review will be done on any student who scores below achievement Level 3 on the spring FAST assessment. Data considered may include:

- Previous FAST data from 3rd grade results forward for all state administrations
- EWS data (updated automatically on a weekly basis through student data platform)
- Previous school-based, grade-level assessment data (or 5th grade equivalent), including previous EWS information (including grades, attendance, discipline)
- Previous year's performance in ELA and/or reading class including grades, assessment results

Student data will be monitored (for students falling below proficiency) in fall, winter and spring to assess progress using the following:

- FAST – administered 3 times annually
- NWEA MAP Assessment – administered 3 times annually
- Bear Spelling Test -as a data point for determination
- Common standards-aligned assessments – administered a minimum of once quarterly

The MTSS Process

- The building MTSS team meets monthly (bi-weekly if additional meetings are needed based on number of students requiring intervention or recent large-scale assessment data has come in) to review current student data.
- The team typically consisting of building administration, building instructional coaches, ESE lead, ELL lead, dean of discipline, reading and/or regular education teacher and others as determined by the building administration
- Student data is reviewed per student scoring below a L 3 on the spring FAST assessment as well as subsequent assessments during the fall and winter progress monitoring periods.
- Determination of necessity of placement and intervention(s) and minute requirement is made, recorded into MTSS data sheet.
- Pertinent instructional coach determines intervention needed to fill instructional gaps
- MTSS coach, or other determined by administration, administers baseline assessment
- Recommended intervention(s) begins within the week.
- Weekly or bi-weekly probes are administered and data points are recorded to measure progress.
- Benchmark assessments are given during each progress monitoring period (fall, winter and spring)

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?

- FLDOE Bureau of School Improvement (BSI)-aligned rubric is used to guide classroom observations are performed by secondary literacy coaches, literacy leadership team members, and school/district leadership monthly. Coaches walk core ELA classrooms with BSI-based rubric multiple times weekly.
- District staff and secondary coaches will complete BSI rubric during classroom observations that focus on instructional alignment to the Florida BEST Standards. The coaching team walks almost all ELA classrooms each quarter using this arrangement.
- PLCs meet once a week for approximately an hour to plan lessons and review common assessment data with a team lead or literacy coach. Leadership has access to the data platform for NWEA MAP assessment and standards progress reporting in teachers' digital classrooms. Student progress and building/district trends will be monitored carefully throughout the year.
- Teachers have been provided with a collaboratively-created, district-approved detailed curriculum pacing map and high-quality support materials from HMH, and FLDOE BEST Texts that guide progress regarding standards-aligned instruction throughout the school year.

- The design, format, and content of our high-quality diagnostic and progress monitoring assessments will allow teachers, MTSS teams, literacy coaches, and leaders to benchmark performance at the student, classroom, school, and district levels based on performance on tasks aligned to the BEST ELA benchmarks. The data will allow for teachers and literacy leadership teams at school and district levels to set goals;
- communicate expectations with students, staff, parents and other stakeholders.

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

- Students and teachers follow a specific protocol provided by the program and program resources. Read 180 also offers a number of reports that are available at the teacher, administrative and district levels that include usage, student growth and other helpful information. These reports are monitored by classroom teacher, building coach and administration and district staff.
- Reading class teachers use explicit instruction at least twice weekly to focus on foundational benchmarks
- Reading classes utilize small group intervention -with fluid small groups that address specific needs at the individual level (4:1 student: teacher ratio) and are adapted as needed based on Read 180 program data.

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

Students are expected to work on prescribed tasks both independently and as a participant in whole group and small group work in order to master skills and progress through the program. Read180 also offers a number of reports that are available at the teacher, administrative and district levels that include usage, student growth and other data-based information. These reports are monitored by classroom teacher, building coach and administration and district staff.

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:	
• Meet the proficiency score (Level 3) on 2026 spring FAST assessment and/or • Grades 6-8: on-level or above level for NWEA MAP assessment at the progress monitoring one (PM 1) administration	
List performance criteria that indicate Tier 1 is sufficient for at least 80% of students.	
• FAST ELA PM1: 80% of students score at proficiency (Level 3) on the spring 2026 FAST reading assessment.	
Core Instruction	
Indicate the core instructional materials utilized. Add additional rows as needed.	
Name of Program	Year of Program Adoption
Houghton Mifflin Harcourt Into Literature	2021
Additional performance criteria that prompt Tier 2 interventions for students not meeting expectations/benchmarks during the school year:	
Indicators include:	
• The student's percentile ranking has decreased by 20 percentage points or more compared to their previous NWEA MAP assessment	

- The student's percentile ranking has decreased by 20 percentage points or more compared to their previous FAST assessment. Student scores below "approaching grade level" on most recent NWEA MAP assessment.
- Student scores level one on most recent FAST assessment.

Tier 1 Instruction + Tier 2 Interventions		
Beginning of Year Data		
Students who meet the following criteria at the beginning of the school year: • Scored at Achievement Level 1 on summative FAST assessment for previous school year and/or • Scored below "approaching proficiency" level for the NWEA MAP assessment progress monitoring for middle grades		
Number of times per week interventions are provided: 3-5 x weekly Number of minutes per intervention session: 60-90 minutes weekly Course(s) where interventions take place: • Intensive Reading • Learning Strategies		
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)
Read 180	Strong	
Indicate the evidence-based programs and/or practices implemented for students with a disability, students with an IEP and students who are English language learners, if <u>used instead of or in addition to</u> programs above. Add additional rows as needed.		
Students with Disabilities		
		Verbiage (as needed)
English Language Learners		
Name of Program	ESSA Evidence Level	Verbiage (as needed)
Additional performance criteria that prompt Tier 3 interventions for students not meeting expectations/benchmarks during the school year: • There is no evidence of student achievement reflected in monthly, data-based reports and/or • Student performance on progress monitoring assessments (FAST, Read 180 -based progress monitoring and/or MAP assessments) is below grade level and does not improve by expected increments as prescribed by program and other related data.		
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: • Student scores at achievement level 1 or 2 on previous year's FAST assessment and/or scores below grade level on PM 1 below grade level of the NWEA MAP assessment and/or a history 29 of similar scoring on past state and local assessment events. • Student scores at two or more years below grade level on the MAP assessment and is required to take the Code Placement Assessment (CPA) with support aligned to foundational reading skill in the Read 180 program.		
Number of times per week interventions are provided: 3-5 x weekly Number of minutes per intervention session: 120-135 minutes weekly Course(s) where interventions take place: • Intensive Reading • Learning Strategies		
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)
Read 180 – Teacher led small group	Strong	
Indicate the evidence-based programs and/or practices implemented for students with a disability, students with an IEP and students who are English language learners, if <u>used instead of or in addition to</u> programs above. Add additional rows as needed.		
Students with Disabilities		
Name of Program	ESSA Evidence Level	Verbiage (as needed)
English Language Learners		
Name of Program	ESSA Evidence Level	Verbiage (as needed)

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	☒ 3 x Year

FAST				
Name of the Assessment	Target Audience (Grades 9-12)	What component of reading is assessed?	Assessment Type	How often is the data collected?
			Monitoring ☒ Summative	

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?
aimswebPlus	☒ 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
Read 180 Code Placement Assessment	☒ 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
NWEA MAP	☒ 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.

An historical data review will be done on any student who scores below achievement Level 3 on the spring FAST assessment. Data considered may include:

- Previous FAST data from 3rd grade results forward for all state administrations

- EWS data (updated automatically on a weekly basis through student data platform)
- Previous school-based, grade-level assessment data (or 5th grade equivalent), including previous EWS information (including grades, attendance, discipline)
- Previous year's performance in ELA and/or reading class including grades, assessment results

Student data will be monitored (for students falling below proficiency) in fall, winter and spring to assess progress using the following:

- FAST – administered 3 times annually
- NWEA MAP Assessment – administered 3 times annually
- Bear Spelling Test -as a data point for determination
- Common standards-aligned assessments – administered a minimum of once quarterly

The MTSS Process

- The building MTSS team meets monthly (bi-weekly if additional meetings are needed based on number of students requiring intervention or recent large-scale assessment data has come in) to review current student data.
- The team typically consisting of building administration, building instructional coaches, ESE lead, ELL lead, dean of discipline, reading and/or regular education teacher and others as determined by the building administration
- Student data is reviewed per student scoring below a L 3 on the spring FAST assessment as well as subsequent assessments during the fall and winter progress monitoring periods.
- Determination of necessity of placement and intervention(s) and minute requirement is made, recorded into MTSS data sheet.
- Pertinent instructional coach determines intervention needed to fill instructional gaps
- MTSS coach, or other determined by administration, administers baseline assessment
- Recommended intervention(s) begins within the week.
- Weekly or bi-weekly probes are administered and data points are recorded to measure progress.
- Benchmark assessments are given during each progress monitoring period (fall, winter and spring)

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

- FLDOE Bureau of School Improvement (BSI)-aligned rubric is used to guide classroom observations are performed by secondary literacy coaches, literacy leadership team members, and school/district leadership monthly. Coaches walk core ELA classrooms with BSI-based rubric multiple times weekly.
- District staff and secondary coaches will complete BSI rubric during classroom observations that focus on instructional alignment to the Florida BEST Standards. The coaching team walks almost all ELA classrooms each quarter using this arrangement.
- PLCs meet once a week for approximately an hour to plan lessons and review common assessment data with a team lead or literacy coach. Leadership has access to the data platform for NWEA MAP assessment and standards progress reporting in teachers' digital classrooms. Student progress and building/district trends will be monitored carefully throughout the year.
- Teachers have been provided with a collaboratively-created, district-approved detailed curriculum pacing map and high-quality support materials from HMH, and FLDOE BEST Texts that guide progress regarding standards-aligned instruction throughout the school year.
- The design, format, and content of our high-quality diagnostic and progress monitoring assessments will allow teachers, MTSS teams, literacy coaches, and leaders to benchmark performance at the student, classroom, school, and district levels based on performance on tasks aligned to the BEST ELA benchmarks. The data will allow for teachers and literacy leadership teams at school and district levels to set goals;
- communicate expectations with students, staff, parents and other stakeholders.

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

- Students will participate in the Read 180 Stage C program as prescribed including four 18 -20 minute sessions of each of the following: individualized digital practice, direct, explicit small-group instruction with a certified teacher, independent reading practice with accountability component and whole group instruction one-time weekly.
- Reading class teachers use explicit instruction at least twice weekly to focus on foundational benchmarks.
- Reading classes utilize small group intervention with fluid small groups that address specific needs at the class level and are adapted as needed based on program data.

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

Students are expected to work on prescribed tasks both independently and as a participant in whole group and small group work in order to master skills and progress through the program. Read180 also offers a number of reports that are available at the teacher, administrative and district levels that include usage, student growth and other data-based information. These reports are monitored by classroom teacher, building coach and administration and district staff.

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:	
• Meet the proficiency score (Level 3, 4 or 5) on 2026 spring FAST reading assessment and/or • Grades 9-12: on-level or above level for NWEA MAP assessment at the progress monitoring one (PM 1) administration	
List performance criteria that indicate Tier 1 is sufficient for at least 80% of students.	
• FAST ELA PM1: 80% of students score at proficiency level (Level 3, 4 or 5) on the FAST spring	
Core Instruction	
Indicate the core instructional materials utilized. Add additional rows as needed.	
Name of Program	Year of Program Adoption
StudySync	2022
Additional performance criteria that prompt Tier 2 interventions for students not meeting expectations/benchmarks during the school year:	
• Failure to meet proficiency requirements of FAST reading assessment and/or • Failure to meet proficiency requirements of StudySync Benchmark assessments	
Tier 1 Instruction + Tier 2 Interventions	
Beginning of Year Data	
Students who meet the following criteria at the beginning of the school year:	

Student scores at achievement level 1 or 2 on the 2026 FAST reading assessment and/or scores below grade level on PM 1 of the MWEA MAP assessment and/or a history of similar scoring on past assessment events.		
Number of times per week interventions are provided: 2-4 x weekly based on building schedule		
Number of minutes per intervention session: 60-90 minutes weekly		
Course(s) where interventions take place: • Intensive Reading • Learning Strategies		
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)
Read 180 --Teacher Led Strong Small Group, individualized student application with prescriptive practice, independent reading with monitoring	Strong	
Indicate the evidence-based programs and/or practices implemented for students with a disability, students with an IEP and students who are English language learners, if <u>used instead of or in addition to</u> programs above. Add additional rows as needed.		
Students with Disabilities		
Name of Program	ESSA Evidence Level	Verbiage (as needed)
English Language Learners		
Name of Program	ESSA Evidence Level	Verbiage (as needed)
Additional performance criteria that prompt Tier 3 interventions for students not meeting expectations/benchmarks during the school year: • Student growth is not reflected in monthly Lexile adjustments and/or • Student performance on progress monitoring assessments (FAST, textbook-based progress monitoring and/or assessments) is below prescribed levels set by assessment levels.		

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: Student scores at achievement level 1 on previous year's FAST assessment and/or scores significantly below level on PM 1 of the NWEA MAP assessment and/or a history of similar scoring on past assessment events.		
Number of times per week interventions are provided: 2-4 x weekly Number of minutes per intervention session: 120-135 minutes weekly Course(s) where interventions take place: • Intensive Reading • Learning Strategies		
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)
Read 180 with Language Launch – Teacher led small group	Strong	
Indicate the evidence-based programs and/or practices implemented for students with a disability, students with an IEP and students who are English language learners, if <u>used instead of or in addition to</u> programs above. Add additional rows as needed.		
Students with Disabilities		
Name of Program	ESSA Evidence Level	Verbiage (as needed)
English Language Learners		
Name of Program	ESSA Evidence Level	Verbiage (as needed)

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 FEFP earn a certification, a credential, an endorsement or an advanced degree in scientifically researched and evidence-based reading instruction;
- Differentiate and intensify professional learning for teachers based on progress monitoring data;
- Identify mentor teachers and establish model classrooms within the school; and
- Ensure that time is provided for teachers to meet weekly for professional learning.

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

Name of Professional Learning	Target Audience	Description
Curriculum / Instructional Materials training	Teachers, coaches, administrators	Increase participant's knowledge base in the planning, implementation, and delivery using ELA curriculum and/or instructional materials outlined in the district's MTSS ELA Resource Map, as well as data analysis to make instructional decisions and differentiate instruction.
Literacy Assessment	Teachers, support personnel, administrators, coaches	Increase participant's knowledge base in the administration and analysis of instructional assessments.
Literacy Coaching	Coaches	Increase participant's knowledge base in best practices in reading instruction, intervention, and instructional reading strategies. Participants will be trained in the science of reading, evidence-based practices, English Language Arts standards, as well as the knowledge of how to work with educators as adult learners.
Literacy Instruction	Teachers, coaches, support personnel, administrators	Increase participant's knowledge base in planning, implementing, and analyzing standards based literacy 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. Professional learning is provided to help instructional personnel and certified PreK teachers funded in the FEFP earn a reading endorsement or Micro-credential: Literacy Solutions, UF Literacy Matrix, Flamingo Literacy Micro-Credential.		
Differentiated Professional Learning Describe how professional learning is differentiated and intensified for teachers based on progress monitoring data. Differentiated and intensified professional learning by district staff and school based literacy coaches in the areas of curriculum implementation, effective standards-aligned literacy instruction and/or using assessments to inform instruction is provided for teachers whose progress monitoring data is not showing adequate growth as indicated by disaggregated student data, performance appraisal data, or classroom walkthrough data. Principals are responsible for the development of a school-wide PD program that addresses the needs of the instructional personnel at the school.		

Mentor Teachers Describe how mentor teachers are identified and how model classrooms are established and utilized within the school. Expectations for mentor teachers and model classrooms align with Florida’s Formula for Reading Success and the district’s model of effective ELA instruction. In Grades K-3, decoding and linguistic comprehension is prioritized; while in Grades 4-12, the priority shifts to reading, discussing, and writing in response to grade-level complex text. Professional learning tied to the components of effective standards-aligned ELA instruction is provided to school administrators, literacy coaches, and teachers by district staff. Guidance documents are shared during the reading plan meeting to support reading leadership teams with the identification of site-based mentor teachers and model classrooms.
Professional Learning Time Describe how time is provided for teachers to meet weekly for professional learning. The implementation of the PLC model is written into the district strategic plan. Additionally, teachers across the district participate in PLCs weekly for a minimum of 40 minutes, to collaborate on what students need to know and be able to do aligned to B.E.S.T. K-12 standards, how learning will be measured, and how to support students when they have/have not achieved mastery. Administrators develop a school-based plan for implementation of and monitoring of PLCs. Differentiated professional development in the PLC model is provided to each school.

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
Florida Tutoring Advantage	K-5 ELA	The district partners with the Florida Tutoring Advantage to provide eligible K-5 ELA students with high-impact tutoring through partner provided automated support software (Amira).

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.

Parents are notified in writing that his or her child has been identified as having a substantial deficiency in reading following test administration, including a description and explanation of the exact nature of the student’s difficulty in learning and lack of achievement in reading. This includes: • a description of the current services that are provided to the child. • a description of the proposed intensive interventions and supports that will be provided to the child that are designed to remediate the identified area of reading deficiency.

- the student progression requirements under paragraph (2)(h) and that if the child’s reading deficiency is not remediated by the end of grade 3, the child must be retained unless he or she is exempt from mandatory retention for good cause.
- strategies, including multisensory strategies and programming, through a read-at-home plan the parent can use in helping his or her child succeed in reading.

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).

To support a Read-At-Home Plan for all students, the ELA/Reading Specialist will partner with School Literacy Leadership Teams.

A print copy of the Read-At-Home Plan Resources document will be provided to families who's child has been identified with a substantial deficiency in reading and/or exhibit characteristics of dyslexia. This provides families with information on: supporting reading at home, an overview of assessment types, statewide ELA assessments, support for parental involvement, evaluating a student for ESE, and characteristics of learning disabilities. The resources document will also be available digitally on the district's and each school's website.

Following each progress monitoring window, parents of eligible students in Grades PreK-5 receive a flyer to enroll the student in the New Worlds Reading Initiative. School Literacy Leadership Teams will receive training on the New Worlds Reading Initiative, and will establish a site-based plan for increasing enrollment and providing support to families of eligible students.

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.

Prioritizing the assignment of highly effective teachers to Kindergarten through Grade 2 is a critical strategy for the School Board of Highlands County, as we aim to strengthen foundational literacy skills and ensure on-grade level reading success for all students by Grade 3. Schools proactively review teacher effectiveness data alongside student needs data when making staffing decisions in K-2 classrooms. Data measures include FAST student achievement data along with the district’s system for teacher evaluation. Additionally, the district actively recruits and strives to retain highly effective teachers. Professional development designed to support K-2 teachers and grow their knowledge and capacity to teach reading, such as Lexia LETRS, was provided during the SY24-25, with priority given to K-1 teachers. Training such as this will serve to increase the number of highly effective K-2 teachers in coming years.

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
BL	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.
BL	b. All students identified with a substantial deficiency in reading are covered by an individualized progress monitoring plan that meets the requirements of <u>s. 1008.25(4)(c), F.S.</u> , to address their specific reading deficiency, unless they have an IEP or 504 plan that addresses their reading deficiency, or both in accordance with <u>Rule 6A-6.053(6)(c), F.A.C.</u>
BL	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 <u>s. 1012.34, F.S.</u> 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.
BL	d. Each school has a literacy leadership team consisting of a school administrator, literacy coach, media specialist and a lead teacher, as applicable.
BL	e. All literacy coaches in the district meet the minimum qualifications described in <u>Rule 6A-6.053(4), F.A.C.</u>
BL	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.
BL	g. Literacy coaches are assigned to schools with the greatest need based on student performance data in reading.
BL	h. Time is provided for teachers to meet weekly for professional learning, including lesson study and professional learning communities.
BL	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):

Dr. Brenda Longshore

Signature:

Brenda Longshore

Date:

July 14, 2026