

(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	Tracie Bergman	Tracie.bergman@hcps.net	813-272-4221
Data Element	Deirdre Welch	Deirdre.welch@hcps.net	813-272-4341
Third Grade Promotion	Tracie Bergman	Tracie.bergman@hcps.net	813-272-4221
Multi-Tiered System of Supports	Andrew Hartranft	andrew.hartranft@hcps.net	813-272-4659

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	\$800,000	6.0
Intervention teachers	N/A	N/A

Comprehensive System of Reading Instruction Expenditures	Amount	FTE
Scientifically researched and evidence-based supplemental instructional materials	\$2,889,000	
Third grade summer reading camps	\$1,000,000	
Summer reading camps	N/A	
Secondary Expenses		
Literacy coaches	\$700,000	5.5
Intervention teachers	N/A	N/A
Scientifically researched and evidence-based supplemental instructional materials	\$2,500,000	
PreK-Grade 12 Expenses		
Professional learning to help K-12 instructional personnel and certified PreK teachers earn a certification, a credential, an endorsement or an advanced degree in scientifically researched and evidence-based reading instruction	\$15,000	
Incentives for K-12 instructional personnel and certified PreK teachers who obtain the Reading Endorsement or Certification	N/A	
Incentives for PreK-12 instructional personnel who obtain an Emergent, Elementary or Secondary Literacy Micro-Credential	N/A	
Additional time per day of evidence-based intensive reading instruction for extended literacy learning (before or after school, summer, etc.)	N/A	
Tutoring programs to accelerate literacy learning	\$141,000	
Family engagement activities	\$80,000	
Other – Please Describe. Add additional rows as needed.		
Supervisor, Language and Literacy	\$145,000	1.0
K-5 District Resource Teachers	\$880,000	7.0
6-12 District Resource Teachers	\$500,000	4.0
Professional Learning	\$2,000,000	N/A
Instructional Resource Development	\$350,000	N/A
Estimated Sum of Expenditures	12,000,000	23.5

3) Literacy Leadership – District and School

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

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

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

FAST				
Grade	Previous School Year – % 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 <10th percentile	Urgent Intervention <10th percentile	At & Above Benchmark 40th percentile & above	At & Above Benchmark 40th percentile & above
VPK	2%	1%	88%	91%

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

The district will improve outcomes for VPK students through PreK Coaches and District Resource Teachers assigned to sites that have historically lower performance on their STAR early literacy PM3. This includes sites that have VPK units and blended ESE units to support, as both groups of students will be entering kindergarten. These coaches will be trained through the state approved Early Childhood Coaching Credential from the Lastinger Center to ensure strong coaching support that improves developmentally appropriate literacy instructional practices. The district has also engaged the community through the early learning task force, where student data, best practices and community resources are discussed and coordinated to ensure the community partners, including the Early Learning Coalition (ELC), Children's Board and the district can coordinate efforts to improving student achievement. In addition, the district is offering 100 hours of summer bridge to students who did not meet the 25th percentile or higher to ensure they are kindergarten ready prior to the start of the school year. The district is also part of a grant through the Helios Foundation and the Hillsborough Education Foundation that provides district support in planning, data analysis, and coaching specifically at 31 high needs transformational schools in the PreK classrooms.

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	21%	15%	54%	60%
1	30%	25%	55%	60%
2	29%	23%	49%	55%
3	23%	10%	56%	60%
4	22%	18%	57%	61%
5	19%	15%	58%	62%
6	20%	15%	59%	65%
7	20%	15%	59%	65%
8	21%	16%	57%	61%
9	20%	15%	58%	63%
10	19%	15%	60%	65%

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	- Kindergarten Readiness-Yearly - School Grade Data by School, Grade Level and Subgroup-Yearly - District and School Level FAST-Star for K-2 and FAST	- Kindergarten Readiness-Yearly - School Grade Data by School, Grade, Classroom and Student-Yearly - School Level, Classroom Level and Student Level FAST-Star for K-2 and FAST

	for 3-5 Level data-3 times per year • District and School Level iReady Diagnostic data-3 times per year (Grades 3-5) • District and School Level iReady personalized learning usage data-Monthly • District and School Level DIBELS Benchmarking Data-3 times per year (Grades K-2) • District and School Level DIBELS progress monitoring data for Tier 3 students-6 times per year • School Level and Grade Level curriculum based, QMT assessments -3 times per year • District Walk through Data-quarterly	for 3-5 Level data-3 times per year • School Level, Classroom Level and Student Level iReady Diagnostic data-3 times per year (Grades 3-5) • School Level, Classroom Level and Student Level iReady usage data monthly • School Level, Classroom Level and Student Level DIBELS Benchmarking Data-3 times per year (Grades K-2) • Student Level DIBELS progress monitoring data for Tier 3 students-6 times per year • Grade level And Classroom Level Curriculum Based Assessment Data Assessments- 3 times per year • Ongoing Walk Through and Observation Data-monthly • UFLI Assessment data by Grade Level and Classroom Level-quarterly • Subgroup Data by District and School across assessments-quarterly
Actions for continuous support and improvement	• Tier schools by data to determine the level of district support. • District level professional learning based upon data and trends. • Create specific district literacy leadership teams/focus groups to support areas of growth. • Conduct ongoing implementation of walkthroughs in schools demonstrating the greatest needs. • Create and train school-based leadership teams on the use of data PLC protocols to support	• Tier teachers by data to determine the level of coaching support. • School level professional learning based upon data and trends. • Instructional leadership team to plan and develop support for specific needs through professional development, coaching or PLC's. • Conduct ongoing focused walk throughs with feedback aligned to instructional priorities and needs. • Facilitate data-based PLC's at the school site to support

	schools in data driven decision making. • Create instructional frameworks and instructional guides to support teachers in the structure of the literacy block and their use of core and supplemental resources in both whole group and small group instruction. • Create and develop common planning and protocols to support teacher understanding of benchmarks and instructional strategies to best meet the needs of their students.	teachers in determining tier 1, tier 2 and tier 3 instructional focus. • Utilize instructional frameworks and instructional guides to support teachers in the structure of the literacy block and their use of core and supplemental resources in both whole group and small group instruction. • Establish a structure for common planning and utilize district provided protocols to support teacher understanding of benchmarks and instructional strategies to best meet the needs of their students.
Grades 6-12	District Level	School Level
Data that will be collected and frequency of review	• School Grade Data by School, Grade Level and Subgroup-Yearly • District and School Level FAST Level data-3 times per year • District and School Level Language Live data- three times per year • District and School Level Language Live usage data-monthly • School Level and Grade Level Curriculum Based Assessment Data – quarterly • District Walk Through Trends-Quarterly • Subgroup Data by District and School across assessments-at least quarterly • Read 180 Progress Monitoring Data-three times per year (Select MS and HS only)	• School Grade Data by School, Grade, Classroom and Student – Yearly • School Level, Classroom Level and Student Level FAST Level data-3 times per year • Grade level And Classroom Level Curriculum Based Assessment Data Assessments- Quarterly • Ongoing Walk Through and Observation Data-monthly • Student Level Language! Live data three times per year • School Level, Classroom Level and Student Level Language! Live usage data-monthly • Read 180 Progress Monitoring Data-three times per year (select MS and HS only)

	• School Level SAT/ACT/CLT/FAST Retake Data-three times per year (High School only) • School Level ChalkTalk Usage Data-monthly (High School Only)	• Read 180 Student Level Data Monthly (select MS and HS Only) • Subgroup Data by District and School across assessments-at least quarterly • School Level and Student Level SAT/ACT/CLT/FAST Retake Data-three times per year (High School only) • School Level and Student Level ChalkTalk Usage Data-monthly (High School Only)
Actions for continuous support and improvement	• Tier schools by data to determine level of district support. • District level professional learning based upon data and trends. • Create specific district literacy leadership teams/focus groups to support area of growth. • Conduct ongoing implementation of walkthroughs in schools demonstrating the greatest needs. • Create and train school-based leadership teams on the use of data PLC protocols to support schools in data driven decision making. • Create instructional frameworks and instructional guides to support teachers in the structure of the literacy block and their use of core and supplemental resources in both whole group and small group instruction. • Create and develop common planning and protocols to support teacher understanding of	• Tier teachers by data to determine the level of coaching support. • School level professional learning based upon data and trends. • Instructional leadership team to plan and develop support for specific needs through professional development, coaching or PLC's. • Conduct ongoing focused walk throughs with feedback aligned to instructional priorities and needs. • Facilitate data-based PLC's at the school site to support teachers in determining tier 1, tier 2 and tier 3 instructional focus. • Utilize instructional frameworks and instructional guides to support teachers in the structure of the literacy block and their use of core and supplemental resources in both whole group and small group instruction. • Establish a structure for common planning and utilize district provided protocols to support

	benchmarks and instructional strategies to best meet the needs of their students.	teacher understanding of benchmarks and instructional strategies to best meet the needs of their students.
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2. Describe what has been revised to improve literacy outcomes for students in the district’s CERP based upon the District CERP Reflection Tool and a root-cause analysis of student performance data.

The professional learning section was revised to clarify the district’s focus on literacy practices aligned to key look-fors and the model of instruction. It should also reflect tiered support for schools based on data, including the use of substitute teachers, teacher leaders, demonstration classrooms, and side-by-side coaching to strengthen instruction. While the district offered multiple training options last year, this year’s professional learning will target specific grade levels and connect directly to curriculum implementation. For example, second-grade training will focus on unpacking benchmarks, using close-reading routines, and engaging students in collaborative structures and academic discourse, with supported planning built into the training. Additional priorities include implementation of Read 180 for intensive reading, academic vocabulary across PK–12, and The Writing Revolution in Grades K–5. The CERP should also be revised in the literacy coaching section to include the coach cadre in initial training beginning in summer 2026, support for newly appointed coaches from district staff, implementation of the district coaching framework through monthly coaching meetings, and regional learning labs to strengthen school-based literacy leadership.

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

The key components of the K-12 Comprehensive Literacy Plan (CERP) are presented to administrators during summer professional learning sessions. These components highlight the focus areas for the Literacy Department for the upcoming year, encompassing data, content, and pedagogy. This year’s priority is to enhance professional learning on Tier 1 core curriculum implementation across all grade levels. Principals will be provided with an overview of the literacy department’s established K-12 English Language Arts (ELA) frameworks tailored to each grade level band. These frameworks detail the essential elements of the literacy block across various tiers, including foundational skills, vocabulary development, whole group instruction, small group instruction, independent practice, and writing. Additionally, the frameworks specify the district-supported materials and data sources applicable for monitoring student progress. To facilitate effective teaching and monitoring of literacy components, the district has issued scheduling guidelines for schools’ master schedules. Common planning among teachers is mandated, supported by protocols and tools provided to aid both teachers and site-based coaches. Literacy curriculum guides, comprising a year at a glance, unit plans, and weekly instructional guides, are accessible on SharePoint for administrators to review the targeted learning objectives and classroom texts. This framework enables school leaders to assess alignment with benchmarks’ depth and breadth, the implementation level of the Tier 1 core curriculum, and the overall K-12 District CERP. Principals were briefed on the Instructional Leadership Team (ILT) process, which involves walk-throughs followed by ILT meetings to identify subsequent steps for professional development, coaching support, or further data analysis. The ILT, comprising school literacy leaders, functions as the literacy leadership team. Walkthroughs with regional superintendents and district

supervisors gather trend data, while the district literacy team equips school leadership teams with protocols for walk-throughs, common planning sessions, and Professional Learning Communities (PLCs).

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

Principals play a vital role in monitoring the collection and use of data to guide instruction and support student needs. Progress monitoring is established by the district and includes suggested testing windows, which principals use to build a comprehensive assessment calendar for their schools. This calendar ensures that assessments are administered consistently, and that instructional planning aligns with key data collection points throughout the year. To further support instructional planning, the district also provides instructional frameworks and instructional guides. These resources outline essential content, pacing, and instructional strategies, helping teachers align their lessons with district expectations and timelines. Principals ensure that these frameworks are integrated into planning processes and used effectively by instructional teams. To support effective data analysis, schools implement a Professional Learning Community (PLC) protocol. This protocol provides a structured approach for teachers to collaboratively examine student performance data, identify trends, and determine instructional next steps. Principals oversee these PLC meetings to ensure that data discussions are meaningful and focused on improving student outcomes. In addition to internal school structures, principals receive data support from regional superintendents and instructional coaches. These individuals help principals interpret data, plan responsive instruction, and build leadership capacity around data-driven decision-making. Based on the insights gained from progress monitoring and PLC discussions, principals allocate coaching support strategically. This may include targeted coaching for teachers whose students are not meeting benchmarks, model lessons, coteaching opportunities, or professional development tailored to specific instructional needs. Through this comprehensive approach, principals ensure that data is not only collected but actively used to inform instruction and provide equitable support for all students. PLC protocols are also provided to support principals with this work. Principals are provided training in elementary on the MTSS process, while secondary administrators are trained around the scheduling guidelines to ensure students are placed in the correct level of reading courses. In addition, there is an online, asynchronous training provided to all members of school-based Problem-Solving Leadership Teams. An intervention resource map aligned to area of deficiency with appropriate progress monitoring tools is provided to schools along with the decision trees from the district plan. In addition, training is provided to teachers and administrators around using data and using the programs listed to support evidence-based small group instruction. Resources are made readily available in the online SharePoint site and on-site support is provided by the district team. The district also provides school leaders with the students identified in the bottom quartile to assist administrators in holding data chats with teachers, adjusting within intervention plans and monitoring students. Implementation is monitored by school-based leaders and coaches in data chats, as well as through the district literacy team and regional superintendents through walkthroughs. Principals are then able to use these resources to monitor the collection and utilization of assessment data to inform and support student needs.

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

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

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

☒ Yes

☐ No

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

N/A

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

The job description of a literacy coach is shared with principals at the time of unit allocations to ensure they understand the role of the coach and can utilize the coach as such within their staffing model. The district has also created an instructional coaching framework and shares this with all administrators so that they understand the role of the literacy coach and the expectations once hired at the school site. Regional Superintendents also revisit the role of the coach during their visits with schools and share any concerns with the district literacy team so that support can be provided. To be considered for a literacy coach position, a candidate must first be reading endorsed or certified and rated highly effective on their administrator evaluation. Candidates must also attend a coaching cadre session consisting of 12 hours of coaching aligned to that provided by the state endorsement, along with 12 hours of literacy content training. During this time, they will complete a portfolio and screening process to be determined eligible for a position. Principals can only hire coaches who have been determined to be eligible for a position. Candidates not meeting these requirements will not be considered for the role. The coaching cadre is offered several times during the school year to allow administrators time to encourage new coaches to apply and suggest current coaches receive support if needed throughout the school year.

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

The district hosts monthly coaching sessions throughout the school year to support coaches in their day-to-day work at school sites. Included in these meetings is time to engage in curriculum implementation, coaching moves, and content building as well as collaborate across the district to ensure alignment and common messaging. In addition, new literacy coaches are provided with a mentor from the district literacy team who goes to the site at least monthly to support the coach with weekly schedules, coaching cycles and conversations and regular planning. Learning labs for literacy are hosted twice a year where coaches and administrators come together to learn curriculum implementation and walk through classrooms together to calibrate and provide feedback, as well as plan for next steps at their own school sites. Coaches at our RAISE sites receive additional support through our SRLD team via webinars, book study options, and on-site visits. RAISE coaches are also provided priority to attend the FCRR or UFLC coaching endorsement courses when they become available. Consistent feedback and input from literacy coaches is consistently sought out by the literacy supervisors so that training and support can best be tailored to their needs. The district just completed a district reset with current coaches in 2025-2026 where all received 24 hours of coaching training aligned to the district instructional coach framework to level set and build common language around the coaching model.

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

The district supports coaches by prioritizing high-impact activities through the instructional coach framework. This framework clearly outlines guidelines on how to prioritize time as a literacy coach and what tasks should be scheduled weekly, and how to ensure the 80/20 model of time is met. Coaches just received information on this framework at their recent instructional coaching professional learning, and it is continuously referred to at all coaching meetings. The district coaching meetings help to provide a clear timeline on what coaches should be working on each month based on the assessment and curriculum timelines. The district provides data analysis and planning protocols to support teachers. The district coaching staff, during their mentoring visits, also support coaches with finding time within their schedules to complete these high priority tasks. Coaches are also included in district-wide professional learning opportunities, which focus on enhancing their ability to support teachers through coaching, content delivery, and leadership development. Finally, action plans are collaboratively developed during walkthroughs with regional superintendents, offering targeted strategies that coaches can implement to drive instructional improvement.

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

The district monitors the implementation of the literacy coach model through a comprehensive, data informed, and collaborative process. One key method is through walk-throughs, where district leaders and school administrators observe classroom instruction to assess how effectively literacy strategies are being implemented with the support of the coach. Literacy coach feedback is also essential, as coaches regularly document and reflect on their work with teachers, highlighting successes, challenges, and areas for growth. Principal input provides valuable insight into the coach's impact on instructional practices and school-wide literacy goals. Additionally, input from the SRLDs ensures alignment with district-wide literacy initiatives and offers strategic oversight based on trends and needs across schools. A critical component of monitoring also includes the use of student data, which helps evaluate the effectiveness of coaching by tracking improvements in reading proficiency and overall literacy achievement. This data-driven approach ensures that coaching efforts are translating into measurable student outcomes. Furthermore, coaches are expected to create and maintain a schedule in collaboration with their principal, outlining their planned coaching activities and time allocations. This schedule is reviewed by the district during site visits, and coaches receive targeted feedback to support continuous improvement and alignment with district expectations.

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

The district measures the effectiveness of literacy coaches by analyzing both historical and current year student data to assess the effectiveness and return on investment from the coaching program. This data driven approach allows for a comprehensive understanding of student progress and resource allocation. In addition to quantitative data, the district also gathers informal feedback from staff members, which provides valuable insights into the day-to-day impact of programs and helps identify areas for improvement. Furthermore, performance evaluations conducted by principals contribute to the overall assessment by offering leadership perspectives on implementation fidelity and outcomes at the school level. Together, these methods create a well-rounded evaluation process that supports informed decision-making regarding the effectiveness of literacy coaches.

4) Assessment, Curriculum and Reading Instruction

A. Florida's Formula for Reading Success ([Rule 6A-6.053\(3\)\(a\), F.A.C.](#))

K-12 reading instruction will align with Florida's Formula for Reading Success, $6 + 4 + T1 + T2 + T3$, which includes:

- **Six components of reading:** oral language, phonological awareness, phonics, fluency, vocabulary and comprehension.
- **Four types of classroom assessments:** screening, progress monitoring, diagnostic and summative assessment.
- **Three tiers of instruction that are standards-aligned;** include accommodations for students with a disability, students with an Individual Educational Plan (IEP) and students who are English language learners; and incorporate the principles of Universal Design for Learning as defined in [34 Code of Federal Regulations 200.2\(b\)\(2\)\(ii\)](#).
 - **Core Instruction (Tier 1):** provides print-rich explicit and systematic, scaffolded, differentiated instruction and corrective feedback; builds background and content knowledge; incorporates writing in response to reading.
 - **Supplemental Instruction/Interventions (Tier 2):** provides explicit, systematic, small group teacher-led instruction matched to student need, targeting gaps in learning to reduce barriers to students' ability to meet Tier 1 expectations; provides multiple opportunities to practice the targeted skill(s) and receive corrective feedback; occurs in addition to core instruction.

- **Intensive, Individualized Instruction/Interventions (Tier 3):** provides explicit, systematic individualized instruction based on student need, one-on-one or very small group instruction with more guided practice, immediate corrective feedback and frequent progress monitoring; occurs in addition to core instruction and Tier 2 interventions. Tier 3 interventions must be provided to students identified as having a substantial deficiency in reading. All intensive reading interventions must be delivered by instructional personnel who are certified or endorsed in reading or possess a literacy micro-credential as provided in [s. 1003.485, F.S.](#)

1. How does the district’s strategic plan align with Florida’s Formula for Reading Success for all students, including students with disabilities and students who are English language learners?

The district’s strategic plan aligns closely with Florida’s Formula for Reading Success by emphasizing academic excellence and prioritizing literacy proficiency for all students, including those with disabilities and English language learners (ELLs). Objective 2 of the strategic plan is specifically centered on closing achievement gaps and accelerating student progress, which directly supports the state’s focus on equitable literacy outcomes. The integration of ELL and Exceptional Student Education (ESE) strategies into instructional guides ensures that diverse learners receive tailored support within the general education setting. Additionally, the plan emphasizes the importance of strong Tier 1 instruction, which is foundational to a multi-tiered system of supports and critical for ensuring that all students, regardless of background, have access to high-quality, evidence-based literacy instruction. The district also fosters a community-wide commitment to literacy through the “Hillsborough Reads” initiative, aiming to improve literacy outcomes over the next five years. This initiative reflects the state’s emphasis on community engagement and shared responsibility for reading success. Finally, the strategic plan is data-informed, incorporating key performance indicators for literacy throughout, which aligns with Florida’s emphasis on using data to drive instruction and monitor progress.

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.

HCPS currently has 1710 VPK seats available for the 2026-2027 school year. There are 12 pure VPK classes and 152 VPK/ESE blended classes. HCPS has 79 classes for Head Start students with 1549 seats available. There are an additional 136 classes for Pre-K students with disabilities. All programs are supported through Practice Based coaching cycles provided by District Resource Teachers (DRTs) throughout the school year. The focus of this coaching is to ensure that Tier 1 curriculum implementation is done with fidelity and reliability. DRTs provide guidance to teachers to support scaffolding and modification to curriculum based upon students’ individual needs. Students are monitored by the STAR Early Literacy Assessment for PM1, PM2, and PM3. In addition, progress monitoring is done weekly with the Florida Early Learning and Developmental Standards (FELDS) Progressions, and the DRDP to provide the teachers with on-going student data to adjust the pace and scope of instruction.

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

All Pre-K programs in HCPS utilize the same core curriculum: Frog Street Press, LLC. This curriculum is based on the state’s standards for Pre-K and includes developmentally appropriate practices aligned with the science of reading. The curriculum comes in both languages of English and Spanish to provide equal access to students that are ELL. It also encompasses the Conscious Discipline for behavior and language enriched lessons.

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

VPK students that were identified as having a substantial reading deficiency on Star Early Literacy PM2 received specialized interventions immediately. Each student’s data was assessed to determine the specific

skill areas that were below the target. Based upon this data, particular lessons from FrogStreet were selected to be taught in a one-on-one lesson, daily, with the student. Additional lessons were utilized to supplement the FrogStreet lessons, from FCRR as well as the DEL VPK activity plans. Progress monitoring occurred every two weeks utilizing both observational and direct assessment of skills being taught through intensive one-on-one and small group support.

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

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

The Decision Trees must contain the following information:

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

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

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

Grades VPK-5

1. Grades VPK-5 Assessments

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

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

Additional Assessment(s)				
Name of the Assessment	Target Audience (Grades PreK-5) (Select all that apply.)	What component of reading is assessed? (Select all that apply.)	Assessment Type (Select all that apply.)	How often is the data collected?
DIBELS 8 Assessment	☒ Grade K ☒ Grade 1 ☒ Grade 2	☒ Oral Language ☒ Phonological Awareness ☒ Phonics ☒ Fluency ☒ Vocabulary ☒ Comprehension	☒ Screening ☒ Diagnostic	☒ 3 x Year
DIBELS 8 Assessment	☒ Select Students ☒ Grade 3 ☒ Grade 4 ☒ Grade 5	☒ Oral Language ☒ Phonological Awareness ☒ Phonics ☒ Fluency ☒ Vocabulary ☒ Comprehension	☒ Screening ☒ Progress Monitoring	☒ 2 x Month
iReady Diagnostic	☒ Grade 3 ☒ Grade 4 ☒ Grade 5	☒ Phonics ☒ Vocabulary ☒ Comprehension	☒ Progress Monitoring ☒ Diagnostic	☒ 3 x Year
Quarterly Monitoring Tool (QMT)	☒ Grade 2 ☒ Grade 3 ☒ Grade 4	☒ Vocabulary ☒ Comprehension	☒ Progress Monitoring ☒ Summative	☒ Quarterly

Additional Assessment(s)				
Name of the Assessment	Target Audience (Grades PreK-5) (Select all that apply.)	What component of reading is assessed? (Select all that apply.)	Assessment Type (Select all that apply.)	How often is the data collected?
	☒ Grade 5			

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

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

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

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

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

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

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

The district collaborates closely with the MTSS and Assessment departments to establish a comprehensive process for identifying K–3 students in need of Tier 2 and Tier 3 literacy interventions. Together, the departments determine which assessments are required for all students and which assessments may be used as supplemental progress-monitoring tools to support instructional decision-making. Using publisher guidance, state criteria, and district data trends, the district establishes cut scores and develops decision trees that provide schools with clear guidance for identifying students who are deficient or substantially deficient in reading.

Identification begins with the review of prior-year data, including state assessment results, end-of-year benchmark data, and retention information. Students who were retained or who scored at the lowest performance levels on state or district assessments are initially identified as having a substantial reading deficiency.

During the beginning-of-year assessment window (August/September), students participate in district-approved universal screeners, including STAR or FAST (based on grade level), DIBELS benchmark assessments, and/or the i-Ready Diagnostic. Multiple data sources are reviewed collaboratively to determine whether students are performing at grade-level expectations or require additional instructional support.

Students identified as needing support receive targeted interventions aligned to evidence-based practices outlined in the Institute of Education Sciences (IES) Practice Guides and connected to core literacy instruction. Students demonstrating significant reading deficits receive Tier 3 interventions in addition to core instruction, with instruction targeted to their specific areas of need.

Progress monitoring occurs regularly to evaluate student response to intervention and inform instructional adjustments. Students receiving intensive support are progress monitored at least biweekly using DIBELS measures and other district-approved assessments. Teachers also use ongoing classroom evidence, including curriculum-based assessments, Wonders assessments, informal checks for understanding, and student work samples, to inform intervention decisions and identify students who may require intensified support.

This data-review cycle is repeated during each STAR/FAST assessment window throughout the school year to ensure timely identification, intervention, and instructional responsiveness for students with reading deficiencies.

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 collaborates closely with the MTSS and Assessment departments to establish a comprehensive process for identifying students in Grades 4–5 who require Tier 2 and Tier 3 literacy interventions. Together, the departments determine which assessments are required for all students and which assessments may be used as supplemental progress-monitoring tools to support instructional decision-making. Using publisher guidance, state criteria, and district data trends, the district establishes cut scores and develops decision trees that provide schools with clear guidance for identifying students who are deficient or substantially deficient in reading.

Identification begins with the review of prior-year data, including state assessment results, end-of-year benchmark data, and retention information. Students who were retained or who scored at the lowest performance levels on state or district assessments are initially identified as having a substantial reading deficiency.

During the beginning-of-year assessment window (August/September), students participate in district-approved universal screening and diagnostic assessments, including FAST, DIBELS benchmark assessments, and/or the i-Ready Diagnostic. Multiple data sources are reviewed collaboratively to determine whether students are performing at grade-level expectations or require additional instructional support.

Students identified as needing support receive targeted interventions aligned to evidence-based practices outlined in the Institute of Education Sciences (IES) Practice Guides and connected to core literacy instruction. Students demonstrating significant reading deficits receive Tier 3 interventions in addition to core instruction, with instruction targeted to their specific areas of need.

Progress monitoring occurs regularly to evaluate student response to intervention and inform instructional adjustments. Students receiving intensive support are progress monitored at least biweekly using DIBELS measures and other district-approved assessments. Teachers also use ongoing classroom evidence, including curriculum-based assessments, Wonders assessments, informal checks for understanding, and student work samples, to inform intervention decisions and identify students who may require intensified support.

This data-review cycle is repeated during each FAST assessment window throughout the school year to ensure timely identification, intervention, and instructional responsiveness for students with reading deficiencies.

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

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

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

The MTSS and literacy departments work together to select required assessments and progress monitoring tools. Based on publisher guidelines, cut scores are determined, and the decision trees are developed and shared district-wide to guide identification of students with substantial deficiencies. Initial identification begins with end-of-year assessment and retention data. In August/September, students take the FAST assessment, DIBELS Benchmarking, and/or the iReady diagnostic. These results, along with teacher observation, help determine whether students are meeting grade-level expectations or require additional support. Students identified as needing support receive targeted instruction aligned with IES practice guides and core curriculum. Progress is monitored biweekly using DIBELS and other tools such as Wonders assessments and student work. This process is repeated at each FAST testing window to ensure timely identification and support.

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

Students scoring below the 40th percentile on STAR or FAST are screened using the mCLASS DIBELS Benchmarking system. Assessments aligned to dyslexia screening include LNF, PSF, and WRF. Students with scores in risk ranges of dyslexia are administered additional DIBELS dyslexia specific subtests (RAN, spelling, oral language). Other students may be given the DIBELS assessment as recommended by the teacher based on classroom and observational data to determine risk level for reading difficulties.

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

The district utilizes a comprehensive system of ongoing data collection, instructional monitoring, and collaborative problem-solving processes to evaluate and strengthen the effectiveness of Tier 1 literacy

instruction in Grades K–5. Multiple sources of student performance data are used throughout the school year to identify trends, monitor standards mastery, and determine the effectiveness of core instruction.

District and school-based teams regularly analyze data from FAST assessments, Quarterly Monitoring Tools (QMTs), FAST-style exit tickets, Spotlight checkpoints, unit assessments, and curriculum-based measures embedded within core instructional resources. In Grades K–2, schools also utilize UFLI Weekly Progress Monitoring Subtests Assessments (PMSAs) to monitor foundational reading skill development and determine whether students are mastering critical phonics and decoding skills aligned to grade-level expectations.

Teachers use FAST-style exit tickets, Spotlight checkpoints, and daily formative assessment practices to monitor student understanding during instruction and to make immediate instructional adjustments within the Tier 1 classroom environment. Unit assessments and QMTs provide additional opportunities for teachers, coaches, and administrators to evaluate student mastery of benchmark-aligned content and identify standards or skills requiring reteaching, intervention, or instructional refinement.

At the school and district levels, collaborative data review processes occur regularly through Professional Learning Communities (PLCs), MTSS problem-solving meetings, coaching cycles, and administrative data chats. During these meetings, teams analyze student performance trends across classrooms, grade levels, and subgroups to identify strengths and gaps within Tier 1 instruction. When data indicates that students are not responding adequately to core instruction, schools work collaboratively to determine root causes and implement instructional adjustments, which may include increased opportunities for explicit instruction, differentiated small-group instruction, targeted scaffolds, additional practice opportunities, or strengthened alignment to evidence-based literacy practices outlined in the Institute of Education Sciences (IES) Practice Guides.

In addition to student performance data, classroom walkthroughs, instructional framework look-fors, and coaching support are used to monitor implementation fidelity of the district’s literacy curriculum and instructional expectations. This continuous improvement cycle ensures that Tier 1 instruction remains responsive, standards-aligned, and grounded in evidence-based literacy practices designed to meet the needs of all students.

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

The district utilizes a systematic process of data analysis, progress monitoring, and collaborative problem-solving to evaluate and improve the effectiveness of Tier 2 literacy interventions in Grades K–5. District and school-based teams work together to ensure interventions are aligned to identified student needs, implemented with fidelity, and monitored regularly to determine student response to intervention.

Students receiving Tier 2 interventions are identified through multiple data sources, including FAST assessments, DIBELS benchmark assessments, i-Ready Diagnostic data, Quarterly Monitoring Tools (QMTs), FAST-style exit tickets, Spotlight checkpoints, unit assessments, curriculum-based measures, and teacher observations. In Grades K–2, schools also utilize UFLI Weekly Progress Monitoring Subtests Assessments (PMSAs) to monitor foundational reading skill development and determine whether students are responding adequately to intervention support.

Once students are identified for Tier 2 support, schools provide targeted small-group interventions aligned to evidence-based practices outlined in the Institute of Education Sciences (IES) Practice Guides and connected directly to core literacy instruction. Intervention plans are developed based on identified skill

deficits and may include targeted support in phonemic awareness, phonics, fluency, vocabulary, or comprehension.

Student progress is monitored regularly using district-approved progress monitoring tools, including DIBELS progress monitoring measures, curriculum-based assessments, intervention program assessments, UFLI PMSAs, and classroom performance data. Teachers and interventionists use this data to evaluate whether students are making adequate progress toward grade-level expectations and intervention goals.

Collaborative problem-solving meetings, including PLCs, MTSS meetings, coaching cycles, and administrative data chats, occur regularly to review intervention effectiveness. During these meetings, teams analyze student progress data, identify trends, and determine whether instructional adjustments are needed. When students do not demonstrate sufficient growth, teams engage in root-cause analysis to determine potential barriers, including intervention fidelity, instructional match, attendance, pacing, or the need for increased intensity of support.

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

The district utilizes a comprehensive and data-driven problem-solving process to evaluate and improve the effectiveness of Tier 3 literacy interventions for students in Grades K–5 who demonstrate significant reading deficiencies. District and school-based teams collaborate to ensure interventions are intensive, targeted, evidence-based, and responsive to individual student needs.

Students requiring Tier 3 interventions are identified through multiple data sources, including FAST assessments, DIBELS benchmark and progress monitoring assessments, i-Ready Diagnostic data, state assessment results, Quarterly Monitoring Tools (QMTs), FAST-style exit tickets, Spotlight checkpoints, unit assessments, curriculum-based measures, and teacher observations. Students demonstrating persistent reading difficulties, minimal response to Tier 2 interventions, or substantial deficiencies in reading are considered for Tier 3 support through the school's MTSS problem-solving process.

Tier 3 interventions are designed to provide intensive, individualized instruction aligned to evidence-based practices outlined in the Institute of Education Sciences (IES) Practice Guides and connected directly to core literacy instruction. Interventions are targeted to specific areas of need, including phonemic awareness, phonics, fluency, vocabulary, and comprehension, and are delivered with increased intensity through smaller group sizes, increased instructional time, and more frequent opportunities for guided practice and corrective feedback.

Student progress is monitored frequently to determine responsiveness to intervention and to guide instructional decision-making. Schools utilize district-approved progress monitoring tools, including DIBELS progress monitoring measures, UFLI Weekly Progress Monitoring Subtests Assessments (PMSAs) in primary grades, intervention program assessments, curriculum-based measures, and ongoing classroom performance data. Progress monitoring for Tier 3 students occurs at least biweekly and may occur more frequently based on student need.

Collaborative data-review and problem-solving sessions occur regularly through MTSS meetings, PLCs, coaching cycles, and administrative data chats. During these meetings, teams analyze student growth trends, review intervention fidelity, and determine whether interventions are producing the desired outcomes. When students do not demonstrate adequate progress, teams engage in root-cause analysis to identify potential barriers, including attendance concerns, instructional delivery, intervention fidelity, scheduling, or the appropriateness of the intervention match.

Based on ongoing data analysis, intervention plans may be intensified or adjusted through changes in instructional strategies, intervention programs, group size, frequency, duration, or staffing support. Schools also receive ongoing support from instructional coaches, intervention specialists, administrators, and district personnel to strengthen implementation fidelity and ensure interventions are aligned to district expectations and evidence-based literacy practices.

This continuous improvement process ensures Tier 3 interventions remain responsive, individualized, and focused on accelerating literacy outcomes for students with the most significant reading needs.

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 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: Grades K-2: FAST Level 3-5 on PM 3 from prior year and/or PM 1 from current school year, and a DIBELS composite score at or above benchmark. Teacher discretion based on classroom performance data may also be used. Grades 3-5: FAST Level 3-5 on PM 3 from prior year and/or PM 1 from current school year and i-Ready phonics score at the early/on/above level and an i-Ready comprehension score at the early/on/above level. Teacher discretion based on classroom performance data may also be used.	
List performance criteria that indicate Tier 1 instruction is sufficient for at least 80% of students. FAST/STAR scores where 80% of the students are at a 40 th percentile or higher as per PM 3 from prior year and PM 1 from current school year. Other Data Points to Review: iReady Diagnostic scores on Fall administration where 80% of the students are at a early on-level range or above. DIBELS initial Benchmark Composite Scores where 80% of the students are at the Green Level or above based on assigned grade level benchmark assessments.	
Core Instruction	
Indicate the core instructional materials utilized. Add additional rows as needed.	
Name of Program	Year of Program Adoption
University of Florida Literacy Institute (UFLI) Foundations-Supplemental	2023
McGraw Hill Wonders	2021
Additional performance criteria that prompt Tier 2 interventions for students not meeting expectations/benchmarks during the school year: Students not meeting grade-level expectations through core instruction are identified for Tier 2 intervention using multiple sources of ongoing performance data collected throughout the school year. Data reviewed may include FAST assessment results, DIBELS benchmark and progress monitoring data, i-Ready Diagnostic data, Quarterly Monitoring Tools (QMTs), FAST-style exit tickets, Spotlight checkpoints, unit assessments, UFLI Weekly PMSAs, curriculum-based measures, and teacher observations. Students demonstrating inconsistent progress, below-benchmark performance, or inadequate response to Tier 1 instruction are discussed through the school-based MTSS problem-solving process to determine the need for targeted Tier 2 intervention and additional instructional support.	
Tier 1 Instruction + Tier 2 Interventions	
Beginning of Year Data	

Students who meet the following criteria at the beginning of the school year:
 Grades K-2: FAST Level 1 or 2 on PM 3 from prior year and/or a score below the 40th percentile on PM 1 from current school year and DIBELS composite score below, at or above benchmark and teacher discretion. Or FAST levels 3-5 from prior year and/or a percentile at or above the 40th percentile on PM 1 and DIBELS composite below or well below benchmark. Teacher discretion based on classroom performance data may also be used.
 Grades 3-5: FAST Level 1 or 2 on PM 3 from prior year and/or a score below the 40th percentile on PM 1 from current school year and i-Ready phonics early/on/above grade level. Or FAST Level 3 or higher and and/or a percentile at or above the 40th percentile on PM 1 and i-Ready phonics or comprehension one or more grade levels below. Teacher discretion based on classroom performance data may also be used.

Number of times per week interventions are provided:
 2-4 days per week
Number of minutes per intervention session:
 10-30 minutes depending on intervention

Supplemental Instruction/Interventions
Indicate the evidence-based programs and/or practices used for Tier 2 interventions and how the programs and practices are supported by strong, moderate or promising levels of evidence. Add additional rows as needed.

Name of Program	ESSA Evidence Level	Verbiage (as needed)
University of Florida Literacy Institute (UFLI) Foundations	N/A	UFLI Foundations (University of Florida Literacy Institute) Foundations does not meet strong, moderate, or promising levels of evidence; however, the following What Works Clearinghouse (WWC) Practice Guide Recommendation(s) support the program: "Foundational Skills to Support Reading for Understanding in Kindergarten Through 3rd Grade." Recommendations and Levels of Evidence: • Develop awareness of the segments of sounds in speech and how they link to letters – Strong level of evidence • Teach students to decode words, analyze word parts, and write and recognize words – Strong level of evidence • Ensure that each student reads connected text every day to support reading accuracy, fluency, and comprehension – Moderate level of evidence These recommendations were built into the program by designing UFLI Foundations to follow a structured literacy approach grounded in the science of reading. The program includes explicit, systematic instruction in phonemic awareness, phonics, vocabulary, and fluency, with daily opportunities for students to apply skills in connected text. The district will support and monitor the implementation of this program by

		utilizing district coaches to engage teachers in coaching cycles, conduct site visits, host demonstration classroom visits and facilitate planning sessions and data PLCs.
Wonders (Tier 2) Resources (McGraw Hill)	N/A	Wonders 2020 Tier 2 resources do not meet strong, moderate, or promising levels of evidence; however, the following What Works Clearinghouse (WWC) Practice Guide Recommendation(s) support the program: “Foundational Skills to Support Reading for Understanding in Kindergarten Through 3rd Grade” Recommendations and Levels of Evidence: • Develop awareness of the segments of sounds in speech and how they link to letters – Strong level of evidence • Teach students to decode words, analyze word parts, and write and recognize words – Strong level of evidence • Ensure that each student reads connected text every day to support reading accuracy, fluency, and comprehension – Moderate level of evidence “Providing Reading Interventions for Students in Grades 4–9” Recommendations and Levels of Evidence: • Build students’ decoding skills so they can read complex multisyllabic words – Strong level of evidence • Provide purposeful fluency-building activities to help students read effortlessly – Strong level of evidence • Routinely use a set of comprehension-building practices to help students make sense of the text – Strong level of evidence • Provide students with opportunities to practice making sense of stretch text (i.e., challenging text) – Moderate level of evidence These recommendations were built into the program by incorporating scaffolded, small-group instruction that targets foundational and advanced reading skills. Wonders 2020 Tier 2 resources are designed to support students who need additional instruction beyond Tier 1, with lessons that emphasize phonological awareness, phonics, fluency, vocabulary, and comprehension

		strategies appropriate for both early and upper elementary grades. The district will support and monitor implementation of this program by conducting fidelity checks, providing instructional coaching, and using progress monitoring tools to guide instruction. This includes professional learning opportunities such as training on Tier 2 instructional strategies within Wonders, ongoing coaching support, and collaborative data meetings to ensure consistent and effective implementation.
i-Ready Teacher Toolbox (Curriculum Associates)	N/A	i-Ready Toolbox by Curriculum Associates does not meet strong, moderate, or promising levels of evidence; however, the following What Works Clearinghouse (WWC) Practice Guide Recommendation(s) support the program: From the WWC Practice Guide: “Foundational Skills to Support Reading for Understanding in Kindergarten Through 3rd Grade” Recommendations and Levels of Evidence: • Develop awareness of the segments of sounds in speech and how they link to letters – Strong level of evidence • Teach students to decode words, analyze word parts, and write and recognize words – Strong level of evidence • Ensure that each student reads connected text every day to support reading accuracy, fluency, and comprehension – Moderate level of evidence “Providing Reading Interventions for Students in Grades 4–9” Recommendations and Levels of Evidence: • Build students’ decoding skills so they can read complex multisyllabic words – Strong level of evidence • Provide purposeful fluency-building activities to help students read effortlessly – Strong level of evidence • Routinely use a set of comprehension-building practices to help students make sense of the text – Strong level of evidence • Provide students with opportunities to practice making sense of stretch text (i.e., challenging text) – Moderate level of evidence

		These recommendations were built into the program by providing structured, standards aligned lessons that target foundational reading skills through explicit instruction, guided practice, and independent application. i-Ready Toolbox supports differentiated instruction with resources that address phonological awareness, phonics, fluency, vocabulary, and comprehension. The district will support and monitor implementation of this program by conducting fidelity checks, providing instructional coaching, and using diagnostic and progress monitoring data to inform instruction. This includes professional learning opportunities such as initial training on i Ready Toolbox instructional routines, ongoing coaching cycles, and collaborative data analysis sessions to ensure effective and consistent implementation.
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)
Phonics First (Brainspring)	N/A	The Phonics First intervention program from Brainspring does not meet strong, moderate, or promising levels of evidence; however, the following What Works Clearinghouse (WWC) Practice Guide Recommendations(s) support the program: “Foundational Skills to Support Reading for Understanding in Kindergarten Through 3rd Grade.” Recommendations and Levels of Evidence: • Develop awareness of the segments of sounds in speech and how they link to letters – Strong level of evidence • Teach students to decode words, analyze word parts, and write and recognize words – Strong level of evidence • Ensure that each student reads connected text every day to support reading accuracy, fluency, and comprehension – Moderate level of evidence These recommendations were built into the program by incorporating structured, sequential, and multisensory instruction that emphasizes phonemic awareness, phonics, fluency, vocabulary, and comprehension. Phonics First’s design aligns with the Orton-Gillingham methodology, which emphasizes explicit instruction in decoding and encoding, scaffolded

		practice, and cumulative review. The district will support and monitor implementation of this program by establishing fidelity checks, providing coaching support, and conducting regular progress monitoring. This includes professional learning opportunities such as initial certification training in IMSE methodology, ongoing coaching sessions, and collaborative data review meetings to ensure consistent and effective implementation.
OG+ (IMSE)	N/A	IMSE (Institute for Multi-Sensory Education) does not meet strong, moderate, or promising levels of evidence; however, the following What Works Clearinghouse (WWC) Practice Guide Recommendations(s) support the program: “Foundational Skills to Support Reading for Understanding in Kindergarten Through 3rd Grade.” Recommendations and Levels of Evidence: • Develop awareness of the segments of sounds in speech and how they link to letters – Strong level of evidence • Teach students to decode words, analyze word parts, and write and recognize words – Strong level of evidence • Ensure that each student reads connected text every day to support reading accuracy, fluency, and comprehension – Moderate level of evidence These recommendations were built into the program by incorporating structured, sequential, and multisensory instruction that emphasizes phonemic awareness, phonics, fluency, vocabulary, and comprehension. IMSE’s OG+ design aligns with the Orton-Gillingham methodology, which emphasizes explicit instruction in decoding and encoding, scaffolded practice, and cumulative review. The district will support and monitor implementation of this program by establishing fidelity checks, providing coaching support, and conducting regular progress monitoring. This includes professional learning opportunities such as initial certification training in IMSE methodology, ongoing coaching sessions, and collaborative data review meetings to ensure consistent and effective implementation.

Morphology+ (IMSE)	N/A	IMSE (Institute for Multi-Sensory Education) does not meet strong, moderate, or promising levels of evidence; however, the following What Works Clearinghouse (WWC) Practice Guide Recommendation(s) support the program: “Providing Reading Interventions for Students in Grades 4-9.” Recommendations and Levels of Evidence: • Build students’ decoding skills so they can read complex multisyllabic words – Strong level of evidence • Provide purposeful fluency-building activities to help students read effortlessly – Strong level of evidence • Routinely use a set of comprehension-building practices to help students make sense of the text: Part 3A – Build students’ world and word knowledge so they can make sense of the text – Strong level of evidence These recommendations were built into the program by incorporating structured, sequential, and multisensory instruction that emphasizes phonemic awareness, phonics, fluency, vocabulary, and comprehension. IMSE’s Morphology+ design aligns with the Orton-Gillingham methodology, which emphasizes explicit instruction in decoding and encoding, scaffolded practice, and cumulative review. The district will support and monitor implementation of this program by establishing fidelity checks, providing coaching support, and conducting regular progress monitoring. This includes professional learning opportunities such as initial certification training in IMSE methodology, ongoing coaching sessions, and collaborative data review meetings to ensure consistent and effective implementation.
Rewards - Intermediate	N/A	REWARDS (Reading Excellence: Word Attack & Rate Development Strategies) does not meet strong, moderate, or promising levels of evidence; however, the following What Works Clearinghouse (WWC) Practice Guide Recommendation(s) support the program: “Providing Reading Interventions for Students in Grades 4-9.”

		Recommendations and Levels of Evidence: • Build students' decoding skills so they can read complex multisyllabic words – Strong level of evidence • Provide purposeful fluency-building activities to help students read effortlessly – Strong level of evidence • Routinely use a set of comprehension-building practices to help students make sense of the text – Strong level of evidence • Provide students with opportunities to practice making sense of stretch text (i.e. challenging text) – Moderate level of evidence These recommendations were built into the program by focusing on explicit instruction in decoding multisyllabic words, repeated reading for fluency, and structured comprehension strategies. REWARDS is designed to improve word recognition, fluency, and comprehension through scaffolded lessons that emphasize strategy use and student engagement with increasingly complex tasks. The district will support and monitor implementation of this program by conducting fidelity checks, offering coaching and modeling sessions, and using student progress data to inform instruction. This includes professional learning opportunities such as initial training in REWARDS instructional strategies, ongoing professional development workshops, and collaborative planning sessions to ensure high-quality implementation.
English Language Learners		
Name of Program	ESSA Evidence Level	Verbiage (as needed)
N/A		
For K-3 students who have a substantial deficiency in reading or characteristics of dyslexia, identify the multisensory strategies provided. The multisensory strategies provided to students with a substantial reading deficiency include the use of white boards and magnetic letters, pound and sound with arm/hand movements, Elkonin boxes, underlining of syllable parts, the use of the sound wall, mirrors to support visual learning of tongue placement, sensory materials such as shaving cream and/or sand. These are embedded within the curriculum resources (UFLI and Brainspring).		
Additional performance criteria that prompt Tier 3 interventions for students not meeting expectations/benchmarks during the school year: STAR data decreases below the 10th percentile or FAST data decreases below the 20th percentile between PM 3 of the prior year and PM 1 of the current year OR between additional STAR/FAST administrations. For Grades 3-5 IReady scores are at the two years or below at any administration of the diagnostic. DIBELS		

Benchmark Composite Scores at any benchmark administration period drops to the Red Level based on assigned grade level benchmark assessments at any time of year.		
Tier 1 Instruction + Tier 2 Interventions + Tier 3 Intensive Interventions		
Beginning of Year Data		
Students who meet the following criteria at the beginning of the school year: Grades K-2: FAST data Level 1 from prior year and/or a score below the 10th percentile on PM 1 and DIBELS composite below or well below benchmark or FAST data Level 1-2 and/or a score between the 11th and 39th percentile on PM 1 and DIBELS composite score well below benchmark. Teacher discretion based on classroom performance data may also be used. Retention in the previous year's grade. Grades 3-5: FAST data Level 1 between PM 3 of the prior year and/or below the 20th percentile on PM 1 of the current year or FAST Level 1 or 2 and i-Ready phonics one or more grade levels below (Grades 4 and 5 only). Teacher discretion based on classroom performance data may also be used. A Level 1 on the previous year's FAST PM 3 administration for third grade students. Retention in the previous year's grade.		
Number of times per week interventions are provided: 3-5 days per week Number of minutes per intervention session: 15-40 depending on the intervention and needs of the students		
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)
UFLI	N/A	UFLI Foundations (University of Florida Literacy Institute) does not meet strong, moderate, or promising levels of evidence; however, the following What Works Clearinghouse (WWC) Practice Guide Recommendation(s) support the program: "Foundational Skills to Support Reading for Understanding in Kindergarten Through 3rd Grade." Recommendations and Levels of Evidence: • Develop awareness of the segments of sounds in speech and how they link to letters – Strong level evidence • Teach students to decode words, analyze word parts, and write and recognize words – Strong level evidence • Ensure that each student reads connected text every day to support reading accuracy, fluency, and comprehension – Moderate level evidence These recommendations were built into the program by designing UFLI Foundations to follow a structured literacy approach grounded in the science of reading. The program includes explicit, systematic instruction in phonemic awareness, phonics, vocabulary, and fluency, with daily

		opportunities for students to apply skills in connected text. The district will support and monitor the implementation of this program by utilizing four district coaches to engage teachers in coaching cycles, conduct site visits, and facilitate planning sessions and data PLCs as well as partner with the University of Florida and conduct our own series 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)
Phonics First (Brainspring)	N/A	The Phonics First intervention program from Brainspring does not meet strong, moderate, or promising levels of evidence; however the following What Works Clearinghouse (WWC) Practice Guide Recommendations(s) support the program: “Foundational Skills to Support Reading for Understanding in Kindergarten Through 3rd Grade.” Recommendations and Levels of Evidence: • Develop awareness of the segments of sounds in speech and how they link to letters – Strong level of evidence • Teach students to decode words, analyze word parts, and write and recognize words – Strong level of evidence • Ensure that each student reads connected text every day to support reading accuracy, fluency, and comprehension – Moderate level of evidence These recommendations were built into the program by incorporating structured, sequential, and multisensory instruction that emphasizes phonemic awareness, phonics, fluency, vocabulary, and comprehension. Phonics First’s design aligns with the Orton-Gillingham methodology, which emphasizes explicit instruction in decoding and encoding, scaffolded practice, and cumulative review. The district will support and monitor implementation of this program by establishing fidelity checks, providing coaching support, and conducting regular progress monitoring. This includes professional learning opportunities such as initial certification training in

		Brainspring methodology, ongoing coaching sessions, and collaborative data review meetings to ensure consistent and effective implementation.
OG+ (IMSE)	NA	
Morphology+ (IMSE)	NA	IMSE (Institute for Multi-Sensory Education) does not meet strong, moderate, or promising levels of evidence; however, the following What Works Clearinghouse (WWC) Practice Guide Recommendations(s) support the program: “Providing Reading Interventions for Students in Grades 4-9.” Recommendations and Levels of Evidence: • Build students’ decoding skills so they can read complex multisyllabic words – Strong level of evidence • Provide purposeful fluency-building activities to help students read effortlessly – Strong level of evidence • Routinely use a set of comprehension-building practices to help students make sense of the text: Part 3A – Build students’ world and word knowledge so they can make sense of the text – Strong level of evidence These recommendations were built into the program by incorporating structured, sequential, and multisensory instruction that emphasizes phonemic awareness, phonics, fluency, vocabulary, and comprehension. IMSE’s Morphology+ design aligns with the Orton-Gillingham methodology, which emphasizes explicit instruction in decoding and encoding, scaffolded practice, and cumulative review. The district will support and monitor implementation of this program by establishing fidelity checks, providing coaching support, and conducting regular progress monitoring. This includes professional learning opportunities such as initial certification training in IMSE methodology, ongoing coaching sessions, and collaborative data review meetings to ensure consistent and effective implementation.
Rewards - Intermediate	N/A	REWARDS (Reading Excellence: Word Attack & Rate Development Strategies) does not meet strong, moderate, or promising levels of evidence; however, the following What Works

		Clearinghouse (WWC) Practice Guide Recommendation(s) support the program: “Providing Reading Interventions for Students in Grades 4-9.” Recommendations and Levels of Evidence: • Build students’ decoding skills so they can read complex multisyllabic words – Strong level of evidence • Provide purposeful fluency-building activities to help students read effortlessly – Strong level of evidence • Routinely use a set of comprehension-building practices to help students make sense of the text – Strong level of evidence • Provide students with opportunities to practice making sense of stretch text (i.e. challenging text) – Moderate level of evidence These recommendations were built into the program by focusing on explicit instruction in decoding multisyllabic words, repeated reading for fluency, and structured comprehension strategies. REWARDS is designed to improve word recognition, fluency, and comprehension through scaffolded lessons that emphasize strategy use and student engagement with increasingly complex tasks. The district will support and monitor implementation of this program by conducting fidelity checks, offering coaching and modeling sessions, and using student progress data to inform instruction. This includes professional learning opportunities such as initial training in REWARDS instructional strategies, ongoing professional development workshops, and collaborative planning sessions to ensure high-quality implementation.
English Language Learners		
Name of Program	ESSA Evidence Level	Verbiage (as needed)
N/A		
For K-3 students who have a substantial deficiency in reading or characteristics of dyslexia, identify the multisensory strategies provided. The multisensory strategies provided to students with a substantial reading deficiency include the use of white boards and magnetic letters, pound and sound with arm/hand movements, Elkonin boxes, underlining of syllable parts, the use of the sound wall, mirrors to support visual learning of tongue placement, sensory materials such as shaving cream and/or sand. These strategies are built into both UFLI and Brainspring.		

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

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

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

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

Summer Reading Camps for Retained Grade 3 Students
Schedule: June 15 th -July 16 th , Monday -Thursday from 8:30am -12:30pm
Evidence-Based Instructional Materials to be used, as defined in 20 U.S.C. s. 7801(21)(A)(i): Wonders B.E.S.T. Literature Library Lessons (2.5 hours) UFLI Foundations (30 minutes whole group plus during small group instruction)
Alternative Assessment Used: iReady Diagnostic Amira
Additional Information (optional): N/A

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. N/A

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?
District Language! Live Benchmarks: Language Reading Scale, Test of Silent Contextual Reading Fluency, & the Test of Written Spelling	☒ 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 Growth Measure Assessment – Intensive Reading	☒ 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
District Quarter Checkpoints	☒ Grade 6 ☒ Grade 7 ☒ Grade 8 ☒ All Students ☐ Select Student	☐ Oral Language ☐ Phonological Awareness ☐ Phonics ☐ Fluency ☒ Vocabulary ☒ Comprehension	☐ Screening ☒ Progress Monitoring ☐ Diagnostic ☐ Summative	☐ Weekly ☐ 2 x Month ☐ Monthly ☒ Quarterly ☐ 3 x Year ☐ Annually ☐ As Needed ☐ Other

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

The district utilizes a Multi-Tiered System of Supports (MTSS) framework to identify Grades 6–8 students in need of Tier 2 and Tier 3 interventions. Identification is primarily based on FAST assessment data, with spring (PM3) results serving as the primary indicator. Students scoring at Level 1 are identified for Tier 3 and placed in an Intensive Reading course taught by a reading-endorsed teacher, while students scoring at Level 2 are identified as Tier 2.

All students are enrolled in a core language arts course aligned to the B.E.S.T. ELA Standards. Within the core classroom, teachers use FAST PM1 and PM2 data, district benchmarks, and classroom performance to provide differentiated instruction. Tier 2 and Tier 1 students receive additional targeted practice through teacher-led small groups, re-teaching, and scaffolded supports to address identified skill gaps.

For Tier 3 students, diagnostic assessments are used to identify gaps in foundational literacy skills, and instruction is aligned to secondary foundational benchmarks. Student progress is monitored regularly, and

school-based teams use MTSS protocols and district guidelines to review data and ensure appropriate placement and support.

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?

The district uses a structured MTSS process to monitor and improve the effectiveness of Tier 1 instruction in Grades 6–8 through a tightly aligned progress monitoring system. All students begin the year with the FAST PM1 assessment, and instruction is delivered using the district-adopted curriculum and scope and sequence.

Ongoing data collection occurs throughout each instructional unit. Teachers utilize StudySync “Your Turn” responses tied to each text, which include benchmark-aligned questions similar to those on FAST assessments. After instruction on multiple texts, students complete Mid-Quarter Checkpoints using taught texts to assess mastery of recently taught benchmarks, and Unit Checkpoints assess student performance using new, grade-level texts. At midyear, students take FAST PM2.

Teachers and school-based teams triangulate data from FAST progress monitoring, “Your Turn” responses, checkpoint assessments, and student work samples to identify trends and determine the effectiveness of Tier 1 instruction. Tier 1 students who do not demonstrate mastery receive additional support through differentiated instruction, including teacher-led small groups, targeted re-teaching, and scaffolded practice aligned to identified skill gaps.

Department PLCs and data chats are used regularly to review alignment to the B.E.S.T. ELA Standards and analyze student performance data. District literacy leaders also engage in scoring and calibration of performance tasks and the analysis of curriculum benchmarks used as common assessments across all strands of the standards. Instructional Leadership Teams (ILT/PSLT), along with district leadership, Content Supervisors, District Resource Teachers, Coaches, and School Administrators, conduct classroom walkthroughs and analyze multiple data sources to support ongoing problem-solving and ensure continuous improvement of Tier 1 instruction.

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

The district utilizes an MTSS framework to monitor and improve the effectiveness of Tier 2 interventions in Grades 6–8 through ongoing progress monitoring and data analysis. Student performance is measured using multiple data sources, including FAST progress monitoring assessments (PM1, PM2, PM3), district checkpoint assessments (Mid-Quarter and Unit Checkpoints), and classroom-based measures such as StudySync “Your Turn” responses, gradebook standards tracking, and student work samples.

Teachers and school-based teams triangulate these data sources to identify students who are not demonstrating adequate progress toward benchmark mastery. Based on this analysis, students receiving Tier 2 support are provided with targeted, differentiated instruction aligned to essential benchmarks and skill gaps, including additional practice across texts of varying complexity and the use of achievement level descriptors to guide progression toward grade-level expectations.

During the second semester, teachers implement district-developed review materials within teacher-led small groups to provide targeted and, when needed, new instruction aligned to priority benchmarks. These resources include built-in progress monitoring to allow for timely adjustment of instruction based on student responsiveness.

Department PLCs and data chats are used to regularly review student performance, alignment to the B.E.S.T. ELA Standards, and the effectiveness of Tier 2 supports. Instructional Leadership Teams (ILT/PSLT), along with district leadership, Content Supervisors, District Resource Teachers, Coaches, and School Administrators, monitor data trends and implementation practices to support ongoing problem-solving and continuous improvement of Tier 2 interventions.

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

The district utilizes an MTSS framework to monitor and improve the effectiveness of Tier 3 interventions in Grades 6–8 through ongoing, targeted progress monitoring and data analysis. Student performance is measured using multiple data sources, including FAST progress monitoring assessments, district and classroom-based measures, and intervention-specific tools within Intensive Reading.

Students receiving Tier 3 support are progress monitored using Language! Live benchmark assessments administered three times per year, including the Language Reading Scale, Test of Silent Contextual Reading Fluency, and the Test of Written Spelling. Additional data are collected through formative assessments, end-of-unit assessments aligned to Word Training, and ongoing monitoring of foundational skills and fluency recordings within the program.

Teachers analyze these data to identify skill gaps in foundational literacy, including phonemic awareness, phonics, fluency, and language skills. Based on student responsiveness, instruction is adjusted by modifying the frequency, duration, and intensity of interventions to meet individual student needs.

School-based teams review Tier 3 data at regular intervals (at least every six weeks) using MTSS protocols to evaluate student progress and determine next steps. Department PLCs, data chats, and Instructional Leadership Teams (ILT/PSLT), along with district leadership, Content Supervisors, District Resource Teachers, Coaches, and School Administrators, monitor implementation and student outcomes to support ongoing problem-solving and ensure continuous improvement of Tier 3 interventions.

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: Grades 6-8: Students will need to meet or exceed the grade level expectations by scoring at the 40th percentile or higher on the FAST ELA PM 1 given at the beginning of the year, and /or have scored a Level 3 or higher on the 2025-26 FAST ELA PM 3 administration. Students need to also score at above a 50% on their Quarter 1 checkpoint. Teacher discretion based on classroom performance data may also be used.	
List performance criteria that indicate Tier 1 is sufficient for at least 80% of students. The performance criteria to indicate that Tier 1 is sufficient will be students scoring at or above the proficiency level set forth by the district scoring at Levels 3-5 on the FAST PMs and be at least at a 50% average on the district Quarter 1 and 3 checkpoints.	
Core Instruction	
Indicate the core instructional materials utilized. Add additional rows as needed.	
Name of Program	Year of Program Adoption
StudySync by McGraw Hill	2021
Additional performance criteria that prompt Tier 2 interventions for students not meeting expectations/benchmarks during the school year: Students do not meet their minimal growth expectations established by the state Assessment office and communicated via email and training through the district assessment office and/or have a score below the 40th percentile on the 2026-27 PM assessments. The document is also shared with district literacy staff at	

the FOIL meetings to share with teachers and coaches.

Scores on the Quarter 1 and 3 benchmark assessments are below a 50% average.

Student data on benchmark assessments is below a 50% average.

Tier 1 Instruction + Tier 2 Interventions

Beginning of Year Data

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

Grades 6-8: Students scoring at a Level 2 on the 2025-2026 FAST ELA PM 3 or below the 40th percentile on PM1 given at the start of the year. Students may also score below 50% on the Quarter 1 checkpoint.

Teacher discretion based on classroom performance data may also be used.

Number of times per week interventions are provided:

3-5 days per week

Number of minutes per intervention session:

15 minutes minimum

Course(s) where interventions take place:

English/Language Arts courses, English through ESOL

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)
StudySync Resources	N/A	StudySync does not meet strong, moderate, or promising levels of evidence; however, the following What Works Clearinghouse (WWC) Practice Guide Recommendation(s) support the program: "Providing Reading Interventions for Students in Grades 4–9." Recommendations and Levels of Evidence: • Build students' decoding skills so they can read complex multisyllabic words – Strong level of evidence • Provide purposeful fluency-building activities to help students read effortlessly – Strong level of evidence • Routinely use a set of comprehension-building practices to help students make sense of the text –Strong level of evidence These recommendations are built into the StudySync program through its emphasis on close reading, scaffolded instruction, and engagement with complex literary and informational texts.

		StudySync provides a structured sequence of lessons—First Read, Skill Lessons, and Close Read—that guide students through multiple interactions with grade-level and above-grade-level texts. The program incorporates vocabulary development, fluency practice, and comprehension strategies such as text-dependent questioning and collaborative discussions. These elements support students in developing the skills necessary to decode, analyze, and comprehend increasingly challenging texts. The district will support and monitor implementation of this program by conducting fidelity checks, offering coaching and modeling sessions, and using student progress data to inform instruction. This includes professional learning opportunities such as initial training in StudySync instructional strategies, ongoing professional development workshops, and collaborative planning sessions to ensure high-quality implementation.
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)
Rewards - Secondary	N/A	REWARDS (Reading Excellence: Word Attack & Rate Development Strategies) does not meet strong, moderate, or promising levels of evidence; however, the following What Works Clearinghouse (WWC) Practice Guide Recommendation(s) support the program: “Providing Reading Interventions for Students in Grades 4-9.” Recommendations and Levels of Evidence: • Build students’ decoding skills so they can read complex multisyllabic words – Strong level of evidence • Provide purposeful fluency-building activities to help students read effortlessly – Strong level of evidence • Routinely use a set of comprehension-building practices to help students make sense of the text – Strong level of evidence • Provide students with opportunities to practice making sense of stretch text (i.e.

		challenging text) – Moderate level of evidence These recommendations were built into the program by focusing on explicit instruction in decoding multisyllabic words, repeated reading for fluency, and structured comprehension strategies. REWARDS is designed to improve word recognition, fluency, and comprehension through scaffolded lessons that emphasize strategy use and student engagement with increasingly complex tasks. The district will support and monitor implementation of this program by conducting fidelity checks, offering coaching and modeling sessions, and using student progress data to inform instruction. This includes professional learning opportunities such as initial training in REWARDS instructional strategies, ongoing professional development workshops, and collaborative planning sessions to ensure high-quality implementation.
Morphology+ (IMSE)	N/A	IMSE (Institute for Multi-Sensory Education) does not meet strong, moderate, or promising levels of evidence; however the following What Works Clearinghouse (WWC) Practice Guide Recommendations(s) support the program: “Providing Reading Interventions for Students in Grades 4-9.” Recommendations and Levels of Evidence: • Build students’ decoding skills so they can read complex multisyllabic words – Strong level of evidence • Provide purposeful fluency-building activities to help students read effortlessly – Strong level of evidence • Routinely use a set of comprehension-building practices to help students make sense of the text: Part 3A – Build students’ world and word knowledge so they can make sense of the text – Strong level of evidence These recommendations were built into the program by incorporating structured, sequential, and multisensory instruction that emphasizes phonemic awareness, phonics, fluency, vocabulary, and comprehension. IMSE’s

		Morphology+ design aligns with the Orton-Gillingham methodology, which emphasizes explicit instruction in decoding and encoding, scaffolded practice, and cumulative review. The district will support and monitor implementation of this program by establishing fidelity checks, providing coaching support, and conducting regular progress monitoring. This includes professional learning opportunities such as initial certification training in IMSE methodology, ongoing coaching sessions, and collaborative data review meetings to ensure consistent and effective implementation.
English Language Learners		
Name of Program	ESSA Evidence Level	Verbiage (as needed)
N/A		
Additional performance criteria that prompt Tier 3 interventions for students not meeting expectations/benchmarks during the school year: Lack of consistent growth on state and district progress monitoring assessments, unit assessments, including teacher-led small group instruction will prompt the need of additional Tier 3 interventions for students not meeting expectations/benchmarks. Data points used includes FAST 2026-27 overall and growth performance either below the 20th percentile or below the minimal growth expectations shared by the state, performance on the Quarter 1 checkpoints below 30% and overall performance on classroom benchmark assessments and quick checks for understanding that are below a 30%.		
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: Grades 6-8: Level 1 on the 2024-2025 FAST ELA PM 3 and a score below 30% on the Quarter 1 checkpoint and a lexile score on Language! Live below a 500. Teacher discretion based on classroom performance data may also be used.		
Number of times per week interventions are provided: 3-5 Days per week Number of minutes per intervention session: 40 minutes Course(s) where interventions take place: Intensive Reading, Developmental Language Arts, 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)
Language! Live by Voyager Sopris	N/A	Language Live does not meet strong, moderate, or promising levels of evidence; the following What Works Clearinghouse (WWC) Practice Guide Recommendation(s) support the program: "Providing Reading Interventions for Students in Grades 4–9."

		Recommendations and Levels of Evidence: • Build students' decoding skills so they can read complex multisyllabic words – Strong level of evidence • Provide purposeful fluency-building activities to help students read effortlessly – Strong level of evidence • Routinely use a set of comprehension-building practices to help students make sense of the text – Strong level of evidence These recommendations were built into the program with a focus on an evidence-based literacy approach founded in the science of reading with age-appropriate content to engage adolescent readers. The scope and sequence include word study with a focus on decoding and word analysis, fluency practices and embedded text so students can practice vocabulary and practice with multisyllabic words. The district will support and monitor the implementation of this program by conducting three benchmark assessments throughout the year, including live and virtual for professional learning. These assessments track student performance with oral language, phonological awareness, phonics, fluency, vocabulary, and comprehension.
Read 180 (HMH)	WWC Intervention reports shows Read 180 is supported by Tier 1 with strong evidence. Read 180 at Tier 1-3 strong promising levels across all additional individual studies	
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)
iSpire Teacher led lessons	NA	iSpire does not meet strong, moderate, or promising levels of evidence; however, the following What Works Clearinghouse (WWC) Practice Guide Recommendations(s) support the program: "Providing Reading Interventions for Students in Grades 4-9."

		Recommendations and Levels of Evidence: • Build students' decoding skills so they can read complex multisyllabic words – Strong level of evidence • Provide purposeful fluency-building activities to help students read effortlessly – Strong level of evidence • Routinely use a set of comprehension-building practices to help students make sense of the text – Strong level of evidence These recommendations are built into the iSpire program through its structured, multisensory approach to foundational reading skills. iSpire delivers explicit instruction in phonological awareness, phonics, decoding, spelling, and comprehension using a consistent 1—step lesson format based on the Orton-Gillingham methodology. The program supports struggling readers, including those with dyslexia, by systematically developing decoding and fluency skills while incorporating scaffolded comprehension strategies. Interactive digital tools and consistent routines help students engage with increasingly complex texts. The district will support and monitor implementation of this program by conducting fidelity checks, offering coaching and modeling sessions, and using student progress data to inform instruction. This includes professional learning opportunities such as initial training in iSpire Instructional strategies, ongoing professional development workshops, and collaborative planning sessions to ensure high-quality implementation.
Rewards - Secondary	N/A	REWARDS (Reading Excellence: Word Attack & Rate Development Strategies) does not meet strong, moderate, or promising levels of evidence; however, the following What Works Clearinghouse (WWC) Practice Guide Recommendation(s) support the program: “Providing Reading Interventions for Students in Grades 4-9.” Recommendations and Levels of Evidence:

		• Build students’ decoding skills so they can read complex multisyllabic words – Strong level of evidence • Provide purposeful fluency-building activities to help students read effortlessly – Strong level of evidence • Routinely use a set of comprehension-building practices to help students make sense of the text – Strong level of evidence • Provide students with opportunities to practice making sense of stretch text (i.e. challenging text) – Moderate level of evidence These recommendations were built into the program by focusing on explicit instruction in decoding multisyllabic words, repeated reading for fluency, and structured comprehension strategies. REWARDS is designed to improve word recognition, fluency, and comprehension through scaffolded lessons that emphasize strategy use and student engagement with increasingly complex tasks. The district will support and monitor implementation of this program by conducting fidelity checks, offering coaching and modeling sessions, and using student progress data to inform instruction. This includes professional learning opportunities such as initial training in REWARDS instructional strategies, ongoing professional development workshops, and collaborative planning sessions to ensure high-quality implementation.
Morphology+ (IMSE)	N/A	IMSE (Institute for Multi-Sensory Education) does not meet strong, moderate, or promising levels of evidence; however the following What Works Clearinghouse (WWC) Practice Guide Recommendations(s) support the program: “Providing Reading Interventions for Students in Grades 4-9.” Recommendations and Levels of Evidence: • Build students’ decoding skills so they can read complex multisyllabic words – Strong level of evidence • Provide purposeful fluency-building activities to help students read effortlessly – Strong level of evidence

		Routinely use a set of comprehension-building practices to help students make sense of the text: Part 3A – Build students’ world and word knowledge so they can make sense of the text – Strong level of evidence These recommendations were built into the program by incorporating structured, sequential, and multisensory instruction that emphasizes phonemic awareness, phonics, fluency, vocabulary, and comprehension. IMSE’s Morphology+ design aligns with the Orton-Gillingham methodology, which emphasizes explicit instruction in decoding and encoding, scaffolded practice, and cumulative review. The district will support and monitor implementation of this program by establishing fidelity checks, providing coaching support, and conducting regular progress monitoring. This includes professional learning opportunities such as initial certification training in IMSE methodology, ongoing coaching sessions, and collaborative data review meetings to ensure consistent and effective implementation.
English Language Learners		
Name of Program	ESSA Evidence Level	Verbiage (as needed)
N/A		

Grades 9-12

13. Grades 9-12 Assessments

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

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

Additional Assessment(s)				
Name of the Assessment	Target Audience (Grades 9-12) (Select all that apply.)	What component of reading is assessed? (Select all that apply.)	Assessment Type (Select all that apply.)	How often is the data collected?
StudySync Curriculum Based Assessments	☒ 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 Growth Measure Assessment – Intensive Reading	☒ Grade 9 ☒ Grade 10 ☐ Grade 11 ☐ Grade 12 ☐ All Students ☒ Select Students	☒ Oral Language ☒ Phonological Awareness ☒ Phonics ☒ Fluency ☒ Vocabulary ☒ Comprehension	☒ Screening ☒ Progress Monitoring ☒ Diagnostic ☒ Summative	☐ Weekly ☐ 2 x Month ☐ Monthly ☐ Quarterly ☒ 3 x Year ☐ Annually ☐ As Needed ☐ Other
ChalkTalk (Intensive Reading 11 th and 12 th)	☐ 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
Core Reading Assessments	☒ Grade 9 ☒ Grade 10 ☒ Grade 11 ☒ Grade 12 ☐ All Students ☒ Select Students	☒ Oral Language ☒ Phonological Awareness ☒ Phonics ☒ Fluency ☒ Vocabulary ☒ Comprehension	☒ Screening ☒ Progress Monitoring ☒ Diagnostic ☐ Summative	☐ Weekly ☐ 2 x Month ☐ Monthly ☐ Quarterly ☐ 3 x Year ☒ Annually ☒ As Needed ☐ Other

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

The district's process for identifying students in Grades 9-12 in need of Tier 2/3 is based upon the FAST data and graduation benchmark achievement. Students scoring at a Level 2 or below on the spring administration of the FAST assessment are considered Tier 2. Students scoring at a Level 1 on the spring administration of the FAST are considered Tier 3. Students in Grades 11 and 12 not meeting their ELA graduation benchmark are also considered Tier 3 until it is earned. The district uses curriculum-based

assessments, Read 180 growth monitoring assessment as additional data points. Students scoring on average below 50% on the curriculum-based assessments, and/or below 600 Lexile on the Read 180 growth assessment may need additional Tier 2/3 interventions. Schools receive this information as part of their scheduling guidelines each spring and are asked to review the student data and use it to guide students into the appropriate courses for the following year. This data is monitored by the district team. Schools are provided district support to identify Tier 2/3 students and course scheduling.

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

District leadership along with Content Supervisors, District Resource Teachers, Coaches and School Administrators with their instructional Leadership Teams will conduct classroom walkthroughs to evaluate whether instruction is aligned to grade-level standards and benchmarks. Data analysis will include the triangulation of multiple sources including progress monitoring data, common assessments and student work samples. PLCs will review the alignment to the BEST ELA Standards as well as student performance. In addition, district literacy leaders will engage in scoring and calibration of performance tasks and the analysis of curriculum benchmarks that will serve as common assessments for all three strands of the BEST ELA Standards.

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

Student performance will be monitored through district and state progress monitoring tools, as well as curriculum tools available to all teachers, including curriculum standard tracker, curriculum standard assessment, and curriculum standard reteach lessons.

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

9th and 10th grade student performance will be monitored through district and state progress monitoring tools as well as through the curriculum tools available to all teachers: curriculum standard tracker, curriculum standard assessment, curriculum reteach lessons, curriculum small group lessons.

11th and 12th grade interventions will be monitored through curriculum assessment aligned to benchmark assessment or concordant score assessments. Student performance will be monitored through state assessment and/or concordant score assessments.

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: Students must meet the following criteria at the beginning of the school year: Students will need to meet or exceed the grade level expectations by scoring at a Level 3 or higher on the FAST ELA PM 1 given at the beginning of the year, and /or have scored a Level 3 or higher on the 2025-26 FAST ELA PM 3 administration. Students need to also score consistently at above a 50% on their Quarter 1 curriculum assessments. Teacher discretion based on classroom performance data may also be used.	
List performance criteria that indicate Tier 1 is sufficient for at least 80% of students. Students who meet the Tier 1 criteria will be enrolled in a high school English course or an equivalent Accelerated Programming course to receive Tier 1 instruction using our core curriculum in English, McGraw Hill Florida StudySync or approved curriculum for Advanced Placement, International Baccalaureate, and/or Cambridge AICE. When the majority of students (80%) score at a level 3 or higher on the PM 3 assessment, and/or meet their adequate growth on the median growth FAST reports put out by the state assessment office, as well as score at 50% or higher on their Q1 curriculum assessments, Tier 1 is considered sufficient.	

Core Instruction		
Indicate the core instructional materials utilized. Add additional rows as needed.		
Name of Program	Year of Program Adoption	
StudySync By McGraw Hill	2021	
Additional performance criteria that prompt Tier 2 interventions for students not meeting expectations/benchmarks during the school year: Students do not meet their minimal growth expectations established by the state assessment and/or have a score below the 40th percentile on the 2026-27 PM assessments. Scores on the curriculum based assessments are below a 50% average.		
Tier 1 Instruction + Tier 2 Interventions		
Beginning of Year Data		
Students who meet the following criteria at the beginning of the school year: Grades 9-10: Level 2 on the 2025-2026 FAST ELA PM 3 or below the 40th percentile on PM1 given at the start of the year. Students may also score below 600 on the HMH Read 180 growth assessment. Teacher discretion based on classroom performance data may also be used. Grade 11-12: Below Level 3 on the 2025-2026 FAST ELA PM 3 or 2025-2026 FAST Retake or not meeting a concordant score.		
Number of times per week interventions are provided: 5 times per week Number of minutes per intervention session: 40 minutes Course(s) where interventions take place: Intensive Reading, Research, English, English through ESOL		
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	WWC Intervention reports shows Read 180 is supported by Tier 1 with strong evidence. Read 180 at Tier 1-3 strong promising levels across all additional individual studies	N/A
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)
Rewards - Secondary	N/A	REWARDS (Reading Excellence: Word Attack & Rate Development Strategies) does not meet strong, moderate, or promising levels of evidence; however, the following What Works Clearinghouse (WWC) Practice Guide Recommendation(s) support the program: "Providing Reading Interventions for Students in Grades 4-9."

		Recommendations and Levels of Evidence: • Build students' decoding skills so they can read complex multisyllabic words – Strong level of evidence • Provide purposeful fluency-building activities to help students read effortlessly – Strong level of evidence • Routinely use a set of comprehension-building practices to help students make sense of the text – Strong level of evidence • Provide students with opportunities to practice making sense of stretch text (i.e. challenging text) – Moderate level of evidence These recommendations were built into the program by focusing on explicit instruction in decoding multisyllabic words, repeated reading for fluency, and structured comprehension strategies. REWARDS is designed to improve word recognition, fluency, and comprehension through scaffolded lessons that emphasize strategy use and student engagement with increasingly complex tasks. The district will support and monitor implementation of this program by conducting fidelity checks, offering coaching and modeling sessions, and using student progress data to inform instruction. This includes professional learning opportunities such as initial training in REWARDS instructional strategies, ongoing professional development workshops, and collaborative planning sessions to ensure high-quality implementation.
English Language Learners		
Name of Program	ESSA Evidence Level	Verbiage (as needed)
N/A		
Additional performance criteria that prompt Tier 3 interventions for students not meeting expectations/benchmarks during the school year: Lack of consistent growth on benchmark and unit assessments, even with implementation of teacher-led small group instruction. Data points used includes FAST 2025-26 overall and growth performance either below a Level 3 or below the minimal growth expectations shared by the state, performance on the Quarter 1 curriculum based assessment below 50% and overall performance on classroom benchmark assessments and quick checks for understanding that are below a 50%.		

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: Grades 9-10: Level 1 on the 2025-2026 FAST ELA PM 3 or below the 25th percentile on PM1 given at the start of the year. Students may also score far below 600 on HMM Read 180 growth assessment. Teacher discretion based on classroom performance data may also be used. Grade 11-12: Below Level 3 on the 2025-2026 FAST ELA PM 3 or 2025-2026 FAST Retake or not meeting a concordant score.		
Number of times per week interventions are provided: 5 days per week Number of minutes per intervention session: 40 minutes Course(s) where interventions take place: Intensive Reading, Language 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	WWC Intervention reports shows Read 180 is supported by Tier 1 with strong evidence. Read 180 at Tier 1-3 strong promising levels across all additional individual studies	N/A
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)
iSpire Teacher led lessons	N/A	iSpire does not meet strong, moderate, or promising levels of evidence; however, the following What Works Clearinghouse (WWC) Practice Guide Recommendations(s) support the program: “Providing Reading Interventions for Students in Grades 4-9.” Recommendations and Levels of Evidence: Build students’ decoding skills so they can read complex multisyllabic words – Strong level of evidence

		• Provide purposeful fluency-building activities to help students read effortlessly – Strong level of evidence • Routinely use a set of comprehension-building practices to help students make sense of the text – Strong level of evidence These recommendations are built into the iSpire program through its structured, multisensory approach to foundational reading skills. iSpire delivers explicit instruction in phonological awareness, phonics, decoding, spelling, and comprehension using a consistent 1—step lesson format based on the Orton-Gillingham methodology. The program supports struggling readers, including those with dyslexia, by systematically developing decoding and fluency skills while incorporating scaffolded comprehension strategies. Interactive digital tools and consistent routines help students engage with increasingly complex texts. The district will support and monitor implementation of this program by conducting fidelity checks, offering coaching and modeling sessions, and using student progress data to inform instruction. This includes professional learning opportunities such as initial training in iSpire Instructional strategies, ongoing professional development workshops, and collaborative planning sessions to ensure high-quality implementation.
Rewards - Secondary	N/A	REWARDS (Reading Excellence: Word Attack & Rate Development Strategies) does not meet strong, moderate, or promising levels of evidence; however, the following What Works Clearinghouse (WWC) Practice Guide Recommendation(s) support the program: “Providing Reading Interventions for Students in Grades 4-9.” Recommendations and Levels of Evidence: • Build students’ decoding skills so they can read complex multisyllabic words – Strong level of evidence

		• Provide purposeful fluency-building activities to help students read effortlessly – Strong level of evidence • Routinely use a set of comprehension-building practices to help students make sense of the text – Strong level of evidence • Provide students with opportunities to practice making sense of stretch text (i.e. challenging text) – Moderate level of evidence
English Language Learners		
Name of Program	ESSA Evidence Level	Verbiage (as needed)
N/A		

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

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

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

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

Name of Professional Learning	Target Audience	Description
Regional Learning Labs	K-5 Administrators, teacher leaders and coaches	Participants will learn how the core curriculum lends itself to students taking on the cognitive load, engaging in academic discourse and collaboration and then how to conduct relevant checks for understanding through both a content dive and classroom walk throughs.
Demonstration Classrooms	K-5 Administrators, Coaches and Teachers	Demonstration teachers will be identified in the areas of UFLI K-2, PK literacy, 2 nd grade and 3 rd grade. Dates will be selected when administrator, teachers and/or coaches can visit the demonstration rooms with look for

		documents and then debrief with the teachers to support their own classroom instruction.
Soar in Second and Thrive in Third	2 nd and 3 rd grade teachers	Teachers will receive face to face guidance on curriculum implementation through the unpacking of a unit, a deep dive into explicit instruction through the gradual release and strategies to differentiate within Tier 1. Planning time is then provided to teachers with support from district coaches.
LETRS for Early Childhood	PreK-K Teachers	The course empowers teachers to understand the what, why, and how of early literacy instruction based on the most current scientific research.
UFLC Early Childhood Coaching Credential	PreK DRT's, Coaches, and Teachers	The UF Lastinger Center for Learning will provide face to face Early Childhood Coaching Certification for the PreK Team designed to prepare professionals to support early learning educators in improving teaching practices and child outcomes.
Emergent Literacy PLC's	PreK Teachers	These courses utilize the state approved framework found in the UFLC micro credential in Emergent Literacy to is designed to prepare early childhood educators to identify emergent literacy needs and support overall school readiness.
Literacy for All	PK-5 teachers	Teachers dig into the science of reading, with an emphasis on phonological awareness, phonics, word recognition and fluency. They receive the science behind the best practices in literacy.
Writing Revolution	K-5 teachers	Teachers will learn strategies to teach writing beginning with the sentence level to build their understanding of syntax and semantics within a knowledge building classroom.
UFLI Foundations and Quality Concepts	K-3 teachers	Teachers will build an understanding of science of reading practices through a back ground course and then apply that to the implementation of the UFLI Foundations core program. Quality Concepts takes it one step further to ensure fidelity in instructional delivery and corrective feedback strategies.
Mission Vocabulary	K-5 Teachers	Teachers will receive the instructional playbook and best practices on delivering explicit vocabulary instructional grounded in academic language. ELL/ESE strategies are provided and the playbook includes opportunities for direct instruction as well as authentic student practice in vocabulary.

Elevating Tier 1 Instruction	9-12 Teachers	This course is grounded in Florida statute, the Science of Reading, and Marzano's instructional framework, the training emphasizes prevention through explicit, systematic, and scaffolded teaching. Educators engage in practical learning experiences to strengthen lesson design, make instruction more explicit, and ensure grade-level access for all students—reducing the need for intervention.
Opportunity For ALL: Language and Literacy Strategies for ELL and ESE students	K-12 teachers	Participants will learn how to support all students, including ESE and ELL subgroups, with HQIM, scaffolded instructional strategies and collaboration so that all students can successfully access the rigor of the BEST benchmarks.
Marzano Vocabulary Strategies	9-12 Teachers	Teachers will learn strategies aligned to Marzano's 6 step vocabulary process to engage in more purposeful word study at the tier 2 and tier 3 level.
HMH Read 180	6-12 Intensive Reading Teachers	Teachers will learn about the Foundational skills benchmarks in the BEST for the Grades 6-12 and how to utilize HMH curriculum to support student with foundational skills difficulties.
Language! Live Training	6-8 Teachers	Teachers will learn about the Foundational skills benchmarks in the BEST for Grades 6-12 and how to utilize Language! Live to support students with decoding difficulties through the word training program.
ChalkTalk	11-12 Intensive Reading Teachers	Teachers will learn instructional practices to utilize the adaptive, data-driven instruction to strengthen students' skills aligned to graduation requirements. The training focuses on effective use of ChalkTalk's whole-group lessons, small-group collaboration, and individualized practice to target student needs. Participants learn how to use progress data to guide instruction and support college-readiness outcomes for secondary students.
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. Information regarding the UF micro-credentialing program is disseminated to all teachers, coaches, and administrators, clearly indicating that this pathway ensures teachers are equipped to provide Tier 3 instruction. The district offers an approved matrix for teachers to earn the reading endorsement through a hybrid model within a single semester, accommodating teachers' schedules on a rotating basis. Additionally, the district encourages enrollment in courses through FDLRS and the BEES portal, ensuring access to high		

quality professional learning necessary for meeting explicit reading intervention standards and certification requirements for students with disabilities. Furthermore, the district provides teachers with various training options, allowing them to choose participation in these programs to earn equivalent points.

Differentiated Professional Learning

Describe how professional learning is differentiated and intensified for teachers based on progress monitoring data.

All teachers across the district receive professional learning aligned to the core curriculum materials implementation and the district's Model of Instruction. This is provided through face to face models, hybrid models and asynchronous courses. The district also provides all teachers access to and training on data protocols to analyze both FAST/STAR, DIBELS and curriculum based assessments. For teachers needing more support, the district provides Tier 2 clustered professional learning that includes walk throughs to see demonstration sites, follow up planning sessions with district coaches and specific training aligned to subgroup needs based on school status. The district then provides a Tier 3 level support with regular site visits for planning, data dives and coaching support. These are followed up with collaborative administrator walks to determine level of implementation and next steps.

Training at the district and school level is conducted utilizing effective, research-based professional learning strategies. Professional Learning opportunities include modeling, effective research- and/or evidence-based instruction, practice, and classroom-based feedback. Professional learning is provided by various in-field experts including coaches, mentors, content-specific lead teachers, and district personnel. Training includes the opportunity to collaborate with colleagues and engage in active meaningful discussion either face to face, virtual or in an asynchronous style through message boards and discussion posts. There are still single event professional learning offerings documented in the Master Inservice Plan (MIP). However, most of those trainings include structured reflection or the opportunity to follow-up with site-based support or district resources. Hillsborough County Public School veteran teachers also enjoy professional learning opportunities that foster continued development and teacher leadership. The HCPS Demonstration Classroom Video Library Series allows all instructional personnel access to segments of lessons demonstrating instructional best practices. Organized by subject and grade level, these videos offer teachers the opportunity to watch and learn from their peers as they demonstrate best practice around topics such as questioning techniques, classroom management, communication of learning targets, and a variety of other pedagogical skills. Through the Demonstration Classroom Video Library teachers can further their growth with professional learning that is specific to meet their individual needs.

Mentor Teachers

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

New Teacher Mentors The purpose of a quality induction program is not just to retain teachers; instead, intensive induction programs with highly trained and supported mentors can accelerate the development of high achieving classroom teachers and improve student achievement. Therefore, veteran teachers who are selected to support the development of novice colleagues on a full-time basis are assuming a significant and potentially very powerful leadership role in schools and school districts. They are becoming on-the-job teacher educators who are influencing, very directly, the professional norms and teaching practices of a cadre of new teachers that will be educating the entire next generation of students in our schools. At the center of the beginning teacher's induction to the teaching profession is her/his relationship with a skilled, trained mentor teacher and a caring and conscientious principal. Working together, the effectiveness of this triad is key in accelerating the beginning teacher's development and ultimately student achievement. In HCPS, mentors are based on the following criteria:

- Strong interpersonal skills
- Exemplary practice (at least 5 years in the classroom)
- Leadership capacity
- Credibility among teachers and administrators
- Predisposition as a learner

- Desired experience/knowledge:
- Professional Standards
- Coaching
- Working in diverse settings Mentors provide bi-weekly mentoring support to first-year teachers to help them master the Florida Educator Accomplished Practices.

Mentors provide bi-weekly mentoring support to first-year teachers to help them master the Florida Educator Accomplished Practices.

Teacher Talent Developers Instructional personnel interested in advanced leadership roles at their sites, can hold positions such as Teacher Talent Developer (TTD). The Teacher Talent Developer is a hybrid position, in which the teacher is responsible for teaching students fifty percent of his/her time and supporting site-based efforts to improve instructional practice to improve student achievement outcomes fifty percent of his/her time. TTDs provide instructional coaching to all classroom teachers, across content and grade levels, to improve student instruction. TTDs assist teachers in the planning of standards-based lessons, model and co-teach best practices, conduct non-evaluative observations and provide targeted feedback, analyze and interpret classroom data, and provide professional learning on a variety of content and pedagogical topics.

Demonstration Classrooms are identified in Grades PK, 2, 3 as well as for UFLI and Read 180 implementation. Teachers are identified first through data, both quantitative and qualitative. They are then recommended by the principal, confirmed by the regional superintendent and visited by the literacy supervisor to verify their instructional implementation of district curriculum. These teachers attend training on how to host teachers and open their classrooms several times per year for administrators, coaches and teachers where they model instruction and then participate in the debrief with the participants.

Professional Learning Time

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

The district is committed to providing teachers with the resources to engage in professional learning. During preplanning, teachers are released for one day for Professional Study Day. During this day, teachers review standards, curriculum, and accompanying resources. At the secondary level, the training is led by the content supervisors. At the elementary level, the training is guided by content supervisors and takes place at each elementary school under the leadership of the principal and assistant principal. In addition to this day, teachers are released one hour early every Monday for Professional Learning and collaborative planning. This time is often used by Professional Learning Communities so that they can review data and plan lessons aligned to state standards.

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
RAISE High School Tutoring	Grades K-3	Hillsborough County Public Schools (HCPS) will provide a K-3 reading tutoring program which will utilize HCPS RAISE High School Tutoring. The HCPS RAISE High School Tutoring Program trains, equips, and supports rising 11th and 12th grade high school students as they tutor K-3 elementary students to support literacy acquisition. The

		HCPS RAISE High School Tutoring vision is to empower high school students to change the lives of children through high quality literacy experiences. Prior to participating in the program, all tutors will attend six hours of self-paced tutor training provided by the district through a Canvas course as well as an orientation/training session and ongoing tutor support from district personnel. Inclusive of the training, tutors will develop knowledge of the science of reading concepts and components of powerful instruction to incorporate during proposed tutoring sessions. This self-paced Canvas training incorporates training decks from Just Read, Florida! as well as the Florida Center for Reading Research (FCRR). Instructional materials used in tutoring sessions will meet the ESSA levels of strong, moderate, promising, or demonstrate a rationale. Tutoring sessions will occur weekly or biweekly throughout the school year, during the school day and/or after school under supervision, as specified by state statute. While at the elementary site, high school students will plan for instruction under the guidance of school and district leadership, provide tutoring to multiple groups of students, and assess tutee understanding. HCPS utilizes several tutoring models, including cohorts from high schools that travel together to partnership elementary sites during the school day through out of school business. HCPS also incorporates opportunities for individual high school students to provide tutoring during free periods in their schedule, through a service-learning course called VALOR (representing Vision, Authenticity, Leadership, Opportunity, and Resilience), and/or after school during Hillsborough Out of School Time (HOST). HCPS anticipates that there will be approximately 75-100 high school tutors operating during the 2026-2027 school year and 2027 Summer Learning Program (SLP).
Seniors in Service	Grades K-5	Hillsborough County Public Schools (HCPS) will continue to work with the Seniors in Service Program to provide additional reading intervention support to elementary students in need of tutoring. The Seniors in

		Service Foster Grandparent Program and Readers in Motion Program have a proven track record in providing quality tutoring services to HCPS students. For over 40 years, the Seniors in Service Foster Grandparent Program has provided intensive tutoring and mentoring to students with identified needs. Each year, independent teacher assessments show that the children served by Seniors in Service improve literacy and resiliency, character and life skills needed to succeed in school and in life. Through this program, HCPS has leveraged collaborative relationships between passionate school staff; devoted, highly trained volunteers; and coordination/ oversight by Seniors in Service to best meet the tutoring needs of HCPS students. HCPS content area experts provide training to the Seniors in Service Program staff each year. Sessions focus on building knowledge of the science of reading, with an emphasis on the phonological foundations of reading acquisition, to support tutors with reinforcing the explicit and systematic instruction being provided in HCPS classrooms. HCPS will continue to leverage this local partnership with Seniors in Service Volunteers as a supplemental resource that will assist with reading interventions and tutoring for students.
Air Reading	Grades 1-2	Hillsborough County Public Schools (HCPS) will provide a K–2 reading tutoring program through a partnership with Florida Tutoring Advantage (FTA) utilizing the Air Reading high-impact tutoring model. Air Reading is an evidence-based, science of reading-aligned tutoring program designed to accelerate foundational literacy skill development for early elementary students through small-group, virtual instruction. The program focuses on explicit, systematic instruction in phonological awareness, phonics, decoding, fluency, vocabulary, and comprehension to support students performing below grade-level expectations. Through this partnership, HCPS collaborates with Florida Tutoring Advantage and Air Reading to deliver high-dosage tutoring to first- and second-grade students identified using district progress-monitoring data. Tutoring sessions are

		conducted in small groups of no more than four students and occur multiple times per week during the school day. Instruction is delivered by trained Air Reading tutors using high-quality instructional materials aligned to the Florida B.E.S.T. Standards and the principles of high-impact tutoring. Prior to working with students, all Air Reading tutors complete comprehensive onboarding and training provided by Air Reading, including preparation in Science of Reading-aligned instructional practices, small-group tutoring strategies, progress monitoring, and use of the Air Reading digital platform. Tutors receive ongoing coaching and support to ensure fidelity of implementation and responsiveness to student data. HCPS district staff and school leaders collaborate with Florida Tutoring Advantage and Air Reading through scheduled check-ins and data review meetings to monitor program implementation and student progress. Tutoring sessions are supported by embedded assessments and regular progress monitoring, allowing tutors to adjust instruction based on individual student needs. Data from the Air Reading platform and district assessments are used by educators and school leaders to inform instructional decision-making and ensure alignment with classroom literacy instruction. Through this partnership, HCPS aims to strengthen early literacy outcomes by providing targeted, evidence-based tutoring support for students most in need during the 2026–2027 school year.
VALOR		Hillsborough County Public Schools (HCPS) will offer VALOR, a year-long elective course for middle and high school students that incorporates literacy tutoring as a core instructional component. Through this course, students apply leadership, communication, and service-learning skills by providing structured K–3 literacy tutoring to elementary students. Students enrolled in VALOR receive foundational tutor preparation through either RAISE High School Tutoring training or completion of a district-developed K–3 Tutoring Canvas course, ensuring readiness to support early literacy

		development. Aligned with Florida Statute 1000.05 and Florida's Resiliency Education Standards, the VALOR course is designed to develop academic excellence, leadership capacity, and civic responsibility while fostering personal growth, confidence, effective communication, and sound decision-making. Instruction is structured to meet academic standards while equipping students with the skills needed to positively impact their schools and communities through meaningful service.
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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.

For students with a substantial reading deficiency, parents are notified immediately following the initial assessment cycle. A list is provided by our assessment office to the principals with the students qualifying based upon their data from each assessment cycle. The notification letter not only includes information regarding the assessment, but also information regarding the area of need, specific intervention, duration and progress monitoring data. There is also information provided for parents regarding available resources including the Read-at-Home plan and the New Worlds Reading Initiative. Once the initial notification is sent, families receive monthly notification in writing regarding students' response to intervention and any changes that may occur with programming, duration, or progress monitoring. This continues throughout the school year.

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

The district continues its partnership with the New Worlds Reading Initiative to increase access to literacy resources and promote family engagement in reading at home. Rather than focusing on large regional events, the district engages in regularly scheduled cross-departmental meetings to review enrollment data and identify opportunities to increase participation among eligible students. Targeted communication strategies include district-wide emails to families, along with consistent promotion through district and school websites and social media platforms to raise awareness of New Worlds Reading and available scholarships. Individual schools further support these efforts through site-based outreach and assistance with the application process.

The district's literacy campaign, Hillsborough Reads—Rise in 5!, continues to build community awareness of the importance of daily reading, highlight community partnerships, and engage schools in shared literacy goals. This campaign includes an at-home reading challenge supported by Beanstack and myON, as well as opportunities to showcase student and staff readers to generate excitement around literacy. To strengthen foundational skills at home, the district provides access to digital UFLI-aligned resources and family-facing supports housed on the district K–12 Literacy website, including videos and guidance to build understanding and support application of foundational skills practice at home. The district also provides guidance and optional supports for school sites that choose to implement UFLI Take Home Kits, including materials and turnkey resources to support effective use with families.

Additional supports include the distribution of Just Right Readers at selected VPK–grade 1 sites, providing students with decodable texts to take home and read with their families throughout the year, along with QR-linked resources to support foundational skills practice. The district further supports family engagement through a turnkey parent training focused on strategies for supporting readers at home, with materials and manipulatives available for schools to use during family literacy events.

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

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

The district prioritizes the assignment of highly effective teachers from kindergarten to grade 2 by utilizing a comprehensive approach that includes multiple data sources and evaluation criteria. Each October, principals receive teacher Value-Added Model (VAM) and performance data, which provides a quantitative measure of a teacher's impact on student learning. In addition to this data, principals also consider observation and walkthrough data, which offer insights into a teacher's instructional practices and classroom management skills. Reviewing the prior work history of teachers allows principals to assess their experience and effectiveness in previous roles. Furthermore, growth data from progress monitoring assessments is used to evaluate how well teachers have supported student learning and development over time. By integrating these various data points, the regional superintendents can work with principals to ensure that highly effective teachers are strategically placed in kindergarten to grade 2 classrooms, where their expertise can have the greatest impact on early childhood education. The district is also providing coaches specific to K-2 to provide both professional learning and embedded support in core and foundational skills instruction, and to continue to grow the practice and skill of our K-2 teachers.

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
TMB	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.
TMB	b. All students identified with a substantial deficiency in reading are covered by an individualized progress monitoring plan that meets the requirements of s. 1008.25(4)(c), F.S. , to address their specific reading deficiency, unless they have an IEP or 504 plan that addresses their reading deficiency, or both in accordance with Rule 6A-6.053(6)(c), F.A.C.
TMB	c. All intensive reading interventions provided in Summer Reading Camps to students in grade 3 who score Level 1 on the statewide, standardized ELA assessment are delivered by instructional personnel who are certified or endorsed in reading and rated highly effective as determined by the teacher's performance evaluation under s. 1012.34, F.S. All other intensive reading interventions are delivered by instructional personnel who are certified or endorsed in reading, or by instructional personnel who possess the elementary or secondary literacy micro-credential and who are supervised by an individual certified or endorsed in reading.

TMB	d. Each school has a literacy leadership team consisting of a school administrator, literacy coach, media specialist and a lead teacher, as applicable.
TMB	e. All literacy coaches in the district meet the minimum qualifications described in Rule 6A-6.053(4), F.A.C.
TMB	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.
TMB	g. Literacy coaches are assigned to schools with the greatest need based on student performance data in reading.
TMB	h. Time is provided for teachers to meet weekly for professional learning, including lesson study and professional learning communities.
TMB	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): Tracie Bergman	
Signature: Tracie Bergman	Date: 8/13/2026