

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	Pamela Price	pamela.price@hdsb.org	850-547-9341
Additional Reading Contact	Amy Hicks	amy.hicks@hdsb.org	850-547-9341
Data Element	Nicki Mitchell	nicki.mitchell@hdsb.org	850-547-9341
Third Grade Promotion	Pamela Price	pamela.price@hdsb.org	850-547-9341
Multi-Tiered System of Supports	Hillary Williams	hillary.williams@hdsb.org	850-547-9341
Elementary ELA	Amy Hicks	amy.hicks@hdsb.org	850-547-9341
Middle School ELA	Stephanie Paul	stephanie.paul@hdsb.org	850-547-3631
Secondary School ELA	Melissa Ward	melissa.ward@hdsb.org	850-547-9000
Assessment	Pamela Price	pamela.price@hdsb.org	850-547-9341
Reading Endorsement	Pamela Price	pamela.price@hdsb.org	850-547-9341
Reading Curriculum	Pamela Price	pamela.price@hdsb.org	850-547-9341
Professional Learning	Pamela Price	pamela.price@hdsb.org	850-547-9341
Summer Reading Camp	Pamela Price	pamela.price@hdsb.org	850-547-9341

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	39,292.00	4@1/4
Intervention teachers	0	
Scientifically researched and evidence-based supplemental instructional materials	30,000	
Third grade summer reading camps	16,597.00	
Summer reading camps	0	
Secondary Expenses		
Literacy coaches	39,292.00	4@1/4
Intervention teachers	0	
Scientifically researched and evidence-based supplemental instructional materials	50,000	
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	25,000	
Incentives for K-12 instructional personnel and certified PreK teachers who obtain the Reading Endorsement or Certification	55,000	
Incentives for PreK-12 instructional personnel who obtain an Emergent, Elementary or Secondary Literacy Micro-Credential	10,000	
Additional time per day of evidence-based intensive reading instruction for extended literacy learning (before or after school, summer, etc.)	0	
Tutoring programs to accelerate literacy learning	0	
Family engagement activities	5,000.00	
Other – Please Describe. Add additional rows as needed.		
Estimated Sum of Expenditures	270,145.00	

3) Literacy Leadership – District and School

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

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

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

FAST				
Grade	Previous School Year – % of Students Scoring	Goal for Plan Year – % of Students Scoring	Previous School Year – % of Students Scoring	Goal for Plan Year – % of Students Scoring

	Urgent Intervention <10 th percentile	Urgent Intervention <10 th percentile	At & Above Benchmark 40 th percentile & above	At & Above Benchmark 40 th percentile & above
VPK	1% STAR Early Literacy	No students will score below the 10 th percentile on STAR Early Literacy	97% STAR Early Literacy	100% STAR Early Literacy

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

Holmes will review PM data for our VPK students to determine their needs. We will work with our State Regional Literacy Director and our Early Learning Coalition to plan professional learning based on the needs of our students. We will encourage our paraprofessional lead teachers to complete their micro-credential through UF Lastinger Center.

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	6	5	72	80
1	26	5	48	80
2	22	10	54	70
3	24	10	49	60
4	19	10	52	70
5	25	10	44	60
6	19	10	54	60
7	17	10	59	70
8	21	10	53	70
9	19	10	60	70
10	13	10	63	70

B. Plan Implementation and Monitoring ([Rule 6A-6.053\(10\), F.A.C.](#))

Districts must monitor the implementation of the District CERP at the district and school level, including charter schools sponsored by a district.

1. Provide an explanation of the following:

Grades K-5	District Level	School Level
Data that will be collected and frequency of review	FAST STAR and STAR Early Literacy Data – three times yearly FAST ELA Progression Monitoring – three times yearly Exact Path Data – three times yearly	Curriculum Based Assessments – weekly and bi-weekly

	Reading Eggs Data – three times yearly CBM – three times yearly	
Actions for continuous support and improvement	Professional Learning as needed	Professional Learning as needed
Grades 6-8	District Level	School Level
Data that will be collected and frequency of review	FAST ELA Progress Monitoring – three times yearly Exact Path Data – three times yearly	Curriculum Based Assessments – weekly and bi-weekly
Actions for continuous support and improvement	Professional Learning as needed	Professional Learning as needed
Grades 9-12	District Level	School Level
Data that will be collected and frequency of review	FAST ELA Progress Monitoring – three times yearly Exact Path Data – three times yearly	Curriculum Based Assessments – weekly and bi-weekly
Actions for continuous support and improvement	Professional Learning as needed	Professional Learning as needed

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.

Our K-12 CERP Reflection tool showed that we need to revisit the practice profiles with our classroom teachers to ensure they understand and are utilizing the profiles in their daily instruction. Our literacy coaches will be responsible for supporting our teachers in their implementation of the practice profiles while also monitoring and supporting the use of district-wide curriculum guides so that all students are provided consistent and spiraling instruction using BEST ELA Benchmarks. Additionally, we will be adding UFLI Foundations and the strategies used in UFLI for K-2 instruction and grades 3-5 interventions.

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

The principal, as the leader of their school’s LLT is responsible for ensuring that the reading plan is implemented with fidelity. Part of the LLT data review is to discuss data that has been gathered during reading walkthroughs at each school. When a classroom is identified as needing additional reading support, it is the principal’s responsibility to work with the school Curriculum Coordinator and District Director of Curriculum and Instruction to ensure professional learning, coaching or modeling occurs for the teacher.

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.

LLT’s, who our principals are a part of, meet to review state and local data as soon as it is available. They then meet with their teachers during grade level or subject area meetings to review data with their teachers. At these teacher meetings that help teachers determine how to group students and select appropriate enrichment or interventions for the students. Our school-based Curriculum Coordinators, who serve as our reading coaches, are responsible for the in-class support that is needed by our teachers to ensure that our students’ needs are being met.

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?

Principals are given a copy of the literacy coach model that is to be used at their school during the district summit for administrators. The model is verbally gone over with the principals and questions and concerns are addressed at the summit. During the school year, the district Director of Curriculum and Instruction supports school leaders to ensure that the literacy coach model is being used in our schools.

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

Principals are told about curriculum/reading coordinator roles and responsibilities during district summer principal LLT training. This information is shared with each school's curriculum/reading coordinator during trainings and through the State Regional Literacy Coaches Cadre' trainings that are held monthly.

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?

Edmentum, our district progress monitoring and online remediation programs we are currently using, collaborates with the school LLT teams and our Curriculum Coordinators to provide training on data review and guidance on how to work with teachers to develop action plans for 2025-26. LLTs meet with teachers as soon as ELA/Reading data is available to ensure that the students' reading goals are being met and revise student reading plans as needed. CBM results for Tier 2 and 3 students will be reviewed and interventions will be planned based on the results.

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

School Curriculum Coordinators meet monthly with the District Director of Curriculum and Instruction to review coaches' logs and to plan professional learning activities for their teachers to support ELA/Reading instruction. These monthly training courses are used to provide train-the-trainer opportunities for our Curriculum Coaches as well.

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

The district reviews the school-based teacher evaluation for the curriculum coordinators with the school principal. Professional Learning is provided based on areas of need.

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 has a section on students reading achievement. It states that our district will use scientifically researched, evidenced based instruction in our ELA/Reading classrooms. To support our plan, we will provide professional learning on Florida's Formula for Reading Success during school level bi-weekly grade level meetings during the month of September along with our State Regional Literacy Director. The school-based Leadership Teams will meet monthly to implement and support the multi-tiered system of supports framework. LLTs will identify students that need additional interventions both academically and behaviorally and work with the district MTSS Coordinator to ensure that teachers are implementing appropriate interventions to all students who have a need.

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.

Our VPK programs use the state FAST Reading progress monitoring, STAR Early Literacy. We also use Edmentum's Reading Eggs program with our VPK students to build phonological awareness. The Birth to age 4 state standards are used along with the crosswalk age 4 to kindergarten standards. We use the McGraw Hill World of Wonders Curriculum which is on the state approved list of programs for VPK students. Our VPK lead paraprofessionals attend professional learning through Early Learning and with our State Regional Literacy Director to learn how to implement the best foundational reading skills in our programs for all students.

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

Our VPK programs use Teacher Created Materials Explore and Learn as their core program. We supplement the core with Heggerty Phonemic Awareness and Winsor's Let's Play.

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.](#)

Our VPK students who are identified as having substantial deficiency early literacy skills are provided Tier 3 individual support daily for 20 minutes in their classroom program. Our school-based Curriculum

Coordinators work with our paraprofessional lead VPK teachers to ensure that their lessons are scientifically research based and meet the individual needs of the students based on their PM and classroom data.

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	☒ VPK ☒ Grade K	☒ Oral Language ☒ Phonological	☒ Screening ☒ Progress	☒ 3 x Year

FAST				
Name of the Assessment	Target Audience	What component of reading is assessed?	Assessment Type	How often is the data collected?
Star Early Literacy	☒ Grade 1	Awareness ☒ Phonics ☒ Fluency ☒ Vocabulary ☒ Comprehension	Monitoring ☒ Summative	
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?
Edmentum Exact Path	☐ VPK ☐ PreK ☒ Grade K ☒ Grade 1 ☒ Grade 2 ☒ Grade 3 ☒ Grade 4 ☒ Grade 5 ☒ All Students ☐ Select Students	☐ Oral Language ☒ Phonological Awareness ☒ Phonics ☒ Fluency ☒ Vocabulary ☒ Comprehension	☐ Screening ☒ Progress Monitoring ☒ Diagnostic ☐ Summative	☐ Weekly ☐ 2 x Month ☐ Monthly ☒ Quarterly ☐ 3 x Year ☐ Annually ☐ As Needed ☐ Other
Renaissance CBM	☐ VPK ☐ PreK ☒ Grade K ☒ Grade 1 ☒ Grade 2 ☒ Grade 3 ☒ Grade 4 ☒ Grade 5 ☒ All Students ☐ Select Students	☒ Oral Language ☒ Phonological Awareness ☒ Phonics ☒ Fluency ☐ Vocabulary ☐ Comprehension	☒ Screening ☐ Progress Monitoring ☐ Diagnostic ☐ Summative	☐ Weekly ☐ 2 x Month ☐ Monthly ☐ Quarterly ☒ 3 x Year ☐ Annually ☐ As Needed ☐ Other
Other District Assessment Oral Reading Fluency	☒ PreK ☐ Grade K ☒ Grade 1 ☒ Grade 2	☒ Oral Language ☐ Phonological Awareness ☐ Phonics	☐ Screening ☒ Progress Monitoring ☐ Diagnostic	☒ Weekly ☐ 2 x Month ☒ Monthly ☐ 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 3 ☒ Grade 4 ☒ Grade 5 ☒ All Students ☐ Select Students	☒ Fluency ☐ Vocabulary ☐ Comprehension	☐ Summative	☐ 3 x Year ☐ Annually ☐ As Needed ☐ Other
QuickReads	☒ PreK ☐ Grade K ☐ Grade 1 ☒ Grade 2 ☒ Grade 3 ☒ Grade 4 ☐ Grade 5 ☒ All Students ☐ Select Students	☐ Oral Language ☐ Phonological Awareness ☐ Phonics ☒ Fluency ☐ Vocabulary ☒ Comprehension	☐ Screening ☒ Progress Monitoring ☐ Diagnostic ☐ Summative	☒ Weekly ☐ 2 x Month ☐ Monthly ☐ Quarterly ☐ 3 x Year ☐ Annually ☐ As Needed ☐ Other
Tyner Screener	☐ PreK ☒ Grade K ☒ Grade 1 ☒ Grade 2 ☐ Grade 3 ☐ Grade 4 ☐ Grade 5 ☒ All Students ☐ Select Students	☐ Oral Language ☐ Phonological Awareness ☒ Phonics ☐ Fluency ☐ Vocabulary ☐ Comprehension	☒ Screening ☐ Progress Monitoring ☐ Diagnostic ☐ Summative	☐ Weekly ☐ 2 x Month ☐ Monthly ☒ Quarterly ☐ 3 x Year ☐ Annually ☐ As Needed ☐ Other
Sound Partners	☐ PreK ☒ Grade K ☒ Grade 1 ☒ Grade 2 ☐ Grade 3 ☐ Grade 4 ☐ Grade 5 ☒ All Students ☐ Select Students	☒ Oral Language ☒ Phonological Awareness ☒ Phonics ☐ Fluency ☐ Vocabulary ☐ Comprehension	☐ Screening ☒ Progress Monitoring ☐ Diagnostic ☐ Summative	☐ Weekly ☒ 2 x Month ☐ Monthly ☐ Quarterly ☐ 3 x Year ☐ Annually ☐ As Needed ☐ Other
Reading Eggs	☒ PreK ☒ Grade K ☐ Grade 1 ☐ Grade 2 ☐ Grade 3 ☐ Grade 4 ☐ Grade 5 ☒ All Students ☐ Select Students	☒ Oral Language ☒ Phonological Awareness ☒ Phonics ☐ Fluency ☒ Vocabulary ☐ Comprehension	☐ Screening ☒ Progress Monitoring ☐ Diagnostic ☐ Summative	☐ Weekly ☐ 2 x Month ☐ Monthly ☒ Quarterly ☐ 3 x Year ☐ Annually ☐ As Needed ☐ Other
McGraw Hill Wonders	☒ PreK ☒ Grade K	☒ Oral Language ☒ Phonological	☐ Screening ☐ Progress	☐ Weekly ☐ 2 x Month

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 1 ☒ Grade 2 ☒ Grade 3 ☒ Grade 4 ☒ Grade 5 ☒ All Students ☐ Select Students	Awareness ☒ Phonics ☒ Fluency ☒ Vocabulary ☒ Comprehension	Monitoring ☐ Diagnostic ☒ Summative	☐ Monthly ☐ Quarterly ☐ 3 x Year ☐ Annually ☒ As Needed ☒ Other
DIBELS 8 th Edition	☒ Grade K ☒ Grade 1 ☒ Grade 2 ☒ Grade 3 ☒ Grade 4 ☒ Grade 5 ☒ All Students ☐ Select Students	☒ Oral Language ☒ Phonological Awareness ☒ Phonics ☒ Fluency ☒ Vocabulary ☒ Comprehension	☒ Screening ☒ Progress Monitoring ☒ Diagnostic ☐ Summative	☐ Weekly ☐ 2 x Month ☐ Monthly ☐ Quarterly ☒ 3 x Year ☐ Annually ☒ As Needed ☐ Other

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

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

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

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

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

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

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

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

Our district uses our Reading Decision Trees that has set criteria for state progress monitoring results and our classroom assessments to identify our K-3 students in need of Tier2/Tier 3 instruction. Students who are identified as Tier 2 receive an additional 15 minutes of reading interventions and students who are identified as Tier 3 receive Tier 2 instruction and then an additional 20 minutes of more individualized Tier 3 instruction by a reading certified or endorsed teacher. Both Tier 2 and Tier 3 students are in our Multi-Tiered System of Support (MTSS) process and are monitored by the teacher, school and district while in MTSS. Data is reviewed at least biweekly. Aside from the Reading Decision Trees, the team also uses the individual student goals developed by the team during the MTSS meetings (Continuing Tier 2 or providing additional support at the Tier 3 level) to judge success or need for change.

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

Our district uses our Reading Decision Trees that has set criteria for state progress monitoring results and our classroom assessments to identify our 4-5 students in need of Tier2/Tier 3 instruction. Students who are identified as Tier 2 receive an additional 15 minutes of reading interventions and students who are identified as Tier 3 receive Tier 2 instruction and then an additional 20 minutes of more individualized Tier 3 instruction by a reading certified or endorsed teacher. Both Tier 2 and Tier 3 students are in our Multi-Tiered System of Support (MTSS) process and are monitored by the teacher, school and district while in MTSS. Aside from the Reading Decision Trees, the team also uses the individual student goals developed by the team during the MTSS meetings (Continuing Tier 2 or providing additional support at the Tier 3 level) to judge success or need for change. Data is reviewed at least biweekly.

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 identification of students with characteristics of dyslexia in any grade occurs through the MTSS process. In grades K - 3, this process is well suited to the identification of deficits in print level reading skills that are the hallmark of dyslexia. Students are screened by our Curriculum Coordinators during the initial placement into Tier 2 to identify students who must be moved automatically to Tier 3 when they are identified as having characteristics of dyslexia.

In Holmes, we begin with assessing the following areas in screening for dyslexia:

- Phonological Awareness – an individual's awareness of and access to the sound structure of his/her oral language
- Phonological or Language-Based Memory – ability to recall sounds, syllables, words
- Rapid Automatic Naming – speed of naming objects, colors, digits, or letters

- Receptive Vocabulary – understanding of words heard
- Phonics Skills – understanding of the symbol (letter) to the sound(s) relationship, either individually or in combination with other letters
- Decoding –ability to use symbol-sound associations to identify (read – pronounce) words
 - o Real Words
 - o Nonsense Words
- Oral Reading Fluency – ability to read accurately, at a story-telling pace – to facilitate / support comprehension
 - o Single Words
 - o Sentences and Paragraphs
- Spelling
- Classroom Writing
 - o Sentence Level
 - o Paragraph Level

For grades K-2 we recommend our teachers to screen their students using Renaissance CBM.

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

Our school psychologist will administer a Shawitz dyslexia screener and conduct observations in the classroom setting. After identifying the areas of concern, the psychologist will meet with the MTSS team to discuss findings and develop interventions that will meet the student's needs. The classroom teacher will be responsible for collecting classroom data on the student to share with the MTSS team to determine effectiveness of interventions. If a change in interventions needs to occur or the student needs to move to the referral process the MTSS team will make that determination at the time of the meeting.

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

To monitor the effectiveness of Tier 1 instruction our school principals conduct classroom walkthroughs, monitor lesson plans to ensure that our students are being taught Florida standards to a rigor that will allow our students to make academic growth. Teacher gradebooks are reviewed to ensure that at least 80 percent of the students are mastering the skills stated in the standards for their grade level. Curriculum Coordinators provide instructional coaching cycles with teachers.

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

To monitor the effectiveness of Tier 2, principals and the curriculum coordinators or school based MTSS lead person observes tiered instruction and provides support as needed. Student's MTSS plans or monitored by the school based MTSS team to determine the effectiveness of the instruction in the classroom and small group setting.

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

To monitor the effectiveness of Tier 3, principals and the curriculum coordinator or school based MTSS lead person observes tiered instruction and provides support as needed. Student's MTSS plans or monitored by the school based MTSS team to determine the effectiveness of the instruction in the classroom and small group setting.

Grades K-5 Decision Tree	
Elementary schools (K-5) must teach reading in a dedicated, uninterrupted block of time of at least 90 minutes daily to all students. The reading block will include whole group instruction utilizing an evidence-based sequence of reading instruction and small group differentiated instruction in order to meet individual student needs.	
Tier 1 (Core) Only	
Beginning of Year Data	
Students must meet the following criteria at the beginning of the school year:	
Level 3 or above on previous year's PM3 (as applicable), and/or 25 th percentile or above for FAST PM1, and/or scores an average of 80% or above on current standards-based unit assessments.	
List performance criteria that indicate Tier 1 instruction is sufficient for at least 80% of students. 80% of the students at each grade level meet the identified scale scores indicated in Tier 1.	
Core Instruction	
Indicate the core instructional materials utilized. Add additional rows as needed.	
Name of Program	Year of Program Adoption
Mc Graw Hill Wonders	2021-2022
UFLI Foundations UFLI Foundations does not meet strong, moderate, or promising levels of evidence; however, the following IES Practice Guide Recommendation(s) support the program: Foundational Skills to Support Reading for Understanding in Kindergarten Through 3rd Grade Recommendation(s) Develop awareness of the segments of sounds in speech and how they link to letters; Strong Evidence; Teach students to decode words, analyze word parts, and write and recognize words. These recommendations were built into the program by daily lessons that help students develop phonological listening skills, recognize onset sounds and rimes, segment and combine sounds into words, separate sentences into words and words into syllables and sounds, and begin to manipulate speech sounds; the sound-symbol correspondences needed for basic word reading, using both direct and indirect instructional strategies. The district will support and monitor implementation of this program by in class support from Curriculum Coaches, school and district walk throughs and providing both face to face and online professional learning opportunities	2023-2024
Additional performance criteria that prompt Tier 2 interventions for students not meeting expectations/benchmarks during the school year:	

A percentile ranking or achievement level that is below the identified scale score indicated in Tier 1 on PM 1 or PM 2. Screening data from CBM or DIBELS and classroom performance will also be used to determine a tier 2 placement.		
Tier 1 Instruction + Tier 2 Interventions		
Beginning of Year Data		
Level 2 or above on previous year's PM3 (as applicable), and/or 11-24th percentile or above for FAST PM1, and/or scores an average of 60% or above on current standards-based unit assessments, and DIBELS, Composite Scores: Kindergarten: 280-305 Grade 1: 321-329 Grade 2: 316-328 Grade 3: 314-331 Grade 4: 310-330 Grade 5: 313-334		
Number of times per week interventions are provided: Five Days a Week Number of minutes per intervention session: 15 minutes		
Supplemental Instruction/Interventions Indicate the evidence-based programs and/or practices used for Tier 2 interventions and how the programs and practices are supported by strong, moderate or promising levels of evidence. Add additional rows as needed.		
Name of Program	ESSA Evidence Level	Verbiage (as needed)
Quick Reads-Struggling Readers, 2-5	Strong	
Sound Partners- Struggling Readers, K-2	Strong	
Edmentum Reading Eggs VPK- K		Reading Eggs does not meet strong, moderate, or promising levels of evidence; however, the following WWC Practice Guide Recommendation(s) support the program: Foundational Skills to Support Reading for Understanding in Kindergarten Through 3rd Grade: Develop awareness of the segments of sounds in speech and how they link to letters; Strong Evidence; Teach students to decode words, analyze word parts, and write and recognize words, Strong Evidence. These recommendations were built into the program by daily lessons that help students develop phonological listening skills, recognize onset sounds and rimes, segment and combine sounds into words, separate sentences into words and words into syllables and sounds, and begin to manipulate speech sounds; the

		sound-symbol correspondences needed for basic word reading, using both direct and indirect instructional strategies. The district will support and monitor implementation of this program by in class support from Curriculum Coaches, school and district walk throughs and providing both face to face and online professional learning opportunities.
Edmentum Exact Path 1-5		Edmentum Exact Path does not meet strong, moderate, or promising levels of evidence; however, the following WWC Practice Guide Recommendation(s) support the program: Foundational Skills to Support Reading for Understanding in Kindergarten Through 3rd Grade, Improving Reading Comprehension in Kindergarten Through 3rd Grade and Providing Reading Interventions for Students in Grades 4–9: Develop awareness of the segments of sounds in speech and how they link to letters; Strong Evidence; Teach students to decode words, analyze word parts, and write and recognize words, Strong Evidence; Ensure that each student reads connected text every day to support reading accuracy, fluency, and comprehension, Moderate Evidence; Teach students to identify and use the text’s organizational structure to comprehend, learn, and remember content, Moderate Evidence; Establish an engaging and motivating context in which to teach reading comprehension; Moderate Evidence; Teach students how to use reading comprehension strategies; Strong Evidence; Build students' decoding skills so they can read complex multisyllabic words, Strong Evidence; Provide purposeful fluency-building activities to help students read effortlessly; Strong Evidence; Consistently provide students with opportunities to ask and answer questions to better understand the text they read, Strong Evidence. These recommendations were built into the program by daily lessons that help students develop phonological listening skills, recognize onset sounds and rimes, segment and combine sounds into words, separate sentences into words and words into syllables and sounds, and begin to manipulate speech sounds; the sound-symbol correspondences needed for basic word reading, using both direct and indirect instructional strategies. The district will support and monitor implementation of this program by in class support from Curriculum Coaches, school and

		district walk throughs and providing both face to face and online professional learning opportunities.
Indicate the evidence-based programs and/or practices implemented for students with a disability, students with an IEP and students who are English language learners, if <u>used instead of or in addition to</u> programs above. Add additional rows as needed.		
Students with Disabilities		
Name of Program	ESSA Evidence Level	Verbiage (as needed)
English Language Learners		
Name of Program	ESSA Evidence Level	Verbiage (as needed)
For K-3 students who have a substantial deficiency in reading or characteristics of dyslexia, identify the multisensory interventions provided. When selecting the materials for Tier 2 Reading instruction, the district uses direct instruction with multisensory components. Heggerty Phonemic Awareness utilizes physical movement, manipulatives, and auditory strategies. Heggerty Phonemic Awareness does not meet strong, moderate, or promising levels of evidence; however, the following WWC Practice Guide Recommendation(s) support the program: Foundational Skills to Support Reading for Understanding in Kindergarten Through 3rd Grade Recommendation(s) Develop awareness of the segments of sounds in speech and how they link to letters; Strong Evidence; Teach students to decode words, analyze word parts, and write and recognize words, Strong Evidence. These recommendations were built into the program by daily lessons that help students develop phonological listening skills, recognize onset sounds and rimes, segment and combine sounds into words, separate sentences into words and words into syllables and sounds, and begin to manipulate speech sounds; the sound-symbol correspondences needed for basic word reading, using both direct and indirect instructional strategies. The district will support and monitor implementation of this program by in class support from Curriculum Coaches, school and district walk throughs and providing both face to face and online professional learning opportunities. UFLI Foundations utilizes awareness of articulatory gestures, manipulative letters, and visual supports. UFLI Foundations does not meet strong, moderate, or promising levels of evidence; however, the following WWC Practice Guide Recommendation(s) support the program: Foundational Skills to Support Reading for Understanding in Kindergarten Through 3rd Grade Recommendation(s) Develop awareness of the segments of sounds in speech and how they link to letters; Strong Evidence; Teach students to decode words, analyze word parts, and write and recognize words, Strong Evidence. These recommendations were built into the program by daily lessons that help students develop phonological listening skills, recognize onset sounds and rimes, segment and combine sounds into words, separate sentences into words and words into syllables and sounds, and begin to manipulate speech sounds; the sound-symbol correspondences needed for basic word reading, using both direct and indirect instructional strategies. The district will support and		

monitor implementation of this program by in class support from Curriculum Coaches, school and district walk throughs and providing both face to face and online professional learning opportunities		
Additional performance criteria that prompt Tier 3 interventions for students not meeting expectations/benchmarks during the school year: Student scores a percentile rank below 10 in grades kindergarten through second grade or an achievement level 1 on FAST progress monitoring for third through fifth grade OR is not making adequate progress in Tier 2 intervention group by closing the skills gap by scoring at the 70 th percentile on monitored skills.		
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: Level 1 on previous year's PM3 (as applicable), and/or below 23 rd percentile for FAST PM1 and/or scores an average below 50% on current standards-based unit assessments, and/or: DIBELS, Composite Score: Kindergarten: 279 or Below Grade 1: 320 or Below Grade 2: 315 or Below Grade 3: 313 or Below Grade 4: 309 or Below Grade 5: 312 or Below		
Number of times per week interventions are provided: Five days a week Number of minutes per intervention session: 20 minutes		
Intensive, Individualized Instruction/Interventions Indicate the evidence-based programs and/or practices used for Tier 3 interventions and how the programs and practices are supported by strong, moderate or promising levels of evidence. Add additional rows as needed.		
Name of Program	ESSA Evidence Level	Verbiage (as needed)
Quick Reads 2-5	Moderate	
Sound Partners K-2	Moderate	
Edmentum Reading Eggs VPK- K		Please refer to pages 14-15 for verbiage.
Edmentum Exact Path 1-5		Please refer to page 15 for verbiage.
Indicate the evidence-based programs and/or practices implemented for students with a disability, students with an IEP and students who are English language learners, if <u>used instead of or in addition to</u> programs above. Add additional rows as needed.		
Students with Disabilities		
Name of Program	ESSA Evidence Level	Verbiage (as needed)

English Language Learners		
Name of Program	ESSA Evidence Level	Verbiage (as needed)
For K-3 students who have a substantial deficiency in reading or characteristics of dyslexia, identify the multisensory interventions provided. Auditory, segmenting, blending, manipulating sounds and letters are examples of the skills that will be taught to our students with substantial reading deficiencies. Heggerty utilizes physical movement, manipulatives, and auditory strategies. Heggerty Phonemic Awareness does not meet strong, moderate, or promising levels of evidence; however, the following WWC Practice Guide Recommendation(s) support the program: Foundational Skills to Support Reading for Understanding in Kindergarten Through 3rd Grade Recommendation(s) Develop awareness of the segments of sounds in speech and how they link to letters; Strong Evidence; Teach students to decode words, analyze word parts, and write and recognize words, Strong Evidence. These recommendations were built into the program by daily lessons that help students develop phonological listening skills, recognize onset sounds and rimes, segment and combine sounds into words, separate sentences into words and words into syllables and sounds, and begin to manipulate speech sounds; the sound-symbol correspondences needed for basic word reading, using both direct and indirect instructional strategies. The district will support and monitor implementation of this program by in class support from Curriculum Coaches, school and district walk throughs and providing both face to face and online professional learning opportunities. UFLI Foundations utilizes awareness of articulatory gestures, manipulative letters, and visual supports. UFLI does not meet strong, moderate, or promising levels of evidence; however, the following WWC Practice Guide Recommendation(s) support the program: Foundational Skills to Support Reading for Understanding in Kindergarten Through 3rd Grade Recommendation(s) Develop awareness of the segments of sounds in speech and how they link to letters; Strong Evidence; Teach students to decode words, analyze word parts, and write and recognize words. These recommendations were built into the program by daily lessons that help students develop phonological listening skills, recognize onset sounds and rimes, segment and combine sounds into words, separate sentences into words and words into syllables and sounds, and begin to manipulate speech sounds; the sound-symbol correspondences needed for basic word reading, using both direct and indirect instructional strategies. The district will support and monitor implementation of this program by in class support from Curriculum Coaches, school and district walk throughs and providing both face to face and online professional learning opportunities		

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.

- o *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: 7:30-8:00 Arrival/Breakfast provided through CEP 8:00 – 11:30 Reading Instruction • Reading Instruction: This may include a guided reading lesson, phonics practice, or work on specific reading skills like vocabulary and comprehension. • Interactive Activities: These could involve book discussions, writing activities, or hands-on projects related to the reading material. 11:30 – 12:15 Lunch provided by CEP and Break Time 12:15 – 2:00 • Reading Enrichment: This might involve independent reading time, teacher read-alouds, or using technology to enhance reading skills. • Enrichment Activities: These could be related to other subjects like arts, music, or science, using reading as a tool. • Community Engagement: Some programs may involve visits from community library, leaders or organizations to connect students with local resources. • Formal Assessment: Include brief assessments to track progress and identify areas for improvement. 2:00 – 2:30 Read Aloud 2:30 Dismissal
Evidence-Based Instructional Materials to be used, as defined in 20 U.S.C. s. 7801(21)(A)(i): McGraw Hill Wonders, Edmentum Exact Path
Alternative Assessment Used: SAT 10, STAR, Amira
Additional Information (optional):

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

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

Grades 6-8

8. Grades 6-8 Assessments

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

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

Additional Assessment(s)				
Name of the Assessment	Target Audience (Grades 6-8) (Select all that apply.)	What component of reading is assessed? (Select all that apply.)	Assessment Type (Select all that apply.)	How often is the data collected?
Edmentum Exact Path	☒ 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
Reading Horizons	☒ 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
Phonological Awareness Literacy Screener (PALS).	☒ 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
Student Language Scale Screener for Language and Literacy Disorders	☒ 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

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?
				☐ Other
Savvas myPerspectives Unit/Benchmark Assessments	☒ 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\

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 provides guidance to school level administrators, curriculum coordinators, and guidance counselors to identify students in grades 6-8 who demonstrate a need for Tier 2/Tier 3 interventions. The school-based MTSS team uses the CERP Decision Trees, Early Warning System data, teacher observations, classroom benchmark performance from core unit/benchmark assessments, coordinated screening/progress monitoring assessments to help identify students in need of Tier 2/Tier 3 interventions when holding data meetings. Aside from the Reading Decision Trees, the team also uses the individual student goals developed by the team during the MTSS meetings (Continuing Tier 2 or providing additional support at the Tier 3 level) to judge success or need for change. Data is reviewed at least biweekly.

Students' classroom performance, diagnostic performance on Exact Path, progress monitoring performance on FAST ELA Reading, and historical data elements are all used to determine a student's tier of instruction.

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?

Principal observations and walk-throughs along with data monitoring by the LLT. LLT meets at least quarterly to analyze data and make instructional changes as needed.

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

Principal observations and walk-throughs along with data monitoring by the LLT. LLT meets at least quarterly to analyze data and make instructional changes as needed. During walk-throughs and data reviews teachers who need support are identified and the school-based curriculum coach works with them to ensure the correct skills are being addressed and the most effective strategies are being implemented during their classroom and tier instruction.

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

Principal observations and walk-throughs along with data monitoring by the LLT. LLT meets at least quarterly to analyze data and make instructional changes as needed. During walk-throughs and data

reviews teachers who need support are identified and the school-based curriculum coach works with them to ensure the correct skills are being addressed and the most effective strategies are being implemented during their classroom and tier instruction.

MTSS Team meetings with the parental stakeholder occur more often for students receiving Tier 3 interventions. After at least four data points, the team meets to ensure the student is making progress toward their goal and the problem has been identified correctly, as well as the plan created for the student.

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: Coordinated Screening/ Progress Monitoring FAST ELA Reading previous year PM3 Level 3 or above AND/OR Current FAST ELA Reading PM1 at 25th percentile or above AND/OR a score of 70% or higher on Savvas myPerspectives Unit/Benchmark assessments AND/OR Exact Path On or Above Grade Level or Approaching Grade Level on the current year learning path. Students' classroom performance, diagnostic performance on Exact Path, and progress monitoring data are all used to determine a student's tier placement.	
List performance criteria that indicate Tier 1 is sufficient for at least 80% of students. 80% of the students at each grade level meet the identified scale scores indicated in Tier 1.	
Core Instruction	
Indicate the core instructional materials utilized. Add additional rows as needed.	
Name of Program	Year of Program Adoption
6-8 Savvas, myPerspectives Students will be taught using the suggested materials and resources to provide fidelity to the reading programs.	2021-2022
Additional performance criteria that prompt Tier 2 interventions for students not meeting expectations/benchmarks during the school year: Data used to prompt the addition of Tier 2 interventions may include previous year FAST ELA Reading PM3 Level 2 or below, Current year FAST ELA Reading PM1 Percentile ranking of a 11-24th percentile, consistently scoring below 70% on Savvas myPerspectives unit/benchmark assessments, Exact Path performance drops to one grade level below or more than one grade level below. Students' classroom performance, diagnostic performance on Exact Path, and progress monitoring results are all used to determine a student's tier placement.	

Tier 1 Instruction + Tier 2 Interventions
Beginning of Year Data
Students who meet the following criteria at the beginning of the school year: Prior year FAST ELA Reading PM3 Achievement Level 2 AND/OR Current year FAST ELA Reading PM1 Percentile Ranking of an 11-24th percentile AND Consistently scoring below 70% on Savvas myPerspectives unit/benchmark assessments OR Exact Path performance drops to on grade level below or more than one grade level below.

Number of times per week interventions are provided: Five days per week Number of minutes per intervention session: 15 minutes Course(s) where interventions take place: ELA courses: 1001010, 1001020 or 1001040 or Reading course: 1000010		
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)
Edmentum, Exact Path		Edmentum Exact Path does not meet strong, moderate, or promising levels of evidence; however, the following WWC Practice Guide Recommendation(s) support the program: Providing Reading Interventions for Students in Grades 4–9: Teach students to identify and use the text’s organizational structure to comprehend, learn, and remember content, Moderate Evidence; Establish an engaging and motivating context in which to teach reading comprehension; Moderate Evidence; Teach students how to use reading comprehension strategies; Strong Evidence; Build students' decoding skills so they can read complex multisyllabic words, Strong Evidence; Provide purposeful fluency-building activities to help students read effortlessly; Strong Evidence; Consistently provide students with opportunities to ask and answer questions to better understand the text they read, Strong Evidence. These recommendations were built into the program by daily lessons that help students develop phonological listening skills, recognize onset sounds and rimes, segment and combine sounds into words, separate sentences into words and words into syllables and sounds, and begin to manipulate speech sounds; the sound-symbol correspondences needed for basic word reading, using both direct and indirect instructional strategies. The district will support and monitor implementation of this program by in class support from Curriculum Coaches, school and district walk throughs and providing both face to face and online professional learning opportunities.

Core Program Interventions from Savvas for Interventions		Savvas myPerspectives intervention lessons do not meet strong, moderate, or promising levels of evidence as defined by ESSA. However, the following WWC Practice Guide Recommendations(s) support the program: “Improving Adolescent Literacy: Effective Classroom and Intervention Practices” and “Providing Reading Intervention for Students in Grades 4-9” Recommendations: Provide explicit vocabulary instruction. (Strong) Provide direct and explicit comprehension strategy instruction. (Strong) Provide opportunities for extended discussion of text meaning and interpretation. (Moderate) Provide students with opportunities to practice making sense of stretch text that will expose them to complex ideas and information (Moderate) These recommendations are built into the program and are teacher-led. The lessons provide explicit and systematic instruction that are standards-aligned. Teachers are provided professional learning opportunities from the district and curriculum coordinators to ensure the fidelity of the recommendations.
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Indicate the evidence-based programs and/or practices implemented for students with a disability, students with an IEP and students who are English language learners, if used instead of or in addition to programs above. Add additional rows as needed.

Students with Disabilities

Name of Program	ESSA Evidence Level	Verbiage (as needed)
Edmentum, Exact Path		Please refer to page 23 for verbiage.
Core Program Interventions from Savvas for Interventions		Please refer to the Tier 2 box above for verbiage on the Core Program Interventions from Savvas (Same Page).

English Language Learners

Name of Program	ESSA Evidence Level	Verbiage (as needed)

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

Data used to prompt the addition of Tier 3 interventions may include historical FAST ELA Reading data, Current year FAST ELA Reading PM1/PM2 Percentile Ranking of below the 11th percentile, consistently scoring well below 70% on Savvas myPerspectives unit/benchmark assessments, Exact Path performance that drops multiple grade levels below.

Tier 1 Instruction + Tier 2 Interventions + Tier 3 Intensive Interventions		
Beginning of Year Data		
Students who meet the following criteria at the beginning of the school year: Prior year FAST ELA Reading PM3 Achievement Level 1 AND/OR Current year FAST ELA Reading PM1 Percentile Ranking of below the 11th percentile AND Consistently scoring well below 70% on Savvas myPerspectives unit/benchmark assessments OR Exact Path performance drops multiple grade levels below.		
Number of times per week interventions are provided: Five days a week		
Number of minutes per intervention session: 20 minutes a day		
Course(s) where interventions take place: ELA courses: 1001010, 1001020 or 1001040 or Reading course: 1000010		
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)
Reading Horizons Elevate		Reading Horizons Elevate does not meet strong, moderate, or promising levels of evidence as defined by ESSA. However, the following WWC Practice Guide Recommendations support the program: “Providing Reading Interventions for Students in Grades 4-9” Recommendations: Build students decoding skills so they can read complex multisyllabic words. (Strong) Provide purposeful fluency-building activities to help students read effortlessly. (Strong) These recommendations are built into the program through an explicit, systematic, and multisensory approach through visual, auditory, and kinesthetic instructional strategies. The district will monitor implementation of these instructional practices through site visits and feedback provided from coaches during monthly curriculum coordinator meetings as well as from data reviewed by the district MTSS coordinator. Professional learning on the connections between the IES practice guide recommendations and Reading Horizons Elevate are provided to school-based coaches (curriculum coordinators) and teachers. Teachers are also provided the opportunity to visit model classrooms to observe how to utilize multisensory instructional

		strategies for implementation in the upper grades.
Savvas, myPerspectives Intervention		Please refer to page 24 for verbiage.
Indicate the evidence-based programs and/or practices implemented for students with a disability, students with an IEP and students who are English language learners, if <u>used instead of or in addition to</u> programs above. Add additional rows as needed.		
Students with Disabilities		
Name of Program	ESSA Evidence Level	Verbiage (as needed)
English Language Learners		
Name of Program	ESSA Evidence Level	Verbiage (as needed)

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?
Edmentum Exact Path	☒ 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
Reading Horizons Elevate	☒ Grade 9 ☒ Grade 10	☐ Oral Language ☐ Phonological	☒ Screening ☒ Progress	☐ Weekly ☐ 2 x Month

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?
	☒ Grade 11 ☒ Grade 12 ☐ All Students ☒ Select Students	Awareness ☒ Phonics ☒ Fluency ☒ Vocabulary ☒ Comprehension	Monitoring ☒ Diagnostic ☐ Summative	☐ Monthly ☐ Quarterly ☐ 3 x Year ☐ Annually ☒ As Needed ☐ Other
Phonological Awareness Literacy Screener (PALS).	☒ 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
Student Language Scale Screener for Language and Literacy Disorders	☒ 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
Savvas myPerspectives Unit/Benchmark 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 provides guidance to school level administrators, curriculum coordinators, and guidance counselors to identify students in grades 9-12 who demonstrate a need for Tier 2/Tier 3 interventions. The school-based MTSS team uses the CERP Decision Trees, Early Warning System data, teacher observations, classroom benchmark performance from core unit/benchmark assessments, coordinated screening/progress monitoring assessments to help identify students in need of Tier 2/Tier 3 interventions when holding data meetings. Aside from the Reading Decision Trees, the team also uses the individual student goals developed by the team during the MTSS meetings (Continuing Tier 2 or providing additional support at the Tier 3 level) to judge success or need for change. Data is reviewed at least biweekly.

Student's classroom performance, diagnostic performance on Exact Path, progress monitoring performance on FAST ELA Reading, and historical data elements are all used to determine a student's tier of instruction.

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

Principal observations and walk-throughs along with data monitoring by the LLT. LLT meets at least quarterly to analyze data and make instructional changes as needed. During walk-throughs and data reviews teachers who need support are identified and the school based curriculum coach works with them to ensure the correct skills are being addressed and the most effect strategies are being implemented during their classroom and tier instruction.

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

Principal observations and walk-throughs along with data monitoring by the LLT. LLT meets at least quarterly to analyze data and make instructional changes as needed. During walk-throughs and data reviews teachers who need support are identified and the school based curriculum coach works with them to ensure the correct skills are being addressed and the most effect strategies are being implemented during their classroom and tier instruction.

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

Principal observations and walk-throughs along with data monitoring by the LLT. LLT meets at least quarterly to analyze data and make instructional changes as needed. During walk-throughs and data reviews teachers who need support are identified and the school based curriculum coach works with them to ensure the correct skills are being addressed and the most effect strategies are being implemented during their classroom and tier instruction.

MTSS Team meetings with the parental stakeholder occur more often for students receiving Tier 3 interventions. After at least four data points, the team meets to ensure the student is making progress toward their goal and the problem has been identified correctly, as well as the plan created for the student.

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: Ninth-Tenth Grade: Coordinated Screening/ Progress Monitoring FAST ELA Reading PM3 Level 3 or above AND/OR Current FAST ELA Reading PM1 at 25th percentile or above AND/OR a score of 70% or higher on Savvas myPerspectives Unit/Benchmark Assessments AND/OR Exact Path On or Above Grade Level or Approaching Grade Level on the current year learning path. Eleventh-Twelfth Grade: FAST ELA Reading Level 3 or Above OR Pass with Concordant Score AND/OR a score of 70% or higher on Savvas myPerspectives Unit/Benchmark Assessments AND/OR Exact path On or Above Grade Level or Approaching Grade Level on the current year learning path.

Students' classroom performance, diagnostic performance on Exact Path, and progress monitoring data are all used to determine a student's tier placement.		
List performance criteria that indicate Tier 1 is sufficient for at least 80% of students. 80% of the students at each grade level meet the identified scale scores indicated in Tier 1		
Core Instruction Indicate the core instructional materials utilized. Add additional rows as needed.		
Name of Program		Year of Program Adoption
9-12 Savvas, Perspectives		2021-2022
Additional performance criteria that prompt Tier 2 interventions for students not meeting expectations/benchmarks during the school year: Data used to prompt the addition of Tier 2 interventions may include previous year FAST ELA Reading PM3 Level 2 or below, Current year FAST ELA Reading PM1 Percentile ranking of a 11-24 th percentile, consistently scoring below 70% on Savvas myPerspectives unit/benchmark assessments, Exact Path performance drops to one grade level below or more than one grade level below OR the student has not received a concordant score for graduation.		
Tier 1 Instruction + Tier 2 Interventions		
Beginning of Year Data		
Students who meet the following criteria at the beginning of the school year: Ninth-Tenth Grade: Coordinated Screening/ Progress Monitoring FAST ELA Reading PM3 Level 2 AND/OR Current FAST ELA Reading PM1 at 11-24 th percentile AND/OR a consistently scoring at below 70% on Savvas myPerspectives Unit/Benchmark Assessments AND/OR Exact Path One Grade Level Below on the current year learning path. Eleventh-Twelfth Grade: FAST ELA Reading Level 2 or the student has not yet received a concordant score for graduation AND/OR consistently scoring below on Savvas myPerspectives Unit/Benchmark Assessments AND/OR Exact path one grade level below on the current year learning path.		
Number of times per week interventions are provided: Five days a week Number of minutes per intervention session: 15 minutes per day Course(s) where interventions take place: ELA courses: 1001310, 1001340, 1001370, 1001400 or Reading Intervention Courses: 100412, 100414, 100416, 100418		
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)
Reading Horizons Elevate		See page 34-35 for verbiage.
Savvas myPerspectives Intervention		See page 35 for verbiage.
Indicate the evidence-based programs and/or practices implemented for students with a disability, students with an IEP and students who are English language learners, if <u>used instead of or in addition to</u> programs above. Add additional rows as needed.		
Students with Disabilities		

Name of Program	ESSA Evidence Level	Verbiage (as needed)
English Language Learners		
Name of Program	ESSA Evidence Level	Verbiage (as needed)
Additional performance criteria that prompt Tier 3 interventions for students not meeting expectations/benchmarks during the school year: Data used to prompt the addition of Tier 3 interventions may include previous year FAST ELA Reading PM3 Level 1, Current year FAST ELA Reading PM1 Percentile ranking of below the 11 th percentile, consistently scoring below 70% on Savvas myPerspectives unit/benchmark assessments, Exact Path performance drops to multiple grade levels below OR the student has not received a concordant score for graduation.		

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: Ninth-Tenth Grade: Coordinated Screening/ Progress Monitoring FAST ELA Reading PM3 Level 1 AND/OR Current FAST ELA Reading PM1 below the 11th percentile AND/OR a consistently scoring at below 70% on Savvas myPerspectives Unit/Benchmark Assessments AND/OR Exact Path Multiple Grade Levels Below on the current year learning path. Eleventh-Twelfth Grade: FAST ELA Reading Level 1 or the student has not yet received a concordant score for graduation AND/OR consistently scoring below on Savvas myPerspectives Unit/Benchmark Assessments AND/OR Exact path multiple grade levels below on the current year learning path.		
Number of times per week interventions are provided: Five days a week Number of minutes per intervention session: 20 minutes a day Course(s) where interventions take place: Reading Intervention Courses: 100412, 100414, 100416, 100418		
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)
Reading Horizons Elevate		See page 34-35 for verbiage.
Savvas myPerspectives Intervention		See page 35 for verbiage.
Indicate the evidence-based programs and/or practices implemented for students with a disability, students with an IEP and students who are English language learners, if <u>used instead of or in addition to</u> programs above. Add additional rows as needed.		
Students with Disabilities		
Name of Program	ESSA Evidence Level	Verbiage (as needed)
English Language Learners		
Name of Program	ESSA Evidence Level	Verbiage (as needed)

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
Science of Reading	New Teachers / Teachers moved to ELA or Reading	Attendees will learn the thought behind the science of reading, integrating oral language, phonemic awareness, phonics, word study and spelling, fluency, vocabulary, and text comprehension strategies into an explicit, systematic, and sequential approach to reading instruction, and multisensory intervention strategies
Dyslexia – Strategies in the Classroom	New Teachers / Teachers moved to ELA or Reading	Attendees will be able to identify characteristics of Dyslexia and learn strategies to help support their students in the classroom regardless of content area.
B.E.S.T. Writing	ELA and Reading Teachers	Attendees will review the B.E.S.T. Writing standards for each grade level and then work on incorporating them into the district ELA/Reading curriculum guides.
ELA Standards	All Teachers	The Holmes County School District continues to hold professional learning centered on the order of standards instruction and how to use core and approved supplemental resources to meet the rigor of the B.E.S.T. ELA Benchmarks. Further training will also be provided on the use of practice profiles to ensure all students receive high-quality instruction.

Instructional Personnel and Certified PreK Teachers

Describe how professional learning is provided to help instructional personnel and certified PreK teachers funded in the FEEP earn a certification, a credential or credentials, an endorsement or an advanced degree in scientifically researched and evidence-based reading instruction.

Holmes participates with UF Lastinger Center, FCRR and PAEC to provide opportunities for our teachers to earn their reading endorsement. We support our teachers who want to earn advanced degrees in scientifically researched and evidence-based reading instruction by working with colleges and universities within our area to help to identify programs that they can participate in. We allow teachers to use their classroom for their learning experiences and encourage them to share their new knowledge with their peers.

Differentiated Professional Learning Describe how professional learning is differentiated and intensified for teachers based on progress monitoring data. We work with our State Regional Literacy Director to provide specific learning opportunities at our school and in our classrooms. Our SRLD works with our Curriculum Coordinators to support them in their role of coaching and modeling within our classrooms. We identify specific areas of need based on student results and then plan professional learning around it. Our principals help to support this by allowing their faculties to attend professional learning based on their needs.
Mentor Teachers Describe how mentor teachers are identified and how model classrooms are established and utilized within the school. Holmes District identifies mentor teachers and establishes model classrooms within the schools. Instructions for selecting mentors are in the district mentor packet for all principals and teachers to review. Qualifications are also reviewed yearly during summer principal training on the selection of mentors. Guidelines for selecting and visits to “in building” model ELA classrooms are addressed during summer principal training and revisited during monthly curriculum meetings.
Professional Learning Time Describe how time is provided for teachers to meet weekly for professional learning. Teachers are provided a daily planning time at each of our schools. We use this time to meet with our teachers to provide professional learning opportunities that include book studies, working with our State Regional Literacy Director, learning about how to use our data to plan for instruction for all students, and any other professional learning topic that the district of school identifies as a need.

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	K-8	Our high schools work to implement the RAISE program through our Principles of Teaching classes on their campus when possible. They allow their students to work with our K-3 grade students who need extra reading support for 40 minutes during school hours.
Florida Tutoring Advantage	3-5	Our district partners with the University of Florida Lastinger Center for the implementation of high-impact tutoring. Students scoring a Level 1 on the most recent FAST Progress Monitoring are eligible to receive tutoring through our specific partner, Purple Ruler. Students are provided tutoring during the school

		day for seventy-five minutes through at least three days a week.
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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.

VPK parents are notified within seven days of completion of their progress monitoring if their child is exhibiting a substantial reading deficiency. K-5 parents are notified within ten days of the completion of their student's progress monitoring if they exhibit a substantial reading deficiency. The initial notification informs the parents of the deficiency and gives them an overview of the skills that their child needs to work on. It provides them with the New Worlds Reading Initiative site information and explains both the book and tutoring program. The notification gives examples of activities that the parent can work on with their child at home. The conclusion of the notification requests that an in-person meeting be held to determine a reading plan for their student.

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).

Holmes School District believes that parental involvement in student learning is extremely important. FLDOE's Parent Guides for Florida B.E.S.T. Standards and parent guide connection book list will be disseminated to our parents. Parent events, working in conjunction with Title I, will be held in the fall at each school to help parents understand academic language and strategies for supporting their child with the foundational strand to meet the needs of the traditional beginning reader and expanded to include remediation for secondary. The Division of Early Learning website address is shared with all the districts voluntary PreK parents so that they can access parent pages and family resources. VPK families are given printed copies of the monthly at home activities to support their learners. All families will be sent monthly literacy activity pages developed by our Curriculum Coordinators to encourage literacy activities in our students' homes. We will continue to promote and help our families enroll in the New Worlds Reading Initiative as we meet with our parents at school functions, MTSS meetings and IEP meetings. New Worlds Reading promotional flyers will be sent home at the beginning, middle and end of the school year with all our qualifying students.

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

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

In Holmes the district works with our elementary school principals to identify highly effective teachers for placement in grades K-2. We review assessment data along with classroom assessment data and walk-through observations as part of our teacher evaluation system. Currently, due to teacher shortages and the new internship certificate, we are working to place highly effective teachers with our new emerging teachers to provide daily classroom support. At a few locations, we are also departmentalizing 2nd grade and placing our highly effective teacher in ELA. This will allow for the opportunity for them to support new and emerging educators.

9) Assurances ([Rule 6A-6.053\(9\)\(b\)2., F.A.C.](#))

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

Initials	Assurance
	a. All reading instruction and professional learning is grounded in the science of reading; uses instructional strategies that include phonics instruction for decoding and encoding as the primary strategy for word reading; and does not employ the three-cueing system model of reading or visual memory as a basis for teaching word reading.
	b. All students identified with a substantial deficiency in reading are covered by an individualized progress monitoring plan that meets the requirements of s. 1008.25(4)(c), F.S. , to address their specific reading deficiency, unless they have an IEP or 504 plan that addresses their reading deficiency, or both in accordance with Rule 6A-6.053(6)(c), F.A.C.
	c. All intensive reading interventions provided in Summer Reading Camps to students in grade 3 who score Level 1 on the statewide, standardized ELA assessment are delivered by instructional personnel who are certified or endorsed in reading and rated highly effective as determined by the teacher's performance evaluation under s. 1012.34, F.S. All other intensive reading interventions are delivered by instructional personnel who are certified or endorsed in reading, or by instructional personnel who possess the elementary or secondary literacy micro-credential and who are supervised by an individual certified or endorsed in reading.
	d. Each school has a literacy leadership team consisting of a school administrator, literacy coach, media specialist and a lead teacher, as applicable.
	e. All literacy coaches in the district meet the minimum qualifications described in Rule 6A-6.053(4), F.A.C.
	f. Literacy coaches are prohibited from performing administrative functions that will detract from their role as a literacy coach and spend limited time administering or coordinating assessments.
	g. Literacy coaches are assigned to schools with the greatest need based on student performance data in reading.
	h. Time is provided for teachers to meet weekly for professional learning, including lesson study and professional learning communities.
	i. The CERP will be shared with stakeholders, including school administrators, literacy leadership teams, literacy coaches, classroom instructors, support staff and parents.

Local Educational Agency Chief Executive Officer or Authorized Representative (Printed Name):	
Signature:	Date:

See PDF Page 47 for Assurances.

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
<i>JB</i>	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.
<i>JB</i>	b. All students identified with a substantial deficiency in reading are covered by an individualized progress monitoring plan that meets the requirements of <u>s. 1008.25(4)(c), F.S.</u> , to address their specific reading deficiency, unless they have an IEP or 504 plan that addresses their reading deficiency, or both in accordance with <u>Rule 6A-6.053(6)(c), F.A.C.</u>
<i>JB</i>	c. All intensive reading interventions provided in Summer Reading Camps to students in grade 3 who score Level 1 on the statewide, standardized ELA assessment are delivered by instructional personnel who are certified or endorsed in reading and rated highly effective as determined by the teacher's performance evaluation under <u>s. 1012.34, F.S.</u> All other intensive reading interventions are delivered by instructional personnel who are certified or endorsed in reading, or by instructional personnel who possess the elementary or secondary literacy micro-credential and who are supervised by an individual certified or endorsed in reading.
<i>JB</i>	d. Each school has a literacy leadership team consisting of a school administrator, literacy coach, media specialist and a lead teacher, as applicable.
<i>JB</i>	e. All literacy coaches in the district meet the minimum qualifications described in <u>Rule 6A-6.053(4), F.A.C.</u>
<i>JB</i>	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.
<i>JB</i>	g. Literacy coaches are assigned to schools with the greatest need based on student performance data in reading.
<i>JB</i>	h. Time is provided for teachers to meet weekly for professional learning, including lesson study and professional learning communities.
<i>JB</i>	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):

Buddy L. Brown

Signature:



Date:

7/27/26