

## Jackson District Comprehensive Evidence-Based Reading Plan 2026-2027

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            | Cathi Addison  | <a href="mailto:cathi.addison@jcsb.org">cathi.addison@jcsb.org</a>   | 850.372.6725 |
| Data Element                    | Laura Kent     | <a href="mailto:laura.kent.jcsb.org">laura.kent.jcsb.org</a>         | 850.482.1200 |
| Third Grade Promotion           | Jessica Larkin | <a href="mailto:jessica.larkin@jcsb.org">jessica.larkin@jcsb.org</a> | 850.482.1200 |
| Multi-Tiered System of Supports | Jessica Larkin | <a href="mailto:jessica.larkin@jcsb.org">jessica.larkin@jcsb.org</a> | 850.482.1200 |
| K-12 Curriculum                 | Jessica Larkin | <a href="mailto:jessica.larkin@jcsb.org">jessica.larkin@jcsb.org</a> | 850.482.1200 |
| Professional Learning           | Chris Franklin | <a href="mailto:chris.franklin@jcsb.org">chris.franklin@jcsb.org</a> | 850.482.1200 |

### 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                                      |        |     |

| <b>Comprehensive System of Reading Instruction Expenditures</b>                                                                                                                                                                     | <b>Amount</b>     | <b>FTE</b> |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------|------------|
| Literacy coaches                                                                                                                                                                                                                    |                   |            |
| Intervention teachers                                                                                                                                                                                                               | <b>321,882.00</b> | <b>5</b>   |
| Scientifically researched and evidence-based supplemental instructional materials                                                                                                                                                   |                   |            |
| Third grade summer reading camps                                                                                                                                                                                                    |                   |            |
| Summer reading camps                                                                                                                                                                                                                | <b>80,477.00</b>  |            |
| <b>Secondary Expenses</b>                                                                                                                                                                                                           |                   |            |
| Literacy coaches                                                                                                                                                                                                                    |                   |            |
| Intervention teachers                                                                                                                                                                                                               |                   |            |
| Scientifically researched and evidence-based supplemental instructional materials                                                                                                                                                   |                   |            |
| <b>PreK-Grade 12 Expenses</b>                                                                                                                                                                                                       |                   |            |
| Professional learning to help K-12 instructional personnel and certified PreK teachers earn a certification, a credential, an endorsement or an advanced degree in scientifically researched and evidence-based reading instruction |                   |            |
| Incentives for K-12 instructional personnel and certified PreK teachers who obtain the Reading Endorsement or Certification                                                                                                         |                   |            |
| Incentives for PreK-12 instructional personnel who obtain an Emergent, Elementary or Secondary Literacy Micro-Credential                                                                                                            |                   |            |
| Additional time per day of evidence-based intensive reading instruction for extended literacy learning (before or after school, summer, etc.)                                                                                       |                   |            |
| Tutoring programs to accelerate literacy learning                                                                                                                                                                                   |                   |            |
| Family engagement activities                                                                                                                                                                                                        |                   |            |
| <b>Other – Please Describe. Add additional rows as needed.</b>                                                                                                                                                                      |                   |            |
|                                                                                                                                                                                                                                     |                   |            |
| <b>Estimated Sum of Expenditures</b>                                                                                                                                                                                                | <b>402,359.00</b> |            |

### 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).

| <b>FAST</b>  |                                                           |                                                           |                                                                        |                                                                        |
|--------------|-----------------------------------------------------------|-----------------------------------------------------------|------------------------------------------------------------------------|------------------------------------------------------------------------|
| <b>Grade</b> | <b>Previous School Year – % of Students Scoring</b>       | <b>Goal for Plan Year – % of Students Scoring</b>         | <b>Previous School Year – % of Students Scoring</b>                    | <b>Goal for Plan Year – % of Students Scoring</b>                      |
|              | <b>Urgent Intervention &lt;10<sup>th</sup> percentile</b> | <b>Urgent Intervention &lt;10<sup>th</sup> percentile</b> | <b>At &amp; Above Benchmark 40<sup>th</sup> percentile &amp; above</b> | <b>At &amp; Above Benchmark 40<sup>th</sup> percentile &amp; above</b> |
| <b>VPK</b>   | 2%                                                        | 0%                                                        | 92%                                                                    | 97%                                                                    |

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

To improve literacy outcomes for Voluntary Prekindergarten (VPK) students, the district will implement a targeted, data-driven approach focused on phonological awareness, specifically addressing areas where student performance data indicates low proficiency—syllabication, compound words, and rhyming.

The district will strengthen core instruction by adopting evidence-based materials that emphasize explicit and systematic phonological awareness instruction. Teachers will deliver daily small-group interventions for students performing below benchmark levels, focusing on helping students segment and blend syllables, identify and form compound words through oral language activities, and recognize, produce, and match rhyming words. To ensure teachers are equipped to deliver high-quality instruction, the district will provide ongoing professional development centered on effective phonological awareness strategies, including modeling, scaffolding, and the use of multisensory techniques. Teachers will also receive training on how to interpret formative assessment data and adjust instruction to meet the diverse needs of their students.

Regular progress monitoring will be used to track growth in phonological awareness, with data reviewed monthly by the practice-based coach and classroom teachers. This ongoing analysis will guide instructional decisions and support flexible grouping to ensure all students receive the support they need.

**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     | 14%                                          | 9%                                         | 62%                                          | 67%                                        |
| 1     | 20%                                          | 15%                                        | 64%                                          | 69%                                        |
| 2     | 16%                                          | 11%                                        | 64%                                          | 69%                                        |
| 3     | 15%                                          | 10%                                        | 57%                                          | 62%                                        |
| 4     | 18%                                          | 13%                                        | 58%                                          | 63%                                        |
| 5     | 21%                                          | 16%                                        | 49%                                          | 54%                                        |
| 6     | 15%                                          | 10%                                        | 61%                                          | 66%                                        |
| 7     | 15%                                          | 10%                                        | 56%                                          | 61%                                        |
| 8     | 18%                                          | 13%                                        | 59%                                          | 64%                                        |
| 9     | 11%                                          | 6%                                         | 61%                                          | 66%                                        |
| 10    | 17%                                          | 12%                                        | 59%                                          | 64%                                        |

**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 Data- 3 x per year | FAST Data- 3 x per year<br><br>Star Assessment Data- 3 x per year |

|                                                     |                                                    |                                                                                                       |
|-----------------------------------------------------|----------------------------------------------------|-------------------------------------------------------------------------------------------------------|
| Actions for continuous support and improvement      | Quarterly Data Review Meetings                     | Monthly Data Meetings                                                                                 |
| <b>Grades 6-8</b>                                   | <b>District Level</b>                              | <b>School Level</b>                                                                                   |
| Data that will be collected and frequency of review | FAST Data- 3 x per year<br>STAR Data- 3 x per year | FAST Data- 3 x per year<br>Star Assessment Data- 3 x per Year<br>Classroom Assessment Data- Bi-Weekly |
| Actions for continuous support and improvement      | Quarterly Data Review Meetings                     | Monthly Data Meetings                                                                                 |
| <b>Grades 9-12</b>                                  | <b>District Level</b>                              | <b>School Level</b>                                                                                   |
| Data that will be collected and frequency of review | FAST Data- 3 x per year<br>STAR Data- 3 x per year | FAST Data- 3 x per year<br>Star Assessment Data- 3 x per Year<br>Classroom Assessment Data- Bi-Weekly |
| Actions for continuous support and improvement      | Quarterly Data Review Meetings                     | Monthly Data Meetings                                                                                 |

**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.**

Jackson's K-12 CERP has been revised to reflect emphasis on E) Professional Learning, and A) Literacy Leadership. The district will provide a School CERP Implementation Reflection Tool for quarterly deliberation to ensure school level compliance.

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

The CERP will serve as a cornerstone during data chats and grade group meetings for instructional planning, discussion, and reflection. Walkthroughs will focus on full implementation of district adopted instructional and supplementary programs and differentiated teacher led small group instruction. Debriefings will follow walkthroughs, with particular attention to this process in our RAISE schools. Instructional walkthroughs will be conducted by district and school personnel at least biweekly to ensure all instruction is systematic, explicit, and evidence-based (see Practice Profile). In addition, school administrators will participate in walkthroughs and debriefings with the District Instructional Leadership Team as a means of collaboration and support.

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

Principals will require ongoing data collection using the district-suggested format. Progress-monitoring, classroom, and historical data will be reviewed and discussed at least quarterly during grade-group or department meetings with school administrator participation. These data discussions will focus on identifying student needs, informing instructional decisions, and reviewing the B.E.S.T. ELA Standards to ensure instruction remains aligned with grade-level expectations.

### 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?

N/A

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

N/A

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?

N/A

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

N/A

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

N/A

## 4) Assessment, Curriculum and Reading Instruction

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

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

- **Six components of reading:** oral language, phonological awareness, phonics, fluency, vocabulary and comprehension.
- **Four types of classroom assessments:** screening, progress monitoring, diagnostic and summative assessment.
- **Three tiers of instruction that are standards-aligned;** include accommodations for students with a disability, students with an Individual Educational Plan (IEP) and students who are English language learners; and incorporate the principles of Universal Design for Learning as defined in [34 Code of Federal Regulations 200.2\(b\)\(2\)\(ii\)](#).

- **Core Instruction (Tier 1):** provides print-rich explicit and systematic, scaffolded, differentiated instruction and corrective feedback; builds background and content knowledge; incorporates writing in response to reading.
- **Supplemental Instruction/Interventions (Tier 2):** provides explicit, systematic, small group teacher-led instruction matched to student need, targeting gaps in learning to reduce barriers to students' ability to meet Tier 1 expectations; provides multiple opportunities to practice the targeted skill(s) and receive corrective feedback; occurs in addition to core instruction.
- **Intensive, Individualized Instruction/Interventions (Tier 3):** provides explicit, systematic individualized instruction based on student need, one-on-one or very small group instruction with more guided practice, immediate corrective feedback and frequent progress monitoring; occurs in addition to core instruction and Tier 2 interventions. Tier 3 interventions must be provided to students identified as having a substantial deficiency in reading. All intensive reading interventions must be delivered by instructional personnel who are certified or endorsed in reading or possess a literacy micro-credential as provided in [s. 1003.485, F.S.](#)

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

District Assessment/Curriculum Decision Trees have been developed in accordance with Florida's Formula for Reading Success to support student learning. All students will have access to evidence-based core, supplemental and intervention curriculum and programs. A district-wide assessment plan will be used, and the MTSS process will ensure all schools receive tiered ELA support.

**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.**

Jackson County Early Childhood Programs implement the following:

- All VPK students are assessed using STAR Early Literacy Assessment 3 times per year.
- Portfolios are used for progress monitoring for ESE students and 3-year-old students, 3 times per year.
- The Jackson County Developmental Checklist will be used for ongoing progress monitoring.
- Assessment Checklists are completed 3 times per year for every student in Early Head Start and Pre-K.
- Screeners are completed within 45 days of the student's enrollment.
- Head Start Performance Standards, and the B.E.S.T. ELA Standards are used to plan instruction.
- Lesson plans are submitted weekly.
- Comprehensive Services Specialists visit classrooms regularly.
- CLASS observations are conducted yearly to ensure that the interactions between students and adults are appropriate and high quality.
- A practice-based coach conducts observations and provides feedback to instructional staff.
- Teacher Practice Action Plans are developed for new teachers and any others whose CLASS score does not meet the target.

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

- Frog Street Curriculum, which is correlated to the Head Start and the B.E.S.T. ELA Standards, is used for core instruction.
- Head Start Performance Standards, and the B.E.S.T. ELA Standards are used to plan instruction.
- Lesson plans are submitted weekly.

**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.](#)**

Under Rule 6A-6.053(5), Florida Administrative Code (F.A.C.), public school Voluntary Prekindergarten (VPK) students identified as having a substantial deficiency in early literacy skills must receive targeted, evidence-based interventions. These interventions are intended to improve foundational literacy and prepare students for kindergarten readiness. All VPK students are monitored using STAR Early Literacy. During the school year, individual student remediation plans are created to assist students that score below 10% on STAR Early Literacy during PM1 or PM2. Parents are included in the creation of plans during the first parent-teacher conference of the school year. Parents are updated on progress quarterly and revisions are made at that time based on progress. One-on-one or small group interventions are provided during inside center times to meet students' needs. These interventions are documented on the teacher's weekly lesson plans with the focus area and student recipients. Areas of focus include phonemic awareness, phonics, vocabulary development, language structure, and comprehension strategies. Additionally, the VPK Summer Bridge Program provides 100 hours of remediation for students that score below 25<sup>th</sup> percentile on PM3 of Star Early Literacy. This program focuses exclusively on remediation strategies for these learners.

Teachers and instructors are encouraged to earn Emergent Literacy Micro-Credentials from the Lastinger Center for Learning at the University of Florida. Additional professional development in the six-core reading components is provided at the beginning of each school year through a full day of in-service training. A practice-based coach is also provided to assist in all areas of professional learning throughout the school year.

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

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

The Decision Trees must contain the following information:

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

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

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

## Grades VPK-5

### 1. Grades VPK-5 Assessments

| FAST                     |                                                                                                                                           |                                                                                                                                                                                                                                                                                                                      |                                                                                                                                                           |                                              |
|--------------------------|-------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------|
| Name of the Assessment   | Target Audience                                                                                                                           | What component of reading is assessed?                                                                                                                                                                                                                                                                               | Assessment Type                                                                                                                                           | How often is the data collected?             |
| FAST Star Early Literacy | <input checked="" type="checkbox"/> VPK<br><input checked="" type="checkbox"/> Grade K<br><input checked="" type="checkbox"/> Grade 1     | <input checked="" type="checkbox"/> Oral Language<br><input checked="" type="checkbox"/> Phonological Awareness<br><input checked="" type="checkbox"/> Phonics<br><input checked="" type="checkbox"/> Fluency<br><input checked="" type="checkbox"/> Vocabulary<br><input checked="" type="checkbox"/> Comprehension | <input checked="" type="checkbox"/> Screening<br><input checked="" type="checkbox"/> Progress Monitoring<br><input checked="" type="checkbox"/> Summative | <input checked="" type="checkbox"/> 3 x Year |
| FAST Star Reading        | <input checked="" type="checkbox"/> Grade 1<br><input checked="" type="checkbox"/> Grade 2                                                | <input checked="" type="checkbox"/> Vocabulary<br><input checked="" type="checkbox"/> Comprehension                                                                                                                                                                                                                  | <input checked="" type="checkbox"/> Screening<br><input checked="" type="checkbox"/> Progress Monitoring<br><input checked="" type="checkbox"/> Summative | <input checked="" type="checkbox"/> 3 x Year |
| FAST ELA Reading         | <input checked="" type="checkbox"/> Grade 3<br><input checked="" type="checkbox"/> Grade 4<br><input checked="" type="checkbox"/> Grade 5 | <input checked="" type="checkbox"/> Vocabulary<br><input checked="" type="checkbox"/> Comprehension                                                                                                                                                                                                                  | <input checked="" type="checkbox"/> Screening<br><input checked="" type="checkbox"/> Progress Monitoring<br><input checked="" type="checkbox"/> Summative | <input checked="" type="checkbox"/> 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?                                                                                                                                                                                                                                                                                        |
| Portfolio                | <input checked="" type="checkbox"/> VPK<br><input type="checkbox"/> PreK<br><input type="checkbox"/> Grade K<br><input type="checkbox"/> Grade 1<br><input type="checkbox"/> Grade 2<br><input type="checkbox"/> Grade 3<br><input type="checkbox"/> Grade 4<br><input type="checkbox"/> Grade 5 | <input checked="" type="checkbox"/> Oral Language<br><input checked="" type="checkbox"/> Phonological Awareness<br><input checked="" type="checkbox"/> Phonics<br><input checked="" type="checkbox"/> Fluency<br><input checked="" type="checkbox"/> Vocabulary<br><input checked="" type="checkbox"/> Comprehension | <input type="checkbox"/> Screening<br><input checked="" type="checkbox"/> Progress Monitoring<br><input type="checkbox"/> Diagnostic<br><input type="checkbox"/> Summative | <input type="checkbox"/> Weekly<br><input type="checkbox"/> 2 x Month<br><input type="checkbox"/> Monthly<br><input type="checkbox"/> Quarterly<br><input checked="" type="checkbox"/> 3 x Year<br><input type="checkbox"/> Annually<br><input checked="" type="checkbox"/> As Needed<br><input type="checkbox"/> Other |

| 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?                                                                                                                                                                                                                                                                                        |
|                                        | <input type="checkbox"/> All Students<br><input checked="" type="checkbox"/> Select Students                                                                                                                                                                                                                                                                                                                |                                                                                                                                                                                                                                                                                                                      |                                                                                                                                                                                       |                                                                                                                                                                                                                                                                                                                         |
| Ages & Stages                          | <input checked="" type="checkbox"/> VPK<br><input checked="" type="checkbox"/> PreK<br><input type="checkbox"/> Grade K<br><input type="checkbox"/> Grade 1<br><input type="checkbox"/> Grade 2<br><input type="checkbox"/> Grade 3<br><input type="checkbox"/> Grade 4<br><input type="checkbox"/> Grade 5<br><input checked="" type="checkbox"/> All Students<br><input type="checkbox"/> Select Students | <input checked="" type="checkbox"/> Oral Language<br><input checked="" type="checkbox"/> Phonological Awareness<br><input checked="" type="checkbox"/> Phonics<br><input checked="" type="checkbox"/> Fluency<br><input checked="" type="checkbox"/> Vocabulary<br><input checked="" type="checkbox"/> Comprehension | <input checked="" type="checkbox"/> Screening<br><input type="checkbox"/> Progress Monitoring<br><input type="checkbox"/> Diagnostic<br><input type="checkbox"/> Summative            | <input type="checkbox"/> Weekly<br><input type="checkbox"/> 2 x Month<br><input type="checkbox"/> Monthly<br><input type="checkbox"/> Quarterly<br><input type="checkbox"/> 3 x Year<br><input checked="" type="checkbox"/> Annually<br><input checked="" type="checkbox"/> As Needed<br><input type="checkbox"/> Other |
| Jackson County Developmental Checklist | <input checked="" type="checkbox"/> VPK<br><input checked="" type="checkbox"/> PreK<br><input type="checkbox"/> Grade K<br><input type="checkbox"/> Grade 1<br><input type="checkbox"/> Grade 2<br><input type="checkbox"/> Grade 3<br><input type="checkbox"/> Grade 4<br><input type="checkbox"/> Grade 5<br><input checked="" type="checkbox"/> All Students<br><input type="checkbox"/> Select Students | <input checked="" type="checkbox"/> Oral Language<br><input checked="" type="checkbox"/> Phonological Awareness<br><input checked="" type="checkbox"/> Phonics<br><input checked="" type="checkbox"/> Fluency<br><input checked="" type="checkbox"/> Vocabulary<br><input checked="" type="checkbox"/> Comprehension | <input type="checkbox"/> Screening<br><input checked="" type="checkbox"/> Progress Monitoring<br><input type="checkbox"/> Diagnostic<br><input type="checkbox"/> Summative            | <input type="checkbox"/> Weekly<br><input type="checkbox"/> 2 x Month<br><input type="checkbox"/> Monthly<br><input type="checkbox"/> Quarterly<br><input checked="" type="checkbox"/> 3 x Year<br><input type="checkbox"/> Annually<br><input type="checkbox"/> As Needed<br><input type="checkbox"/> Other            |
| PreK Assessment Checklist              | <input checked="" type="checkbox"/> VPK<br><input checked="" type="checkbox"/> PreK<br><input type="checkbox"/> Grade K<br><input type="checkbox"/> Grade 1<br><input type="checkbox"/> Grade 2<br><input type="checkbox"/> Grade 3<br><input type="checkbox"/> Grade 4<br><input type="checkbox"/> Grade 5<br><input type="checkbox"/> All Students<br><input type="checkbox"/> Select Students            | <input checked="" type="checkbox"/> Oral Language<br><input checked="" type="checkbox"/> Phonological Awareness<br><input checked="" type="checkbox"/> Phonics<br><input checked="" type="checkbox"/> Fluency<br><input checked="" type="checkbox"/> Vocabulary<br><input checked="" type="checkbox"/> Comprehension | <input type="checkbox"/> Screening<br><input checked="" type="checkbox"/> Progress Monitoring<br><input type="checkbox"/> Diagnostic<br><input type="checkbox"/> Summative            | <input type="checkbox"/> Weekly<br><input type="checkbox"/> 2 x Month<br><input type="checkbox"/> Monthly<br><input type="checkbox"/> Quarterly<br><input checked="" type="checkbox"/> 3 x Year<br><input type="checkbox"/> Annually<br><input checked="" type="checkbox"/> As Needed<br><input type="checkbox"/> Other |
| Star Early Literacy                    | <input type="checkbox"/> VPK<br><input type="checkbox"/> PreK<br><input checked="" type="checkbox"/> Grade K<br><input checked="" type="checkbox"/> Grade 1<br><input type="checkbox"/> Grade 2<br><input type="checkbox"/> Grade 3<br><input type="checkbox"/> Grade 4<br><input type="checkbox"/> Grade 5<br><input checked="" type="checkbox"/> All Students<br><input type="checkbox"/> Select Students | <input checked="" type="checkbox"/> Oral Language<br><input checked="" type="checkbox"/> Phonological Awareness<br><input checked="" type="checkbox"/> Phonics<br><input checked="" type="checkbox"/> Fluency<br><input checked="" type="checkbox"/> Vocabulary<br><input checked="" type="checkbox"/> Comprehension | <input checked="" type="checkbox"/> Screening<br><input checked="" type="checkbox"/> Progress Monitoring<br><input type="checkbox"/> Diagnostic<br><input type="checkbox"/> Summative | <input type="checkbox"/> Weekly<br><input type="checkbox"/> 2 x Month<br><input type="checkbox"/> Monthly<br><input type="checkbox"/> Quarterly<br><input checked="" type="checkbox"/> 3 x Year<br><input type="checkbox"/> Annually<br><input checked="" type="checkbox"/> As Needed<br><input type="checkbox"/> Other |

| 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?                                                                                                                                                                                                                                                                                        |
| Star Reading                         | <input type="checkbox"/> VPK<br><input type="checkbox"/> PreK<br><input type="checkbox"/> Grade K<br><input checked="" type="checkbox"/> Grade 1<br><input checked="" type="checkbox"/> Grade 2<br><input checked="" type="checkbox"/> Grade 3<br><input checked="" type="checkbox"/> Grade 4<br><input checked="" type="checkbox"/> Grade 5<br><input checked="" type="checkbox"/> All Students<br><input type="checkbox"/> Select Students            | <input type="checkbox"/> Oral Language<br><input type="checkbox"/> Phonological Awareness<br><input type="checkbox"/> Phonics<br><input type="checkbox"/> Fluency<br><input checked="" type="checkbox"/> Vocabulary<br><input checked="" type="checkbox"/> Comprehension                                  | <input checked="" type="checkbox"/> Screening<br><input checked="" type="checkbox"/> Progress Monitoring<br><input type="checkbox"/> Diagnostic<br><input type="checkbox"/> Summative            | <input type="checkbox"/> Weekly<br><input type="checkbox"/> 2 x Month<br><input type="checkbox"/> Monthly<br><input type="checkbox"/> Quarterly<br><input checked="" type="checkbox"/> 3 x Year<br><input type="checkbox"/> Annually<br><input checked="" type="checkbox"/> As Needed<br><input type="checkbox"/> Other |
| Benchmark Assess 360                 | <input type="checkbox"/> VPK<br><input type="checkbox"/> PreK<br><input checked="" type="checkbox"/> Grade K<br><input checked="" type="checkbox"/> Grade 1<br><input checked="" type="checkbox"/> Grade 2<br><input checked="" type="checkbox"/> Grade 3<br><input checked="" type="checkbox"/> Grade 4<br><input checked="" type="checkbox"/> Grade 5<br><input type="checkbox"/> All Students<br><input checked="" type="checkbox"/> Select Students | <input type="checkbox"/> Oral Language<br><input checked="" type="checkbox"/> Phonological Awareness<br><input checked="" type="checkbox"/> Phonics<br><input checked="" type="checkbox"/> Fluency<br><input checked="" type="checkbox"/> Vocabulary<br><input checked="" type="checkbox"/> Comprehension | <input checked="" type="checkbox"/> Screening<br><input type="checkbox"/> Progress Monitoring<br><input checked="" type="checkbox"/> Diagnostic<br><input type="checkbox"/> Summative            | <input type="checkbox"/> Weekly<br><input type="checkbox"/> 2 x Month<br><input type="checkbox"/> Monthly<br><input type="checkbox"/> Quarterly<br><input type="checkbox"/> 3 x Year<br><input type="checkbox"/> Annually<br><input checked="" type="checkbox"/> As Needed<br><input type="checkbox"/> Other            |
| Star CBM                             | <input type="checkbox"/> VPK<br><input type="checkbox"/> PreK<br><input checked="" type="checkbox"/> Grade K<br><input checked="" type="checkbox"/> Grade 1<br><input checked="" type="checkbox"/> Grade 2<br><input checked="" type="checkbox"/> Grade 3<br><input checked="" type="checkbox"/> Grade 4<br><input checked="" type="checkbox"/> Grade 5<br><input type="checkbox"/> All Students<br><input checked="" type="checkbox"/> Select Students | <input type="checkbox"/> Oral Language<br><input checked="" type="checkbox"/> Phonological Awareness<br><input checked="" type="checkbox"/> Phonics<br><input checked="" type="checkbox"/> Fluency<br><input type="checkbox"/> Vocabulary<br><input type="checkbox"/> Comprehension                       | <input checked="" type="checkbox"/> Screening<br><input checked="" type="checkbox"/> Progress Monitoring<br><input checked="" type="checkbox"/> Diagnostic<br><input type="checkbox"/> Summative | <input type="checkbox"/> Weekly<br><input type="checkbox"/> 2 x Month<br><input checked="" type="checkbox"/> Monthly<br><input type="checkbox"/> Quarterly<br><input type="checkbox"/> 3 x Year<br><input type="checkbox"/> Annually<br><input checked="" type="checkbox"/> As Needed<br><input type="checkbox"/> Other |
| Elementary Oral Communication Rubric | <input type="checkbox"/> VPK<br><input type="checkbox"/> PreK<br><input checked="" type="checkbox"/> Grade K<br><input checked="" type="checkbox"/> Grade 1<br><input checked="" type="checkbox"/> Grade 2<br><input checked="" type="checkbox"/> Grade 3<br><input checked="" type="checkbox"/> Grade 4<br><input checked="" type="checkbox"/> Grade 5<br><input checked="" type="checkbox"/> All Students<br><input type="checkbox"/> Select Students | <input checked="" type="checkbox"/> Oral Language<br><input type="checkbox"/> Phonological Awareness<br><input type="checkbox"/> Phonics<br><input type="checkbox"/> Fluency<br><input type="checkbox"/> Vocabulary<br><input type="checkbox"/> Comprehension                                             | <input type="checkbox"/> Screening<br><input checked="" type="checkbox"/> Progress Monitoring<br><input checked="" type="checkbox"/> Diagnostic<br><input type="checkbox"/> Summative            | <input type="checkbox"/> Weekly<br><input type="checkbox"/> 2 x Month<br><input type="checkbox"/> Monthly<br><input type="checkbox"/> Quarterly<br><input checked="" type="checkbox"/> 3 x Year<br><input type="checkbox"/> Annually<br><input checked="" type="checkbox"/> As Needed<br><input type="checkbox"/> Other |

| 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?                                                                                                                                                                                                                                                                                        |
| Benchmark Advance Weekly Assessments | <input type="checkbox"/> VPK<br><input type="checkbox"/> PreK<br><input checked="" type="checkbox"/> Grade K<br><input checked="" type="checkbox"/> Grade 1<br><input checked="" type="checkbox"/> Grade 2<br><input checked="" type="checkbox"/> Grade 3<br><input checked="" type="checkbox"/> Grade 4<br><input checked="" type="checkbox"/> Grade 5<br><input checked="" type="checkbox"/> All Students<br><input type="checkbox"/> Select Students | <input type="checkbox"/> Oral Language<br><input checked="" type="checkbox"/> Phonological Awareness<br><input checked="" type="checkbox"/> Phonics<br><input type="checkbox"/> Fluency<br><input checked="" type="checkbox"/> Vocabulary<br><input checked="" type="checkbox"/> Comprehension | <input type="checkbox"/> Screening<br><input checked="" type="checkbox"/> Progress Monitoring<br><input checked="" type="checkbox"/> Diagnostic<br><input type="checkbox"/> Summative | <input type="checkbox"/> Weekly<br><input type="checkbox"/> 2 x Month<br><input type="checkbox"/> Monthly<br><input type="checkbox"/> Quarterly<br><input checked="" type="checkbox"/> 3 x Year<br><input type="checkbox"/> Annually<br><input checked="" type="checkbox"/> As Needed<br><input type="checkbox"/> 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 (10<sup>th</sup>) 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 (20<sup>th</sup>) percentile at the beginning or middle of the year test administration of the coordinated screening and progress monitoring system pursuant to [s. 1008.25\(9\), F.S.](#); or
  - Level 1 on the statewide, standardized ELA assessment pursuant to [s. 1008.22\(3\)\(a\), F.S.](#)

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

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

School teams will review data in monthly meetings. FAST PM3 will be used as an initial screener, and students scoring below grade level will be flagged for concern. The Intervention Support Team (teacher, Rtl specialist, guidance counselor) will meet to further review flagged students' data: historical data (FAST, STAR, grades, reading-related retentions) will also be used to determine appropriate tier placement. The team will then determine a specific area of concern and the issue that is impeding progress. An intervention plan will be developed with parent involvement. Review meetings will occur every 4-8 weeks to determine effectiveness of the intervention, based on student response. Revisions to the plan will occur as needed. If Tier 2 interventions are ineffective based on their response criteria as indicated in the plan, then students are moved to Tier 3 to increase intensity and achieve a positive response.

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

School teams will review data in monthly meetings. FAST PM3 will be used as an initial screener, and students scoring below grade level will be flagged for concern. The Intervention Support Team (teacher, Rtl specialist, guidance counselor) will meet to further review flagged students' data: historical data (FAST, STAR, grades, reading-related retentions) will also be used to determine appropriate tier placement. The team will then determine a specific area of concern and the issue that is impeding progress. An intervention plan will be developed with parent involvement. Review meetings will occur every 4-8 weeks to determine effectiveness of the intervention, based on student response. Revisions to the plan will occur as needed. If Tier 2 interventions are ineffective based on their response criteria as indicated in the plan, then students are moved to Tier 3 to increase intensity and achieve a positive response.

**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.**

As part of the process outlined above (2a.), students in grades K-3 are screened for reading difficulties using Star Early Literacy and Star Reading. Based on the data from these assessments, Tier 3 Rtl plans are developed for students who exhibit characteristics of dyslexia, and Tier 3 interventions are immediately initiated.

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

Benchmark Assess 360 will be used as an additional screening tool for students with characteristics of dyslexia to identify specific skills deficits. If additional data is needed, STAR CBM is available.

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

The District Instructional Leadership Team and school administrators will conduct classroom walkthroughs to determine whether Tier 1 instruction is being implemented with fidelity and is aligned to grade-level B.E.S.T. ELA Standards and Benchmarks. Walkthrough and observational data, as well as state, district, and school-based assessment data will be triangulated and analyzed. Quarterly data meetings will focus on analysis of data and student work samples to determine student, grade-level, and school-wide needs.

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

The District Instructional Leadership Team and school administrators will monitor Tier 2 instruction through regular classroom walkthroughs to ensure fidelity of implementation. Walkthrough and observational data, curriculum-based assessments, intervention reports, and progress monitoring tools will be analyzed, while quarterly data meetings will focus on reviewing disaggregated student data and work samples to identify instructional needs. Students receiving Tier 2 support are expected to demonstrate accelerated progress compared to peers in order to close the gap toward grade-level benchmarks, with progress monitored at least biweekly or monthly using STAR CBM or other diagnostic tools. Effectiveness will be evaluated by the percentage of students successfully moving back into Tier 1 supports, the percentage maintaining gains once returned to core-only instruction, and fidelity checks to confirm that small-group interventions are occurring consistently and with the required accuracy, intensity, and duration. The district expects Tier 2 interventions to help most students catch up within one semester to a year; if sufficient progress is not achieved, interventions will be adjusted, or students may be considered for Tier 3 support.

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

The District Instructional Leadership Team and school administrators will conduct classroom walkthroughs to ensure Tier 3 instruction is implemented with fidelity, examining walkthrough and observational data, curriculum-related assessments and reports, and progress monitoring tools. Quarterly data meetings will focus on analyzing student data and work samples to identify instructional needs and adjust supports as necessary. The effectiveness of Tier 3 interventions is monitored through frequent progress monitoring, typically weekly or biweekly, using tools such as STAR CBM or skill-based probes, with attention to each student's rate of improvement toward individualized growth targets. Additional indicators of effectiveness include whether students demonstrate sustained progress, the accuracy and intensity of instruction, and fidelity checks to ensure interventions are delivered systematically by teachers with a Reading Endorsement. Adjustments to interventions are made based on data, and students who meet their growth goals may transition to Tier 2 or back to core instruction as appropriate.

| Grades K-5 Decision Tree                                                                                                                                                                                                                                                                                                                              |  |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|
| <b>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.</b> |  |
| Tier 1 (Core) Only                                                                                                                                                                                                                                                                                                                                    |  |
| Beginning of Year Data                                                                                                                                                                                                                                                                                                                                |  |
| <b>Students must meet the following criteria at the beginning of the school year:</b><br>If the student has not been retained, is not in the MTSS process, and scores a Level 3 or higher on FAST PM3.                                                                                                                                                |  |
| <b>List performance criteria that indicate Tier 1 instruction is sufficient for at least 80% of students.</b>                                                                                                                                                                                                                                         |  |
| <ul style="list-style-type: none"> <li>• K-5 FAST Level 3 or higher</li> <li>• K-5 Star Reading/Star Early Literacy 40th Percentile or higher</li> </ul>                                                                                                                                                                                              |  |

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Core Instruction</b><br>Indicate the core instructional materials utilized. Add additional rows as needed.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
| <b>Name of Program</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |                            | <b>Year of Program Adoption</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
| <b>Benchmark Advance</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |                            | <b>2026</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
| <b>Additional performance criteria that prompt Tier 2 interventions for students not meeting expectations/benchmarks during the school year:</b><br>Performance Criteria that prompt the addition of Tier 2 interventions will include: <ul style="list-style-type: none"> <li>• Scoring below the 40th percentile on Star Early Literacy, Star Reading, or Level 2 or below on FAST Progress Monitoring Assessments</li> <li>• Lack of progress towards grade level benchmarks as indicated by average of below 70% on standards-based assessments</li> <li>• Receiving less than 70% mastery on unit/chapter/module or curriculum-based assessments in core ELA</li> </ul> |                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
| <b>Tier 1 Instruction + Tier 2 Interventions</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
| <b>Beginning of Year Data</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
| <b>Students who meet the following criteria at the beginning of the school year:</b><br>No single data point should indicate a student's need for Tier 2 interventions. Possible indicators include retention at a previous grade level, FAST PM1, PM2, or PM3 Level 1 or Level 2, previous placement in the MTSS process, receiving less than 70% mastery on unit/chapter/module or curriculum-based assessments in core ELA, and/or the student is being considered for retention in current school year based on failing grades.                                                                                                                                          |                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
| <b>Number of times per week interventions are provided:</b><br>3-5 times per week<br><b>Number of minutes per intervention session:</b><br>15-20 minutes (Total of 60 additional minutes per week)                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
| <b>Supplemental Instruction/Interventions</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
| 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.                                                                                                                                                                                                                                                                                                                                                                                                                                                     |                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
| <b>Name of Program</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | <b>ESSA Evidence Level</b> | <b>Verbiage (as needed)</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
| Teacher led small group differentiated instruction;<br><b>Group Size: 3-5</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |                            | Teacher led small group instruction does not meet strong, moderate, or promising levels of evidence; however, the following WWC Practice Guide Recommendation(s) support the practice: Improving Adolescent Literacy: Effective Classroom and Intervention Practices: A Practice Guide --Small Group Instruction: Recommendation 5. Make available intensive and individualized interventions for struggling readers that can be provided by trained specialists. Level of evidence: <b>Strong</b><br><br>This recommendation was built into the intervention as a core system of delivery. The district will support and monitor implementation of this practice through |

|                            |                                  |                                                                                                                                                                                                                                                                                                                                                                                                          |
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|                            |                                  | walkthroughs/feedback and professional learning as needed with a model classroom focus.                                                                                                                                                                                                                                                                                                                  |
| Exact Path                 | Moderate                         | Exact Path is a personalized learning program for K12 learners, designed to accelerate, measure, and report student achievement with English Language Arts standards. It offers individualized learning paths, adaptive diagnostic assessments, and educator-led interventions to address the diverse needs of all learners.                                                                             |
| UFLI Foundations           | State Approved Intervention List | UFLI Foundations aligns with Tier 2 and Tier 3 interventions by providing explicit, systematic instruction in foundational reading skills, including phonological awareness, phonics, decoding, and word reading fluency. The program is designed for delivery in small groups for Tier 2 students who need targeted support beyond core instruction, and in one-on-one or very small-group settings for |
| Lexia Core 5 (Grades K, 1) | Moderate                         | Lexia® Core5® Reading (Core5) is a blended learning program that aims to accelerate the development of fundamental literacy skills for students of all abilities in grades Pre-K-5. Core5 provides explicit, systematic instruction through personalized learning paths.                                                                                                                                 |

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

**Students with Disabilities**

| Name of Program | ESSA Evidence Level | Verbiage (as needed) |
|-----------------|---------------------|----------------------|
|                 |                     |                      |

**English Language Learners**

| Name of Program                    | ESSA Evidence Level | Verbiage (as needed) |
|------------------------------------|---------------------|----------------------|
| Lexia English Language Development | Moderate            |                      |

**For K-3 students who have a substantial deficiency in reading or characteristics of dyslexia, identify the multisensory strategies provided.**

**Visual (Sight):** Students look at letter cards, spelling patterns, and the teacher's mouth to observe how letter shapes and graphemes correspond to print.

**Auditory (Sound):** Students listen to phonemes, repeat sounds aloud, and use explicit phonics chants and verbal rehearsal to hear the structure of words.

**Tactile & Kinesthetic (Touch and Movement):**

**Arm tapping or "pounding" out sounds:** Students physically tap or pound out the individual phonemes in a word using finger tapping and/or large motor movements of their arm.

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |                            |                                |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------|--------------------------------|
| <p><b>Whiteboard writing and air-writing:</b> Students skywrite letters in the air or write them dynamically on small individual whiteboards to build muscle memory.</p> <p><b>Manipulatives:</b> Students use Elkonin boxes, magnetic letter tiles, letter cards, or building blocks to physically construct, blend, and manipulate words</p> <p>IES Recommendation 2: Develop awareness of the segments of sounds in speech and how they link to letters.</p> <p>IES Recommendation 3: Teach students to decode words, analyze word parts, and write and recognize words.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |                            |                                |
| <p><b>Additional performance criteria that prompt Tier 3 interventions for students not meeting expectations/benchmarks during the school year:</b></p> <p>No single data point should indicate a student’s need for Tier 3 interventions. Possible indicators include retention at a previous grade level, FAST PM1, PM2, or PM3 Level 1, previous placement in the MTSS process, receiving less than 60% mastery on unit/chapter/module or curriculum-based assessments in core ELA, and or the student is being considered for retention in the current school year based on failing grades.</p> <p><b>Grade 3</b> Student has demonstrated 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;</p> <p><b>AND</b></p> <p>Student scores below the 20th percentile at the beginning or middle of the year on the coordinated screening and progress monitoring system.</p> <p><b>OR</b></p> <p>Student scores Level 1 on the end of year statewide, standardized ELA assessment.</p> |                            |                                |
| <b>Tier 1 Instruction + Tier 2 Interventions + Tier 3 Intensive Interventions</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |                            |                                |
| <b>Beginning of Year Data</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |                            |                                |
| <p><b>Students who meet the following criteria at the beginning of the school year:</b></p> <p>No single data point should indicate a student’s need for Tier 3 interventions. Possible indicators include retention at a previous grade level, FAST PM1, PM2, or PM3 Level 1, previous placement in the MTSS process, receiving less than 60% mastery on unit/chapter/module or curriculum-based assessments in core ELA, and or the student is being considered for retention in the current school year based on failing grades.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |                            |                                |
| <p><b>Number of times per week interventions are provided:</b></p> <p>5 times per week</p> <p><b>Number of minutes per intervention session:</b></p> <p>20 minutes per session (100 additional minutes per week)</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |                            |                                |
| <p><b>Intensive, Individualized Instruction/Interventions</b></p> <p>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.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |                            |                                |
| <b>Name of Program</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | <b>ESSA Evidence Level</b> | <b>Verbiage (as needed)</b>    |
| Teacher led small group differentiated instruction;<br>Group Size: 1-3                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |                            | Refer to page 15 for verbiage. |

|                                                                                                                                                                                                                                                                                                                                                           |                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Lexia Core 5 Teacher-led Lexia Lessons                                                                                                                                                                                                                                                                                                                    | <b>Moderate</b>            | Refer to page 15 for verbiage.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
| Wilson Foundations                                                                                                                                                                                                                                                                                                                                        |                            | <p>Wilson Foundations does not meet strong, moderate, or promising levels of evidence; however, the following WWC Practice Guide Recommendation supports the program: Foundational Skills to Support Reading for Understanding in Kindergarten Through 3rd Grade. Recommendations are as follows: Recommendation 2 (Strong)- Developing phonological awareness and linking sounds to letters Recommendation 3 (Strong)- Teaching decoding, word analysis, spelling, and word recognition Recommendation 4 <b>Moderate</b>.</p> <p>Providing daily connected text reading. These recommendations were built into the program by teaching academic language and vocabulary, developing phonological awareness and linking sounds to letters, teaching decoding, word analysis, and spelling, and ensuring daily connected text reading for fluency and comprehension. The district will support and monitor implementation of this program by establishing clear expectations, providing professional learning, monitoring fidelity, using data to guide instruction, building collaborative structures, providing targeted support, and evaluating and adjusting.</p> |
| <b>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.</b>                                                                                  |                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
| <b>Students with Disabilities</b>                                                                                                                                                                                                                                                                                                                         |                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
| <b>Name of Program</b>                                                                                                                                                                                                                                                                                                                                    | <b>ESSA Evidence Level</b> | <b>Verbiage (as needed)</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
|                                                                                                                                                                                                                                                                                                                                                           |                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
| <b>English Language Learners</b>                                                                                                                                                                                                                                                                                                                          |                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
| <b>Name of Program</b>                                                                                                                                                                                                                                                                                                                                    | <b>ESSA Evidence Level</b> | <b>Verbiage (as needed)</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
| Lexia English Language Development Teacher Led Small Group Lessons                                                                                                                                                                                                                                                                                        | <b>Moderate</b>            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
| <b>For K-3 students who have a substantial deficiency in reading or characteristics of dyslexia, identify the multisensory strategies provided.</b><br><b>UFLI Foundations-</b> UFLI Foundations employs a multisensory instructional approach by engaging students through visual, auditory, and kinesthetic modalities simultaneously. Students see the |                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |

letters and words, hear the corresponding sounds, and practice forming them through writing or using tactile materials. This integrated approach helps strengthen phonemic awareness, decoding, and encoding skills, supporting students who require intensive interventions. By connecting multiple sensory pathways, UFLI Foundations enhances memory, retention, and automaticity in reading, making it highly effective for Tier 2 and Tier 3 learners.

**Wilson Foundations-** Wilson Foundations delivers multisensory instruction by actively engaging students' visual, auditory, and kinesthetic learning channels. Students see letters and words, hear the associated sounds, and physically practice forming letters through writing, tapping, or using manipulatives. This simultaneous engagement of multiple senses helps struggling readers internalize phonics patterns, strengthen decoding and encoding skills, and build fluency. By combining explicit, systematic instruction with hands-on, sensory-rich activities, Foundations supports students in making lasting connections between sounds and symbols, which is especially effective for Tier 2 and Tier 3 intervention students.

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

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

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

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

| Summer Reading Camps for Retained Grade 3 Students                                                                                                                                                                                                                                |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Schedule:</b><br>Schedule: Monday – Thursday, 7:30 AM – 2:00 PM, four weeks for a total of 16 instructional days                                                                                                                                                               |
| <b>Evidence-Based Instructional Materials to be used, as defined in <a href="#">20 U.S.C. s. 7801(21)(A)(i)</a>:</b><br>The following evidence-based instructional materials will be utilized during Summer Reading Camp:<br>Benchmark Advance, UFLI Foundations, and Exact Path. |
| <b>Alternative Assessment Used:</b><br>STAR Reading or Edmentum                                                                                                                                                                                                                   |
| <b>Additional Information (optional):</b>                                                                                                                                                                                                                                         |

**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                                                                        |
|------------------------------------------------------------------------------------------------------------------------|
| <b>Will the district implement this option?</b><br><input checked="" type="checkbox"/> Yes <input type="checkbox"/> No |
| <b>If yes, please describe the grade level(s) that will be invited to participate.</b><br><br>K-5                      |

## 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<br>ELA Reading    | <input checked="" type="checkbox"/> Grade 6<br><input checked="" type="checkbox"/> Grade 7<br><input checked="" type="checkbox"/> Grade 8 | <input checked="" type="checkbox"/> Vocabulary<br><input checked="" type="checkbox"/> Comprehension | <input checked="" type="checkbox"/> Screening<br><input checked="" type="checkbox"/> Progress Monitoring<br><input checked="" type="checkbox"/> Summative | <input checked="" type="checkbox"/> 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?                                                                                                                                                                                                                                                                                        |
| STAR Reading                   | <input checked="" type="checkbox"/> Grade 6<br><input checked="" type="checkbox"/> Grade 7<br><input checked="" type="checkbox"/> Grade 8<br><input checked="" type="checkbox"/> All Students<br><input type="checkbox"/> Select Students | <input type="checkbox"/> Oral Language<br><input type="checkbox"/> Phonological Awareness<br><input type="checkbox"/> Phonics<br><input type="checkbox"/> Fluency<br><input checked="" type="checkbox"/> Vocabulary<br><input checked="" type="checkbox"/> Comprehension | <input checked="" type="checkbox"/> Screening<br><input checked="" type="checkbox"/> Progress Monitoring<br><input type="checkbox"/> Diagnostic<br><input type="checkbox"/> Summative | <input type="checkbox"/> Weekly<br><input type="checkbox"/> 2 x Month<br><input type="checkbox"/> Monthly<br><input type="checkbox"/> Quarterly<br><input checked="" type="checkbox"/> 3 x Year<br><input type="checkbox"/> Annually<br><input checked="" type="checkbox"/> As Needed<br><input type="checkbox"/> Other |
| CORE Phoneme Segmentation Test | <input checked="" type="checkbox"/> Grade 6<br><input type="checkbox"/> Grade 7<br><input checked="" type="checkbox"/> Grade 8<br><input type="checkbox"/> All Students<br><input checked="" type="checkbox"/> Select Student             | <input type="checkbox"/> Oral Language<br><input checked="" type="checkbox"/> Phonological Awareness<br><input type="checkbox"/> Phonics<br><input type="checkbox"/> Fluency<br><input type="checkbox"/> Vocabulary<br><input type="checkbox"/> Comprehension            | <input type="checkbox"/> Screening<br><input type="checkbox"/> Progress Monitoring<br><input checked="" type="checkbox"/> Diagnostic<br><input type="checkbox"/> Summative            | <input type="checkbox"/> Weekly<br><input type="checkbox"/> 2 x Month<br><input type="checkbox"/> Monthly<br><input type="checkbox"/> Quarterly<br><input type="checkbox"/> 3 x Year<br><input type="checkbox"/> Annually<br><input checked="" type="checkbox"/> As Needed<br><input type="checkbox"/> Other            |
| CORE Phonics Survey            | <input checked="" type="checkbox"/> Grade 6<br><input checked="" type="checkbox"/> Grade 7<br><input checked="" type="checkbox"/> Grade 8<br><input type="checkbox"/> All Students<br><input checked="" type="checkbox"/> Select Students | <input type="checkbox"/> Oral Language<br><input type="checkbox"/> Phonological Awareness<br><input checked="" type="checkbox"/> Phonics<br><input type="checkbox"/> Fluency<br><input type="checkbox"/> Vocabulary<br><input type="checkbox"/> Comprehension            | <input type="checkbox"/> Screening<br><input type="checkbox"/> Progress Monitoring<br><input checked="" type="checkbox"/> Diagnostic<br><input type="checkbox"/> Summative            | <input type="checkbox"/> Weekly<br><input type="checkbox"/> 2 x Month<br><input type="checkbox"/> Monthly<br><input type="checkbox"/> Quarterly<br><input type="checkbox"/> 3 x Year<br><input type="checkbox"/> Annually<br><input checked="" type="checkbox"/> As Needed<br><input type="checkbox"/> Other            |

| 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?                                                                                                                                                                                                                                                                             |
| StudySync Placement and Diagnostic Assessment | <input checked="" type="checkbox"/> Grade 6<br><input checked="" type="checkbox"/> Grade 7<br><input checked="" type="checkbox"/> Grade 8<br><input type="checkbox"/> All Students<br><input checked="" type="checkbox"/> Select Students | <input type="checkbox"/> Oral Language<br><input type="checkbox"/> Phonological Awareness<br><input type="checkbox"/> Phonics<br><input checked="" type="checkbox"/> Fluency<br><input type="checkbox"/> Vocabulary<br><input checked="" type="checkbox"/> Comprehension | <input type="checkbox"/> Screening<br><input type="checkbox"/> Progress Monitoring<br><input checked="" type="checkbox"/> Diagnostic<br><input type="checkbox"/> Summative | <input type="checkbox"/> Weekly<br><input type="checkbox"/> 2 x Month<br><input type="checkbox"/> Monthly<br><input type="checkbox"/> Quarterly<br><input type="checkbox"/> 3 x Year<br><input type="checkbox"/> Annually<br><input checked="" type="checkbox"/> As Needed<br><input type="checkbox"/> Other |
| Secondary Oral Communication Rubric           | <input checked="" type="checkbox"/> Grade 6<br><input checked="" type="checkbox"/> Grade 7<br><input checked="" type="checkbox"/> Grade 8<br><input type="checkbox"/> All Students<br><input checked="" type="checkbox"/> Select Students | <input checked="" type="checkbox"/> Oral Language<br><input type="checkbox"/> Phonological Awareness<br><input type="checkbox"/> Phonics<br><input type="checkbox"/> Fluency<br><input type="checkbox"/> Vocabulary<br><input type="checkbox"/> Comprehension            | <input type="checkbox"/> Screening<br><input type="checkbox"/> Progress Monitoring<br><input checked="" type="checkbox"/> Diagnostic<br><input type="checkbox"/> Summative | Weekly<br><input type="checkbox"/> 2 x Month<br><input type="checkbox"/> Monthly<br><input type="checkbox"/> Quarterly<br><input type="checkbox"/> 3 x Year<br><input type="checkbox"/> Annually<br><input checked="" type="checkbox"/> As Needed<br><input type="checkbox"/> Other                          |

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

School teams will review data in monthly meetings. FAST PM3 will be used as an initial screener, and students scoring below grade level will be flagged for concern. The Intervention Support Team (teacher, RtI specialist, guidance counselor) will meet to further review flagged students' data: historical data (FAST, STAR, grades, reading-related retentions) will also be used to determine appropriate tier placement. The team will then determine a specific area of concern and the issue that is impeding progress. An intervention plan will be developed with parent involvement. Review meetings will occur every 4-8 weeks to determine effectiveness of the intervention, based on student response. Revisions to the plan will occur as needed. If Tier 2 interventions are ineffective based on their response criteria as indicated in the plan, then students are moved to Tier 3 to increase intensity and achieve a positive response. Teachers will be trained in district approved intervention plans. All teachers delivering Tier III instruction will be reading endorsed.

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

The District Instructional Leadership Team and school administrators will conduct classroom walkthroughs to determine whether Tier 1 instruction is being implemented with fidelity and is aligned to grade-level B.E.S.T. ELA Standards and Benchmarks. Walkthrough and observational data as well as state, district, and school-based assessment data will be triangulated and analyzed. Quarterly data meetings will focus on analysis of data and student work samples to determine student, grade-level, and school-wide needs. District literacy leaders will also engage in scoring and calibration of student samples from district embedded assessments (district writing assessments).

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

District Instructional Leadership Team and school administrators will conduct classroom walkthroughs to determine whether Tier 2 instruction is being implemented with fidelity. Walkthrough and observational data, curriculum-related assessments and reports, and progress monitoring tools will be analyzed. Monthly data meetings will focus on data analysis and student work samples to measure student progress and determine student needs/appropriate adjustments to interventions.

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

District instructional leadership and school administrators will conduct classroom walkthroughs to determine whether Tier 3 instruction is being implemented with fidelity. In addition to walkthrough and observational data, curriculum-related assessments and reports, and progress monitoring tools will be examined. Biweekly data meetings will focus on data analysis and student work samples to determine student needs/ appropriate adjustments to interventions.

| Grades 6-8 Decision Tree                                                                                                                                                                                                                                                                                                                  |                          |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------|
| Tier 1 (Core) Only                                                                                                                                                                                                                                                                                                                        |                          |
| <b>Beginning of Year Data</b>                                                                                                                                                                                                                                                                                                             |                          |
| <b>Students must meet the following criteria at the beginning of the school year:</b><br>(Enter assessment criteria that will be used.)<br><br>FAST PM 3 Achievement Level (AL) 3 or higher<br><br>STAR At/Above 40 PR (STAR scores will be used to determine placement for students entering Jackson district school with no FAST data.) |                          |
| <b>List performance criteria that indicate Tier 1 is sufficient for at least 80% of students.</b><br><br>FAST--Achievement Levels 3-5<br>STAR—At/Above 40 PR                                                                                                                                                                              |                          |
| <b>Core Instruction</b><br><b>Indicate the core instructional materials utilized. Add additional rows as needed.</b>                                                                                                                                                                                                                      |                          |
| Name of Program                                                                                                                                                                                                                                                                                                                           | Year of Program Adoption |
| McGraw Hill StudySync                                                                                                                                                                                                                                                                                                                     | 2026                     |
| <b>Additional performance criteria that prompt Tier 2 interventions for students not meeting expectations/benchmarks during the school year:</b><br>Fast PM 3 --Achievement Levels 1 or 2<br>STAR-- At/Below 39 PR                                                                                                                        |                          |

| Tier 1 Instruction + Tier 2 Interventions                                                                                                             |
|-------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Beginning of Year Data</b>                                                                                                                         |
| <b>Students who meet the following criteria at the beginning of the school year:</b><br><br>FAST PM 3 Achievement Level (AL) 2<br>STAR At/Below 39 PR |
| <b>Number of times per week interventions are provided: 3-5</b>                                                                                       |

|                                                                                                                                                                                                                                                                           |                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Number of minutes per intervention session: 20 (refers to small group instruction)                                                                                                                                                                                        |                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
| Course(s) where interventions take place: M/J Language Arts 1, M/J Language Arts 2, M/J Language Arts 3                                                                                                                                                                   |                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
| <b>Supplemental Instruction/Interventions</b><br>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. |                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
| <b>Name of Program</b>                                                                                                                                                                                                                                                    | <b>ESSA Evidence Level</b> | <b>Verbiage (as needed)</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
| Teacher led small group differentiated instruction;<br><b>Group Size: 3-5</b>                                                                                                                                                                                             |                            | Refer to page 15 for verbiage.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
| <b>Lexia PowerUp</b>                                                                                                                                                                                                                                                      | <b>Promising</b>           | Lexia® PowerUp is designed to enhance English language arts instruction for struggling and nonproficient readers in grades 6–12. Blending online student-driven explicit instruction with offline teacher-delivered lessons and activities, PowerUp aims to accelerate the development of both fundamental literacy and higher-order thinking skills through adaptive learning paths. PowerUp addresses the instructional needs of a wide range of students, from struggling to nearly proficient readers, by identifying skill gaps and providing personalized, systematic instruction in Word Study, Grammar, and Comprehension. This explicit instruction prepares students to comprehend and engage with complex texts across a range of genres. Embedded progress monitoring, actionable data, and scripted lessons empower teachers to deliver the exact instruction each student needs. |
| <b>Exact Path</b>                                                                                                                                                                                                                                                         | <b>Moderate</b>            | Refer to page 15 for verbiage.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
| <b>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.</b>  |                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
| <b>Students with Disabilities</b>                                                                                                                                                                                                                                         |                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
| <b>Name of Program</b>                                                                                                                                                                                                                                                    | <b>ESSA Evidence Level</b> | <b>Verbiage (as needed)</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
|                                                                                                                                                                                                                                                                           |                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
| <b>English Language Learners</b>                                                                                                                                                                                                                                          |                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
| <b>Name of Program</b>                                                                                                                                                                                                                                                    | <b>ESSA Evidence Level</b> | <b>Verbiage (as needed)</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
| Lexia English Language Development                                                                                                                                                                                                                                        | Moderate                   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |

|                                                                                                                                                                                                                                                                                                |                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Additional performance criteria that prompt Tier 3 interventions for students not meeting expectations/benchmarks during the school year:</b><br>FAST PM 3 AL 1<br>STAR At/Below 25 PR                                                                                                      |                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
| <b>Tier 1 Instruction + Tier 2 Interventions + Tier 3 Intensive Interventions</b>                                                                                                                                                                                                              |                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
| <b>Beginning of Year Data</b>                                                                                                                                                                                                                                                                  |                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
| <b>Students who meet the following criteria at the beginning of the school year:</b><br>FAST PM 3 AL 1<br>STAR At/Below 25 PR                                                                                                                                                                  |                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
| <b>Number of times per week interventions are provided: 5</b><br><br><b>Number of minutes per intervention session: 50</b><br><br><b>Course(s) where interventions take place:</b> M/J Intensive Reading 1; M/J Intensive Reading 2; M/J Intensive Reading 3                                   |                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
| <b>Intensive, Individualized Instruction/Interventions</b><br><b>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.</b> |                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
| <b>Name of Program</b>                                                                                                                                                                                                                                                                         | <b>ESSA Evidence Level</b> | <b>Verbiage (as needed)</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
| Teacher led small group differentiated instruction;<br>Teacher led small group<br><b>Group Size: 1-3</b>                                                                                                                                                                                       |                            | Refer to page 15 for verbiage.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
| Lexia PowerUp Teacher-led Lessons                                                                                                                                                                                                                                                              | Promising                  | Refer to page 23 for verbiage.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
| REWARDS                                                                                                                                                                                                                                                                                        |                            | REWARDS 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 1. Build students' decoding skills so they can read complex multisyllabic words. Level of evidence: Strong 2. Provide purposeful fluency-building activities to help students read effortlessly. Level of evidence: Strong These recommendations were built into the intervention to supplement instruction for secondary foundational skills. The district will support and monitor implementation of this program with student data. walkthroughs/feedback, and 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 used instead of or in addition to programs above. Add additional rows as needed.

| Students with Disabilities                                         |                     |                      |
|--------------------------------------------------------------------|---------------------|----------------------|
| Name of Program                                                    | ESSA Evidence Level | Verbiage (as needed) |
|                                                                    |                     |                      |
| English Language Learners                                          |                     |                      |
| Name of Program                                                    | ESSA Evidence Level | Verbiage (as needed) |
| Lexia English Language Development Teacher Led Small Group Lessons | Moderate            |                      |

## 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<br>ELA Reading    | <input checked="" type="checkbox"/> Grade 9<br><input checked="" type="checkbox"/> Grade 10 | <input checked="" type="checkbox"/> Vocabulary<br><input checked="" type="checkbox"/> Comprehension | <input checked="" type="checkbox"/> Screening<br><input checked="" type="checkbox"/> Progress Monitoring<br><input checked="" type="checkbox"/> Summative | <input checked="" type="checkbox"/> 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?                                                                                                                                                                                                                                                                                        |
| STAR Reading             | <input checked="" type="checkbox"/> Grade 9<br><input checked="" type="checkbox"/> Grade 10<br><input type="checkbox"/> Grade 11<br><input type="checkbox"/> Grade 12<br><input checked="" type="checkbox"/> All Students<br><input type="checkbox"/> Select Students | <input type="checkbox"/> Oral Language<br><input type="checkbox"/> Phonological Awareness<br><input type="checkbox"/> Phonics<br><input type="checkbox"/> Fluency<br><input checked="" type="checkbox"/> Vocabulary<br><input checked="" type="checkbox"/> Comprehension | <input checked="" type="checkbox"/> Screening<br><input checked="" type="checkbox"/> Progress Monitoring<br><input type="checkbox"/> Diagnostic<br><input type="checkbox"/> Summative | <input type="checkbox"/> Weekly<br><input type="checkbox"/> 2 x Month<br><input type="checkbox"/> Monthly<br><input type="checkbox"/> Quarterly<br><input checked="" type="checkbox"/> 3 x Year<br><input type="checkbox"/> Annually<br><input checked="" type="checkbox"/> As Needed<br><input type="checkbox"/> Other |
| STAR Reading             | <input type="checkbox"/> Grade 9<br><input type="checkbox"/> Grade 10<br><input checked="" type="checkbox"/> Grade 11<br><input checked="" type="checkbox"/> Grade 12<br><input type="checkbox"/> All Students<br><input checked="" type="checkbox"/> Select Students | <input type="checkbox"/> Oral Language<br><input type="checkbox"/> Phonological Awareness<br><input type="checkbox"/> Phonics<br><input type="checkbox"/> Fluency<br><input checked="" type="checkbox"/> Vocabulary                                                      | <input checked="" type="checkbox"/> Screening<br><input checked="" type="checkbox"/> Progress Monitoring<br><input type="checkbox"/> Diagnostic<br><input type="checkbox"/> Summative | <input type="checkbox"/> Weekly<br><input type="checkbox"/> 2 x Month<br><input type="checkbox"/> Monthly<br><input type="checkbox"/> Quarterly<br><input checked="" type="checkbox"/> 3 x Year<br><input type="checkbox"/> Annually                                                                                    |

| 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?                                                                                                                                                                                                                                                                             |
|                                               |                                                                                                                                                                                                                                                                                             | <input checked="" type="checkbox"/> Comprehension                                                                                                                                                                                                                        |                                                                                                                                                                            | <input checked="" type="checkbox"/> As Needed<br><input type="checkbox"/> Other                                                                                                                                                                                                                              |
| CORE Phoneme Segmentation Test                | <input checked="" type="checkbox"/> Grade 9<br><input checked="" type="checkbox"/> Grade 10<br><input checked="" type="checkbox"/> Grade 11<br><input checked="" type="checkbox"/> Grade 12<br><input type="checkbox"/> All Students<br><input checked="" type="checkbox"/> Select Students | <input type="checkbox"/> Oral Language<br><input checked="" type="checkbox"/> Phonological Awareness<br><input type="checkbox"/> Phonics<br><input type="checkbox"/> Fluency<br><input type="checkbox"/> Vocabulary<br><input type="checkbox"/> Comprehension            | <input type="checkbox"/> Screening<br><input type="checkbox"/> Progress Monitoring<br><input checked="" type="checkbox"/> Diagnostic<br><input type="checkbox"/> Summative | <input type="checkbox"/> Weekly<br><input type="checkbox"/> 2 x Month<br><input type="checkbox"/> Monthly<br><input type="checkbox"/> Quarterly<br><input type="checkbox"/> 3 x Year<br><input type="checkbox"/> Annually<br><input checked="" type="checkbox"/> As Needed<br><input type="checkbox"/> Other |
| CORE Phonics Survey                           | <input checked="" type="checkbox"/> Grade 9<br><input checked="" type="checkbox"/> Grade 10<br><input checked="" type="checkbox"/> Grade 11<br><input checked="" type="checkbox"/> Grade 12<br><input type="checkbox"/> All Students<br><input checked="" type="checkbox"/> Select Students | <input type="checkbox"/> Oral Language<br><input type="checkbox"/> Phonological Awareness<br><input checked="" type="checkbox"/> Phonics<br><input type="checkbox"/> Fluency<br><input type="checkbox"/> Vocabulary<br><input type="checkbox"/> Comprehension            | <input type="checkbox"/> Screening<br><input type="checkbox"/> Progress Monitoring<br><input checked="" type="checkbox"/> Diagnostic<br><input type="checkbox"/> Summative | <input type="checkbox"/> Weekly<br><input type="checkbox"/> 2 x Month<br><input type="checkbox"/> Monthly<br><input type="checkbox"/> Quarterly<br><input type="checkbox"/> 3 x Year<br><input type="checkbox"/> Annually<br><input checked="" type="checkbox"/> As Needed<br><input type="checkbox"/> Other |
| StudySync Placement and Diagnostic Assessment | <input checked="" type="checkbox"/> Grade 9<br><input checked="" type="checkbox"/> Grade 10<br><input checked="" type="checkbox"/> Grade 11<br><input checked="" type="checkbox"/> Grade 12<br><input type="checkbox"/> All Students<br><input checked="" type="checkbox"/> Select Students | <input type="checkbox"/> Oral Language<br><input type="checkbox"/> Phonological Awareness<br><input type="checkbox"/> Phonics<br><input checked="" type="checkbox"/> Fluency<br><input type="checkbox"/> Vocabulary<br><input checked="" type="checkbox"/> Comprehension | <input type="checkbox"/> Screening<br><input type="checkbox"/> Progress Monitoring<br><input checked="" type="checkbox"/> Diagnostic<br><input type="checkbox"/> Summative | <input type="checkbox"/> Weekly<br><input type="checkbox"/> 2 x Month<br><input type="checkbox"/> Monthly<br><input type="checkbox"/> Quarterly<br><input type="checkbox"/> 3 x Year<br><input type="checkbox"/> Annually<br><input checked="" type="checkbox"/> As Needed<br><input type="checkbox"/> Other |
| Secondary Oral Communication Rubric           | <input checked="" type="checkbox"/> Grade 9<br><input checked="" type="checkbox"/> Grade 10<br><input checked="" type="checkbox"/> Grade 11<br><input checked="" type="checkbox"/> Grade 12<br><input type="checkbox"/> All Students<br><input checked="" type="checkbox"/> Select Students | <input checked="" type="checkbox"/> Oral Language<br><input type="checkbox"/> Phonological Awareness<br><input type="checkbox"/> Phonics<br><input type="checkbox"/> Fluency<br><input type="checkbox"/> Vocabulary<br><input type="checkbox"/> Comprehension            | <input type="checkbox"/> Screening<br><input type="checkbox"/> Progress Monitoring<br><input checked="" type="checkbox"/> Diagnostic<br><input type="checkbox"/> Summative | <input type="checkbox"/> Weekly<br><input type="checkbox"/> 2 x Month<br><input type="checkbox"/> Monthly<br><input type="checkbox"/> Quarterly<br><input type="checkbox"/> 3 x Year<br><input type="checkbox"/> Annually<br><input checked="" type="checkbox"/> As Needed<br><input type="checkbox"/> Other |

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

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

School teams will review data in monthly meetings. FAST PM3 will be used as an initial screener, and students scoring below grade level will be flagged for concern. The Intervention Support Team (teacher, RtI specialist, guidance counselor) will meet to further review flagged students' data: historical data (FAST, STAR, grades, reading-related retentions) will also be used to determine appropriate tier placement. The team will then determine a specific area of concern and the issue that is impeding progress. An intervention plan will be developed with parent involvement. Review meetings will occur every 4-8 weeks to determine effectiveness of the intervention, based on student response. Revisions to the plan will occur as needed. If Tier 2 interventions are ineffective based on their response criteria as indicated in the plan, then students are moved to Tier 3 to increase intensity and achieve a positive response. Teachers will be trained in district approved intervention plans. All teachers delivering Tier III instruction will be reading endorsed.

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

The District Instructional Leadership Team and school administrators will conduct classroom walkthroughs to determine whether Tier 1 instruction is being implemented with fidelity and is aligned to grade-level B.E.S.T. ELA Standards and Benchmarks. Walkthrough and observational data as well as state, district, and school-based assessment data will be triangulated and analyzed. Quarterly data meetings will focus on analysis of data and student work samples to determine student, grade-level, and school-wide needs. District literacy leaders will also engage in scoring and calibration of student samples from district embedded assessments (district writing assessments).

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

District Instructional Leadership Team and school administrators will conduct classroom walkthroughs to determine whether Tier 2 instruction is being implemented with fidelity. Walkthrough and observational data, curriculum-related assessments and reports, and progress monitoring tools will be analyzed. Monthly data meetings will focus on data analysis and student work samples to measure student progress and determine student needs/appropriate adjustments to interventions.

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

District instructional leadership and school administrators will conduct classroom walkthroughs to determine whether Tier 3 instruction is being implemented with fidelity. In addition to walkthrough and observational data, curriculum-related assessments and reports, and progress monitoring tools will be examined. Biweekly data meetings will focus on data analysis and student work samples to determine student needs/ appropriate adjustments to interventions.

| Grades 9-12 Decision Tree                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |                                 |                                |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------|--------------------------------|
| Tier 1 (Core) Only                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |                                 |                                |
| <b>Beginning of Year Data</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |                                 |                                |
| <p><b>Students must meet the following criteria at the beginning of the school year:</b><br/>(Enter assessment criteria that will be used.)</p> <p>FAST PM 3 Achievement Level (AL) 3 or higher</p> <p>STAR At/Above 40 PR (STAR scores will be used to determine placement for students entering Jackson district school with no FAST data)</p>                                                                                                                                                                                                                                      |                                 |                                |
| <p><b>List performance criteria that indicate Tier 1 is sufficient for at least 80% of students.</b><br/>FAST--Achievement Levels 3-5<br/>STAR—At/Above 40 PR</p>                                                                                                                                                                                                                                                                                                                                                                                                                     |                                 |                                |
| <b>Core Instruction</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |                                 |                                |
| Indicate the core instructional materials utilized. Add additional rows as needed.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |                                 |                                |
| <b>Name of Program</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | <b>Year of Program Adoption</b> |                                |
| McGraw Hill StudySync                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | 2026                            |                                |
| <p><b>Additional performance criteria that prompt Tier 2 interventions for students not meeting expectations/benchmarks during the school year:</b><br/>Fast PM 3 --Achievement Levels 1 or 2<br/>STAR-- At/Below 39 PR</p>                                                                                                                                                                                                                                                                                                                                                           |                                 |                                |
| Tier 1 Instruction + Tier 2 Interventions                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |                                 |                                |
| <b>Beginning of Year Data</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |                                 |                                |
| <p><b>Students who meet the following criteria at the beginning of the school year:</b><br/>(Enter assessment criteria that will be used.)</p> <p>FAST PM 3 Achievement Level (AL) 2</p> <p>STAR At/Below 39 PR</p> <p>*If a student's test history reveals a pattern—FSA or FAST PM3 Achievement Levels 1 or 2 for multiple years/ administrations---schools may opt to place students in an intensive reading class for additional support. Similarly, when making placement decisions, consider students' test history if there is NOT a pattern of scoring below grade level.</p> |                                 |                                |
| <p><b>Number of times per week interventions are provided: 5</b></p> <p><b>Number of minutes per intervention session: 50</b></p> <p><b>Course(s) where interventions take place:</b> Intensive Reading 1; Intensive Reading 2; Intensive Reading 3; Intensive Reading 4</p>                                                                                                                                                                                                                                                                                                          |                                 |                                |
| <b>Supplemental Instruction/Interventions</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |                                 |                                |
| 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.                                                                                                                                                                                                                                                                                                                                                              |                                 |                                |
| <b>Name of Program</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | <b>ESSA Evidence Level</b>      | <b>Verbiage (as needed)</b>    |
| Teacher led small group instruction;                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |                                 | Refer to page 15 for verbiage. |

|                                                                                                                                                                                                                                                                          |                            |                                |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------|--------------------------------|
| <b>Group size 3-5</b>                                                                                                                                                                                                                                                    |                            |                                |
| Lexia PowerUp                                                                                                                                                                                                                                                            | Promising                  | Refer to page 23 for verbiage. |
| Exact Path                                                                                                                                                                                                                                                               | Moderate                   | Refer to page 15 for verbiage. |
| <b>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.</b> |                            |                                |
| <b>Students with Disabilities</b>                                                                                                                                                                                                                                        |                            |                                |
| <b>Name of Program</b>                                                                                                                                                                                                                                                   | <b>ESSA Evidence Level</b> | <b>Verbiage (as needed)</b>    |
|                                                                                                                                                                                                                                                                          |                            |                                |
|                                                                                                                                                                                                                                                                          |                            |                                |
| <b>English Language Learners</b>                                                                                                                                                                                                                                         |                            |                                |
| <b>Name of Program</b>                                                                                                                                                                                                                                                   | <b>ESSA Evidence Level</b> | <b>Verbiage (as needed)</b>    |
|                                                                                                                                                                                                                                                                          |                            |                                |
| <b>Additional performance criteria that prompt Tier 3 interventions for students not meeting expectations/benchmarks during the school year:</b><br><br>FAST PM 3 AL 1<br>STAR At/Below 25 PR                                                                            |                            |                                |
| <b>Tier 1 Instruction + Tier 2 Interventions + Tier 3 Intensive Interventions</b>                                                                                                                                                                                        |                            |                                |
| <b>Beginning of Year Data</b>                                                                                                                                                                                                                                            |                            |                                |
| <b>Students who meet the following criteria at the beginning of the school year:</b><br>(Enter assessment criteria that will be used.)<br>FAST PM 3 AL 1<br><br>STAR At/Below 25 PR                                                                                      |                            |                                |
| <b>Number of times per week interventions are provided: 5</b><br><br><b>Number of minutes per intervention session: 50</b><br><br><b>Course(s) where interventions take place:</b> Intensive Reading 1; Intensive Reading 2; Intensive Reading 3; Intensive Reading 4    |                            |                                |
| <b>Intensive, Individualized Instruction/Interventions</b>                                                                                                                                                                                                               |                            |                                |
| <b>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.</b>                                          |                            |                                |
| <b>Name of Program</b>                                                                                                                                                                                                                                                   | <b>ESSA Evidence Level</b> | <b>Verbiage (as needed)</b>    |
| Teacher led small group instruction;<br><b>Group size 1-3</b>                                                                                                                                                                                                            |                            | Refer to page 15 for verbiage. |
| Lexia PowerUp Teacher-led Lessons                                                                                                                                                                                                                                        | <b>Promising</b>           | Refer page 23 for verbiage.    |
| REWARDS                                                                                                                                                                                                                                                                  |                            | Refer page 23 for verbiage.    |

|                                                                                                                                                                                                                                                                          |                            |                             |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------|-----------------------------|
| <b>11<sup>th</sup> and 12<sup>th</sup> Retake Students: school-level instructional materials may be used in addition to Lexia PowerUp to assist students who are working to earn a concordant score.</b>                                                                 |                            |                             |
| <b>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.</b> |                            |                             |
| <b>Students with Disabilities</b>                                                                                                                                                                                                                                        |                            |                             |
| <b>Name of Program</b>                                                                                                                                                                                                                                                   | <b>ESSA Evidence Level</b> | <b>Verbiage (as needed)</b> |
|                                                                                                                                                                                                                                                                          |                            |                             |
|                                                                                                                                                                                                                                                                          |                            |                             |
| <b>English Language Learners</b>                                                                                                                                                                                                                                         |                            |                             |
| <b>Name of Program</b>                                                                                                                                                                                                                                                   | <b>ESSA Evidence Level</b> | <b>Verbiage (as needed)</b> |
|                                                                                                                                                                                                                                                                          |                            |                             |
|                                                                                                                                                                                                                                                                          |                            |                             |

### 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                                                                                                                                                                                                                                                                      |
|-----------------------------------------------|-------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Success Starts with Strong Tier 1 Instruction | K-5 Teachers<br>K-12 Administrators | Teachers will deepen their understanding of Florida's Formula for Reading Success as well as best practices for strong Tier 1 instruction. The materials from the 2026 Elementary Summer Literacy Institute will serve as a springboard for comprehensive professional learning. |
| Introduction to Benchmark Advance             | K-5 Reading Teachers                | Introduction to best practices and effective implementation of Benchmark Advance.                                                                                                                                                                                                |

|                                                                                                       |                                                 |                                                                                                                                                                                                                                                    |
|-------------------------------------------------------------------------------------------------------|-------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Understanding and Implementing Best Practices for Reading Instruction and Remediation                 | K-5 Teachers<br>6-12 Intensive Reading Teachers | Teachers will deepen their understanding of Florida's Formula for Reading Success and Practice Profile, the characteristics of dyslexia, effective teacher led small group instruction, and effective foundational skills and fluency instruction. |
| ELA Curriculum Mapping, Instructional Planning, and Standards Alignment                               | 6-12 ELA Teachers                               | Teachers study the B.E.S.T. ELA Standards and Florida's Practice Profile to map and plan instruction.                                                                                                                                              |
| ELA Explicit Instruction: Verbal Reasoning, Effective Claims, Rhetoric, and Scaffolding Complex Text. | 6-12 ELA Teachers                               | Teachers will study explicit instruction with a variety of B.E.S.T. standards-based lesson topics and examples.                                                                                                                                    |
| The Principal's Perspective: The Science of Reading and Evidence-based Literacy Instruction           | K-12 Administrators                             | School-based administrators will be provided regular professional learning sessions on the science of reading and evidence-based literacy instruction, materials and assessment.                                                                   |

#### **Instructional Personnel and Certified PreK Teachers**

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

Panhandle Area Educational Consortium's Course Offerings  
Lastinger Learning's Literacy Micro-Credential  
Lastinger Learning's Literacy Matrix

#### **Differentiated Professional Learning**

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

Professional learning is tiered similarly to MTSS (Multi-Tiered System of Supports):

- Tier 1 (Universal): All teachers receive high-quality PD aligned to schoolwide goals (e.g., best practices in literacy, data analysis skills).
- Tier 2 (Targeted): Small groups of teachers receive differentiated learning based on specific trends in student data (e.g., small group instructional strategies, scaffolding for ELLs).
- Tier 3 (Intensive): Individualized coaching, modeling, or support is provided to teachers whose students show persistent challenges or minimal growth, as indicated by data.

#### **Mentor Teachers**

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

Mentor Teachers are identified based on student performance data and receptiveness to the coaching process. Various data sources are also used to determine professional learning needs when establishing and developing model classrooms. Principals, instructional leaders, and classroom teachers use model classrooms to observe new teaching strategies in action and plan for school-wide implementation.

**Professional Learning Time**

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

Grade-level or subject-area teams are given a shared planning period during the school day. This time is used not only for lesson planning but also for collaborative professional learning, such as data analysis, instructional planning, or studying best practices.

**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                                                                                                                                                                                                                                                               |
|--------------------------|-----------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Summer Reading Camp      | Grades K-5      | In addition to 3rd grade students scoring a level 1 on PM 3, students demonstrating reading deficiencies as determined by progress monitoring data attend Summer Reading Camp to receive differentiated, targeted instruction in reading.                                 |
| After-School Tutoring    | Grades K-5      | After-School Tutoring Programs provide homework assistance and specific/targeted reading remediation instruction as determined by progress monitoring data. Teachers create and follow tutoring plans based on RtI goals to provide targeted, differentiated instruction. |

**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.**

Students identified as having a substantial deficiency in reading are provided with a letter explaining strategies, tools, and websites to use at home to increase students' reading ability. Parents are also given login information and instructions for accessing Exact Path and Lexia for home use. In addition, parents are provided with information from The Florida Department of Education for the following digital resources: Parent Guides for ELA Standards, Supporting Reading at Home, New Worlds Reading Initiative, Overview of Assessment Types, Statewide ELA Assessments, Supports for Parental Involvement, Evaluating a Student for 25 ESE, and Characteristics of Learning Disabilities. This information is also shared with families through flyers, emails, parent nights, school orientations, and social media posts.

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

To increase family engagement in literacy, the district implements various partnerships and programs. Parents are provided with information regarding the New Worlds Reading Initiative and are encouraged to apply for the program. Schools provide events such as family literacy nights to help equip parents with the tools and knowledge to make reading fun at home.

**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.**

Recognizing the foundational importance of early literacy and numeracy skills, the district ensures that classrooms from kindergarten through grade 2 receive the highest concentration of highly effective teachers. Highly effective teachers are first assigned to schools or classrooms with the greatest academic challenges, high rates of students requiring intervention, or significant achievement gaps. Assignments are based on teacher effectiveness ratings derived from multiple measures, including student growth data, observations, and other evaluation components. To maintain stability, the district supports highly effective teachers in K-2 through professional development, collaborative planning time, and resources aligned to early childhood education best practices.

**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 <a href="#">s. 1008.25(4)(c), F.S.</a> , to address their specific reading deficiency, unless they have an IEP or 504 plan that addresses their reading deficiency, or both in accordance with <a href="#">Rule 6A-6.053(6)(c), F.A.C.</a>                                                                                                                                                                                                                                                                         |
|    | 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 <a href="#">s. 1012.34, F.S.</a> 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 <a href="#">Rule 6A-6.053(4), F.A.C.</a>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
|   | 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:

