

District Comprehensive Evidence-Based Reading Plan

Annually, school districts must develop a Comprehensive Evidence-Based Reading Plan (CERP) that outlines the components of the district's comprehensive system of reading instruction. In order to assist districts, the Florida Department of Education (Department) has developed the format below for district reading plans. Districts may utilize the Department's format or an alternative developed by the district. The CERP must be approved by the governing board or authority prior to being submitted to the Department by August 1 for approval. A charter school that elects to develop its own CERP must submit its CERP, approved by the governing board or authority, to the sponsoring district by July 15 and meet the requirements of sections (ss.) [1002.33\(7\)\(a\)2.a.](#) and [1003.4201](#), Florida Statutes (F.S.).

The District CERP depicts and details the role of administration (both district and school level), professional learning, assessment, curriculum and instruction in the improvement of student learning of the Benchmarks for Excellent Student Thinking (B.E.S.T.) English Language Arts (ELA) Standards as provided in [Rule 6A-1.09401, Florida Administrative Code \(F.A.C.\), Student Performance Standards](#). This information is reflected for all schools and grade levels and must be shared with all stakeholders, including school administrators, literacy leadership teams, literacy coaches, classroom instructors, support staff and parents.

1) Contact Information

The Main District Reading Contact will be the Department's contact for the District CERP and is responsible for the plan and its implementation. Other contacts are those who work primarily with an area covered within the plan. Indicate the contacts for your district. Add additional rows as needed.

Point of Contact	Name	Email	Phone
Main Reading Contact	Mandie Fowler	Mandie.fowler@lcsb.org	850-643-2275
Data Element	Mandie Fowler	Mandie.fowler@lcsb.org	850-643-2275
Third Grade Promotion	Mandie Fowler	Mandie.fowler@lcsb.org	850-643-2275
Multi-Tiered System of Supports	Mandie Fowler	Mandie.fowler@lcsb.org	850-643-2275
Other (Enter Responsibility)			

2) District Expenditures

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

The reading funding included in the Florida Education Finance Program (FEFP) base funding is intended to provide comprehensive reading instruction to students in prekindergarten (PreK) through grade 12. Districts will include salaries and benefits, professional learning, assessment, programs/materials, tutoring and incentives required to effectively implement the district's plan. The expenditures must prioritize Voluntary Prekindergarten (VPK) students who have a substantial deficiency in early literacy skills and K-3 students who have a substantial reading deficiency or characteristics of dyslexia.

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

Comprehensive System of Reading Instruction Expenditures	Amount	FTE
Elementary Expenses		
Literacy coaches	0	

Comprehensive System of Reading Instruction Expenditures	Amount	FTE
Intervention teachers	\$205,224	3.5
Scientifically researched and evidence-based supplemental instructional materials	\$15,000	
Third grade summer reading camps	\$9,020	
Summer reading camps	\$8,000	
Secondary Expenses		
Literacy coaches	0	
Intervention teachers	\$55,373	1
Scientifically researched and evidence-based supplemental instructional materials	\$5,000	
PreK-Grade 12 Expenses		
Professional learning to help K-12 instructional personnel and certified PreK teachers earn a certification, a credential, an endorsement or an advanced degree in scientifically researched and evidence-based reading instruction	\$7,500	
Incentives for K-12 instructional personnel and certified PreK teachers who obtain the Reading Endorsement or Certification	0	
Incentives for PreK-12 instructional personnel who obtain an Emergent, Elementary or Secondary Literacy Micro-Credential	0	
Additional time per day of evidence-based intensive reading instruction for extended literacy learning (before or after school, summer, etc.)	0	
Tutoring programs to accelerate literacy learning	0	
Family engagement activities	\$6,500	
Other – Please Describe. Add additional rows as needed.		
Estimated Sum of Expenditures	\$311,617	

3) Literacy Leadership – District and School

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

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

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

FAST				
Grade	Previous School Year – % of Students Scoring	Goal for Plan Year – % of Students Scoring	Previous School Year – % of Students Scoring	Goal for Plan Year – % of Students Scoring
	Urgent Intervention <10 th percentile	Urgent Intervention <10 th percentile	At & Above Benchmark 40 th percentile & above	At & Above Benchmark 40 th percentile & above
VPK	2%	2%	88%	92%

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

To effectively improve literacy outcomes for VPK students, the district will initiate a comprehensive data analysis to identify specific areas of need. This involves reviewing baseline, formative, and summative assessment data to pinpoint common skill gaps across the student population, such as deficits in phonological awareness, letter recognition, or vocabulary development. Furthermore, the analysis will identify individual students who are significantly behind their peers, allowing for targeted interventions. This data-driven approach will inform the formation of flexible, small groups, ensuring that instruction is tailored to address the individual learning needs and specific literacy challenges of each student within those groups.

Based on the insights gained from student performance data, the district will strategically implement VPK small group instruction using its approved curriculum, Frog Street. This curriculum, which is aligned with state VPK literacy standards and research-based best practices, will serve as the foundation for targeted teaching within these small groups. The small group setting allows for differentiated instruction, enabling teachers to provide individualized attention, immediate feedback, and more focused practice to accelerate the acquisition of critical literacy skills.

For VPK students who, even with in-year small group interventions, are not yet meeting kindergarten readiness benchmarks in literacy based on PM 3 STAR Early Literacy data, the district will utilize a data-informed Summer Bridge program. Enrollment in this intensive program will be exclusively for students whose end-of-year assessments indicate a significant need for further support. The Summer Bridge curriculum will be focused on accelerating the specific literacy skills identified as deficient through the data analysis, employing engaging and play-based activities to reinforce phonological awareness, alphabet knowledge, print concepts, and vocabulary development. This targeted and intensive summer intervention, delivered through continued small group instruction, aims to bridge achievement gaps and ensure these students are well-prepared for success in kindergarten.

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	0	0	86	90
1	18	10	65	75
2	15	10	58	65
3	15	10	60	65
4	20	10	62	70
5	17	10	45	65
6	14	10	60	65
7	14	10	63	70
8	13	10	64	70
9	18	10	64	70
10	10	8	59	65

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

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

1. Provide an explanation of the following:

Grades K-5	District Level	School Level
Data that will be collected and frequency of review	FAST data, district Progress Monitoring data (iReady & STAR 3X annually or more frequently as outlined in the district MTSS guidance	FAST data, district Progress Monitoring data (iReady & STAR) 3X annually or more frequently as outlined in the district MTSS guidance
Actions for continuous support and improvement	Liberty County has a district-level tiered support system in place for our schools. We prioritize district-level support based on the academic achievement of the schools. This data-driven approach utilizes the sum of all academic components to determine the school tier. Our Tier 3 schools receive additional district-level visits and walk-throughs to identify areas in need of improvement. Content Area Specialists support identified schools. Supports include small group intervention using research-based intervention materials 2-3x/week for 20-30 min/session for Tier II or 4-5x/week for 30-45 min/session for Tier III.	The school principals will lead the leadership team in analyzing schoolwide data to determine the effectiveness of Tier 1 instruction. Schools will analyze FAST data, STAR data, i-Ready diagnostic data, and other formative data to determine areas of need. Schools will utilize the MTSS process to provide tier 2 and tier 3 interventions for students. Supports include small group intervention using research-based intervention materials 2-3x/week for 20-30 min/session for Tier II or 4-5x/week for 30-45 min/session for Tier III.
Grades 6-8	District Level	School Level
Data that will be collected and frequency of review	FAST data, district Progress Monitoring data (iReady & WriteScore) 3X annually or more frequently as outlined in the district MTSS guidance	FAST data, district Progress Monitoring data (iReady & WriteScore) 3X annually or more frequently as outlined in the district MTSS guidance
Actions for continuous support and improvement	Liberty County has a district-level tiered support system in place for our schools. We prioritize district-level support based on the academic achievement of the schools. This data-driven approach utilizes the sum of all academic components to determine the school tier. Our Tier 3 schools receive additional district-level	The school principals will lead the leadership team in analyzing schoolwide data to determine the effectiveness of Tier 1 instruction. Schools will analyze FAST data, STAR data, i-Ready diagnostic data, and other formative data to determine areas of need. Schools will utilize the MTSS process to provide tier 2 and tier 3

	visits and walk-throughs to identify areas in need of improvement. Content Area Specialists support identified schools supports include small group intervention using research-based intervention materials 2-3x/week for 20-30 min/session for Tier II or 4-5x/week for 30-45 min/session for Tier III.	interventions for students supports include small group intervention using research-based intervention materials 2-3x/week for 20-30 min/session for Tier II or 4-5x/week for 30-45 min/session for Tier III.
Grades 9-12	District Level	School Level
Data that will be collected and frequency of review	FAST data, district Progress Monitoring data (CommonLit & WriteScore) 3X annually or more frequently as outlined in the district MTSS guidance	FAST data, district Progress Monitoring data (CommonLit & WriteScore) 3X annually or more frequently as outlined in the district MTSS guidance
Actions for continuous support and improvement	Liberty County has a district-level tiered support system in place for our schools. We prioritize district-level support based on the academic achievement of the schools. This data-driven approach utilizes the sum of all academic components to determine the school tier. Our Tier 3 schools receive additional district-level visits and walk-throughs to identify areas in need of improvement. Content Area Specialists support identified schools. Supports include small group intervention using research-based intervention materials 2-3x/week for 20-30 min/session for Tier II or 4-5x/week for 30-45 min/session for Tier III.	The school principals will lead the leadership team in analyzing schoolwide data to determine the effectiveness of Tier 1 instruction. Schools will analyze FAST data, STAR data, i-Ready diagnostic data, and other formative data to determine areas of need. Schools will utilize the MTSS process to provide tier 2 and tier 3 interventions for students Supports include small group intervention using research-based intervention materials 2-3x/week for 20-30 min/session for Tier II or 4-5x/week for 30-45 min/session for Tier III.

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

The district has identified areas of improvement based on the District CERP Reflection Tool and root-cause analysis of student performance data and have partnered with UF/Tutoring Advantage to target areas of need. The district will focus on targeted training as reflected in the PL section of the CERP, modeling, and feedback on small group differentiated instruction, through partnerships with PAEC and UF Lastinger Center.

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

The principal conducts weekly reading walkthroughs, using the Danielson framework for teaching. This data is available to district leadership via the online platform. Principals, at least quarterly, are required to submit hard copy reports documenting classroom reading walkthroughs.

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.

The district has in place a process for the effective implementation of the District Comprehensive Evidence-Based Reading plan. The principal utilizes the school-based literacy team for ensuring the fidelity of implementation of the plan. This is accomplished through monthly leadership team meetings. The following elements are reviewed during these meetings:

- Review of student and teacher schedules.
- Review of weekly walkthrough data to determine fidelity of implementation of the reading curriculum and intensive supports.
- Review of progress monitoring data to ensure assessments are completed during the window and to determine tiered instructional needs of individual students.
- Review of any other relevant information.
- The principal and the school-based literacy team are responsible for problem-solving areas of the reading plan that are not effectively implemented.

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

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

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

☒ Yes

☐ No

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

N/A

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

Principals receive communication regarding literacy coaching through monthly administrator meetings, as well as email and bi-weekly face-to-face meetings.

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

The district has at least one teacher per grade level complete the literacy coach endorsement since 2022, when the endorsement was implemented. These lead teachers meet together monthly to discuss literacy data, curriculum mapping, and ongoing school needs.

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

The district provides Temporary Duty time (paid substitute teachers) for lead teachers to meet as a group and with the Director of Instruction to conduct meaningful data analysis across the school based on both observational and qualitative data. This data analysis is then used to support school administrators with Individual Professional Development Plan (iPdP) goals for teachers, pairing those novice teachers with appropriate mentors and model teachers. Professional development is also tailored to best support district literacy goals.

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

The district monitors implementation of the coaching model through administrator interviews, calendar documentation, Progress Monitoring data analysis, and teacher survey results.

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

Due to budget constraints, the district no longer has a full-time literacy coach position but instead uses lead teachers to support novice teachers. District data has improved with the implementation of this model.

4) Assessment, Curriculum and Reading Instruction

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

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

- **Six components of reading:** oral language, phonological awareness, phonics, fluency, vocabulary and comprehension.
- **Four types of classroom assessments:** screening, progress monitoring, diagnostic and summative assessment.
- **Three tiers of instruction that are standards-aligned;** include accommodations for students with a disability, students with an Individual Educational Plan (IEP) and students who are English language learners; and incorporate the principles of Universal Design for Learning as defined in [34 Code of Federal Regulations 200.2\(b\)\(2\)\(ii\)](#).
 - **Core Instruction (Tier 1):** provides print-rich explicit and systematic, scaffolded, differentiated instruction and corrective feedback; builds background and content knowledge; incorporates writing in response to reading.
 - **Supplemental Instruction/Interventions (Tier 2):** provides explicit, systematic, small group teacher-led instruction matched to student need, targeting gaps in learning to reduce barriers to students' ability to meet Tier 1 expectations; provides multiple opportunities to practice the targeted skill(s) and receive corrective feedback; occurs in addition to core instruction.
 - **Intensive, Individualized Instruction/Interventions (Tier 3):** provides explicit, systematic individualized instruction based on student need, one-on-one or very small group instruction with more guided practice, immediate corrective feedback and frequent progress monitoring; occurs in addition to core instruction and Tier 2 interventions. Tier 3 interventions must be provided to students identified as having a substantial deficiency in reading. All intensive reading interventions must be delivered by instructional personnel who are certified or endorsed in reading or possess a literacy micro-credential as provided in [s. 1003.485, F.S.](#)

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

The district will align K-12 reading instruction to Florida's Formula for Success for all students including students with a disability as well as students who are English language learners through providing evidence-based curriculum as well as teacher professional learning activities based on how best to utilize the curriculum. The district focuses on evidence-based instructional practices with specific targeted small group differentiated instruction.

2. Describe your public school PreK (VPK, Exceptional Student Education (ESE) and other PreK) program's plan for assessment, standards, instruction and support to meet the needs of all learners.

All VPK Programs will implement the Florida's Assessment of Student Thinking (FAST) using Star Early Literacy & Math to assess student achievement of the performance standards in early literacy and mathematics. Prekindergarten children are active learners. They will be exposed to state approved, developmentally appropriate curriculum and materials with a focus on school readiness skills. The curriculum is based on Florida's Early Learning Standards. Liberty County takes pride in helping to prepare all prekindergarten students ages 3 to 5 years of age for a successful transition into kindergarten.

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

Liberty County's VPK, VPK ESE, and Preschool ESE utilize an array of instructional materials to provide a comprehensive and developmentally appropriate learning. For our core VPK and general PreK classrooms, we primarily utilize the Frog Street curriculum. Frog Street is a research-based, comprehensive program designed to integrate instruction across various developmental domains, including social-emotional, literacy, math, and science.

For our PreK ESE programs and PreK ESY, which serve students with identified disabilities and diverse learning needs, we incorporate the MELD (Multi-sensory Early Language Development) approach. MELD focuses on multisensory strategies for teaching language and literacy, particularly for students with significant cognitive disabilities or limited communication skills. These strategies are designed to integrate language and literacy learning into daily routines and activities, providing extensive support to address communication and engagement challenges.

During the summer months, particularly for our Summer Bridge Program, the district transitions to using Learning Beyond Paper curriculum and Teaching Strategies Kickstart to Literacy supplemental curriculum. These curriculums provide engaging approaches to continued learning, ensuring continuity and reinforcement of skills developed throughout the regular school year.

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.](#)

A VPK student is identified as having a "substantial deficiency in early literacy skills" if they score below the 10th percentile or are unable to complete practice items on the coordinated screening and progress monitoring system's middle or end-of-year assessments. For these students, immediate and targeted interventions are crucial. The district's approach is multi-faceted, beginning with small group instruction within the regular VPK classroom setting. These small groups are constructed based on specific skill deficits identified through diagnostic assessments, allowing teachers to provide explicit, systematic, and multisensory instruction focused on areas like phonological awareness, alphabet knowledge, and print concepts, ensuring the instruction is intensive and tailored to address the identified deficiencies.

In cases where small group instruction alone is insufficient, the district implements individualized instruction for VPK students with substantial deficiencies. This personalized approach involves a deeper analysis of each student's specific learning profile and challenges. These individualized sessions leverage a range of evidence-based strategies and materials, providing the level of support and repetition necessary to close the most significant literacy gaps.

Finally, for VPK students who still demonstrate a substantial deficiency in early literacy skills by the end of the VPK year, the district mandates participation in the Summer Bridge Program. This intensive, specialized program serves as a critical intervention, designed to provide a concentrated

burst of literacy instruction. The Summer Bridge Program is specifically formulated to address foundational literacy skills, with a heavy emphasis on reinforcing phonological awareness, letter-sound correspondence, vocabulary development, and early writing. The program maintains a strong focus on small group and individualized instruction to maximize progress, ensuring these students are adequately prepared with the necessary literacy skills to succeed as they transition into kindergarten.

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

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

The Decision Trees must contain the following information:

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

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

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

Grades VPK-5

1. Grades VPK-5 Assessments

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

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

Additional Assessment(s)				
Name of the Assessment	Target Audience (Grades PreK-5) (Select all that apply.)	What component of reading is assessed? (Select all that apply.)	Assessment Type (Select all that apply.)	How often is the data collected?
Other District Assessment iReady PM/diagnostic/ screener	☐ VPK ☐ PreK ☒ Grade K ☒ Grade 1 ☒ Grade 2 ☒ Grade 3 ☒ Grade 4 ☒ Grade 5 ☐ All Students ☐ Select Students	☐ Oral Language ☒ Phonological Awareness ☒ Phonics ☒ Fluency ☒ Vocabulary ☒ Comprehension	☒ Screening ☒ Progress Monitoring ☒ Diagnostic ☐ Summative	☐ Weekly ☐ 2 x Month ☐ Monthly ☒ Quarterly ☐ 3 x Year ☐ Annually ☒ As Needed ☐ Other
Other District Assessment (Enter name of assessment. Then, select all that apply.)	☐ VPK ☐ PreK ☐ Grade K ☐ Grade 1 ☐ Grade 2 ☐ Grade 3 ☐ Grade 4	☐ Oral Language ☐ Phonological Awareness ☐ Phonics ☐ Fluency ☐ Vocabulary ☐ Comprehension	☐ Screening ☐ Progress Monitoring ☐ Diagnostic ☐ Summative	☐ Weekly ☐ 2 x Month ☐ Monthly ☐ Quarterly ☐ 3 x Year ☐ Annually ☐ As Needed

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

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

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

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

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

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

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

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

The district meets with teachers & guidance counselors monthly and identifies students in need of Tier 2/3 interventions based on Progress Monitoring data, Rtl procedures, and teacher observations. The district supports school Rtl teams through program review and support during monthly meetings with grade level teams to discuss current progress and program needs. Classroom teachers are provided support for Tier 2 interventions in the classroom through modeling, planning, and purchases of evidence-based curriculum. Student data is reviewed by the MTSS team and Tier III supports are added by interventionists who provide

curriculum and support for Tier 3 interventions. Data from multiple sources are used to ensure that student needs are best being identified.

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

The district meets with teachers & guidance counselors monthly and identifies students in need of Tier 2/3 interventions based on Progress Monitoring data, RtI procedures, and teacher observations. The district supports school RtI teams through program review and support during monthly meetings with grade level teams to discuss current progress and program needs. Classroom teachers are provided support for Tier 2 interventions in the classroom through modeling, planning, and purchases of evidence-based curriculum. Student data is reviewed by the MTSS team and Tier III supports are added by interventionists who provided curriculum and support for Tier 3 interventions. Data from multiple sources are used to ensure that student needs are best being identified.

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.

Students in K-3 who present with characteristics of dyslexia are identified through the coordinated screening and progress monitoring system (change this if you are only using Star and not FAST). Our district uses the following process: Screening data is reviewed by classroom teachers, reading specialists, and school-based MTSS teams. Students who score below benchmark levels or show specific weaknesses in phonological awareness, decoding, or fluency are flagged for further progress monitoring and assessment. These students are provided with Tier 3 interventions based on screening results to meet their individual needs.

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

The district's process for providing additional screening to students who demonstrate characteristics of dyslexia includes the following steps: Universal screening for students in grades K-3 three times per year using the STAR Early Literacy and STAR Reading assessments to help identify students who may be at risk for reading difficulties, including dyslexia

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

For K-5th grade, Tier 1 instruction is monitored as outlined in the district MTSS guidelines, which includes monthly review of data by the MTSS team (guidance, admin, & grade level teams) as indicated by student progression towards grade level appropriate learning targets by the teacher, with support from the guidance counselor & administration as needed.

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

For K-5th grade, Tier 2 instruction is monitored as outlined in the district MTSS guidelines, which includes monthly review of data by the MTSS team (guidance, admin, & grade level teams) as indicated by student progression towards grade level appropriate learning targets by the teacher, with support from the guidance counselor & administration as needed. These students receive additional targeted instruction by either the classroom teacher or school level interventionists. Data is reviewed monthly by teachers & guidance counselors.

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

For K-5th grade, Tier 3 instruction is monitored as outlined in the district MTSS guidelines, which includes monthly review of data by the MTSS team (guidance, admin, & grade level teams) as indicated by student progression towards grade level appropriate learning targets by the teacher, with more targeted support from the guidance counselor & administration as needed. These students receive additional targeted instruction by school level interventionists. Data is reviewed monthly by teachers & guidance counselors.

Grades K-5 Decision Tree	
Elementary schools (K-5) must teach reading in a dedicated, uninterrupted block of time of at least 90 minutes daily to all students. The reading block will include whole group instruction utilizing an evidence-based sequence of reading instruction and small group differentiated instruction in order to meet individual student needs.	
Tier 1 (Core) Only	
Beginning of Year Data	
Students must meet the following criteria at the beginning of the school year: Student scores 40 percent or greater on the FAST/STAR PM 3 Reading or Early Literacy Assessment (Kg-2 nd grade) Percentile rank (PR), ranging from 1-99) or Level 3 on the FAST PM 3 Reading assessment (3 rd -5 th grade) Students who received Tier II supports the year prior based on district diagnostics also continue to receive applicable supports.	
List performance criteria that indicate Tier 1 instruction is sufficient for at least 80% of students. Student assessment data of 40% or greater in addition to the following measures of effective Tier I instruction: • Danielson Model feedback forms regarding Classroom Walk-Through • Observation Tool Provided by Core Reading Program • Monthly Principal and District Staff Data School Level Meeting Quarterly • School Administration/SLT Grade Level Data Team Meetings Monthly • Principal/Teachers Data Chats reflecting on student progress data	
Core Instruction	
Indicate the core instructional materials utilized. Add additional rows as needed.	
Name of Program	Year of Program Adoption
Wonders, McGraw Hill	2021
iReady Personalized Instruction (supplemental), Reading	2015
Additional performance criteria that prompt Tier 2 interventions for students not meeting expectations/benchmarks during the school year:	

Students who score Level 2 or below on PM3 of the previous school year or below the 40th percentile and/or Level 2 or below on FAST PM1 of the current school year. Additional data sources to consider include: • iReady- 2 or more grade levels below current grade level and/or • Star Reading below the 40th percentile and/or • Teacher observation input		
Tier 1 Instruction + Tier 2 Interventions		
Beginning of Year Data		
Students who meet the following criteria at the beginning of the school year: Students who score Level 2 or below on PM3 of the previous school year or below the 40th percentile and/or Level 2 or below on FAST PM1 of the current school year. Additional data sources to consider include: • iReady- 2 or more grade levels below current grade level and/or • Star Reading below the 40th percentile and/or • Teacher observation input		
Number of times per week interventions are provided: 2-3 times per week Number of minutes per intervention session: 20-30 minutes		
Supplemental Instruction/Interventions Indicate the evidence-based programs and/or practices used for Tier 2 interventions and how the programs and practices are supported by strong, moderate or promising levels of evidence. Add additional rows as needed.		
Name of Program	ESSA Evidence Level	Verbiage (as needed)
Wonders's Interventions (FL Core Adoption List)	<i>None</i>	Wonders does not meet strong, moderate, or promising levels of evidence; however, the following WWC Practice Guide Recommendation(s) support the program: Improving Reading Comprehension in Kindergarten Through 3rd Grade5, Recommendation(s): 1. Teach students how to use reading comprehension strategies.(Strong Evidence). 2. Teach students to identify and use the text's organizational structure to comprehend, learn, and remember content. (Moderate Evidence). 3. Establish an engaging and motivating context in which to teach reading comprehension (Moderate Evidence). These recommendations were built into the program by structured direct instruction during small group interventions. The district will support and monitor implementation of this program

		by review & reflection of progress monitoring data, including professional learning opportunities for instructors specifically UF Literacy Microcredential & PAEC Literacy Cohort(s).
iReady Magnetic Reading	<i>Moderate Evidence</i>	
S.P.I.R.E.	<i>Promising Evidence</i>	
Indicate the evidence-based programs and/or practices implemented for students with a disability, students with an IEP and students who are English language learners, if <u>used instead of or in addition to</u> programs above. Add additional rows as needed.		
Students with Disabilities		
Name of Program	ESSA Evidence Level	Verbiage (as needed)
English Language Learners		
Name of Program	ESSA Evidence Level	Verbiage (as needed)
For K-3 students who have a substantial deficiency in reading or characteristics of dyslexia, identify the multisensory strategies provided. Use of manipulatives, visual, kinesthetic and auditory activities, and use of technology aid embedded within programs currently in use, including UFLI & FCRR activities.		
Additional performance criteria that prompt Tier 3 interventions for students not meeting expectations/benchmarks during the school year: To align with Rule 6A-6.053, F.A.C., students in grades K-3 are identified with a substantial deficiency in reading who were retained in the previous grade level or score a Level 1 on FAST PM3 the previous school year. Additionally, students who score below the 11th percentile on the FAST/STAR Reading or Early Literacy Assessment (Kg-2 nd grade) Percentile rank (PR), ranging from 1-99) or Level 1 on the FAST Reading assessment (3 rd -5 th grade) additional data includes iReady progress monitoring based on student individual learning goals & STAR progress monitoring assessments including targeted growth measures.		
Tier 1 Instruction + Tier 2 Interventions + Tier 3 Intensive Interventions		
Beginning of Year Data		
Students who meet the following criteria at the beginning of the school year: To align with Rule 6A-6.053, F.A.C., students in grades K-3 are identified with a substantial deficiency in reading who were retained in the previous grade level or score a Level 1 on FAST PM3 the previous school year. Additionally, students who score below the 11th percentile on the FAST/STAR Reading or Early Literacy Assessment (Kg-2 nd grade) Percentile rank (PR), ranging from 1-99) or Level 1 on the FAST Reading assessment (3 rd -5 th grade) additional data includes iReady progress monitoring based on individual student learning goals & STAR progress monitoring assessments including targeted growth measures.		
Number of times per week interventions are provided: 4-5 Number of minutes per intervention session: 45-60 minutes		

Intensive, Individualized Instruction/Interventions Indicate the evidence-based programs and/or practices used for Tier 3 interventions and how the programs and practices are supported by strong, moderate or promising levels of evidence. Add additional rows as needed.		
Name of Program	ESSA Evidence Level	Verbiage (as needed)
Wonders's Interventions (FL Core Adoption List)	<i>None</i>	Wonders does not meet strong, moderate, or promising levels of evidence; however, the following WWC Practice Guide Recommendation(s) support the program: Improving Reading Comprehension in Kindergarten Through 3rd Grade5, Recommendation(s): 1. Teach students how to use reading comprehension strategies.(Strong Evidence). 2. Teach students to identify and use the text's organizational structure to comprehend, learn, and remember content. (Moderate Evidence). 3. Establish an engaging and motivating context in which to teach reading comprehension (Moderate Evidence). These recommendations were built into the program by structured direct instruction during small group interventions. The district will support and monitor implementation of this program review & reflection of progress monitoring data, including professional learning opportunities for instructors specifically UF Literacy Microcredential & PAEC Literacy Cohort(s).
iReady Teacher ToolKit Materials	<i>No Evidence</i>	iReady Teacher Toolkit does not meet strong, moderate, or promising levels of evidence; however, the following WWC Practice Guide Recommendation(s) support the program: Improving Reading Comprehension in Kindergarten Through 3rd Grade5, Recommendation(s): 1. Teach students how to use reading comprehension strategies.(Strong Evidence). 2. Teach students to identify and use the text's organizational structure to comprehend, learn, and remember content. (Moderate Evidence).

		Establish an engaging and motivating context in which to teach reading comprehension (Moderate Evidence). These recommendations were built into the program by structured direct instruction during small group interventions. The district will support and monitor implementation of this program review & reflection of progress monitoring data, including professional learning opportunities for instructors specifically UF Literacy Microcredential & PAEC Literacy Cohort(s).
iReady Magnetic Reading	<i>Moderate Evidence</i>	
S.P.I.R.E	<i>Promising Evidence</i>	
Indicate the evidence-based programs and/or practices implemented for students with a disability, students with an IEP and students who are English language learners, if <u>used instead of or in addition to</u> programs above. Add additional rows as needed.		
Students with Disabilities		
Name of Program	ESSA Evidence Level	Verbiage (as needed)
English Language Learners		
Name of Program	ESSA Evidence Level	Verbiage (as needed)
For K-3 students who have a substantial deficiency in reading or characteristics of dyslexia, identify the multisensory strategies provided. For K-3 students identified as having a substantial deficiency in reading or exhibiting characteristics of dyslexia, the district provides SPIRE (Specialized Program Individualizing Reading Excellence) as the core multisensory intervention program at the Tier 3 level. SPIRE is an intensive, research-based reading intervention specifically designed for students with reading difficulties, including those with characteristics of dyslexia. It is aligned with the Science of Reding and incorporates the principles of structured literacy and Othon-Gillingham-based instruction. SPIRE engages students in a simultaneous, multisensory learning approach which integrates visual, auditory, and kinesthetic-tactile pathways to reinforce learning and improve retention. Key components of its multisensory instruction include Visual-Students see letters, words, and patterns during direct instruction and guided practice. Auditory- Students hear the sounds associated with letters and phonemes through teacher modeling and repeated oral practice. Kinesthetic-Tactile: Students use their bodies and sense of touch to trace, write, and manipulate letters and sounds. Each SPIRE lesson includes systematic and explicit instruction in phonemic awareness, phonics, fluency, vocabulary, spelling, and comprehension. Students actively engage with materials through multiple modalities, ensuring that instruction is accessible and reinforcing for diverse learners, especially those with dyslexia. This approach strengthens neural connections by engaging multiple senses simultaneously, which is critical for students who struggle with traditional literacy instruction. SPIRE is delivered in small groups or on-one, with frequent progress monitoring to ensure students make measurable gains.		

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

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

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

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

Summer Reading Camps for Retained Grade 3 Students
Schedule: Monday-Thursday, 7:30-8:30 (Breakfast), 8:30-11:30 (3 rd Grade Reading Camp, 11:30-12:00 (Lunch). 12:00-3:30 Optional 21 st CCLC participation.
Evidence-Based Instructional Materials to be used, as defined in 20 U.S.C. s. 7801(21)(A)(i): The district will provide instruction for grade 3 students who score a Level 1 on the statewide standardized assessment for ELA. Summer Reading Camps will be hosted at both K-8 school sites in the district and effective teachers that are endorsed in reading will be employed. Instruction will continue to be provided using evidence-based materials as outlined above, to include Wonders Intervention program, Quick Reads, iReady Toolkit, iReady, iReady Magnetic Reading and FCRR student centered activities are utilized to support instruction and provide students with opportunities to practice reading skills. Instruction will be explicit, systematic, and multisensory and include all elements of reading.
Alternative Assessment Used: iReady placement testing
Additional Information (optional):

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

Summer Reading Camps for Students in Grades K-5
Will the district implement this option? ☒ Yes ☐ No
If yes, please describe the grade level(s) that will be invited to participate. K-2nd

Grades 6-8

8. Grades 6-8 Assessments

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

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

Additional Assessment(s)				
Name of the Assessment	Target Audience (Grades 6-8) (Select all that apply.)	What component of reading is assessed? (Select all that apply.)	Assessment Type (Select all that apply.)	How often is the data collected?
IReady screener/diagnostic	☒ Grade 6 ☒ Grade 7 ☒ Grade 8 ☐ All Students ☐ Select Students	☐ Oral Language ☒ Phonological Awareness ☒ Phonics ☒ Fluency ☒ Vocabulary ☒ Comprehension	☒ Screening ☒ Progress Monitoring ☒ Diagnostic ☐ Summative	☐ Weekly ☐ 2 x Month ☐ Monthly ☒ Quarterly ☐ 3 x Year ☐ Annually ☒ As Needed ☐ Other
Other District Assessment STAR Reading	☒ Grade 6 ☒ Grade 7 ☒ Grade 8 ☐ All Students ☐ Select Student	☐ Oral Language ☐ Phonological Awareness ☐ Phonics ☐ Fluency ☒ Vocabulary ☒ Comprehension	☒ Screening ☒ Progress Monitoring ☒ Diagnostic ☐ Summative	☐ Weekly ☐ 2 x Month ☐ Monthly ☐ Quarterly ☒ 3 x Year ☐ Annually ☒ As Needed ☐ Other

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

The district identifies students in need of Tier 2/3 interventions based on review of Progress Monitoring data during MTSS committee meetings, RtI procedures, and teacher observations. The district supports school RtI teams through program review and support. Classroom teachers are provided support for Tier 2 interventions in the classroom through modeling, planning, and purchases of evidence-based curriculum. While interventionists are provided curriculum and support for Tier 3 interventions. The district's process for providing additional assessment opportunities for the oral language, phonological awareness, phonics and fluency components of reading utilizes iReady toolkit lessons, & Rewards!

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?

For 6th-8th grade, Tier 1 instruction is monitored as outlined in the district MTSS guidelines, which includes monthly review of data by the MTSS team (guidance, admin, & grade level teams) as indicated by student progression towards grade level appropriate learning targets by the teacher, with support from the guidance counselor & administration as needed.

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

For 6th-8th grade, Tier 2 instruction is monitored as outlined in the district MTSS guidelines, which includes monthly review of data by the MTSS team (guidance, admin, & grade level teams) as indicated by student progression towards grade level appropriate learning targets by the teacher, with support from the guidance counselor & administration as needed. These students receive additional targeted instruction by either the classroom teacher or school level interventionists. Data is reviewed monthly by teachers & guidance counselors.

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

For 6th-8th grade, Tier 3 instruction is monitored as outlined in the district MTSS guidelines, which includes monthly review of data by the MTSS team (guidance, admin, & grade level teams) as indicated by student progression towards grade level appropriate learning targets by the teacher, with more targeted support from the guidance counselor & administration as needed. These students receive additional targeted instruction by school level interventionists. Data is reviewed monthly by teachers & guidance counselors.

Grades 6-8 Decision Tree	
Tier 1 (Core) Only	
Beginning of Year Data	
Students must meet the following criteria at the beginning of the school year: Student scores 40 percent or greater on the STAR Reading Assessment and/or Level 3 on FAST-ELA	
List performance criteria that indicate Tier 1 is sufficient for at least 80% of students. Students who score Level 3 or higher on FAST ELA, 40% or higher according to STAR Reading Assessment, and/or Grade level performance on iReady placement assessment will receive only Tier I instruction.	
Core Instruction Indicate the core instructional materials utilized. Add additional rows as needed.	
Name of Program	Year of Program Adoption
SAVVAS MyPerspectives	2022
Additional performance criteria that prompt Tier 2 interventions for students not meeting expectations/benchmarks during the school year: Students who score below Level 2 on FAST ELA will begin Tier 2 interventions. Additional data sources to consider include: • iReady diagnostic- 2 or more grade levels below current grade level and/or • Star Reading below the 40th percentile and/or • Teacher observation input	
Tier 1 Instruction + Tier 2 Interventions	
Beginning of Year Data	

Students who meet the following criteria at the beginning of the school year: Student scores between 11-40 percent on the STAR Reading Percentile rank (PR), ranging from 1-99) and/or Level 2 or below on the FAST Reading assessment. Other data utilized for decision making include applicable concordant scores (PSAT)		
Number of times per week interventions are provided: 5 days/week Number of minutes per intervention session: 50 minutes daily Course(s) where interventions take place: Intensive Reading (Course Codes: 1000412 & 1000416)		
Supplemental Instruction/Interventions Indicate the evidence-based programs and/or practices used for Tier 2 interventions and how the programs and practices are supported by strong, moderate or promising levels of evidence. Add additional rows as needed.		
Name of Program	ESSA Evidence Level	Verbiage (as needed)
iReady Personalized Instruction	Moderate Evidence	
Indicate the evidence-based programs and/or practices implemented for students with a disability, students with an IEP and students who are English language learners, if <u>used instead of or in addition to</u> programs above. Add additional rows as needed.		
Students with Disabilities		
Name of Program	ESSA Evidence Level	Verbiage (as needed)
English Language Learners		
Name of Program	ESSA Evidence Level	Verbiage (as needed)
Additional performance criteria that prompt Tier 3 interventions for students not meeting expectations/benchmarks during the school year: Student scores below 11 percent on the STAR Reading Percentile rank (PR), ranging from 1-99) or Level 1 on the FAST ELA assessment.		
Tier 1 Instruction + Tier 2 Interventions + Tier 3 Intensive Interventions		
Beginning of Year Data		
Students who meet the following criteria at the beginning of the school year: Student scores below 11 percent on the STAR Reading Percentile rank (PR), ranging from 1-99) or Level 1 on the FAST ELA assessment. Other data utilized for decision making include applicable concordant scores (PSAT)		
Number of times per week interventions are provided: 5 Number of minutes per intervention session: 50 minutes daily Course(s) where interventions take place: Intensive Reading (Course Codes: 1000412 & 1000416)		
Intensive, Individualized Instruction/Interventions Indicate the evidence-based programs and/or practices used for Tier 3 interventions and how the programs and practices are supported by strong, moderate or promising levels of evidence. Add additional rows as needed.		
Name of Program	ESSA Evidence Level	Verbiage (as needed)

QuickReads for Struggling Readers	Strong Evidence	
iReady Teacher Led Lessons	Moderate Evidence	
Indicate the evidence-based programs and/or practices implemented for students with a disability, students with an IEP and students who are English language learners, if <u>used instead of or in addition to</u> programs above. Add additional rows as needed.		
Students with Disabilities		
Name of Program	ESSA Evidence Level	Verbiage (as needed)
English Language Learners		
Name of Program	ESSA Evidence Level	Verbiage (as needed)

Grades 9-12

13. Grades 9-12 Assessments

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

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

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

Additional Assessment(s)				
Name of the Assessment	Target Audience (Grades 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?
	☐ All Students ☐ Select Students	☐ Fluency ☒ Vocabulary ☒ Comprehension	☐ Summative	☐ 3 x Year ☐ Annually ☒ As Needed ☐ Other
ACT	☐ Grade 9 ☐ Grade 10 ☒ Grade 11 ☒ Grade 12 ☐ All Students ☐ Select Students	☐ Oral Language ☐ Phonological Awareness ☐ Phonics ☐ Fluency ☒ Vocabulary ☒ Comprehension	☐ Screening ☐ Progress Monitoring ☐ Diagnostic ☒ Summative	☐ Weekly ☐ 2 x Month ☐ Monthly ☐ Quarterly ☐ 3 x Year ☐ Annually ☒ As Needed ☐ Other
SAT	☐ Grade 9 ☐ Grade 10 ☒ Grade 11 ☒ Grade 12 ☐ All Students ☐ Select Students	☐ Oral Language ☐ Phonological Awareness ☐ Phonics ☐ Fluency ☒ Vocabulary ☒ Comprehension	☐ Screening ☐ Progress Monitoring ☐ Diagnostic ☒ Summative	☐ Weekly ☐ 2 x Month ☐ Monthly ☐ Quarterly ☐ 3 x Year ☐ Annually ☒ As Needed ☐ Other
CLT	☐ Grade 9 ☐ Grade 10 ☒ Grade 11 ☒ Grade 12 ☐ All Students ☐ Select Students	☐ Oral Language ☐ Phonological Awareness ☐ Phonics ☐ Fluency ☒ Vocabulary ☒ Comprehension	☐ Screening ☐ Progress Monitoring ☐ Diagnostic ☒ Summative	☐ Weekly ☐ 2 x Month ☐ Monthly ☐ Quarterly ☐ 3 x Year ☐ Annually ☒ As Needed ☐ Other

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

The district identifies students in need of Tier 2/3 interventions based on Progress Monitoring data, RtI procedures, and teacher observations during MTSS committee meetings,. The district supports school RtI teams through program review and support. Classroom teachers are provided support for Tier 2 interventions in the classroom through modeling, planning, and purchases of evidence-based curriculum. While interventionists are provided with curriculum and support for Tier 3 interventions. The district's process for providing additional assessment opportunities for the oral language, phonological awareness, phonics and fluency components of reading utilizes iReady toolkit lessons.

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

For 9th-12th grade, Tier 1 instruction is monitored, which includes quarterly review of data by the school guidance & admin as outlined in the district MTSS guidelines as indicated by student progression towards grade level appropriate learning targets by the teacher, with support from the guidance counselor & administration as needed.

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

For 9th-12th grade, Tier 2 instruction is monitored, which includes monthly review of data by the MTSS team (guidance, admin, & the Intervention teacher) as outlined in the district MTSS guidelines as indicated by student progression towards grade level appropriate learning targets by the teacher (with monthly PM data points). Data is reviewed monthly by admin, the intervention teacher & guidance counselors.

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

For 9th-12th grade, Tier 3 instruction is monitored, which includes monthly review of data by the MTSS team (guidance, admin, & grade level teams) as outlined in the district MTSS guidelines as indicated by student progression towards grade level appropriate learning targets by the teacher, with more targeted support from the guidance counselor & administration as needed. These students receive additional targeted instruction by school level interventionists. Data is reviewed monthly by teachers & guidance counselors.

Grades 9-12 Decision Tree	
Tier 1 (Core) Only	
Beginning of Year Data	
Students must meet the following criteria at the beginning of the school year: Student scores a level 3 of FAST-ELA and/or state approved concordant score (ACT, SAT, CLT, STAR, iReady-on grade level)	
List performance criteria that indicate Tier 1 is sufficient for at least 80% of students. Performance criteria that indicate Tier 1 is sufficient is reflected by Level 3 of FAST-ELA and/or state approved concordant score (ACT, SAT, CLT, STAR, iReady) as well as: - Grade level teams review data together and problem solve to determine the most effective reading strategies. - The school MTSS/Literacy Leadership Team review individual classroom data to determine if current reading practice is effective. Classroom walk throughs by principals, assistant principals, identify classroom that are delivering high impact, effective instruction.	
Core Instruction	
Indicate the core instructional materials utilized. Add additional rows as needed.	
Name of Program	Year of Program Adoption
SAVAAS MyPerspectives	2022
Additional performance criteria that prompt Tier 2 interventions for students not meeting expectations/benchmarks during the school year: Students who score below Level 2 on FAST ELA will begin Tier 2 interventions. Additional data sources to consider include: - Star Reading below the 40th percentile and/or - Teacher observation input	
Tier 1 Instruction + Tier 2 Interventions	
Beginning of Year Data	

Students who meet the following criteria at the beginning of the school year: Student scores Level 2 or below on the FAST Reading assessment or has not met the state approved concordant assessments (ACT, SAT, CLT, STAR, iReady-one or more grade levels behind).		
Number of times per week interventions are provided: 5 Number of minutes per intervention session: 30 minutes/day Course(s) where interventions take place: Intensive Reading (Course Codes: 1000412 & 1000416)		
Supplemental Instruction/Interventions Indicate the evidence-based programs and/or practices used for Tier 2 interventions and how the programs and practices are supported by strong, moderate or promising levels of evidence. Add additional rows as needed.		
Name of Program	ESSA Evidence Level	Verbiage (as needed)
SAVVAS Interventions (FL Core Adoption List)	None	SAVVAS does not meet strong, moderate, or promising levels of evidence; however, the following WWC Practice Guide Recommendation(s) support the program: Providing Reading Interventions for Students in Grades 4-9, Recommendation(s): 1. <u>Routinely use a set of comprehension building practices to help students make sense of text (Strong Level of Evidence).</u> 2. <u>Provide students with opportunities to practice making sense of stretch text (i.e. challenging text) that will expose them to complex ideas and information (Moderate Level of Evidence).</u> These recommendations were built into the program by structured lesson planning. The district will support and monitor implementation of this program by providing opportunities to reflect on student data and provide best teaching practices, including UF Literacy Microcredentials and PAEC targeted teacher cohort participation for professional learning.
iReady Personalized Instruction	<i>Moderate Evidence</i>	
Indicate the evidence-based programs and/or practices implemented for students with a disability, students with an IEP and students who are English language learners, if <u>used instead of or in addition to</u> programs above. Add additional rows as needed.		
Students with Disabilities		
Name of Program	ESSA Evidence Level	Verbiage (as needed)
English Language Learners		
Name of Program	ESSA Evidence Level	Verbiage (as needed)

Additional performance criteria that prompt Tier 3 interventions for students not meeting expectations/benchmarks during the school year: Student scores below 11 percent on the STAR Reading Percentile rank (PR), ranging from 1-99) and/or Level 1 on the FAST ELA, assessment data from CLT, ACT, & SAT prep indicating 2 or more grade levels behind, or iReady are also utilized.		

Tier 1 Instruction + Tier 2 Interventions + Tier 3 Intensive Interventions		
Beginning of Year Data		
Students who meet the following criteria at the beginning of the school year: Student scores below 11 percent on the STAR Reading Percentile rank (PR), ranging from 1-99) and/or Level 1 on the FAST ELA assessment data from CLT, ACT, & SAT prep indicating 2 or more grade levels behind, or iReady are also utilized.		
Number of times per week interventions are provided: 5 Number of minutes per intervention session: 40 minutes daily Course(s) where interventions take place: Intensive Reading (Course Codes: 1000412 & 1000416)		
Intensive, Individualized Instruction/Interventions Indicate the evidence-based programs and/or practices used for Tier 3 interventions and how the programs and practices are supported by strong, moderate or promising levels of evidence. Add additional rows as needed.		
Name of Program	ESSA Evidence Level	Verbiage (as needed)
SAVVAS Intervention (FL Core Adoption List)	None	SAVVAS does not meet strong, moderate, or promising levels of evidence; however, the following WWC Practice Guide Recommendation(s) support the program: Providing Reading Interventions for Students in Grades 4-9, Recommendation(s): 1. <u>Routinely use a set of comprehension building practices to help students make sense of text (Strong Level of Evidence).</u> 2. <u>Provide students with opportunities to practice making sense of stretch text (i.e. challenging text) that will expose them to complex ideas and information (Moderate Level of Evidence).</u> These recommendations were built into the program by structured lesson planning The district will support and monitor implementation of this program by providing opportunities to reflect on student data and provide best teaching practices, including UF Literacy Microcredentials and PAEC targeted teacher cohort participation for professional learning.
iReady Magnetic Reading	Moderate Evidence	
QuickReads	Strong Evidence	

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

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

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

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

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

Name of Professional Learning	Target Audience	Description
UF Literacy Microcredentials	PreK-12 th grade Instructional teachers & Staff	60 hours of targeted instruction for supporting the science of reading
Use of Reading Core/supplemental materials (iReady, etc)	Teachers who use the product	Provided during Professional Learning Days, targeted based on use
JustReadFL! Regional Reading Specialist targeted training	Classroom Teachers	District requested focus based on student data
JustReadFL! Book Studies	Targeted grade levels	Targeted teachers
Instructional Personnel and Certified PreK Teachers Describe how professional learning is provided to help instructional personnel and certified PreK teachers funded in the FEFP earn a certification, a credential or credentials, an endorsement or an advanced degree in scientifically researched and evidence-based reading instruction. Professional learning is provided to help instructional personnel & certified PreK teachers funded in the FEFP earning a credential, endorsement, or advanced degree in scientifically research & evidence-based reading instruction by targeted registration in UF Lassinger Center Reading Microcredentials, Reading Endorsement coursework, & Literacy Coaching coursework. The district also provides substitute teachers so		

that faculty can complete coursework as needed. Eligible staff are also able to earn a supplement for completing coursework through UF and those adding a Master's Degree in Reading earn a pay raise.

Differentiated Professional Learning

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

Professional learning is tiered for teachers based on experience and progress monitoring data (student & teacher), with support tailored to specific areas of need through mentoring, modeling, PLCs, & structured PLs.

Mentor Teachers

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

Mentor teachers are selected based on consistent positive data (both student data & classroom structure). Each mentor receives training and then time to work on teacher needs (up to 60 hours/year).

Professional Learning Time

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

Teachers have embedded time in their day structured for either morning or afternoon PL as well as common planning with their grade level team.

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
UF-Tutoring Advantage MOU	K-5	Tutoring Advantage is funded through a grant & the district is piloting this year. Small groups of kindergarten-5 th grade students are the target focus & the tutor uses district resources.
Stronger Connections Grant	K-2	The district employs 2 part time teachers & one full-time Paraprofessional to work with small groups of Kg-2 nd grade students, positions are paid through the Stronger Connections Grant.
Khanmingo	6-12	Khan Academy has been awarded the state contract to provide AI tutoring for 6-12 students in all students. Liberty County has

		been awarded enough licenses for all students.
--	--	--

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.

The district utilizes ParentSquare to share students' reading data immediately and also to schedule face-to-face meetings with parents of students with a substantial deficiency in reading.

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

The district has a strong partnership with New Worlds Reading Initiative, with over 60% of qualifying students receiving books & NWR has presented at school level Family Reading Nights. The district also partners with our 21st Century After School Program to sponsor Family Reading Nights & our highly successful Baggin' Books activities.

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

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

The district prioritizes the assignment of highly effective teachers through staffing planning, with those grade levels receiving priority when staffing. At this time, all K-2 teachers meet highly effective standards.

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

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

Initials	Assurance
	a. All reading instruction and professional learning is grounded in the science of reading; uses instructional strategies that include phonics instruction for decoding and encoding as the primary strategy for word reading; and does not employ the three-cueing system model of reading or visual memory as a basis for teaching word reading.
	b. All students identified with a substantial deficiency in reading are covered by an individualized progress monitoring plan that meets the requirements of s. 1008.25(4)(c), F.S. , to address their specific reading deficiency, unless they have an IEP or 504 plan that addresses their reading deficiency, or both in accordance with Rule 6A-6.053(6)(c), F.A.C.
	c. All intensive reading interventions provided in Summer Reading Camps to students in grade 3 who score Level 1 on the statewide, standardized ELA assessment are delivered by instructional personnel who are certified or endorsed in reading and rated highly effective as determined by the teacher's performance evaluation under s. 1012.34, F.S. All other intensive reading interventions are delivered by instructional personnel who are

	certified or endorsed in reading, or by instructional personnel who possess the elementary or secondary literacy micro-credential and who are supervised by an individual certified or endorsed in reading.
	d. Each school has a literacy leadership team consisting of a school administrator, literacy coach, media specialist and a lead teacher, as applicable.
	e. All literacy coaches in the district meet the minimum qualifications described in Rule 6A-6.053(4), F.A.C.
	f. Literacy coaches are prohibited from performing administrative functions that will detract from their role as a literacy coach and spend limited time administering or coordinating assessments.
	g. Literacy coaches are assigned to schools with the greatest need based on student performance data in reading.
	h. Time is provided for teachers to meet weekly for professional learning, including lesson study and professional learning communities.
	i. The CERP will be shared with stakeholders, including school administrators, literacy leadership teams, literacy coaches, classroom instructors, support staff and parents.

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

partners with our 21st Century After School Program to sponsor Family Reading Nights & our highly successful Baggin' Books activities.

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\(2\)\(e\)](#), from kindergarten to grade 2.

The district prioritizes the assignment of highly effective teachers through staffing planning, with those grade levels receiving priority when staffing. At this time, all K-2 teachers meet highly effective standards.

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