

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

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	Loietta Holmes	loietta.holmes@mcsbfl.us	(850) 973-1531
Data Element	Loietta Holmes	Loietta.holmes@mcsbfl.us	(850) 973-1531
Third Grade Promotion	Loietta Holmes	loietta.holmes@mcsbfl.us	(850) 973-1531
Multi-Tiered System of Supports	Tamika Hughes-Leeks	tamika.hughesleeks@mcsbfl.us	(850) 973-1551
Other assist with implementation	Lea Kalinowski	lea.kalinowski@mcsbfl.us	(850) 973-5192

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 (where applicable)
Anticipated Amount of District Base Funding for CERP		

Comprehensive System of Reading Instruction Expenditures	Amount	FTE (where applicable)
Estimated proportional share distributed to district charters		
Elementary Expenses		
Literacy coaches	150,000	2
Intervention teachers	0	
Scientifically researched and evidence-based supplemental instructional materials	10,000	
Third grade summer reading camps	30,000	4
Summer reading camps	10,000	2
Secondary Expenses		
Literacy coaches		
Intervention teachers		
Scientifically researched and evidence-based supplemental instructional materials		
PreK-Grade 12 Expenses		
Professional learning to help K-12 instructional personnel and certified PreK teachers earn a certification, a credential, an endorsement or an advanced degree in scientifically researched and evidence-based reading instruction		
Incentives for K-12 instructional personnel and certified PreK teachers who obtain the Reading Endorsement or Certification		
Incentives for PreK-12 instructional personnel who obtain an Emergent, Elementary or Secondary Literacy Micro-Credential		
Additional time per day of evidence-based intensive reading instruction for extended literacy learning (before or after school, summer, etc.)		
Tutoring programs to accelerate literacy learning	10,000	2
Family engagement activities		
Other – Please Describe (Add additional rows as needed.)		
Estimated Sum of Expenditures	210,000	

3) Literacy Leadership – District and School

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

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

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

FAST				
Grade	Previous School Year – % of Students Scoring	Goal for Plan Year – % of Students Scoring	Previous School Year – % of Students Scoring	Goal for Plan Year – % of Students Scoring
	Urgent Intervention <10 th percentile	Urgent Intervention <10 th percentile	At & Above Benchmark 40 th percentile & above	At & Above Benchmark 40 th percentile & above
VPK	0%	0%	78%	85%

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

The District will improve literacy outcomes for VPK students by offering a Summer Bridge Camp for the students.

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	20%	15%	57%	60 %
1	25%	20%	58%	61%
2	40%	35%	28%	31%
3	37%	30%	33%	36%
4	36%	30%	36%	39%
5	35%	30%	34%	37%
6	29%	24%	39%	42%
7	31%	27%	34%	37%
8	34%	29%	30%	33%
9	32%	27%	36%	39%
10	39%	34%	38%	41%

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	Data will be collected and reviewed after each progress monitoring (Beginning, Middle, and End of the year). The data will be collected by the Coordinator of Curriculum and reviewed with the district admin team. FAST Assessment-3 times per year STAR Early Literacy/STAR Reading-3 times per year UFLI Foundations progress monitoring data for grades K-2 Monthly Review of the monthly STAR ELA Progress Monitoring	Each School in the district will have their principal review data with their teachers during monthly PLCs. Teachers will have data chats with the students after each PM. FAST Progress Monitoring-3x STAR Early Literacy/STAR Reading in addition to FAST - Monthly UFLI Foundations PM Monthly Kindergarten Student Checklist-ongoing Classroom data assessments for MTSS purposes Biweekly classroom assessments based on the standards through Progress Learning.

Actions for continuous support and improvement	District Admin will work with each school to determine next steps, which may include but not limited to Professional Learning, Coaching Support, etc. Quarterly District/School Administrators Data Meetings District Facilitated Monthly Coaches meetings. Collaboration with the State Regional Literacy Director for identified schools.	Students that are deficient will be referred to MTSS for monitoring. Parent notices will be sent home monthly. Individual Progress Monitoring Plan will be developed for students with Substantial Reading Deficiencies. 1. Principals review bi-weekly assessments and meet with teachers to troubleshoot areas of concern. 2. Admin/teacher monthly data chats Administration and Literacy Coaches conduct regular classroom visits to provide feedback through Observe4Success
Grades 6-8	District Level	School Level
Data that will be collected and frequency of review	Data will be collected and reviewed after each progress monitoring (Beginning, Middle, and End of the year). The data will be collected by the Coordinator of Curriculum and reviewed with the district admin team. FAST Assessment-3 times per year Review Progress Learning Mini Benchmark Assessments	Each school in the district will have their principal review data with their teachers during monthly PLCs. Teachers will have data chats with the students after each PM. Bi-weekly classroom assessments based on the standards/Progress Learning StudySync (core) common assessments; quarterly Morpheme Magic Assessments- quarterly STAR ELA-Monthly for Progress Monitoring
Actions for continuous support and improvement	District Admin will work with the school to determine next steps, which may include but not limited to Professional Learning, Coaching, etc. _Quarterly District/School Administrators Data Meetings _District facilitated Monthly Coaches Meetings	Students that are deficient will be referred to MTSS for monitoring and data collection. Parent notices will be sent home monthly. 1. Principals review biweekly assessments and meet with teachers to troubleshoot areas of concerns.

	_ Literacy Walks with identified coach support and action steps _ Quarterly Observe4Success	2. Admin/teacher monthly data chats 3. Administration and Literacy Coaches conduct regular classroom visits to provide feedback
Grades 9-12	District Level	School Level
Data that will be collected and frequency of review	Data will be collected and reviewed after each progress monitoring (Beginning, middle, and end of the year). The data will be collected by the Coordinator of Curriculum and reviewed with the district admin team. FAST Assessment-3 times per year	Each School in the district will have their principal review data with their teachers during monthly PLCs. Teachers will have data chats with the students after each PM. Biweekly classroom assessments based on the standards StudySync (core) common assessments Progress Learning Mini Assessments
Actions for continuous support and improvement	District Admin will work with each school to determine next steps, which may include but not limited to Professional Learning, Coaching support, etc. Quarterly District/School Administrators Data Meetings District facilitated Monthly Coaches Meetings Literacy Walks with identified coach support and action steps Quarterly Observe4Success	Students that are deficient will be referred to MTSS for monitoring. Parents' notices will be sent home monthly. A IPMP will be developed and shared. 1. Principals review biweekly assessments and meet with teachers to troubleshoot areas of concern. Admin/teacher monthly data chats

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.

We determine our biggest need is Standards, Curriculum, Instruction, and Intervention. Even though we have provided training on the BEST ELA Standards, The Current Curriculum, and the Science of Reading, the District has experienced a lot of turnover and the training provided thus far has not developed a thorough knowledge base for our administrators and teachers. Therefore, our plan will incorporate more professional learning for the staff.

Our reflection also found that Literacy Coaching is another area we will need to focus on. We will have a new District Curriculum Coordinator, and 2 new Literacy Coaches. We will work closely with our State Regional Directors to provide training on how to organize and implement the Coaching Cycle and Literacy Leadership Teams. The District has developed a great working relationship with our State Regional Directors. They will continue to support our district through school visits, walkthroughs, professional development, and attending monthly Literacy Coaches Meetings when their schedules allow.

Finally, we will continue our professional learning through our State Regional Director. He will continue to support our district through school visits, walkthroughs, professional development, and attending monthly Literacy Coach meetings when his schedule allows.

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

School administrators are required to conduct literacy walkthroughs in each ELA teacher's classroom at least once each 6 weeks. Literacy Walkthroughs in the Intensive Reading classes will occur monthly by the administration and literacy coaches. Documentation of those walks will be kept in the District's online observation tool, Observe4success.

District level support personnel routinely visit schools to observe and discuss the implementation of the literacy walkthroughs by administrators. District personnel join site administrators and/or coaches on literacy walks and review observation data. Support is provided as needed based on data review. Administrator regular walkthroughs, on-site collaborative visits, and specific feedback ensure effective implementation.

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

School administrators meet monthly with teachers in Data PLCs. In those PLCs, they discuss progress monitoring data and individual student's intervention plans. Data is used to make adjustments to the MTSS process.

Data is collected and reviewed to determine shifts in core instruction, as well as in targeted interventions.

School administrators meet with literacy coaches monthly to review data.

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?

At the district Back to School meeting for administrative staff, the Coordinator of Curriculum reviews the District's Comprehensive Reading Plan. Each literacy coach is required to develop an administrator-coach agreement in order to help clearly define priorities and responsibilities.

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

Literacy coaches meet monthly with the Coordinator of Curriculum to review district-wide data and problem solve issues from a district perspective.

We continue to have strong partnerships with PAEC, NEFEC, and our State Regional Literacy Director. Through these partnerships we are able to provide continued, quality professional learning experiences for all instructional personnel who serve in literacy coach roles.

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?

When possible, the Coordinator of Curriculum invites the Regional Literacy Director and other experts to provide guidance to our team. Our literacy coaches also participate with PAEC's Coaches Cadre where they participate in training and multi-district problem solving.

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

The district monitors the implementation of the coach model by having the literacy coaches turn in monthly logs to the Coordinator for Curriculum through a shared document. These logs are reviewed and needs are discussed individually with the literacy coaches.

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

The district measures the effectiveness of literacy coaching through the assessment data, walkthrough data, and the literacy 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?

Classroom instruction is available for all student learners including students with disabilities and English Language Learners. Lesson plans are based on Universal Design for Learning principles focused on the B.E.S.T. standards. The core curriculum is supplemented with evidence-based intervention strategies so that all learners have access to grade level curriculum even if they need support with intervention materials. Madison County adheres to the multi-tiered system of support to ensure all students get what they need to be successful. Tiered interventions are delivered daily through planned small groups and at times, individually, as prescribed in the students' individual progress monitoring plans.

Student progress is monitored regularly and instructional adjustments are made as needed. Teachers track student progress through weekly intervention checkups in addition to STAR Early Literacy/STAR Reading and FAST progress monitoring.

Madison school district will align the district's assessment/decision tree for K-12 reading instruction with Florida's Formula for Reading Success. Professional development will be provided to all stakeholders on the new components of the revised formula.

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.

The coordinated screening and progress monitoring program are the statewide, standardized program known as Florida's Assessment of Student Thinking (FAST) using Star Early Literacy and is implemented in all VPK programs to assess student achievement of the performance standards. Standards and benchmarks reflect the knowledge and skills that a child on a developmental progression should be known and be able to do. The Florida Early Learning and Developmental Standards – Birth to Kindergarten (2017) address eight early learning and developmental domains reflecting a child's expected age-appropriate progress—physical development, approaches to learning, social and emotional development, language and literacy, mathematical thinking, scientific inquiry, social studies, and creative expression through the arts.

The VPK curriculum for the District was chosen based on the standards needed for students to be kindergarten ready when exiting Pre-k. In the 2022-23 school year, VPK students began participating in the STAR Early Literacy Assessment 3 times annually. Pre-K teachers have begun to use that progress monitoring data to make instructional decisions. Even Pre-K teachers are

developing learning centers and hands-on activities based on language and kindergarten readiness deficits.

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

The VPK curriculum for the District was chosen based on the standards needed for students to be kindergarten ready when exiting Pre-K was Frog Street.

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.](#)

Currently we do not have any students who are identified as having substantial deficiency in Early literacy.

Upon identification of students at risk, teachers collaborate with instructional coaches and support staff to develop personalized intervention plans. These plans include a variety of evidence-based strategies tailored to the individual needs of each student. Key interventions include:

1. **Small-Group Instruction:** Students identified with substantial deficiencies are provided with small-group instruction that focuses on targeted skills. These groups allow for more individualized attention and increased opportunities for practice in areas such as letter-sound correspondence, blending, and segmenting words.
2. **One-on-One Intervention:** In addition to small-group instruction, students may receive one-on-one intervention, where teachers can provide highly focused support in areas of early literacy where the student is most challenged. This individualized support helps reinforce key skills and promotes greater retention.
3. **Progress Monitoring and Data-Driven Adjustments:** Regular progress monitoring is conducted to assess the effectiveness of interventions. This includes ongoing assessments through the Benchmark Comprehensive Assessment and VPK F.A.S.T., enabling teachers to adjust instruction and interventions based on the student's progress. Data from these assessments inform targeted instructional decisions and the timely modification of intervention plans.
4. **Collaborative Support:** Teachers work closely with instructional coaches, reading specialists, and other support staff to ensure the interventions are implemented effectively. Collaboration among educators also includes sharing strategies and resources to maximize student success.
5. **Parental Involvement:** The district actively involves parents by providing them with resources and strategies to support early literacy development at home. Regular communication between home and school helps ensure that interventions are reinforced and that families are partners in their child's literacy journey.

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	☐ Vocabulary ☐ Comprehension	☐ Screening ☐ Progress	☐ 3 x Year

FAST				
Name of the Assessment	Target Audience	What component of reading is assessed?	Assessment Type	How often is the data collected?
	☒ Grade 5		☐ Monitoring ☐ Summative	

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 UFLI Foundations Progress Monitoring Assessments	☐ 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 Star Renaissance	☐ VPK ☐ PreK ☒ Grade K ☒ Grade 1 ☒ Grade 2 ☒ Grade 3 ☒ Grade 4 ☒ Grade 5 ☒ All Students ☐ Select Students	☐ Oral Language ☐ Phonological Awareness ☐ Phonics ☒ Fluency ☒ Vocabulary ☒ Comprehension	☐ Screening ☒ Progress Monitoring ☒ Diagnostic ☒ Summative	☐ Weekly ☐ 2 x Month ☒ Monthly ☐ Quarterly ☐ 3 x Year ☐ Annually ☐ As Needed ☐ Other

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

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

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

A K-3 student is identified as having a substantial deficiency in reading if:

- The student is identified as in need of Tier 3 interventions;

- A student in grades K-3 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
 - For kindergarten, 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, middle or end of the year on the coordinated screening and progress monitoring system pursuant to [s. 1008.25\(9\), F.S.](#);
 - For grades 1 and 2, the student scores below the tenth (10th) percentile or is unable to complete the practice items on the designated grade-level assessment for the specified testing window 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 on the coordinated screening and progress monitoring system pursuant to [s. 1008.25\(9\), F.S.](#)
- A student in grade 3 scores Level 1 on the end-of-year 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.

To begin the school year, students in grades K-3 are initially placed into intervention groups based on the previous PM3 performance. In addition, any student identified from previous years PM3 data, will be given a Core Phonics Survey in order to help target deficiencies. After PM1 has been taken, teachers analyze the prior year performance, the current PM data and current classroom performance data. Using the 3 data sets, teachers determine if there are any substantial reading deficiencies. Students who demonstrate substantial reading deficiencies immediately enter the multi-tiered system of support process and receive an individualized progress monitoring plan.

All Tier 2 and Tier 3 students participate in small group intervention directed by a reading endorsed/certified instructor or a staff member that has participated in the Flamingo Micro Credential course.

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

To begin the school year, students in grades 4-5 are initially placed into intervention groups based on their previous year's PM3 performance. The 4th and 5th grade students that show a deficiency are given the Core Phonics Survey as well. After PM1 has been taken, teachers analyze the prior year performance, the current PM data and current classroom performance data. Using the 3 data sets, teachers determine if there are any substantial reading deficiencies. Students who demonstrate substantial reading deficiencies immediately enter the multi-tiered system of support process and receive an individualized progress monitoring plan. Most of the students who are identified with substantial reading deficiencies already have individualized progress monitoring plans.

All Tier 2 and Tier 3 students participate in small group intervention directed by a reading endorsed/certified instructor or staff member that has participated in the Flamingo Micro Credential courses.

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. If not included within the Decision Tree, 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.

Data from our universal screener (Star Early Literacy, Star Reading) will be used to identify students in grades K-3 demonstrating characteristics of dyslexia. Students scoring in the Urgent Intervention District Benchmark category (below the 10th PR) will be identified for additional screening.

3b. Describe the district's process for providing additional screening to students with characteristics of dyslexia pursuant to [s. 1008.25\(9\), F.S.](#) Name the screener(s) utilized.

Teachers and administrators will analyze the results of the universal screener (Star Early Literacy, Star Reading) and determine whether additional screening is necessary.

The Core Phonics Survey will be administered as an additional screener to hone in on the specific skills that need to be reinforced.

4. Explain how the effectiveness of Tier 1 instruction is monitored.

Administrators conduct weekly walkthroughs during reading instruction time using the literacy walkthrough tool. Lesson plans are also monitored to make sure all classes are progressing on pace and that instruction is carefully planned. Progress Monitoring data from PM1 to PM2 to PM3 is also reviewed by school administrators to determine effectiveness of core instruction.

5. Explain how the effectiveness of Tier 2 interventions is monitored.

The effectiveness of Tier 2 instruction is monitored through:

- 1. Progress Monitoring:** Students receiving Tier 2 support are regularly monitored using progress monitoring tools such as Progress Learning. These tools track students' growth and help ensure that interventions are addressing their specific needs.
- 2. Small-Group Assessments:** Teachers conduct periodic assessments within small-group settings to evaluate student progress in targeted areas of literacy. These assessments allow for real-time data collection and adjustment of strategies.
- 3. Data Analysis:** Teachers and instructional coaches analyze progress data regularly. If students are not making adequate progress, the intervention strategies are adjusted, and additional support may be provided.

6. Explain how the effectiveness of Tier 3 interventions is monitored.

Monitoring the effectiveness of Tier 3 instruction involves:

- 1. Frequent Progress Monitoring:** Students in Tier 3 receive more frequent and detailed progress monitoring through tools such as FAST ELA, Progress Learning, and teacher observations. Progress is tracked weekly or bi-weekly to ensure that students are making measurable gains in targeted

literacy skills.

2. **Individualized Data Review:** Data from formal assessments, is reviewed by teachers, reading coaches, and administrators. These reviews help identify if students are meeting their intervention goals and if further adjustments are necessary.
3. **Tier 3 Fidelity Checks:** Instructional coaches and reading specialists conduct regular fidelity checks to ensure that Tier 3 interventions are being implemented as designed. These checks ensure that the interventions are aligned with evidence-based practices.
4. **Adjustment of Instruction:** If students are not making sufficient progress, Tier 3 instruction is adjusted, either by modifying the intervention strategies or by increasing the intensity of support. This may include increasing the frequency of sessions, extending the duration of interventions, or utilizing alternative instructional methods.
5. **Collaboration with Families and Specialists:** Teachers, reading coaches, and specialists work closely with families to ensure that students receive support both at school and at home. In addition, students with IEPs or other specialized needs receive accommodations as outlined in their plans.

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

If students meets the following criteria at the beginning of the school year:

Above 40th Percentile- FAST

Level 3-5

List performance criteria that indicate Tier 1 instruction is sufficient for at least 80% of students.

Students should demonstrate performance at or above the 40th percentile on the FAST and STAR assessments, as indicated by the PM3 (Prior Year) and PM1 (Current Year) results.

What processes and procedures are in place to identify and solve problems to improve effectiveness of Tier 1 instruction?

Administrators work with instructional coaches to help with identified teachers. Coaches observe those teachers, plan with them, and coach them to be able to provide effective instruction.

Teacher along with the administration and/or literacy coach will analyze student data from the weekly/bi-weekly formative assessments. Identify areas of opportunity to reteach/remediate/or enrich. From there, they will plan for small group differentiated activities that work on data driven skills to meet student needs. If the data reveals that most of the class did not master the skills taught, the teacher provides re-teaching opportunities in the whole group and/or small group.

Core Instruction

Indicate the core curriculum utilized. Add additional rows as needed.

Name of Program		Year of Program Adoption
McGraw Hill Wonders		2021-2022
Performance criteria that prompt the addition of Tier 2 interventions for students not meeting expectations/benchmarks during the school year: • Universal Screener Scores Below Benchmark • Lack of Adequate Progress Over Time • Classroom Performance Indicators • Repeated Need for Re-teaching or Scaffolding		
Tier 1 Instruction + Tier 2 Interventions		
Beginning of Year Data		
Students who meet the following criteria at the beginning of the school year: • FAST STAR percentile rank (PR) between the 11th and 39th percentiles on the previous year's PM3 or current year's PM1 • FAST Assessment overall performance level of level 2 on previous year's PM3 or current year's PM1		
Number of times per week interventions are provided: 3 to 5 times per week Number of minutes per intervention session: No Less than 20 minutes per intervention session		
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)
McGraw Hill Wonders – Florida Intervention		McGraw Hill Wonders Intervention does not meet strong, moderate or promising evidence; however, the following WWC Practice Guide Recommendations support the program: Foundational Skills to Support Reading for Understanding in Kindergarten Through 3 rd Grade, Recommendation 2: Develop awareness of the segments of sounds in speech and how they link to letters, strong evidence; Recommendation 3, Teach students to decode words, analyze word parts, and write and recognize words, strong evidence; and Recommendation 4: Ensure that each student reads connected text every day to support reading accuracy, fluency, and comprehension, moderate evidence. These recommendations were built into the program by providing explicit, systematic foundational skills instruction with small groups of students. The district will support and monitor implementation of this program by: * Establishing a district implementation framework

		• Providing professional development from the vendor on program implementation, • Develop a pacing and implementation schedule • Implement progress monitoring system to include a district wide schedule for assessment and data collection quarterly • Conduct Classroom walkthroughs weekly to check for fidelity of implementation • District and school leadership will provide ongoing feedback and support
Read Naturally (grades 1-3)		Read Naturally does not meet strong, moderate, or promising levels of evidence; however, the following WWC Practice Guide Recommendation(s) support the program: <i>Assisting Students Struggling with Reading: Response to Intervention (RtI) and Multi-Tier Intervention in the Primary Grades</i>, Recommendation 3, provide intensive, systematic instruction on up to three foundational reading skills in small groups to students who score below the benchmark score on universal screening, promising evidence. This recommendation is built into the program by providing intensive, systematic instruction on foundational reading skills in small groups to students. The district will support and monitor implementation of this program including PLCs for professional learning.
UFLI Foundations		UFLI Foundations does not meet strong, moderate, or promising levels of evidence; however, the following WWC Practice Guide Recommendation(s) support the program: moderate or promising evidence; however, the following WWC Practice Guide Recommendations support the program: Foundational Skills to Support Reading for Understanding in Kindergarten Through 3rd Grade, Recommendation 2: Develop awareness of the segments of sounds in speech and how they link to letters, strong evidence; Recommendation 3, Teach students to decode words, analyze word parts, and write and recognize words, strong evidence. These recommendations are built into the program by teaching foundational reading skills in a systematic way for students during small group supplemental instruction, a scope/sequence, and fidelity monitoring. The district will support and monitor implementation of this program including PLCs for professional learning.

Exact Path	Rated moderate	
Indicate the evidence-based programs and/or practices implemented for students with a disability,		
Name of Program	ESSA Evidence Level	Verbiage (as needed)
McGraw Hill Wonders – Florida Intervention	Promising Evidence	Refer to pg. 16 for verbiage.
UFLI Foundations		Refer to pg. 17 for verbiage.
English Language Learners		
Name of Program	ESSA Evidence Level	Verbiage (as needed)
McGraw Hill Wonders – Florida Intervention	Promising Evidence	Refer to pg. 16 for verbiage.
For K-3 students who have a substantial deficiency in reading or characteristics of dyslexia, identify the multisensory interventions provided. - The district will utilize a structured and sequential method to integrate visual, auditory, and kinesthetic learning, emphasizing phonemic awareness, decoding, and spelling patterns. (UFLI Foundations) - Small-Group and One-on-One Support: Multisensory interventions are delivered in small groups or individually to ensure intensive, focused instruction that addresses each student's specific needs. Progress is regularly monitored, and interventions are adjusted as needed.		
Performance criteria that prompt the addition of Tier 3 interventions for students not meeting expectations/benchmarks during the school year: - FAST Grades K-2, 10th percentile and below Grades 3-5 below the 20th percentile - Failure to Achieve Adequate Growth in Tier 2: Students receiving Tier 2 interventions who fail to show significant improvement after a specified period of progress monitoring (e.g., 6-8 weeks) - Classroom Performance and Teacher Observations :data demonstrates minimum skill levels for reading competency in one or more of the areas of phonological awareness, phonics, vocabulary, oral language skills, reading fluency, and reading comprehension.		
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: (Enter assessment criteria that will be used.) Students also qualify for Tier 3 interventions based on diagnostic assessments. The results of the diagnostic assessments are compared to each student's prior performance data to determine if a pattern of deficiency exists or if the student score is an anomaly. Students' whose scores consistently demonstrate a substantial reading deficiency are placed in tier 3 intervention groups based on each student's deficiencies. - Students in K, 1, 2 who score below the 10th percentile on FAST - Grade 3, 4, 5 who score below the 20th percentile on FAST		

3. Students who have been retained the previous year or who met good-cause promotion criteria will receive Tier 3 Intensive Interventions. 4. Students who have been retained the previous year or who met good-cause promotion criteria will receive Tier 3 Intensive Interventions.		
Number of times per week interventions are provided: 4 to 5 times per week Number of minutes per intervention session: No less than 30 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)
Exact Path (Teacher-led Lessons)	Rated moderate	
Students with Disabilities		
Name of Program	ESSA Evidence Level	Verbiage (as needed)
English Language Learners		
Name of Program	ESSA Evidence Level	Verbiage (as needed)
For K-3 students who have a substantial deficiency in reading or characteristics of dyslexia, identify the multisensory interventions provided. • The district will utilize a structured and sequential method to integrate visual, auditory, and kinesthetic learning, emphasizing phonemic awareness, decoding, and spelling patterns. (UFLI Foundations) • Small-Group and One-on-One Support: Multisensory interventions are delivered in small groups or individually to ensure intensive, focused instruction that addresses each student's specific needs. Progress is regularly monitored, and interventions are adjusted as needed.		
What processes and procedures are in place to identify and solve problems to improve effectiveness of Tier 3 interventions? Teachers assess Tier 3 interventions at a minimum of every 2 weeks. Administrators meet with teachers in PLCs monthly to analyze the weekly assessment data. Individual MTSS meetings for individual Tier 3 students are held each 6 to 8 weeks to follow-up on the progress students are making. The team will develop an intervention plan to support the additional interventions and assessments. If the data continues to show a lack of progress after the MTSS collaboration, the students will be referred for additional testing and support.		

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

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

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

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

Summer Reading Camps for Retained Grade 3 Students
Schedule: The 3rd Grade Reading Camp will run for a total of 24 days, providing targeted, evidence-based literacy instruction to support students in developing essential reading skills
Evidence-Based Instructional Materials to be used, as defined in 20 U.S.C. s. 7801(21)(A)(i): The evidence-based instructional materials used for the Summer Reading Camp are Edmentum Exact Path offline instructional materials, UFLI Foundations. Edmentum Exact Path is supported by a moderate ESSA evidence level. The instructional strategies and routines in UFLI Foundations are supported by verbiage that can be found on pg. 16 of the plan. Students who attend Summer Reading Camp receive intensive interventions in fluency, word-attack skills, vocabulary instruction and comprehension from highly effective teachers endorsed or certified in reading. This learning is connected to grade level standards and learning that occurred during the regular school year with an intensified approach.
Alternative Assessment Used: STAR Assessment
Additional Information (optional):

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

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

Grades 6-8

8. Grades 6-8 Assessments

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

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

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

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?
	☒ All Students ☐ Select Students	☐ Phonics ☐ Fluency ☒ Vocabulary ☒ Comprehension	☐ Diagnostic ☒ Summative	☐ 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.

In grades 6-8, Student performance is monitored three times per year (beginning, middle, and end of year) using the FAST-ELA 3-10 Progress Monitoring. Data is compared and analyzed to ensure that student academic performance and proficiency rates continue to improve. The state progress monitoring is coupled with interim classroom assessments to identify students with deficiencies in reading in Grades 6-8. Then based on the 6-8 CERP decision trees coupled with MTSS problem solving processes students are assigned Tier 2 interventions.

At all levels, K-12, student progress is monitored in PLC meetings and MTSS data chats. School-based teams monitor student performance data and make instructional placement decisions to intensify instruction and provide either Tier 1, Tier 2, or Tier 3 levels of support for students

10. Explain how the effectiveness of Tier 1 instruction is monitored.

Administrators conduct weekly walkthroughs during reading instruction time using the literacy walkthrough tool. Lesson plans are also monitored to make sure all classes are progressing on pace and that instruction is carefully planned. Progress Monitoring data from PM1 to PM2 to PM3 is also reviewed by school administrators to determine effectiveness of core instruction.

11. Explain how the effectiveness of Tier 2 interventions is monitored.

Tier 2 effectiveness is monitored at the school level through progress monitoring assessment and data as determined by student individual need and intervention. Student progress is discussed in PLCs and additional data analysis occurs at monthly data chat meetings.

12. Explain how the effectiveness of Tier 3 interventions is monitored.

Teachers assess Tier 3 interventions weekly. Administrators meet with teachers in PLCs monthly to analyze the weekly assessment data. Individual MTSS meetings for individual Tier 3 students are held each 6 to 8 weeks to follow-up on the progress students are making.

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: (Enter assessment criteria that will be used.) Prior year FAST ELA Reading PM 3: Level 3 or above Current FAST PM 1: Level 3 or above	
List performance criteria that indicate Tier 1 is sufficient for at least 80% of students. Students who score a level 3 or above on FAST ELA PM 3 (prior year) or current year (PM1) 80% of students showing mastery of grade level benchmarks on StudySync assessments.	
What procedures are in place to identify and solve problems to improve effectiveness of Tier 1 instruction? Administrators work with instructional coaches to aid in identifying teachers. Coaches observe those teachers, plan with them, and coach them to be able to provide effective instruction.	
Core Instruction Indicate the core curriculum utilized. Add additional rows as needed.	
Name of Program	Year of Program Adoption
Mcgraw Hill StudySync - State Adopted ELA Curriculum	2021-2022
Performance criteria that prompt the addition of Tier 2 interventions for students not meeting expectations/benchmarks during the school year: FAST ELA (Grades 6-8): Student scores level 2; consistent performance below 75% on StudySync assessments	

Tier 1 Instruction + Tier 2 Interventions		
Beginning of Year Data		
Students who meet the following criteria at the beginning of the school year: (Enter assessment criteria that will be used.) FAST Level 2 or below on ELA previous year's PM3 and/or Current year's FAST PM1 ELA Level 2 or below		
Number of times per week interventions are provided: 4-5 times per week Number of minutes per intervention session: 15 minutes Course(s) where interventions take place: ELA Classes		
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		Verbiage (as needed)
Morpheme Magic		Morpheme Magic does not meet strong, moderate or promising levels of evidence; however, the following WWC Practice Guide Recommendations support the program: Providing Reading Interventions for Students in Grades 4-9, Recommendation #1, build students' decoding skills so they can read complex multisyllabic words, Strong evidence. This recommendation is built into the program by providing systematic and explicit morpheme lessons to enhance word study. The district will support and monitor implementation of this program by • Establishing a district implementation framework • Develop a pacing and implementation schedule • Implement progress monitoring system to include a district wide schedule for assessment and data collection quarterly • Conduct Classroom walkthroughs weekly to check for fidelity of implementation • District and school leadership will provide ongoing feedback and support
Read Naturally		Read Naturally 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 2, provide purposeful fluency-building activities to help

		students read effortlessly, strong evidence; Recommendation 3, routinely use a set of comprehension-building practices to help students make sense of the text, strong evidence; and Recommendation 4, provide students with opportunities to practice making sense of stretch text that will expose them to complex ideas and information, moderate evidence. These recommendations were built into the program by providing an explicit, systematic approach designed to build fluency and support comprehension and vocabulary growth. The district will support and monitor implementation of this program by • Establishing a district implementation framework • Develop a pacing and implementation schedule • Implement progress monitoring system to include a district wide schedule for assessment and data collection quarterly • Conduct Classroom walkthroughs weekly to check for fidelity of implementation • District and school leadership will provide ongoing feedback and support
Exact Path	Rated moderate.	
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, as applicable. Add additional rows as needed.		
Students with Disabilities		
Name of Program		Verbiage (as needed)
UFLI Foundations		UFLI Foundations does not meet strong, moderate or promising levels of evidence; however, the following WWC Practice Guide Recommendations support the program: Providing Reading Interventions for Students in Grades 4-9, Recommendation 1: Build students' decoding skills so they can read complex multisyllabic words, strong evidence; and Recommendation 2, Provide purposeful fluency-building activities to help students read effortlessly, strong evidence. These recommendations are built into the program by providing explicit, systematic phonics skills instruction with embedded opportunities for student practice. The district will support and monitor implementation by

		- Establishing a district implementation framework - Providing professional development from the vendor on program implementation, - Develop a pacing and implementation schedule - Implement progress monitoring system to include a district wide schedule for assessment and data collection quarterly - Conduct Classroom walkthroughs weekly to check for fidelity of implementation - District and school leadership will provide ongoing feedback and support
Exact Path	Rated moderate	
Name of Program	ESSA Evidence Level	Verbiage (as needed)
Performance criteria that prompt the addition of Tier 3 interventions for students not meeting expectations/benchmarks during the school year: If a student is resistant to multiple Tier 2 interventions that have been conducted with high fidelity, or the student falls below the Level 2 on any state progress monitoring assessment, Tier 3 interventions should be started. FAST ELA Level 1 based on current PM1 or PM2 assessments Consistent performance below 50% on Study Sync lesson assessments		
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: (Enter assessment criteria that will be used.) Students score a level 1 on previous year's PM3 and/or Current year's PM1 FAST ELA data Level 1		
Number of times per week interventions are provided: Daily Number of minutes per intervention session: 55 minutes Course(s) where interventions take place: Intensive Reading		
Intensive, Individualized Instruction/Interventions Indicate the evidence-based programs and/or practices used for Tier 3 interventions and how the programs and practices are supported by strong, moderate or promising levels of evidence. Add additional rows as needed.		
Name of Program	ESSA Evidence Level	Verbiage (as needed)
Read Naturally		Refer to pg. 24 for verbiage.

UFLI Foundations		Refer to pg. 25 for verbiage.
Exact Path	Rated moderate	
What procedures are in place to identify and solve problems to improve effectiveness of Tier 3 interventions? Teachers assess Tier 3 interventions weekly. Administrators meet with teachers in PLCs monthly to analyze the weekly assessment data. Individual MTSS meetings for individual Tier 3 students are held each 6 to 8 weeks to follow-up on the progress students are making. Parents are invited to meetings and encouraged to participate in the decision making.		

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?
Other District Assessment Classroom Assessments	☒ Grade 9 ☒ Grade 10 ☒ Grade 11 ☒ Grade 12 ☒ All Students ☐ Select Students	☐ Oral Language ☐ Phonological Awareness ☐ Phonics ☐ Fluency ☒ Vocabulary ☒ Comprehension	☐ Screening ☒ Progress Monitoring ☒ Diagnostic ☒ Summative	☐ Weekly ☒ 2 x Month ☐ Monthly ☐ Quarterly ☐ 3 x Year ☐ Annually ☐ As Needed ☐ Other

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?
Other District Assessment StudySync Assessments	☒ Grade 9 ☒ Grade 10 ☒ Grade 11 ☒ Grade 12 ☒ All Students ☐ Select Students	☐ Oral Language ☐ Phonological Awareness ☐ Phonics ☐ Fluency ☒ Vocabulary ☒ Comprehension	☐ Screening ☒ Progress Monitoring ☒ Diagnostic ☒ Summative	☐ Weekly ☐ 2 x Month ☒ Monthly ☐ Quarterly ☐ 3 x Year ☐ Annually ☐ As Needed ☐ Other
Other District Assessment Progress Learning	☒ 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.

In grades 9-10, student performance is monitored three times per year (beginning, middle, and end of year) using the FAST-ELA 3-10 Progress Monitoring. In grades 11-12, students are progress monitored using current assessment scores in state ELA. Data is compared and analyzed to ensure that student academic performance and proficiency rates continue to improve. This state progress monitoring is combined with interim classroom and school level monitoring and adopted ELA curriculum publisher assessments.

At all levels, K-12, student progress is monitored in PLC meetings and MTSS data chats. In grades 9-12 this also includes reviews with the school's graduation coach who provides support in areas of need and conferences with students receiving the most support and intervention.

15. Explain how the effectiveness of Tier 1 instruction is monitored.

Administrators conduct weekly walkthroughs during reading instruction time using the literacy walkthrough tool. Lesson plans are also monitored to make sure all classes are progressing on pace and that instruction is carefully planned. Progress Monitoring data from PM1 to PM2 to PM3 is also reviewed by school administrators to determine effectiveness of core instruction.

16. Explain how the effectiveness of Tier 2 interventions is monitored.

- Intervention Plans: Teachers develop and document intervention plans with specific goals, strategies, and expected outcomes; these plans are reviewed for alignment and effectiveness.

- **Data-Based Decision Meetings:** MTSS teams meet regularly (every 4–6 weeks) to evaluate progress monitoring data and determine whether students should continue in Tier 2, return to Tier 1, or move to Tier 3.
- **Intervention Fidelity Checks:** Instructional leaders ensure that interventions are implemented as intended—correct duration, frequency, group size, and program usage.
- **Teacher Logs and Reflections:** Intervention delivery is documented, and teachers reflect on student response to adjust instruction as needed.

17. Explain how the effectiveness of Tier 3 interventions is monitored.

- **Individual Intervention Plans:** Plans must include SMART goals, instructional strategies, instructional minutes, and frequency. These are reviewed and updated as needed.
- **Case Review Meetings:** MTSS teams meet more frequently (every 3–4 weeks) to assess the impact of intensive interventions and determine next steps, including possible referral for evaluation (if appropriate).
- **Fidelity Monitoring by Administrators or Coaches:** Instructional leaders observe intervention sessions and provide feedback to ensure research-based strategies are used with consistency and accuracy.

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: (Enter assessment criteria that will be used.) Grades 9-10: FAST ELA Levels 3-5 PM 3 from the previous year and PM 1 from the current year Grades 11-12: District Created Baseline Assessment	
List performance criteria that indicate Tier 1 is sufficient for at least 80% of students. Students who score a level 3 or higher on the previous year's PM3 FAST-ELA or the current year's FAST PM1 ELA	
What processes and procedures are in place to identify and solve problems to improve effectiveness of Tier 1 instruction and/or curriculum provided to students? Administrators work with instructional coaches to aid identified teachers. Coaches observe those teachers, plan with them, and coach them to be able to provide effective of instruction.	
Core Instruction	
Indicate the core curriculum utilized. Add additional rows as needed.	
Name of Program	Year of Program Adoption
Savvas myPerspectives	2021-2022
Performance criteria that prompt the addition of Tier 2 interventions for students not meeting expectations/benchmarks during the school year: FAST ELA (Grades 9-10): Student scores level 1 or 2 PM 3 (prior year) and PM 1 11 th -24 th percentile (current year) District Assessment: Student scores Level 1 or 2 and has not received a concordant score on one of the alternative assessments.	

Tier 1 Instruction + Tier 2 Interventions		
Beginning of Year Data		
Students who meet the following criteria at the beginning of the school year: (Enter assessment criteria that will be used.) Grades 9-10 Students score a level 1 on the previous year's FAST-ELA PM3 and/or Current year's PM1 from FAST ELA for students scoring Level 1 Grades 11-12 FAST ELA Retake level 1 or 2 District Baseline Assessment: Level 1 or 2		
Number of times per week interventions are provided: At least 2 to 3 days per week Number of minutes per intervention session: At least 20 Minutes Course(s) where interventions take place: ELA		
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)
Exact Path	Rated moderate	
READ 180	Rated strong	
students with an IEP and students who are English language learners, as applicable. Add additional rows as needed.		
Students with Disabilities		
Name of Program		Verbiage (as needed)
Exact Path	Rated moderate	
READ 180	Rated strong	
English Language Learners		
Name of Program	ESSA Evidence Level	Verbiage (as needed)
Performance criteria that prompt the addition of Tier 3 interventions for students not meeting expectations/benchmarks during the school year: Grades 9-10 Students drop to a level 1 on FAST-ELA progress monitoring assessments are changed from Tier 2 to Tier 3 intervention groups. Grade 11-12 Level 1 or 2 on FAST ELA Retakes		
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: (Enter assessment criteria that will be used.) Students who score a level 1 on prior year FAST-ELA PM3 Current year FAST PM1 ELA Data Students who score a level 1 on prior year FAST-ELA PM3 Current year FAST PM1 ELA Data Students who score level 1 or 2 on FAST ELA Retake		
Number of times per week interventions are provided: 5 times weekly Number of minutes per intervention session: 55 Minutes Course(s) where interventions take place: Intensive Reading		
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)
Exact Path	Rated moderate	
READ 180	Rated strong	
Indicate the evidence-based programs and/or practices implemented for students with a disability, students with an IEP and students who are English language learners, as applicable. Add additional rows as needed.		
Students with Disabilities		
Name of Program	ESSA Evidence Level	Verbiage (as needed)
Exact Path	Rated moderate	
READ 180	Rated strong	
English Language Learners		
Name of Program	ESSA Evidence Level	Verbiage (as needed)
What processes and procedures are in place to identify and solve problems to improve effectiveness of Tier 3 interventions? Teachers assess Tier 3 interventions at least every other week. Administrators meet with teachers in PLCs monthly to analyze the weekly assessment data. Individual MTSS meetings for individual Tier 3 students are held each 6 to 8 weeks to follow-up on the progress students are making.		

5) Professional Learning ([Rule 6A-6.053\(9\)\(b\)3.f.—j., 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
BEST ELA Standards	All ELA Teachers	Review and Planning with the BEST Standards during PLCs
UFLI Implementation	K-2 Teachers	Teachers will receive training as needed with Literacy Coach.
Explicit, systematic, and sequential instruction.	All teachers	Teachers will receive training as needed during PLCs with Literacy Coach.
Content Area Literacy Strategies	Content area teachers	Science, Social Studies, and CTE teachers will receive training with Literacy Coach
Multisensory intervention strategies	All Teachers	Teachers will receive training as needed during PLCs with Literacy Coach.
Science of Reading	All Teachers	Teachers will receive training as needed (online)
Amira Learning	K-3 teachers	Teachers will receive training as needed to successfully implement the curriculum.
READ 180	9-10 Teachers	Teachers will receive training as needed to successfully implement the curriculum.
Foundational components of reading	K-3 Teachers	Teachers will receive training as needed during PLCs with Literacy Coach.
Focus Board Training	K-12 Teachers	Bureau of School Improvement will provide the information for creating and utilizing a focus board in daily instruction
Tier 1 Instruction	K-12 Teachers	Bureau of School Improvement will provide training on what Tier 1 instruction should look like and include.
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. • Emergent Literacy Micro-credentials (Online)		

- Elementary Literacy Micro-credentials (Online)
- Secondary Literacy Micro-credentials (Online)

Differentiated Professional Learning

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

In addition to progress monitoring data, classroom walkthroughs performed by administrators and reading coaches will be used to differentiate professional learning for all classroom teachers. After each progress monitoring cycle, data will be reviewed to look for specific teacher growth needs.

Mentor Teachers

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

Mentor teachers are based on if a teacher has completed the clinical education certification. Those teachers are assigned to first year teachers for the school year. The mentor and mentee meet weekly during the year. The pair also meet monthly with other mentor/mentee pairs within the district to address specific areas to focus on as new teachers.

Professional Learning Time

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

Administrators create a PLC calendar that teachers follow. PLCs are scheduled weekly with all teachers. Those scheduled PLCs are with administrators and reading coaches.

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
Edmentum	3rd grade	Level 2 students
Amira	1st-3rd grade	Fluency

7) Family Engagement ([Rule 6A-6.053\(9\)\(b\)3.o., 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 with substantial reading deficiencies are identified and school staff begin meeting with parents immediately after school starts. Parents are given a read-a-home brochure that gives them activities they can do at home with their children. Parents are also given information on the New Worlds Reading Initiative. School staff encourage parents to register their children to receive the free books.

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 New World's Reading Initiative (NWRI) provides eligible children free books and family literacy resources mailed to their homes. The schools help families enroll in the program during parent conferences, literacy nights, direct contact through parent liaisons, and during book fairs or other curriculum activity times.

8) 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 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.
	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.
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Local Educational Agency Chief Executive Officer or Authorized Representative (Printed Name):	
Signature:	Date:

House Bill 1255 amends section 1003.4201, Florida Statutes, and adds a component of the reading instruction plan to provide a description of how the district prioritizes the assignment of highly effective teachers from kindergarten to grade 2.

9) Highly Effective Teachers

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 makes a good faith effort to place a higher percentage of highly effective teachers are placed in K-2 than higher grade levels.

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

Franklin (Paul) R.

Date:

9/2/25