

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	Debra Riedl	Debra.riedl@marion.k12.fl.us	352-671-7700
Second Reading Contact	Jami Brasington	Jami.brasington@marion.k12.fl.us	352-671-4152
Data Element	Noelle Cruz	Noelle.Cruz@marion.k12.fl.us	352-236-0592
Third Grade Promotion	Jami Brasington	Jami.brasington@marion.k12.fl.us	352-671-4152
Multi-Tiered System of Supports	Rebekah Cook	Rebekah.Cook@marion.k12.fl.us	352-671-4781
Other (Secondary Reading)	Leah Smith	Leah.Smith@marion.k12.fl.us	352-236-0503

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	290,736	3
Intervention teachers	0.00	
Scientifically researched and evidence-based supplemental instructional materials	1,100,580.11	
Third grade summer reading camps	765,430	
Summer reading camps		
Secondary Expenses		
Literacy coaches	96,912	1
Intervention teachers	0.00	
Scientifically researched and evidence-based supplemental instructional materials	433,039.98	
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	0.00	
Incentives for K-12 instructional personnel and certified PreK teachers who obtain the Reading Endorsement or Certification	0.00	
Incentives for PreK-12 instructional personnel who obtain an Emergent, Elementary or Secondary Literacy Micro-Credential	0.00	
Additional time per day of evidence-based intensive reading instruction for extended literacy learning (before or after school, summer, etc.)	0.00	
Tutoring programs to accelerate literacy learning	0.00	
Family engagement activities	0.00	
Other – Please Describe. Add additional rows as needed.		
Estimated Sum of Expenditures	2,686,698.09	

3) Literacy Leadership – District and School

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

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

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

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

VPK	1% (6 students)	Less than 1% (3 students)	91%	94%
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1. Describe how the district will improve literacy outcomes for VPK students based on an analysis of student performance data.

Data analysis reveals key trends that will guide our efforts to enhance literacy outcomes. We are implementing a multi-tiered approach to address these gaps and support all learners. First, the Early Learning Department will work with teachers to use ongoing formative assessment data to identify specific areas of need for each child. Small group instruction will also be tailored to meet the needs of each group. Next, family engagement opportunities will be enhanced to support literacy activities for home learning. We plan to provide at-home literacy strategies and materials, including New Worlds Reading Initiative resources and the Florida VPK website. To ensure instructional effectiveness, VPK educators will participate in a training at the beginning of the year focused on evidence-based literacy practices aligned with the Florida Early Learning and Developmental Standards. Topics will include interactive read-aloud and the integration of literacy into daily routines. Finally, reviewing literacy data after the progress monitoring period will be key to monitoring student growth, evaluating instructional practices, and making data-informed adjustments to teaching strategies and interventions. Through these focused efforts, we aim to foster strong early literacy skills in our VPK learners, laying a solid foundation for their success in kindergarten and beyond.

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%	54%	59%
1	26%	21%	54%	59%
2	31%	26%	47%	52%
3	30%	25%	47%	52%
4	26%	21%	50%	55%
5	21%	16%	53%	58%
6	25%	20%	51%	56%
7	24%	19%	53%	58%
8	23%	18%	54%	59%
9	23%	18%	52%	57%
10	20%	15%	54%	59%

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	- School Literacy Leadership Team Rosters (Beginning of school year) - FAST ELA Assessment Data (BOY, MOY, EOY) - District Benchmark Assessments (BA) data (quarterly)	- School Literacy Leadership Team Agendas (as needed) - Reading Walkthrough Data and Trends (all tiers) (monthly) - FAST ELA Assessment Data (BOY, MOY, EOY) - Tier 2 and Tier 3

	- Effectiveness of intervention data (EOY) - Professional Learning Surveys (quarterly) - New Worlds Reading Initiative Enrollment Data (monthly) *Beginning of Year (BOY) *Middle of Year (MOY) *End of Year (EOY)	Progress Monitoring Data (monthly) - Coaching schedules and time on high-impact coaching tasks (monthly) - UFLI Foundations Progress Monitoring Data (K-2) (monthly) - District Benchmark Assessments (BA) Data (quarterly) - Formative Assessment Data (monthly)
Actions for continuous support and improvement	The elementary curriculum department serves as school-level support that works alongside the School Literacy Leadership teams to address components of the reading plan. Support is differentiated based on the literacy needs of the school as identified by ongoing progress monitoring data.	School leadership teams frequently meet with principal supervisors to discuss school data and create action plans based on multiple data sources. Curriculum and Instruction Program Specialists and the State Regional Literacy Director support schools as needed.
Grades 6-8	District Level	School Level
Data that will be collected and frequency of review	- School Literacy Leadership Team Rosters (Beginning of school year) - FAST ELA Assessment Data (BOY, MOY, EOY) - District Benchmark Assessments (BA) data (quarterly) - Effectiveness of intervention data (EOY) - Professional Learning Surveys (quarterly)	- School Literacy Leadership Team Agendas (as needed) - Reading Walkthrough Data and Trends (all tiers) (monthly) - FAST ELA Assessment Data (BOY, MOY, EOY) - Tier 2 and Tier 3 Progress Monitoring Data (monthly)
Actions for continuous support and improvement	The secondary curriculum department serves as school-level support that works alongside the School Literacy Leadership teams to address components of the reading plan. Support is differentiated based on the literacy needs of the school as identified by ongoing progress monitoring data.	School leadership teams frequently meet with principal supervisors to discuss school data and create action plans based on multiple data sources. Curriculum and Instruction Program Specialists and the State Regional Literacy Director support schools as needed.
Grades 9-12	District Level	School Level
Data that will be collected and frequency of review	- School Literacy Leadership Team Rosters (Beginning of school year) - FAST ELA Assessment Data (BOY, MOY, EOY) - District Benchmark Assessments (BA) data (quarterly) - Effectiveness of intervention data (EOY) - Professional Learning Surveys (quarterly)	- School Literacy Leadership Team Agendas (as needed) - Reading Walkthrough Data and Trends (all tiers) (monthly) - FAST ELA Assessment Data (BOY, MOY, EOY) - Tier 2 and Tier 3 Progress Monitoring Data (monthly) - School Literacy Leadership Team Agendas (as needed)

called the CLASS Assessment. The Classroom Scoring System (CLASS) is an evidence-based observational tool used to assess the effectiveness of teacher-child interactions in the classroom, focusing on the following domains: Emotional Support, Classroom Organization, and Instructional Support. Research supports the idea that quality interactions between adults and children promote children's social and cognitive development, helping them thrive in their learning environments. Data from this assessment will guide additional professional development opportunities for VPK teachers and will focus on the work early learning coaches do, to support curriculum planning and instruction weekly in the classroom.

Pre-K ESE and VPK inclusion students are assessed using the Child Outcome Summary (COS) process which evaluates developmental progress across three federally defined domains: Positive Social-Emotional Skills, Acquisition and Use of Knowledge and Skills, and Taking Action to Meet Needs.

Student Individualized Education Program (IEP) goals are aligned with the Early Learning Standards and assessed quarterly using a combination of teacher checklists, progress monitoring tools, and classroom observations. COS entry assessments are conducted when students begin in Pre-K ESE, and exit assessments are completed as students transition to kindergarten, ensuring continuity and consistency in monitoring student growth and outcomes.

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

Marion County Public Schools uses the Florida Early Learning and Developmental Standards to plan instruction using several core and supplemental curriculum resources. Frog Street Pre-K is a comprehensive core resource designed to meet the needs of diverse learners. Frog Street comprises nine thematic units integrating literacy, math, science, social studies, social-emotional connections, STEAM, technology, assessment, and family engagement. Frog Street pairs intentional instruction with meaningful opportunities for children to engage and interact through hands-on explorations. VPK teachers are supported using the Frog Street curriculum through collaboration with the early learning coaches. During this collaboration opportunity, activities within Frog Street and their connection to the Florida Early Learning and Developmental Standards are discussed, and VPK teachers share instructional strategies and ideas for implementation with diverse learners. An additional supplemental early literacy resource utilized within the VPK program is the Heggerty Phonemic Awareness program. This resource is a whole group warm-up activity for systematic and explicit phonological awareness instruction. The early learning coaches support implementation during their weekly visits to VPK classrooms. This resource, used daily, will meet the needs of all learners by building reading readiness skills.

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 Voluntary Prekindergarten Education Program student who exhibits a substantial deficiency in early literacy skills based upon the results of the administration of the final coordinated screening and progress monitoring under subsection (9) shall be referred to the school district and may be eligible to receive intensive early literacy interventions before participating in kindergarten. Literacy intervention support will include additional phonological awareness support from the Heggerty Phonemic Awareness Program in a small group setting.

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?
Imagine Language and Literacy	☐ 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
District Created Curriculum Benchmark 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 (End of each curriculum unit)
Star Curriculum Based Measures (CBM)	☐ VPK ☐ PreK ☒ Grade K ☒ Grade 1 ☒ Grade 2 ☒ Grade 3 ☒ Grade 4 ☒ Grade 5 ☐ All Students ☒ Select Students	☒ Oral Language ☒ Phonological Awareness ☒ Phonics ☒ Fluency ☒ Vocabulary ☒ Comprehension	☒ Screening ☒ Progress Monitoring ☐ Diagnostic ☐ Summative	☐ Weekly ☒ 2 x Month ☒ Monthly ☐ Quarterly ☐ 3 x Year ☐ Annually ☐ As Needed ☐ Other
Systematic Instruction of Phonological Awareness, Phonics, and Sight Words (SIPPS) Placement Assessment	☐ VPK ☐ PreK ☒ Grade K ☒ Grade 1 ☒ Grade 2 ☒ Grade 3 ☐ Grade 4 ☐ Grade 5 ☐ All 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 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?
	☒ Select Students			
Systematic Instruction of Phonological Awareness, Phonics, and Sight Words (SIPPS) Mastery Tests	☐ 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
UFLI Foundations Intervention Placement Test	☐ 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
MAP Growth (NWEA)	☐ 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
Read180 The Code Placement Test	☐ VPK ☐ PreK ☐ Grade K ☐ Grade 1 ☐ Grade 2 ☐ Grade 3 ☒ Grade 4 ☒ Grade 5 ☐ All 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

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)
Lexia Core 5 Reading	Moderate	
Systematic Instruction of Phonological Awareness, Phonics, and Sight Words (SIPPS)	Moderate	
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 and Recommendation 3: Routinely use a set of comprehension building practices to help students make sense of the text, Strong Evidence. These recommendations were built into the program by providing opportunities for students to improve reading ability with increased ease and by providing a structured routine for making sense of the text. The district will support and monitor this program's implementation by providing on-going modeling and coaching by a district MTSS coach. Initial professional learning will be offered to new teachers, and ongoing professional learning will be offered throughout the school year.
UFLI Foundations	UFLI Foundations is on the state approved K-3 intervention list.	UFLI Foundations does not meet strong, moderate, or promising levels of evidence; however, the following WWC Practice Guide Recommendation(s) support the program: Foundational Skills to Support Reading 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 and systematic instruction phonological awareness, decoding and encoding words, and opportunities for students to apply the foundational skills they learn within a connected text. The district will support and monitor this program's implementation by providing on-going modeling and coaching by a district UFLI Program Specialist and a district MTSS coach. Initial professional learning will be offered to new teachers, and ongoing professional learning will be offered throughout the school year.
Read180		Read180 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 1: Build students' decoding skills so they can read complex multisyllabic words, Strong Evidence; and Recommendation 3: Routinely use a set of comprehension-building practices to help students make sense of text, Strong Evidence. These recommendations were built into the program by providing a

		systematic instructional routine for decoding and comprehending text. Students are taught explicit instruction in word knowledge to read grade level text and use knowledge, ask and answer questions, summarize their reading, and monitor their comprehension. The district will support and monitor implementation of this program by providing on-site coaching support from the publisher as well as a district MTSS coach working with teachers and reading coaches. Initial professional learning will be offered to new teachers, and ongoing professional learning will be offered throughout the school year.
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)
Imagine Language and Literacy	Promising	
Language Power		Language Power does not meet evidence for strong, moderate, or promising levels of evidence; however, the following WWC Practice Guide recommendation(s) support the program: Effective Literacy and English Language Instruction for English Learners in the Elementary Grades, Recommendation 3: Provide extensive and varied vocabulary instruction, Strong Evidence. The district will support and monitor this program by providing ongoing support through the district MTSS coach and professional learning for reading coaches and teachers implementing Language Power.
For K-3 students who have a substantial deficiency in reading or characteristics of dyslexia, identify the multisensory strategies provided. Systematic Instruction in Phonological Awareness, Phonics, and Sight Words (SIPPS) is a multisensory foundational skill intervention. Intensive Multisensory Instruction for SIPPS Handbook and Trace and Write student books are utilized for students with a substantial reading deficiency. Multisensory instruction includes tactile tools, manipulatives, body movements, as well as auditory and visual supports. Tactile Tools: Raised surfaces to physically trace letters while verbalizing sounds Manipulatives: Magnetic letters, phonics tiles, Elkonin Boxes, counters, whiteboards Body Movement and Gestures: Air writing, tapping arms for phonemes, using gestures during storytelling, and acting out words Auditory Techniques: Sound/spelling games, clapping syllable, and mirror mouth movements Visual Supports: Word walls, color-coded phonics cards		
Additional performance criteria that prompt Tier 3 interventions for students not meeting expectations/benchmarks during the school year: • Student scores below 20th percentile on FAST PM2 • Student scores below 30% on consecutive District Benchmark Assessments and teacher observation data • Student shows intensive on screening and diagnostic assessments • Problem-solving team agrees that interventions are not frequent and/or intensive enough and need to increase intensity and/or frequency		

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: • Students retained in previous year • Student scores below 20th percentile on PM1 • Student scored Level 1 on PM3 from previous school year • Student received Tier 3 interventions in previous year, and the problem-solving team determines that interventions should continue based on progress monitoring data from intervention and curriculum-based measures falling below benchmark. • Multiple data points, including progress monitoring data, historical performance, and diagnostic results are considered to ensure accurate placement within the MTSS framework Placement and intervention decisions are made using a data-based problem-solving process at each tier.																				
Number of times per week interventions are provided: 5 Number of minutes per intervention session: 15-30 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. <table border="1"> <thead> <tr> <th>Name of Program</th> <th>ESSA Evidence Level</th> <th>Verbiage (as needed)</th> </tr> </thead> <tbody> <tr> <td>Lexia Core 5 Reading</td> <td>Moderate</td> <td></td> </tr> <tr> <td>Systematic Instruction of Phonological Awareness, Phonics, and Sight Words (SIPPS)</td> <td>Moderate</td> <td></td> </tr> <tr> <td>UFLI Foundations</td> <td>UFLI Foundations is on the state approved K-3 intervention list.</td> <td>Refer to pg. 15 for verbiage</td> </tr> <tr> <td>Read Naturally</td> <td></td> <td>Refer to pg. 15 for verbiage</td> </tr> <tr> <td>Read180</td> <td></td> <td>Refer to pg. 15 for verbiage</td> </tr> </tbody> </table>			Name of Program	ESSA Evidence Level	Verbiage (as needed)	Lexia Core 5 Reading	Moderate		Systematic Instruction of Phonological Awareness, Phonics, and Sight Words (SIPPS)	Moderate		UFLI Foundations	UFLI Foundations is on the state approved K-3 intervention list.	Refer to pg. 15 for verbiage	Read Naturally		Refer to pg. 15 for verbiage	Read180		Refer to pg. 15 for verbiage
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Imagine Language & Literacy		Promising																		
Language Power		Refer to pg. 16 for verbiage																		
For K-3 students who have a substantial deficiency in reading or characteristics of dyslexia, identify the multisensory strategies provided. Systematic Instruction in Phonological Awareness, Phonics, and Sight Words (SIPPS) is a multisensory foundational skill intervention. Intensive Multisensory Instruction for SIPPS Handbook and Trace and Write student books are utilized for students with a substantial reading deficiency. Multisensory instruction includes tactile tools, manipulatives, body movements, as well as auditory and visual supports.																				

Tactile Tools: Raised surfaces to physically trace letters while verbalizing sounds
Manipulatives: Magnetic letters, phonics tiles, Elkonin Boxes, counters, whiteboards
Body Movement and Gestures: Air writing, tapping arms for phonemes, using gestures during storytelling, and acting out words
Auditory Techniques: Sound/spelling games, clapping syllable, and mirror mouth movements
Visual Supports: Word walls, color-coded phonics cards

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

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

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

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

Summer Reading Camps for Retained Grade 3 Students
Schedule: June 2, 2026-July 1, 2026 Monday-Thursday 8:00a.m.-12:00pm. 240 Instructional Minutes
Evidence-Based Instructional Materials to be used, as defined in 20 U.S.C. s. 7801(21)(A)(i): UFLI Foundations (refer to pg. 15 for verbiage) Summer Scholars Summer Scholars does not meet evidence for strong, moderate, or promising levels of evidence; however, the following WWC Practice Guide recommendation(s) support the program: WWC Guide for Foundational Skills to Support Reading Understanding in Kindergarten Through 3 rd Grade. Recommendation three (3) within the document supports teaching students to decode words, analyze word parts, and write and recognize words (strong evidence), and recommendation four (4) supports ensuring 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 allowing teachers to directly teach and support students as they decode words, analyze word parts, write and recognize words, and read connected text. The district will support and monitor the implementation of the program by providing comprehensive professional learning to all 3 rd Grade Summer Reading Camp teaches and ongoing support through 3 rd Grade Summer Reading Camp coaches. The district also provides scripted lessons tied to ELA B.E.S.T. benchmarks utilizing the texts throughout Summer Scholars.
Alternative Assessment Used: Renaissance Star Reading
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?
Oral Reading Fluency	☒ 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
MAZE	☒ 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
Read 180 – The Code Placement Assessment	☒ Grade 6 ☒ Grade 7 ☒ Grade 8 ☐ All Students ☒ Select Student	☒ Oral Language ☒ Phonological Awareness ☒ Phonics ☐ Fluency	☐ Screening ☒ Progress Monitoring ☒ Diagnostic ☐ Summative	☐ Weekly ☐ 2 x Month ☐ Monthly ☐ Quarterly

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?
		☐ Vocabulary ☐ Comprehension		☒ 3 x Year ☐ Annually ☐ As Needed ☐ Other
MAP Growth (NWEA)	☒ 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
Connections Skill Assessment	☒ Grade 6 ☒ Grade 7 ☒ Grade 8 ☐ All Students ☒ Select Student	☐ Oral Language ☐ Phonological Awareness ☐ Phonics ☐ Fluency ☒ Vocabulary ☒ Comprehension	☐ Screening ☒ Progress Monitoring ☒ Diagnostic ☐ Summative	☐ Weekly ☐ 2 x Month ☐ Monthly ☐ Quarterly ☒ 3 x Year ☐ Annually ☐ As Needed ☐ Other

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

The district utilizes a Multi-Tiered System of Supports (MTSS) to identify students in grades 6–8 who require Tier 2 or Tier 3 reading interventions. Students are flagged for additional support based on data from progress monitoring tools, formative assessments, and teacher observations. Program placement is determined using the decision tree described below. Progress monitoring is conducted regularly to assess student growth. If a student demonstrates at least marginal progress toward grade-level expectations, the current intervention will continue. If a student is not making adequate progress, additional diagnostic data is collected to determine whether the intervention should be intensified or modified.

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?

Tier 1 instruction is monitored through student performance data, instructional observations, and collaborative team analysis. Progress monitoring and intervention assessment results are analyzed by school and district teams to determine the percentage of students meeting grade-level expectations. Data is disaggregated by subgroups to ensure equity in access and effectiveness. School and district teams conduct regular walkthroughs to determine alignment to the science of reading and ELA B.E.S.T. benchmarks. Teachers meet regularly during collaborative planning sessions to review data, analyze student work, and reflect on instructional practices.

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

The effectiveness of Tier 2 interventions is monitored through frequent progress monitoring, data analysis, and instructional fidelity checks to ensure students are making meaningful gains in targeted skill areas. Students receiving Tier 2 support are monitored monthly using curriculum-based measures and in-program data. Data is tracked to measure growth in the area of need. Student performance is compared to the expected rate of improvement or program growth. MTSS teams meet regularly to review progress

monitoring data, identify students who are making sufficient progress, and determine if interventions need to be adjusted or intensified. Schools and district teams conduct fidelity checks to verify fidelity to the intervention protocol. Families are regularly updated on their child's progress in Tier 2.

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

To ensure Tier 3 interventions are effective, the district and schools implement a multi-step problem-solving process that includes data analysis, instructional review, and collaborative planning. Tier 3 students are monitored regularly using curriculum-based measures. Problem-solving teams meet regularly to review individual data to determine the student's response to intervention based on a positive, questionable, or poor response. Teams compare student performance to grade-level benchmarks and expected growth to determine the severity of learning gaps. If the intervention yields a positive response, the team may decide to continue the intervention as planned until the goal is met. If the response is questionable, the team should review fidelity data to ensure the intervention was delivered as designed, and address fidelity issues if necessary. If the response is poor, indicating no improvement or a widening gap, students are referred to a Problem-Solving Team (PST) Meeting to discuss next steps for the student.

Administrators and coaches observe intervention sessions using fidelity checklists to ensure strategies are being delivered as designed. Additional coaching or professional learning is provided when implementation of fidelity is inconsistent.

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: Schools must consider multiple data points including progress monitoring, historical performance, and diagnostic results to ensure accurate placement within the MTSS framework. A student meets the grade-level proficiency threshold by any of the following options: 1. The students' previous year's FAST ELA PM3 scores are at a Level 3 or above for the assessed grade level. 2. The student reads at grade level on an Oral Reading probe and MAZE. 3. The student scores on grade level on the MAP Growth Assessment (RIT) and Level 3 on FAST PM1 or PM2. Students will continue to receive reading support through content area classes and English Language Arts.	
List performance criteria that indicate Tier 1 is sufficient for at least 80% of students. • Assessment Tools: FAST Progress Monitoring, formative assessments and diagnostic data • Performance Criteria: Students score at grade level on FAST PM3, student reads at grade level on grade level oral reading probe and MAZE or the student meets the grade level threshold for the MAP Growth Assessment and a Level 3 on FAST PM1 or PM2. 1. 2026 FAST PM3 Score of Level 3 and above 2. Oral Reading Probe and MAZE on grade level 6th – OR 146 WCPM w/95% accuracy, MAZE 28 correct 7th – OR 150 WCPM w/95% accuracy, MAZE 28 correct 8th – OR 151 WCPM w/95% accuracy, MAZE 28 correct 3. MAP Growth Assessment (RIT) and Level 3 on FAST PM1 or PM2 6th – MAP – 219 and FAST PM1 or PM2 Score over 225 7th – MAP – 223 and FAST PM1 or PM2 Score over 232 8th – MAP – 225 and FAST PM1 or PM2 Score over 238	
Core Instruction	
Indicate the core instructional materials utilized. Add additional rows as needed.	
Name of Program	Year of Program Adoption
Savvas myPerspectives	2026

Additional performance criteria that prompt Tier 2 interventions for students not meeting expectations/benchmarks during the school year:

Below grade level performance on multiple data sources: FAST Progress Monitoring, formative assessments and diagnostic data

- Student demonstrates a need for targeted language acquisition and development support, as identified through language proficiency assessment data or classroom-based language performance indicators
- Student scores in at risk ranges on screening and diagnostic assessments

Tier 1 Instruction + Tier 2 Interventions

Beginning of Year Data

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

Schools must consider multiple data points including progress monitoring, historical performance, and diagnostic results to ensure accurate placement within the MTSS framework.

- 2026 FAST PM3 Score of Level 1 or 2
- An oral reading score of ≥ 130 words correct per minute at 95% accuracy and a MAZE score below 28
- NWEA MAP(RIT) between 10th – 50th spring percentile range (national average)
 - 6th – 200-218
 - 7th – 203-222
 - 8th – 205-224

Number of times per week interventions are provided:

4-5

Number of minutes per intervention session:

50-100

Course(s) where interventions take place:

M/J Intensive Reading 1000010, 1000010D, 1000012, 1000014

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)
Florida Connections Reading		Florida Connections Reading 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- Provide students with opportunities to practice making sense of stretch text (i.e., challenging text) that will 10 expose them to complex ideas and information (Moderate Evidence) and Improving Adolescent Literacy: Effective Classroom and Intervention Practices Provide direct and explicit comprehension strategy instruction (Strong Evidence). These recommendations were built into the program by utilizing the materials in Connections as stretch text and as the text for students to practice application of the skills after direct, explicit instruction in comprehension strategies. The district will support and monitor implementation of this program by meeting monthly (or more often, if needed) with the ELA teachers who deliver the interventions to discuss and analyze student progress, obstacles that need solutions. ELA teachers participate in professional learning opportunities through FLDOE literacy conferences and State Regional Literacy Director coaching.

Lexia Power Up	Strong	
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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?
Oral Reading Fluency	☒ 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
MAZE	☒ Grade 9 ☒ Grade 10 ☒ Grade 11 ☒ Grade 12 ☐ All Students	☐ Oral Language ☐ Phonological Awareness ☐ Phonics ☐ Fluency	☒ Screening ☐ Progress Monitoring ☐ Diagnostic ☐ Summative	☐ Weekly ☐ 2 x Month ☐ Monthly ☐ Quarterly ☐ 3 x Year

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?
	☒ Select Students	☒ Vocabulary ☒ Comprehension		☐ Annually ☒ As Needed ☐ Other
Read 180 – The Code Placement Assessment	☒ 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
MAP Growth NWEA	☒ Grade 9 ☐ Grade 10 ☐ Grade 11 ☐ Grade 12 ☐ All Students ☒ Select Students	☐ Oral Language ☐ Phonological Awareness ☐ Phonics ☐ Fluency ☒ Vocabulary ☒ Comprehension	☐ Screening ☒ Progress Monitoring ☒ Diagnostic ☐ Summative	☐ Weekly ☐ 2 x Month ☐ Monthly ☐ Quarterly ☒ 3 x Year ☐ Annually ☐ As Needed ☐ Other
Reading Plus Insight	☒ 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
Connections Skill Assessment	☐ 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.

List performance criteria that indicate Tier 1 is sufficient for at least 80% of students. - Assessment Tools: FAST Progress Monitoring, formative assessments and diagnostic data - Performance Criteria: Students score at grade level on FAST PM3, student reads at grade level on grade level oral reading probe and MAZE or the student meets the grade level threshold for the MAP Growth Assessment and Reading Plus Insight assessment. Grade 11 and 12 students can meet the proficiency threshold with a concordant score on any one assessment. 2026 FAST PM3 Score of Level 3 and above - Oral Reading Probe and MAZE on grade level 9th – OR 151 WCPM w/95% accuracy, MAZE 28 correct 10th – OR 151 WCPM w/95% accuracy, MAZE 28 correct - MAP Growth Assessment (RIT) and on grade level placement on Insight assessment 9th – MAP – 226 and Insight Software Level 9 10th – MAP – 226 and Insight Software Level 10 - Concordant Score (Any one test – Grades 11 and 12 only) PSAT Reading & Writing: 470 SAT Reading & Writing: 490 PreACT Secure ELA + Reading (avg): 18 ACT English + Reading (avg): 18 CLT Verbal Reasoning + Grammar/Writing sum: 39		
Core Instruction Indicate the core instructional materials utilized. Add additional rows as needed.		
Name of Program		Year of Program Adoption
McGraw Hill StudySync		2026
Additional performance criteria that prompt Tier 2 interventions for students not meeting expectations/benchmarks during the school year: Below grade level performance on multiple data sources: FAST Progress Monitoring, formative assessments and diagnostic data 2026 FAST PM3 Score of Level 1 or 2 - Student demonstrates a need for targeted language acquisition and development support, as identified through language proficiency assessment data or classroom-based language performance indicators. - Student scores in at risk ranges on screening and diagnostic assessments		
Tier 1 Instruction + Tier 2 Interventions		
Beginning of Year Data		
Students who meet the following criteria at the beginning of the school year: Schools must consider multiple data points including progress monitoring, historical performance, and diagnostic results to ensure accurate placement within the MTSS framework. 2026 FAST PM3 Score of Level 1 or 2 - Student is in 11th or 12th grade and does not meet proficiency thresholds by Concordant score		
Number of times per week interventions are provided: 4-5 Number of minutes per intervention session: 50-120 minutes with interventions provided the entire block of the class period Course(s) where interventions take place: Intensive Reading 1000412, 1000414, 1000416, 1000418		
Supplemental Instruction/Interventions Indicate the evidence-based programs and/or practices used for Tier 2 interventions and how the programs and practices are supported by strong, moderate or promising levels of evidence. Add additional rows as needed.		
Name of Program	ESSA Evidence Level	Verbiage (as needed)
Reading Plus	Strong	
Florida Connections Reading		Reading does not meet strong, moderate, or promising levels of evidence; however, the following WWC Practice Guide Recommendation(s) support the program: Providing

Course(s) where interventions take place: Intensive Reading 1000412, 1000414, 1000416, 1000418, 10004127, 10004126		
Intensive, Individualized Instruction/Interventions Indicate the evidence-based programs and/or practices used for Tier 3 interventions and how the programs and practices are supported by strong, moderate or promising levels of evidence. Add additional rows as needed.		
Name of Program	ESSA Evidence Level	Verbiage (as needed)
Read 180	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, 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)
Lexia Power Up	Strong	

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
ELA: B.E.S.T. Standards	New K-12 Teachers	New teachers will develop an understanding of the ELA B.E.S.T. benchmarks and ELA Expectations.
Reading Endorsement Competency 1	K-12 Teachers	Teachers will develop a substantive understanding of the six components of reading as a process: comprehension, oral language, phonological awareness, phonics, fluency, and vocabulary.
Reading Endorsement Competency 2	K-12 Teachers	Teachers will scaffold student learning by applying the principles of research-based reading instruction and integrating the six components of reading. Teachers will engage in the systematic problem-solving process.

Reading Endorsement Competency 3	K-12 Teachers	Teachers will understand how to select and administer appropriate assessments and analyze data to inform reading instruction to meet the needs of all students. Teachers will engage in the systematic problem-solving process.
Reading Endorsement Competency 4	K-12 Teachers	Teachers will have broad knowledge of students with differing profiles to understand and apply research-based instructional practices by differentiating process, product, and context.
Reading Endorsement Competency 5	K-12 Teachers	Teachers will, through a culminating practicum, demonstrate knowledge of the components of reading, assessments, and data analysis to implement a comprehensive evidence-based reading plan of instruction for all students.
Reading 40	K-12 Teachers	Educators will develop the use of explicit, systematic, and sequential approaches to reading instruction, developing phonemic awareness, and implementing multisensory intervention strategies.
Reading40 for Administrators	School and District Administrators	Administrators will develop knowledge around science of reading, observe all areas of reading instruction in practice, and evaluate the role instructional leaders play in supporting and developing effective reading instruction practices on school campuses.
Elementary and Secondary Principal Institute	Elementary and Secondary Principals	Sessions at this institute will provide an understanding of the science of reading in order to lead literacy instruction on their campus.
Elementary and Secondary Assistant Principal Institute	Elementary and Secondary Principals	Sessions at this institute will provide an understanding of the science of reading in order to lead literacy instruction on their campus.
Elementary and Secondary ELA Coach Meetings	Elementary and Secondary Coaches	Sessions throughout the year will focus on building further understanding of the science of reading and provide high-quality strategies to support coaches in their work with teachers.
Elementary and Secondary Administrative Meetings	Elementary and Secondary Administrators	Sessions throughout the year will focus on providing effective ELA collaborative planning, supporting science of reading, and leading literacy instruction.
UFLI Foundations	K-2 Teachers	Teachers will gain a deeper understanding of the science of reading and how the components of UFLI Foundations lay the foundations for reading.
Elementary ELA Impact Teachers	K-5 Teachers	ELA teachers will develop an understanding of evidence-based strategies to use during ELA instruction.
Secondary ELA Lead Teachers	6-12 Teachers	English and Reading teachers will develop an understanding of evidence-based strategies to use during literacy instruction.
Emergent Literacy Micro-Credential	Early Learning Instructional Staff and Directors/Principals	Created in partnership with the Florida Department of Education and the Division of Early Learning, the UF Lastinger Center created an accessible and on-demand reading professional development, covering 60 hours of instructor supported or asynchronous learning.
Florida Benchmark Advance	K-5 ELA Teachers	ELA teachers will develop an understanding of the newly adopted core resource and how the resource aligns with the science of reading and ELA B.E.S.T. Standards.
MyPerspectives	6-8 Reading Teachers	ELA teachers will develop an understanding of the newly adopted core resource and how the resource aligns with the science of reading and ELA B.E.S.T. Standards.
StudySync		ELA teachers will develop an understanding of the newly adopted core resource and how the resource

DR	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.
DR	g. Literacy coaches are assigned to schools with the greatest need based on student performance data in reading.
DR	h. Time is provided for teachers to meet weekly for professional learning, including lesson study and professional learning communities.
DR	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):

Debra Riedl

Signature:



Date:

June 17, 2026