

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	Heidi Roberts	Heidi.roberts@keysschools.com	305-293-1400 x 53384
Data Element	Yanelys Ballard	Yanelys.ballard@keysschools.com	305-293-1400 x53359
Third Grade Promotion	Heidi Roberts	Heidi.roberts@keysschools.com	305-293-1400 x53384
Multi-Tiered System of Supports	Jennifer Gans	Jennifer.gans@keysschools.com	305-293-1400 x53591
Other (Enter Responsibility)			

2) District Expenditures

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

The reading funding included in the Florida Education Finance Program (FEFP) base funding is intended to provide comprehensive reading instruction to students in prekindergarten (PreK) through grade 12. Districts will include salaries and benefits, professional learning, assessment, programs/materials, tutoring and incentives required to effectively implement the district's plan. The expenditures must prioritize Voluntary Prekindergarten (VPK) students who have a substantial reading 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)
Elementary Expenses		
Literacy coaches	601,045.08*	5
Intervention teachers		
Scientifically researched and evidence-based supplemental instructional materials		
Third grade summer reading camps		
Summer reading camps		
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		
Family engagement activities		
Other – Please Describe (Add additional rows as needed.)		
Estimated Sum of Expenditures	601,045.08*	

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	.04%	.02%	70%	75%

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

Teachers continue to receive professional development in Literacy. Additionally, we plan to modify the current curriculum to an upgraded version (Creative Curriculum) specifically focused on Kindergarten readiness skills.

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	13%	10%	63%	68%
1	21%	17%	61%	66%
2	22%	19%	54%	59%
3	22%	19%	58%	63%
4	28%	25%	54%	59%
5	26%	23%	47%	52%
6	21%	17%	61%	66%
7	25%	22%	55%	60%
8	25%	22%	53%	58%
9	27%	24%	53%	58%
10	22%	19%	50%	55%

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

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

1. Provide an explanation of the following:

Grades K-5	District Level	School Level
Data that will be collected and frequency of review	FAST/STAR – 3x per year iStation – Monthly Student Grades – Quarterly District Admin Classroom Walkthrough Data- Bi-Annually Attendance - Monthly MTSS (Tier 2 and Tier 3 Intervention Implementation- Monthly)	FAST/STAR – 3x per year Amira/iStation – Monthly Benchmark Advance Assessment Data – Weekly/Monthly LLT Classroom Walkthrough Data- Monthly Attendance - Monthly MTSS (Tier 2 and Tier 3 Intervention Implementation- Monthly)
Actions for continuous support and improvement	For continuous improvement and support, the District will communicate, collaborate,	For continuous improvement and support, the District will communicate, collaborate,

	critically think, and problem solve to create solutions with state education agencies and district contracted vendors.	critically think, and problem solve to create solutions with state education agencies and district contracted vendors.
Grades 6-8	District Level	School Level
Data that will be collected and frequency of review	FAST– 3x per year Student Grades – Quarterly District Admin Classroom Walkthrough Data- Monthly Attendance - Monthly MTSS (Tier 2 and Tier 3 Intervention Implementation- Monthly	FAST– 3x per year Savvas Assessment Data (Weekly/Monthly) Student Grades – Quarterly LLT Classroom Walkthrough Data- Monthly Attendance - Monthly MTSS (Tier 2 and Tier 3 Intervention Implementation- Monthly
Actions for continuous support and improvement	For continuous improvement and support, the District will communicate, collaborate, critically think, and problem solve to create solutions with state education agencies and district contracted vendors.	For continuous improvement and support, the District will communicate, collaborate, critically think, and problem solve to create solutions with state education agencies and district contracted vendors.
Grades 9-12	District Level	School Level
Data that will be collected and frequency of review	FAST– 3x per year Student Grades – Quarterly District Admin Classroom Walkthrough Data- Monthly Attendance - Monthly MTSS (Tier 2 and Tier 3 Intervention Implementation- Monthly	FAST– 3x per year Savvas Assessment Data (Weekly/Monthly) Student Grades – Quarterly LLT Classroom Walkthrough Data- Monthly Attendance - Monthly MTSS (Tier 2 and Tier 3 Intervention Implementation- Monthly
Actions for continuous support and improvement	For continuous improvement and support, the District will communicate, collaborate, critically think, and problem solve to create solutions with state education agencies and district contracted vendors.	For continuous improvement and support, the District will communicate, collaborate, critically think, and problem solve to create solutions with state education agencies and district contracted vendors.

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.

To enhance the effectiveness of the Comprehensive Evidence-Based Reading Plan (CERP), the Monroe County School District has implemented several strategic revisions informed by the District CERP Reflection Tool and a root-cause analysis of student performance data.

- **Instructional Platform Enhancement:**
The district is replacing iLit with Exact Path a more comprehensive, research-based literacy platform. Exact Path offers adaptive instruction, embedded assessments, and targeted supports for both Intensive Reading and English Speakers of Other Languages (ESOL) students. This change is designed to better meet the needs of struggling readers through personalized learning pathways and real-time progress tracking.
- **Tailored Tier 1 Professional Learning:**
Professional development for Tier 1 instruction will be customized to each school's unique needs, using data from student performance metrics and School Improvement Plans (SIPs). This ensures that training is relevant, targeted, and aligned with each school's instructional priorities, fostering more effective classroom practices and improved student outcomes.
- **Structured Tier 3 Intervention Model:**
For students requiring intensive support, the district recommends implementing a structured, daily small-group reading intervention model. This model emphasizes:
 - Explicit, systematic instruction in foundational literacy skills.
 - Frequent progress monitoring to assess growth and adjust instruction.
 - Data-driven decision-making to ensure interventions are responsive and effective.

These revisions reflect the district's commitment to evidence-based practices, data-informed planning, and equity in literacy instruction for all students.

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

School principals, in collaboration with site-based literacy leadership teams, are responsible for supporting and monitoring the implementation of the district's Comprehensive Evidence-Based Reading Plan (CERP). The monitoring process is designed to be responsive to each school's context and instructional priorities. Monitoring practices may include:

- Periodic classroom walkthroughs focused on literacy instruction.
- Review of student performance data and instructional trends.
- Collaboration with literacy coaches and instructional staff to support implementation.
- Participation in school-level planning and reflection meetings throughout the year.

Literacy Coaches are familiar with the structure and intent of the reading plan and serve as a resource for school-based decision-making. When appropriate, district-level literacy personnel may provide additional support or guidance to ensure alignment with district goals and state expectations.

This approach allows schools to tailor their monitoring and support strategies to meet the evolving needs of their students and staff while maintaining a focus on continuous improvement in literacy outcomes.

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 principals support the effective use of assessment data by ensuring that systems are in place for the timely collection, review, and application of student performance information, including progress monitoring data.

Assessment data is reviewed regularly by school-based teams, such as Literacy Leadership Teams, instructional coaches, and grade-level or content-area teachers. These teams collaborate to identify trends, inform instructional planning, and determine student support needs. In schools where the principal is not a direct member of the team, data summaries and key insights are shared with them to guide schoolwide decision-making.

Instructional adjustments, professional learning opportunities, and intervention planning are informed by these data discussions. This collaborative approach allows schools to respond to student needs in real time while aligning with district literacy goals.

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?

The district communicates the expectations and structure of the literacy coach model through regular leadership and instructional meetings. During these sessions, school administrators receive guidance on the general roles and responsibilities of literacy coaches, including how their time and efforts may be aligned with school and district literacy goals.

Information is also shared directly with literacy coaches through ongoing monthly professional learning and collaborative planning opportunities. School administrators and district literacy staff may periodically review coaching activities to ensure alignment with instructional priorities. Literacy coaches are encouraged to maintain documentation of their work, which may be reviewed throughout the year to support reflection and continuous improvement.

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

The district provides ongoing support to literacy coaches throughout the school year to ensure their work remains aligned with school and district literacy goals. The District Literacy Coordinator serves as the primary point of contact for supporting coaches, offering guidance, resources, and opportunities for collaboration.

Coaches and the Literacy Coordinator meet monthly to review data and discuss the focus of coaching work at each school. These meetings are designed to provide targeted guidance, share best practices, and ensure that coaching efforts are responsive to student and teacher needs.

Additionally, the district facilitates monthly walkthroughs conducted by the literacy coach team at each school site. These collaborative visits promote shared learning, reflection, and professional dialogue focused on strengthening literacy instruction.

This model ensures that literacy coaches are supported in their efforts to improve student outcomes.

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

The district supports literacy coaches in focusing on high-impact activities that directly influence student achievement and instructional quality. Coaches are encouraged to prioritize collaboration with teachers to analyze student data, set instructional goals, and develop actionable plans that address identified needs.

Through monthly coaching meetings and ongoing communication with the District Literacy Coordinator, coaches receive guidance on how to structure their time and efforts around activities that yield the greatest instructional impact. These may include:

- Facilitating data discussions with teacher teams.
- Supporting goal setting and instructional planning.
- Engaging in coaching cycles that include modeling, co-teaching, and feedback.
- Delivering professional learning aligned to school and district priorities.
-

Coaches also collaborate with other instructional leaders, such as MTSS coordinators and data coaches, to identify and promote effective practices for Tier I instruction and targeted interventions for students receiving Tier II and Tier III support.

This approach allows coaches to remain responsive to the evolving needs of their schools while maintaining a focus on evidence-based strategies that support literacy growth.

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

The district monitors the implementation of the literacy coach model through a combination of reflective practices, collaborative planning, and ongoing communication. Coaches meet regularly with the District Literacy Coordinator to review the focus of their work, discuss time allocation, and reflect on the impact of their coaching efforts.

Coaches also engage in strategic planning with school administrators to ensure their work aligns with school improvement goals and instructional priorities. These plans are reviewed periodically to support coherence and effectiveness across schools.

This approach allows for flexibility in how coaching is implemented while ensuring that support remains aligned with district literacy goals and responsive to school-level needs.

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

The district uses a multi-faceted approach to reflect on and support the effectiveness of literacy coaches. This includes a combination of qualitative and quantitative indicators that help inform ongoing coaching practices and professional growth.

Coaches participate in regular meetings with the District Literacy Coordinator to review the focus of their work, reflect on progress toward goals, and discuss the impact of their support on instruction and student learning. These conversations are informed by a variety of data sources, which may include:

- Student achievement trends in literacy.
- Observations and feedback from teachers and school leaders.
- Evidence of collaboration and instructional planning.
- Reflections on coaching cycles and professional learning activities.

This approach allows the district to maintain a focus on high-impact coaching strategies while providing flexibility for schools to adapt the model to their specific needs and priorities.

4) Assessment, Curriculum and Reading Instruction

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

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

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

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

The Monroe County School District (MCSD) ensures alignment with Florida's Formula for Reading Success through a comprehensive, evidence-based approach to literacy instruction.

To begin the 2025–2026 school year, all K–5 teachers will participate in Standards-Based Professional Learning aligned with the Science of Reading during pre-planning days. Similarly, all English Language Arts and Reading teachers in grades 6–12 have received comparable training. This professional development supports the six essential components of reading and promotes effective implementation of the Florida B.E.S.T. ELA Standards across all grade levels.

Teachers have been trained in the K–12 ELA B.E.S.T. Standards, and the MCSD ELA curriculum integrates all six components of reading into daily instruction. Instructional practices are supported by a comprehensive assessment system that includes screening, progress monitoring, diagnostic, and summative assessments. These data points inform differentiated instruction to meet the diverse needs of all students.

Reading instruction across K–12 is inclusive and responsive, incorporating multisensory strategies, Universal Design for Learning (UDL) principles, culturally responsive practices, and the WIDA Can Do Descriptors to support multilingual learners. Instructional materials are available in both print and digital formats, with audio support as needed.

Ongoing professional development is provided at both the school and district levels to ensure continuous growth in literacy instruction. MCSD encourages all educators, regardless of grade level or subject area, to pursue Reading Endorsement. Teachers responsible for delivering Tier 3 reading interventions are required to hold a Literacy Micro-Credential, Reading Endorsement, or Reading Certification.

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 Monroe County School District’s public PreK programs—including Voluntary Prekindergarten (VPK), Exceptional Student Education (ESE), and other PreK classrooms—are designed to meet the diverse needs of all learners through a comprehensive, developmentally appropriate approach to early childhood education. MCSD utilizes Creative Curriculum in both Head Start and VPK classrooms. This research-based curriculum features detailed Units of Study that provide meaningful, engaging experiences designed to maximize learning time. Each unit supports an in-depth investigation of a topic, building on children’s natural curiosity and fostering a love of learning. The curriculum promotes development across all domains—cognitive, social-emotional, physical, and language—through a multisensory, play-based approach.

Instruction is differentiated to meet the needs of all learners, including:

- Students with disabilities, who receive individualized supports and accommodations aligned with their Individual Educational Plans (IEPs).
- Dual language learners, who benefit from culturally responsive strategies and language scaffolds that promote English language development while honoring their home language.

Instruction is aligned with the Florida Early Learning and Developmental Standards (2022), which guide expectations for what children should know and be able to do across developmental domains. These standards are embedded into daily instruction and integrated into classroom routines, ensuring that all children are prepared for kindergarten and beyond.

MCSD implements a coordinated screening and progress monitoring system as required by Florida Statute §1002.67. This includes:

- Initial screening to identify developmental strengths and areas of need.
- Ongoing formative assessments to inform instruction and support individualized learning goals.
- Checkpoint assessments aligned with state-approved tools to measure progress toward the Florida Early Learning Standards.

Assessment data is used to:

- Inform instructional planning.
- Identify students who may need additional support or referral for evaluation.
- Communicate progress with families.

Teachers receive ongoing professional development in early literacy, differentiated instruction, and inclusive practices. Instructional assistants and support staff are trained to implement accommodations and interventions with fidelity. Classrooms are equipped with developmentally appropriate materials in both print and digital formats, including visual supports and audio tools.

MCSD is committed to creating inclusive, nurturing environments where every child can thrive. Collaboration with families, therapists, and community partners ensures a holistic approach to early learning.

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

The Monroe County School District (MCSD) utilizes Creative Curriculum as the core instructional resource in both Head Start and VPK classrooms. This curriculum is research-based and developmentally appropriate, aligning with the Florida Early Learning and Developmental Standards (2022). It supports whole-child development through thematic Units of Study that promote inquiry, exploration, and multisensory learning. For students with disabilities, instructional materials are supplemented with individualized supports and assistive technologies as outlined in their Individual Educational Plans (IEPs). For dual language learners, MCSD integrates language scaffolds, visual supports, and bilingual resources to ensure equitable access to instruction.

All instructional materials are selected to:

- Foster early literacy and numeracy.
- Support social-emotional development.
- Encourage hands-on, play-based learning.
- Be inclusive and culturally responsive.

MCSD also ensures that materials meet the curriculum approval requirements outlined in Rule 6M-8.604.

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.](#)

In accordance with Rule 6A-6.053(5), F.A.C., MCSD provides targeted interventions for VPK students identified as having a substantial deficiency in early literacy skills. These interventions are grounded in the Science of Reading and are designed to address specific skill gaps in areas such as phonological awareness, vocabulary, and oral language.

Key components of the intervention plan include:

- Immediate, explicit, and systematic instruction tailored to the student's area of need.
- Small-group or one-on-one instruction delivered by trained early childhood educators.
- Progress monitoring using state-approved tools to track student growth and adjust instruction accordingly.
- Family engagement strategies, including take-home literacy activities and regular communication about student progress.
- Use of evidence-based intervention programs that align with Florida's Early Learning Standards and support foundational reading development.

All interventions are delivered in addition to core instruction and are documented as part of the student's individualized learning plan. Instructional staff receive ongoing professional development to ensure fidelity of implementation and alignment with state expectations.

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				
Name of the Assessment	Target Audience	What component of reading is assessed?	Assessment Type	How often is the data collected?
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?
iStation (ISIP)	☐ 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.](#);

- o 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
- o 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.

Identifying grades K-3 students in need of Tier 2 interventions:

Students who scored a Level 2 on PM3 of previous school year

K-2 Students who score between the 21st and 34th percentile on either of the first on any FAST two FAST assessments of the year.

Students who have demonstrated, through progress monitoring, formative assessments, or teacher observation data, concerning skill levels for reading competency in one or more of the areas of phonological awareness; phonics; vocabulary, including oral language skills; fluency; and comprehension.

Identifying grades K-3 students in need of Tier 3 interventions:

Students who meet the criteria below for substantial reading deficiency:

Students in grades K-3 are identified with a substantial deficiency in reading and in need of Tier 3 interventions when they have been previously retained or below the 10th percentile or level 1 in kindergarten - grade 2 and the 20th percentile or level 1 in grade 3.

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

4th and 5th graders scoring between the 21st and 34th percentile are identified for Tier 2 support. 4th and 5th graders scoring below the 20th percentile are identified for Tier 3 support and will be recommended for intervention. MTSS coordinators, reading coaches and teachers identify these students through data review meetings before and throughout the school year. Low performing students are then placed into intervention groups, based on their specific areas of need, identified by their performance on these assessments. Progress is monitored by data teams following assessments to identify if movement within the Tiers of Intervention are appropriate for each student based on their academic performance on assessments/ core curriculum will be recommended for intervention. MTSS coordinators, reading coaches and teachers identify these students through data review meetings before and throughout the school year. Low performing students are then placed into intervention groups, based on their specific areas of need, identified by their performance on these assessments. Progress is monitored by data teams following

assessments to identify if movement within the Tiers of Intervention are appropriate for each student based on their academic performance on assessments/ core curriculum.

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.

Teachers in MCSD have been trained to provide reading interventions which address characteristics of dyslexia through multiple research based programs. These include but are not limited to, Orton Gillingham, Flamingo Small Group Model, UFLI and Florida Center of Reading Research (FCRR).

Students identified in the lowest 10th percentile are considered Tier 3 students as determined by FAST STAR Early Literacy and or FAST STAR Reading scores, iStation scores and FAST ELA PM3 scores. MTSS coordinators, reading coaches and teachers identify these students through data review meetings. Low performing students are then placed into intervention groups based on their specific areas of need identified by dyslexia screenings available to MCSD students such as AMIRA dyslexia screen, EasyCBM progress monitoring, Renaissance Place CBM, iStation measures of phonemic awareness or decoding, DIBELS, and IXL diagnostics.

Dyslexia-Specific Diagnostic Screening Students who are identified on the universal screener as needing further evaluation are then given dyslexia-specific survey-level screeners. These assessments help to identify specific intervention needs.

MCSD Tiered Interventions:

Tier 1 includes General classroom instruction in reading and language arts. Tier 2 includes targeted small group instruction for students identified as at risk. Tier 3 includes intensive, individualized intervention provided to students who have been identified as having characteristics of dyslexia. This includes more frequent and specialized instruction tailored to each student's needs.

For Tier 3 interventions, MCSD students receive highly focused support that include:

- Multisensory structured language education
- Individualized or small group instruction
- Use of research-based programs specifically designed for students with dyslexia
- Frequent progress monitoring to adjust interventions as needed.

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.

Students identified in the lowest 10th percentile are considered Tier 3 students as determined by STAR Early Literacy and or STAR Reading scores, iStation scores and FAST ELA PM3 scores. MTSS coordinators, reading coaches and teachers identify these students through data review meetings. Low performing students are then placed into intervention groups based on their specific areas of need identified by dyslexia screenings available to MCSD students such as AMIRA dyslexia screen, EasyCBM progress monitoring, Renaissance Place CBM, iStation measures of phonemic awareness or decoding, DIBELS, and IXL diagnostics.

Specific Diagnostic Screening of students identified on the universal screener as needing more evaluation are then given dyslexia-specific survey-level screeners. These assessments help to identify specific intervention needs.

MCSD Tiered Interventions:

Tier 1 includes General classroom instruction in reading and language arts.

Tier 2 includes targeted small group instruction for students identified as at risk.

Tier 3 includes intensive, individualized intervention provided to students identified as having dyslexia characteristics or other significant reading deficiencies. This includes more frequent and specialized instruction tailored to each student's needs.

For Tier 3 interventions, MCSD students receive highly focused support that include:

- Multisensory structured language education
- Individualized or small group instruction
- Use of research-based programs specifically designed for students with dyslexia
- Frequent progress monitoring to adjust interventions as needed.

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

The effectiveness of Tier 1 instruction is monitored through a multi-faceted approach that includes classroom walkthroughs, assessment data analysis, and student performance trends. District and school leaders conduct regular walkthroughs to observe instructional practices, ensure alignment with the Florida B.E.S.T. Standards, and verify the integration of the six components of reading.

In addition to observational data, student performance on Benchmark Unit Assessments and Interim Assessments is reviewed to evaluate the impact of Tier 1 instruction. These assessments provide timely feedback on student understanding and instructional effectiveness.

A key indicator of Tier 1 effectiveness is maintaining a balanced percentage of students performing at or above grade level, typically expected to be 80% or more. If a significant portion of students fall below this benchmark, it signals a need to adjust core instruction. Data from universal screeners such as STAR, Amira, and FAST ELA are also used to monitor trends and guide instructional planning and professional development.

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

Tier 2 interventions are monitored through ongoing progress monitoring using tools such as Amira progress monitoring in foundational reading (PA, Phonics, Word Reading, Fluency, Comprehension) and Renaissance Place CBMs. Teachers and MTSS teams review this data during scheduled data chats to evaluate student growth and determine whether interventions are effective or need to be adjusted. Fidelity checks are conducted by reading coaches and MTSS coordinators to ensure interventions are being implemented as designed. Adjustments to group size, frequency, or instructional strategies are made based on student response to intervention.

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

The effectiveness of Tier 3 interventions is closely monitored through frequent and targeted progress monitoring using dyslexia-specific tools such as Amira progress monitoring in foundational reading (PA, Phonics, Word Reading, Fluency, Comprehension). MTSS teams meet regularly to review individual student data and determine whether students are making adequate progress. Intervention fidelity is monitored through observation and coaching support. Instructional plans are adjusted based on student response, and decisions regarding continuation, intensification, or modification of interventions are data-driven. Documentation of progress and intervention effectiveness is maintained in the student's MTSS file.

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 includes whole group instruction utilizing an evidence-based sequence of reading instruction and small group differentiated instruction in order to meet individual student needs.	
Tier 1 (Core) Only	
Beginning of Year Data	
Students must meet the following criteria at the beginning of the school year: (Enter assessment criteria that will be used.) K-5 students who score proficient on PM3 from the prior year and/or K-5 students who score higher than 35% percentile on PM1 and PM2 and/or K-5 students who score at or above Level 3 on Amira.	
List performance criteria that indicate Tier 1 instruction is sufficient for at least 80% of students. K-5 FAST proficient achievement level. Amira assessment scoring at Level 4 or higher. Curriculum assessments indicate proficient progression through the B.E.S.T. Standards.	
What processes and procedures are in place to identify and solve problems to improve effectiveness of Tier 1 instruction? When the data indicates there is an instructional problem, the school's MTSS team meets to problem solve for both in-person instruction and distance learning instruction. School based literacy coaches can offer differentiated professional development to strengthen Tier 1 instruction.	
Core Instruction Indicate the core curriculum utilized. Add additional rows as needed.	
Name of Program	Year of Program Adoption
Benchmark Advance	2022
UFLI Foundations K-2	2025
Performance criteria that prompt the addition of Tier 2 interventions for students not meeting expectations/benchmarks during the school year: Students scoring below proficient of FAST ELA and Istation ISIP scores dropping below the 35th percentile. Students classroom ELA performance and assessment performance drops below proficiency.	
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.) Students are identified for Tier 2 interventions based on the following criteria: • Have not been identified with a substantial reading deficiency but are not making adequate progress with Tier 1 instruction. • Scored Level 2 on PM3 of the previous school year. • Are in grades K–2 and scored between the 21st and 34th percentile on PM1 or PM2 of the current school year's FAST assessments. • Are in grade 3 and scored between the 21st and 34th percentile on PM1 or PM2 of the FAST ELA Reading assessment.	

• Demonstrated concerning skill levels in one or more of the six components of reading (phonological awareness, phonics, vocabulary including oral language, fluency, comprehension) through: ○ Progress monitoring ○ Formative assessments ○ Teacher observation data		
Number of times per week interventions are provided: 2+		
Number of minutes per intervention session: 20+		
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)
Istation	Moderate	
The programs are used in small group settings with a focus on individual goals and targeted instruction. Students are closely monitored and instruction is adjusted according to data.		
Indicate the evidence-based programs and/or practices implemented for students with a disability, students with an IEP and students who are English language learners, if used instead of or in addition to programs above. Add additional rows as needed.		
Students with Disabilities		
Name of Program	ESSA Evidence Level	Verbiage (as needed)
Amira	Promising	
If the student is receiving core instructions, as well as specially designed instruction, then the IEP team will meet to review current student data to determine how specially designed instruction will be implemented as a component of the Tier 2 intervention Support.		
English Language Learners		
Name of Program	ESSA Evidence Level	Verbiage (as needed)
Imagine Language and Literacy	Promising	
If the student is receiving EL support and is determined to need additional targeted Tier 2 support, the student's academic team will consult with the ESOL specialist to determine additional language supports that may be warranted based on historical and current student data.		
For K-3 students who have a substantial deficiency in reading or characteristics of dyslexia, identify the multisensory interventions provided.		
For K–3 students identified with a substantial deficiency in reading or characteristics of dyslexia, Monroe County School District (MCSD) provides targeted, evidence-based multisensory interventions. These interventions are grounded in the principles of structured literacy and are designed to engage multiple senses—visual, auditory, kinesthetic, and tactile—to enhance reading acquisition. Programs and strategies may include but are not limited to: • Orton-Gillingham-based instruction • Heggerty Phonemic Awareness • Multisensory strategies such as sand tracing, tapping out sounds, and using manipulatives to build phonemic awareness and decoding skills		

These interventions are delivered in small groups or one-on-one settings by trained educators and are aligned with the Florida B.E.S.T. Standards and the Science of Reading.

Performance criteria that prompt the addition of Tier 3 interventions for students not meeting expectations/benchmarks during the school year:

A student must be provided Tier 3 interventions when they:

- Demonstrate minimum skill levels in one or more of the six components of reading: progress monitoring, formative assessments, or teacher observation.

AND meet any of the following:

- Were retained in the previous school year.
- Kindergarten–Grade 2:
 - Score below the 10th percentile on FAST STAR Early Literacy or Reading assessments at the beginning or middle of the school year.
 - Are unable to complete practice items on the FAST STAR assessments.
 - Score Level 1 on PM3 of the FAST assessment.
- Grade 3:
 - Score below the 20th percentile on FAST ELA Reading assessments at the beginning or middle of the school year.
 - Score Level 1 on the statewide standardized ELA assessment.

Students are considered for Tier 3 interventions when they do not meet grade-level expectations despite receiving high-quality Tier 1 instruction and targeted Tier 2 support. Specific performance criteria include:

- Scoring in at or below the 10th percentile (Grades K-2) or at or below the 20th percentile (Grade 3) on universal screeners such as FAST STAR Early Literacy, FAST STAR Reading, Amira, ISIP, or FAST ELA PM assessments.
- Lack of adequate progress on Tier 2 interventions as evidenced by progress monitoring tools (e.g., EasyCBM, DIBELS, iStation).
- Persistent difficulties in foundational reading skills such as phonemic awareness, decoding, and fluency.
- Identification of characteristics of dyslexia through screeners such as Amira or other diagnostic tools.
- Teacher and MTSS team recommendations based on data review meetings and classroom performance.

Once identified, students receive intensive, individualized instruction that is more frequent, longer in duration, and tailored to their specific needs, with ongoing progress monitoring to evaluate effectiveness and inform instructional adjustments.

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 in grades K-3 are identified with a substantial deficiency in reading and in need of Tier 3 interventions when they have been previously retained or below the 10th percentile or level 1 in kindergarten - grade 2 and the 20th percentile or level 1 in grade 3 K-5 students who consistently exhibit below critically low levels of achievement in classroom measures and monthly ISIP assessments will be considered for Tier 3 support.		
Number of times per week interventions are provided: 3+ Number of minutes per intervention session: 30+		
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)
Amira Teacher Led Small Group Lessons	Promising	
Indicate the evidence-based programs and/or practices implemented for students with a disability, students with an IEP and students who are English language learners, if used instead of or in addition to programs above. Add additional rows as needed.		
Students with Disabilities		
Name of Program	ESSA Evidence Level	Verbiage (as needed)
If the student is receiving core instructions, as well as specially designed Tier 1+ 2 instruction, then the IEP team will meet to review current student data to determine how specially designed instruction will be implemented as a component of the Tier 3 intervention Support.		
English Language Learners		
Name of Program	ESSA Evidence Level	Verbiage (as needed)
Imagine Language & Literacy	Promising	
If the student is receiving EL support and is determined to need additional targeted Tier 3 support, the student's academic team will consult with the ESOL and MTSS specialists to determine additional language supports that may be warranted based on historical and current student data.		
What processes and procedures are in place to identify and solve problems to improve effectiveness of Tier 3 interventions? Regular monitoring of Tier 3 student progress and classroom observations will identify students and/or classrooms not making progress. School Literacy Leadership Teams and District staff will evaluate the Tier 3 strategies and determine necessary adjustments and needed 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.
 - *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: Students will participate in Summer Reading Camp Monday through Friday from 8:00-1:00.
Evidence-Based Instructional Materials to be used, as defined in 20 U.S.C. s. 7801(21)(A)(i): Benchmark Advance Summer School Materials
Alternative Assessment Used: STAR Amira Exact Path SAT-10
Additional Information (optional): Reading endorsed or reading certified teachers will utilize the Benchmark Advance Summer School program as primary instructional materials in the third-grade reading camp. The program includes explicit, systematic, and multisensory reading instruction in phonemic awareness, phonics, fluency, vocabulary, and comprehension.

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?
myPerspectives ELA Core program 6-8	☒ 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
Students receiving Intensive Reading Instruction in Grades 6-8 are assessed within the ExactPath platform	☒ 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.

Students receiving scores below proficiency on the FAST ELA 6-8 state assessments or demonstrating below grade level proficiency on core curriculum assignments and/or assessments will be recommended for intervention. MTSS coordinators, reading coaches and teachers identify these students through data review meetings before and throughout the school year. Low performing students are then placed into intervention groups, based on their specific areas of need, identified by their performance on these assessments. Progress is monitored by data teams following assessments to identify if movement within the Tiers of Intervention are appropriate for each student based on their academic performance on assessments/ core curriculum.

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

Classroom walkthroughs and balanced percentage of students at Tier 1 (75-80%) and Progress Monitoring data. Teachers, data coaches, and administration collect and analyze data to determine the effectiveness of Tier 1 instruction. This data includes FAST scores and myPerspectives unit assessment scores. Literacy Coaches and administration work together to provide professional learning to meet the identified needs. When students fall below the Tier 1 level, MTSS teams are used to determine the next steps.

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

District Assessments, assessments, teacher observations, and FAST progress monitoring. Regular monthly monitoring of Tier 2 student progress and classroom observations will be used to monitor effectiveness of Tier 2 interventions through analyzation of student progress. School Literacy Leadership Teams and district staff will evaluate Tier 2 strategies and determine necessary adjustments and needed support.

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

Regularly Scheduled Exact Path Assessments, teacher observations, and FAST progress monitoring. Regular monitoring of Tier3 students' progress and classroom observations will be used to identify students who are not making progress. School Literacy Leadership Teams and district staff will evaluate Tier 2 strategies and determine necessary adjustments and needed support.

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.) Proficient or FAST achievement level at or above Level 3 from PM3 of the prior year.	
List performance criteria that indicate Tier 1 is sufficient for at least 80% of students. Proficient score on FAST.	
What procedures are in place to identify and solve problems to improve effectiveness of Tier 1 instruction? Classroom walkthroughs and balanced percentage of students at Tier 1 (75-80% of students) and Progress Monitoring data.	
Core Instruction	
Indicate the core curriculum utilized. Add additional rows as needed.	
Name of Program	Year of Program Adoption
SAVVAS myPerspectives	August 2022
Performance criteria that prompt the addition of Tier 2 interventions for students not meeting expectations/benchmarks during the school year: Students scoring below the 20th percentile on FAST and classroom ELA performance and assessment performance drops below proficient.	

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.) Students scoring between the 11th and 34th percentile on prior year FAST PM3.
Number of times per week interventions are provided: 2+ Number of minutes per intervention session: 20+ Course(s) where interventions take place: Intensive Reading, Critical Thinking, English Language Development, Learning Strategies
Supplemental Instruction/Interventions

Indicate the evidence-based programs and/or practices used for Tier 2 interventions and how the programs and practices are supported by strong, moderate or promising levels of evidence. Add additional rows as needed.		
Name of Program	ESSA Evidence Level	Verbiage (as needed)
Edmentum Exact Path	Moderate	
The programs are used in small group settings with a focus on individual goals and targeted instruction. Students are closely monitored and instruction is adjusted according to data.		
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)
If the student is receiving core instructions, as well as specially designed instruction, then the IEP team will meet to review current student data to determine how specially designed instruction will be implemented as a component of the Tier 2 intervention Support.		
English Language Learners		
Name of Program	ESSA Evidence Level	Verbiage (as needed)
Read180 Teacher Led Small Group Lessons	Strong	
If the student is receiving EL support and is determined to need additional targeted Tier 2 support, the student's academic team will consult with the ESOL specialist to determine additional language supports that may be warranted based on historical and current student data.		
Performance criteria that prompt the addition of Tier 3 interventions for students not meeting expectations/benchmarks during the school year: Student demonstrates lack of progress on FAST and classroom 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: Level 1 FAST achievement level score from PM3 of the prior year.		
Number of times per week interventions are provided: 3+ Number of minutes per intervention session: 30+ Course(s) where interventions take place: Intensive Reading, Critical Thinking, English Language Development, Learning Strategies		
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)
Edmentum Exact Path	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	ESSA Evidence Level	Verbiage (as needed)

If the student is receiving core instructions, as well as specially designed Tier 1+ 2 instruction, then the IEP team will meet to review current student data to determine how specially designed instruction will be implemented as a component of the Tier 3 intervention Support.		
English Language Learners		
Name of Program	ESSA Evidence Level	Verbiage (as needed)
Read180	Strong	
If the student is receiving EL support and is determined to need additional targeted Tier 3 support, the student's academic team will consult with the ESOL and MTSS specialists to determine additional language supports that may be warranted based on historical and current student data.		
What procedures are in place to identify and solve problems to improve effectiveness of Tier 3 interventions? Regular monitoring of Tier3 student progress and classroom observations will be used to identify students not making progress. School Literacy Leadership Teams and district staff will evaluate Tier 2 strategies and determine necessary adjustments and needed support.		

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

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

Students receiving scores below proficiency on the FAST ELA 9-10 state assessments or demonstrating below grade level proficiency on core curriculum assignments and/or assessments will be recommended for intervention. MTSS coordinators, reading coaches and teachers identify these students through data review meetings before and throughout the school year. Low performing students are then placed into intervention groups, based on their specific areas of need, identified by their performance in these assessments. Progress is monitored by data teams to identify if movement within the Tiers of Intervention are appropriate for each student based on their academic performance on assessments/ core curriculum.

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

When the data indicates there is an instructional problem, the school's MTSS team meets to problem solve for both in-person instruction and distance learning instruction.
School based literacy coaches can offer differentiated professional development to strengthen Tier I instruction.

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

FAST Progress Monitoring, Curriculum-based Measures (SAVVAS), and Teacher Observations

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

FAST Progress Monitoring, Regularly scheduled District Assessments, and teacher observations.

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: If a student has scored a Level 3 or above on the previous year's FAST Progress Monitoring assessment	
List performance criteria that indicate Tier 1 is sufficient for at least 80% of students. Students scoring a percentile rank of 40-99% on the current year PM1 or PM2 FAST ELA Reading and/or scores a Level 3 on the FAST ELA Reading Assessment and/or Students scoring at the 50 percentile or Higher on the PSAT and SAT.	
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? When the data indicates there is an instructional problem, the school's MTSS team meets to problem solve for both in-person instruction and distance learning instruction. School based literacy coaches can offer differentiated professional development to strengthen Tier I instruction.	
Core Instruction	
Indicate the core curriculum utilized. Add additional rows as needed.	
Name of Program	Year of Program Adoption
myPerspectives	2022

Performance criteria that prompt the addition of Tier 2 interventions for students not meeting expectations/benchmarks during the school year: Students scoring below proficient of FAST ELA and students classroom ELA performance and assessment performance drops below proficient.		
Tier 1 Instruction + Tier 2 Interventions		
Beginning of Year Data		
Students who meet the following criteria at the beginning of the school year: Students scoring between the 21st and 34th percentile on FAST ELA Grades 9-10 are identified for Tier 2 support.		
Number of times per week interventions are provided: 2+ Number of minutes per intervention session: 20+ Course(s) where interventions take place: Intensive Reading, Learning Strategies, and English Language Development courses		
Supplemental Instruction/Interventions Indicate the evidence-based programs and/or practices used for Tier 2 interventions and how the programs and practices are supported by strong, moderate or promising levels of evidence. Add additional rows as needed.		
Name of Program	ESSA Evidence Level	Verbiage (as needed)
Edmentum Exact Path	Moderate	
The programs are used in small group settings with a focus on individual goals and targeted instruction. Students are closely monitored and instruction is adjusted according to data.		
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)
If the student is receiving core instructions, as well as specially designed instruction, then the IEP team will meet to review current student data to determine how specially designed instruction will be implemented as a component of the Tier 2 intervention Support.		
English Language Learners		
Name of Program	ESSA Evidence Level	Verbiage (as needed)
Read180	Strong	
If the student is receiving EL support and is determined to need additional targeted Tier 2 support, the student's academic team will consult with the ESOL specialist to determine additional language supports that may be warranted based on historical and current student data.		
Performance criteria that prompt the addition of Tier 3 interventions for students not meeting expectations/benchmarks during the school year:		
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 scoring Level 1 on the FAST PM 3 assessment from the previous year.		
Number of times per week interventions are provided: 3+ Number of minutes per intervention session: 30+ Course(s) where interventions take place: Intensive Reading or Developmental Language Arts through ESOL		
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)
Edmentum Exact Path	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	ESSA Evidence Level	Verbiage (as needed)
If the student is receiving core instructions, as well as specially designed Tier 1+ 2 instruction, then the IEP team will meet to review current student data to determine how specially designed instruction will be implemented as a component of the Tier 3 intervention Support.		
English Language Learners		
Name of Program	ESSA Evidence Level	Verbiage (as needed)
Read180 Teacher Led Small Group Lessons	Strong	
If the student is receiving EL support and is determined to need additional targeted Tier 3 support, the student's academic team will consult with the ESOL and MTSS specialists to determine additional language supports that may be warranted based on historical and current student data.		
What processes and procedures are in place to identify and solve problems to improve effectiveness of Tier 3 interventions? Regular Monitoring of Tier 3 student progress in interventions and classroom observations will identify students and/or classrooms not making progress. School Literacy Leadership Teams and District staff will evaluate Tier 3 strategies and determine necessary adjustments and needed support.		

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 FEEP earn a certification, a credential, an endorsement or an advanced degree in scientifically researched and evidence-based reading instruction;
- Differentiate and intensify professional learning for teachers based on progress monitoring data;
- Identify mentor teachers and establish model classrooms within the school; and
- Ensure that time is provided for teachers to meet weekly for professional learning.

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

Name of Professional Learning	Target Audience	Description
UFLI Professional Learning	K-2 Teachers	Monroe County is among the Florida districts participating in a partnership through Lastinger Center, receiving targeted support to build teacher capacity in evidence-based reading instruction aligned with state literacy goals. 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 activities.
Standards Based Instructional Series	K-12 ELA Teachers	Monroe County School District is delivering differentiated and intensified professional learning to ELA teachers through district literacy coaches, using progress monitoring data to tailor support. This includes weekly collaborative planning time focused on the B.E.S.T. ELA Standards and evidence-based reading practices. Mentor teachers and model classrooms are being identified within schools to showcase effective instruction and foster peer learning. The district's ongoing training ensures that all educators are equipped to deliver high-quality, standards-aligned instruction using approved materials and responsive strategies.
Exact Path Curriculum Training	Intensive Reading Teachers	Intensive reading teachers in Monroe County receive targeted professional development

		through Edmentum's Exact Path platform, focused on using adaptive diagnostics and personalized learning paths to accelerate student growth. Training includes guidance on interpreting data, implementing individualized instruction, and leveraging digital tools to address skill gaps in reading. Delivered by Edmentum's Professional Services Team, the training equips educators to deliver standards-aligned, evidence-based interventions that support struggling readers effectively.
RAISE Support Professional Learning	K-5 RAISE School ELA Teacher	State Regional Literacy Directors are providing targeted support to Monroe County's RAISE schools through collaborative coaching, professional development, and instructional planning aligned with the B.E.S.T. standards. Their work focuses on strengthening reading instruction, analyzing student data, and building teacher capacity to accelerate literacy outcomes in identified schools.
Amira	K-5 Teachers	Monroe County ELA teachers are receiving professional learning through Amira, delivered both in-person and virtually. This training focuses on using Amira's AI-powered reading assessment and tutoring platform to support early literacy development. Educators learn how to interpret student data, monitor progress, and integrate Amira into daily instruction to provide targeted, skill-based support for struggling readers.
Reading Endorsement Competencies and Literacy Matrix	MCSD teachers	Monroe County School District is supporting instructional personnel and certified PreK teachers funded through the FEFP by offering access to the Florida Reading Endorsement Competencies via the UF Lastinger Center's Literacy Matrix. Through district-facilitated professional learning and coaching, educators engage in competency-based coursework aligned with the Science of Reading, helping them earn a state-recognized reading endorsement to strengthen literacy instruction and meet certification requirements.

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.

The Monroe County School District supports instructional personnel and certified PreK teachers funded through the Florida Education Finance Program (FEFP) in accessing professional learning opportunities that promote growth in scientifically researched and evidence-based reading instruction.

Support is provided through a variety of flexible options, which may include:

- District-facilitated professional development aligned with the Science of Reading and Florida's B.E.S.T. Standards.
- Access to coursework and training that can lead to credentials such as the Reading Endorsement or Literacy Micro-Credentials, for those who choose to pursue them.
- Partnerships with local and regional institutions that offer advanced coursework or degree programs in literacy instruction.
- Ongoing collaboration and coaching, including participation in professional learning communities (PLCs), coaching cycles, and data-informed instructional planning.
- Mentorship and guidance from district literacy leaders to help educators identify appropriate learning pathways based on their roles and instructional goals.

These efforts are designed to build internal capacity and ensure that all instructional personnel are equipped with the tools and knowledge to deliver high-quality, evidence-based reading instruction, regardless of formal certification status.

Differentiated Professional Learning

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

We are adopting a tiered and differentiated approach to professional learning that is directly informed by progress monitoring data and tailored to meet the specific needs of each school. This model allows us to provide foundational learning opportunities for all educators, while also intensifying support for schools or teams that demonstrate targeted or urgent areas for growth. By using real-time data to guide our decisions, we ensure that professional development is both relevant and impactful. Additionally, recognizing the geographic challenges within our district, we are committed to delivering professional learning in more innovative and flexible formats—including virtual coaching, asynchronous modules, and hybrid learning communities—to reduce barriers to access and ensure that all educators, regardless of location, can engage meaningfully in continuous improvement.

Mentor Teachers

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

Each school in our district has identified mentor teachers in alignment with the MCSD Mentor Training Program to support the development of new and newly hired educators. These mentors are carefully selected and trained to provide high-quality, consistent support. New teachers, as well as those who are new to the district, are enrolled in the mentoring program as mentees, with support provided at stair-stepped levels of intensity based on their prior teaching experience. This differentiated approach ensures that novice teachers receive more frequent and intensive guidance, while experienced educators new to the district are supported in acclimating to our systems, culture, and expectations. This structure promotes a strong foundation for professional growth and retention.

Professional Learning Time

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

We are committed to honoring teachers' contractual time while maximizing opportunities for professional growth. In alignment with the contract, each school is provided with 2.5 hours per week that can be used for professional learning. Schools have the flexibility to use this time for a variety of high-impact activities, including collaborative planning, data analysis, and targeted professional development.

To further support instructional improvement, weekly common planning time is embedded into school schedules to foster collaboration among teachers. These sessions are used to align instruction, analyze student data, and develop shared strategies that support student success.

In addition to in-person learning, the district is exploring flexible professional learning formats, such as virtual courses and asynchronous modules, allowing educators to engage in training at times that best fit their schedules. By combining thoughtful scheduling with flexible delivery models, we aim to provide meaningful, accessible professional development that supports both teacher growth and student achievement.

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
Title I Tutoring	Identified students at Title I Schools	Targeted tutoring services are provided to identified students at Title I schools to support academic achievement in reading and math. These sessions offer small-group or one-on-one instruction focused on closing learning gaps and reinforcing grade-level standards.
21 st Century	Identified K-5 Students at Title I schools	Identified K–5 students at Title I schools participate in extended learning opportunities through the 21st Century program. This includes academic enrichment, homework support, and engaging activities designed to boost literacy and overall student success beyond the regular school day.

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.

In accordance with s. 1008.25(5)(d), F.S., our district ensures that parents are immediately notified in writing when their child is identified with a substantial deficiency in reading. This written notification includes a clear explanation of the identified deficiency, a description of the intensive interventions and supports that will be provided, and strategies parents can use to support reading development at home. We are committed to maintaining timely and transparent communication with families to ensure they are informed partners in their child's literacy growth.

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 MCSD Read at Home Plan is a comprehensive accumulation of targeted resources for parents to work with their students at home to improve their reading skills. The JRF! Parent Guides for the B.E.S.T. Standards are embedded in the plan to better inform caregivers of learning activities they can have their child participate in to support literacy. The plan is linked on all school websites as well as the district site. The New Worlds Reading Initiative has aided the district's efforts to distribute books into homes where they are needed the most.

Additionally, students in MCSD have access to text through myOn at home.

The district and many individual schools in Reading Contests during the longer breaks throughout the year to provide incentive for students to read at home, especially when school is out.

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:

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.

Monroe County School District prioritizes the assignment of highly effective teachers to Kindergarten through Grade 2 classrooms to maximize student impact during these critical early learning years. Each year, instructional leadership teams collaborate to identify priority K–2 classrooms using evaluation data, including student learning growth, instructional practice, and professional responsibilities. Highly effective teachers are strategically placed in early grade classrooms. To ensure all students receive high-quality instruction, the district also assigns mentors and instructional coaches to support teachers who have not yet earned a highly effective rating. These mentors and coaches provide job-embedded professional development and model effective instructional practices within grade-level teams and PLCs. School leaders and instructional teams continuously monitor student outcomes and staff assignments to promote equity and strengthen Tier 1 instruction. This comprehensive approach ensures that every K–2 student benefits from evidence-based literacy instruction and that all teachers are supported in their professional growth.
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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
AA	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.
AA	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.
AA	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.
AA	d. Each school has a literacy leadership team consisting of a school administrator, literacy coach, media specialist and a lead teacher, as applicable.
AA	e. All literacy coaches in the district meet the minimum qualifications described in Rule 6A-6.053(4), F.A.C.
AA	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.
AA	g. Literacy coaches are assigned to schools with the greatest need based on student performance data in reading.
AA	h. Time is provided for teachers to meet weekly for professional learning, including lesson study and professional learning communities.
AA	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:

Ember Archer Acosta

Date:

8-1-25