

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
Executive Director of Curriculum and Instruction	Misty Mathis	mathmi@nassau.k12.fl.us	904-491-9900
Main Reading Contact	Bryce Cubbal	cubbalbr@nassau.k12.fl.us	904-491-9900
Data Element	Pam McBee	mcbeepa@nassau.k12.fl.us	904-491-9900
Third Grade Promotion	Bryce Cubbal	cubbalbr@nassau.k12.fl.us	904-491-9900
High School ELA	Natasha Drake	drakena@nassau.k12.fl.us	904-491-9900
Middle School ELA	George Raysor	raysorge@nassau.k12.fl.us	904-491-9900
Multi-Tiered System of Supports	Bryce Cubbal	cubbalbr@nassau.k12.fl.us	904-491-9900
Director of Exceptional Student Education	Patricia Kelly	kellypa@nassau.k12.fl.us	904-491-9900
Director Professional Development	Tia Brown	brownti@nassau.k12.fl.us	904-491-9900

2) District Expenditures

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

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

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

Comprehensive System of Reading Instruction Expenditures	Amount	FTE
Elementary Expenses		
Literacy coaches	\$619,421	9
Intervention teachers		
Scientifically researched and evidence-based supplemental instructional materials		
Third grade summer reading camps	\$50,177	
Summer reading camps		
Secondary Expenses		
Literacy coaches	\$454,523	6
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	\$1,124,421	

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	Urgent Intervention	At & Above Benchmark	At & Above

	<10 th percentile	<10 th percentile	40 th percentile & above	Benchmark 40 th percentile & above
VPK	Do not offer yearly VPK program	Do not offer yearly VPK program	Do not offer yearly VPK program	Do not offer yearly VPK program

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

Nassau County does not offer a year-round VPK program. We do offer the 300 hour summer VPK program.

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	7%	5%	81%	83%
1	10%	8%	80%	82%
2	6%	2%	79%	81%
3	8%	6%	74%	76%
4	12%	10%	68%	70%
5	7%	5%	69%	71%
6	5%	3%	80%	82%
7	6%	4%	79%	81%
8	7%	5%	78%	80%
9	10%	8%	71%	73%
10	9%	7%	73%	75%

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	F.A.S.T PM1, PM2, & PM3 Reviewed Quarterly	F.A.S.T PM1, PM2, & PM3 Reviewed Quarterly
Actions for continuous support and improvement	Data will be reviewed by the Curriculum and Instruction Team. K-5 administrators will hold data meetings with the School Literacy Leadership teams. Literacy Leadership meeting minutes will be reviewed and discussed quarterly with administration by the Director of Elementary Education	School-wide data will be reviewed for each grade level, subject, and teacher. Principals will hold data chats with the Literacy Leadership team, grade level teams, departments, and individual teachers.
Grades 6-8	District Level	School Level
Data that will be collected and frequency of review	F.A.S.T PM1, PM2, & PM3 Reviewed Quarterly	F.A.S.T PM1, PM2, & PM3 Reviewed Quarterly

Actions for continuous support and improvement	Data will be reviewed by the Curriculum and Instruction Team. 6-8 administrators will hold data meetings with the School Literacy Leadership teams. Literacy Leadership meeting minutes will be reviewed and discussed quarterly with administration by the Director of Elementary Education and the Director of Middle School.	School-wide data will be reviewed for each grade level, subject, and teacher. Principals will hold data chats with the Literacy Leadership team, grade level teams, departments, and individual teachers.
Grades 9-12	District Level	School Level
Data that will be collected and frequency of review	F.A.S.T PM1, PM2, & PM3 Reviewed Quarterly	F.A.S.T PM1, PM2, & PM3 Reviewed Quarterly
Actions for continuous support and improvement	Data will be reviewed by the Curriculum and Instruction Team. 9-12 administrators will hold data meetings with the School Literacy Leadership teams. The Literacy Leadership meeting minutes will be reviewed and discussed quarterly with administration by the Director of Elementary Education and the Director of High Schools.	School-wide data will be reviewed for each grade level, subject, and teacher. Principals will hold data chats with the Literacy Leadership team, grade level teams, departments, and individual teachers.

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.

Based on the group discussion and analysis of the CERP Reflection Tool, the Nassau County School District will continue development in professional learning and literacy leadership. Professional learning for administrators, reading coaches, and teachers in the following areas must occur: Science of Reading, The Writing Rope, phonological awareness, phonics, word study and spelling, fluency, vocabulary and text comprehension strategies into an explicitly systematic and sequential approach to reading instruction, including multisensory intervention strategies. A special emphasis will be placed on vocabulary instruction focused on morphological awareness. This essential skill will help bridge gaps between foundational reading knowledge and comprehension. We must also continue to build Literacy Leadership on our school campuses which starts with school-based administration. New collaboration and professional learning routines will be created to ensure our administrators are improving in Literacy Leadership. Such routines could include quarterly professional learning sessions focused on the Science of Reading and/or further professional learning during monthly principal meetings.

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

Principals will monitor the implementation of the reading plan using school-based literacy leadership team meetings to analyze data, identify professional learning needs, and identify any areas in need of improvement. Principals will also continue to use the state provided, school-based ELA walkthrough tool to conduct administrative and literacy team walkthroughs on their campus quarterly.

District directors will also conduct literacy-based walkthroughs at each school campus quarterly.

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 will monitor F.A.S.T PM1, PM2, and PM3 data, STAR reading data, phonics screeners, DIBELS, Lexia data, and curriculum-based core assessment and intervention curriculum data as it applies to their specific grade band. Principals will also monitor ongoing collaborative planning efforts within each grade band to ensure instruction that supports the needs of students is provided.

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 Director of Elementary Education will communicate the literacy coach model with all principals at our July Principals Meeting. Elementary, Middle and High School Directors will continue to communicate expectations during future principal meetings and site-based visits.

****Nassau County is using the Just Read, Florida! Literacy Coach Model. ****

1. The literacy coach serves as a stable resource for professional learning throughout a school to generate improvement in reading and literacy instruction and student achievement. Coaches support and provide initial and ongoing professional learning to teachers in:

a. Each of the six (6) components of reading, as needed, based on an analysis of student performance data;

b. Administration and analysis of instructional assessments; and

c. Providing differentiated instruction and intensive interventions.

2. Coaches must:

a. Model effective instructional strategies for teachers in whole and small group instruction;

- b. Collect and use data on instructional practices to inform and implement professional learning activities;
- c. Train teachers to administer assessments, analyze data, and use data to differentiate instruction;
- d. Coach and mentor teachers daily;
- e. Work with teachers to ensure that evidence-based reading strategies and programs grounded in the science of reading are implemented with fidelity;
- f. Work with teachers to ensure that strategies for foundational skills include phonics instruction for decoding and encoding as the primary instructional strategy for word reading;
- g. Participate in literacy leadership teams;
- h. Continue to grow professionally to increase knowledge of and ability to apply effective pedagogy and andragogy;
- i. Prioritize time to teachers, activities, and roles that will have the greatest impact on student achievement in reading; and
- j. Work with school principals to plan and implement a consistent program of improving reading achievement using evidence-based strategies.

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

District Literacy Coach monthly meetings will be facilitated by the Director of Elementary Education to set norms for data collection, implement effective coaching cycles, and to plan professional development based on data trends. Nassau County will continue our partnership with Just Read Florida and Florida Problem Solving/Response to Intervention Project to provide guidance and support as it pertains to literacy instruction, state expectations, professional learning, and increasing student achievement. Coaches will also be supported through individual site-based visits from Elementary, Middle, and High School directors.

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 Director of Elementary Education will support and monitor the literacy coaches' time and tasks. Professional development has been and will continue to be provided to literacy coaches from state partnerships such as Just Read Florida and Florida Problem Solving and Response to Intervention Project. Coaches have been provided with professional development in the following areas: analyzing data, conducting data meetings, coaching cycles, creating instructional action plans, providing feedback to teachers as it relates to literacy instruction, and providing district and school-wide literacy professional development.

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

Literacy coaches submit monthly calendars, coaching logs, professional development presentations, sign-in sheets, and agendas to the Director of Elementary Education. Regular school-based literacy walkthroughs will be made by the Director of Elementary Education, Middle School Director, and the Director of High Schools to monitor effective implementation of the coaching model.

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

The district monitors the effectiveness of literacy coaches through regular monitoring of coaching cycle documentation, site-based literacy walkthroughs, professional learning survey data completed by teachers, principal informal evaluation input and feedback, and regular informal interviews with each literacy coach.

4) Assessment, Curriculum and Reading Instruction

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

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

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

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

The district will align K-12 reading instruction with Florida's Revised Formula for Success by using state-adopted evidence-based, B.E.S.T. standards aligned curriculum. The new curriculum encompasses the six components of reading, the four types of assessments, core instruction, immediate intervention, and immediate intensive intervention for each grade level. In addition, curriculum maps (instructional pacing guides) have been revised to incorporate the new formula for success to ensure all the components of reading are included in classroom instruction. Students with disabilities and English language learners are afforded quality Tier I, Tier II, and Tier III interventions as appropriate.

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.

Our public school PreK Exceptional Student Education (ESE) program is designed to provide a comprehensive and developmentally appropriate foundation for all learners. The program aligns with Florida's Early Learning and Developmental Standards for children ages birth to kindergarten.

We utilize ongoing, developmentally appropriate assessments to monitor each child's progress across key domains such as emergent literacy, language development, cognitive skills, and social-emotional growth. Tools such as observational checklists, anecdotal records, and formative assessments guide instructional planning and identify areas where additional support may be needed.

Instruction is guided by the Florida Early Learning and Developmental Standards: 4 Years Old to Kindergarten, which emphasize:

- Print and phonological awareness
- Listening and comprehension
- Vocabulary and language development
- Emergent reading and writing
- Social-emotional and physical development

These standards serve as a bridge to Florida's B.E.S.T. Standards in K-3, ensuring continuity and readiness for kindergarten.

Our curriculum is standards-based and developmentally appropriate, integrating play-based learning with intentional teaching strategies. Instruction is differentiated to meet the diverse needs of learners. Teachers use small group instruction, hands-on activities, and thematic units to foster curiosity, creativity, and foundational academic skills.

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

Our PreK ESE program utilizes the following instructional materials:

TouchMath

Handwriting without Tears

Number World

Benchmark Advanced

Tell Me (Shared Reading and Writing curriculum)

Meld Communication system

AAC Language Lab

TATS online resources

Lesson Pix

Learning A-Z

3. Describe the interventions provided to public school VPK students identified as having a substantial deficiency in early literacy skills as defined in [Rule 6A-6.053\(5\), F.A.C.](#)

Nassau County does not currently offer a public school VPK program. However, we do offer the Summer Bridge Program to all VPK students that meet the requirements of having a substantial deficiency in early literacy skills as defined in [Rule 6A-6.053\(5\), F.A.C.](#)

Instruction is guided by the **Florida Early Learning and Developmental Standards: 4 Years Old to Kindergarten**, which emphasize:

- Print and phonological awareness
- Listening and comprehension
- Vocabulary and language development
- Emergent reading and writing
- Social-emotional and physical development

These standards serve as a bridge to Florida's B.E.S.T. Standards in K-3, ensuring continuity and readiness for kindergarten.

Our curriculum is standards-based and developmentally appropriate, integrating play-based learning with intentional teaching strategies. Instruction is differentiated to meet the diverse needs of learners.

Teachers use small group instruction, hands-on activities, and thematic units to foster curiosity, creativity, and foundational academic skills.

Curriculum

TouchMath

Handwriting without Tears

Number World

Benchmark Advanced

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

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

The Decision Trees must contain the following information:

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

intensive, explicit, systematic and multisensory reading interventions which will be provided to students in grades K-3.

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

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

Grades VPK-5

1. Grades VPK-5 Assessments

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

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

Additional Assessment(s)				
Name of the Assessment	Target Audience (Grades PreK-5) (Select all that apply.)	What component of reading is assessed? (Select all that apply.)	Assessment Type (Select all that apply.)	How often is the data collected?
Benchmark Assessment	☐ VPK ☐ PreK	☐ Oral Language ☐ Phonological	☐ Screening ☒ Progress	☒ Weekly ☒ 2 x Month

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

Additional Assessment(s)				
Name of the Assessment	Target Audience (Grades 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?
Awareness Screener	☐ Grade 2 ☐ Grade 3 ☐ Grade 4 ☐ Grade 5 ☒ All Students ☐ Select Students	☐ Fluency ☐ Vocabulary ☐ Comprehension	☐ Summative	☐ 3 x Year ☐ Annually ☒ As Needed ☐ Other
Saxon Phonics Assessments	☐ VPK ☐ PreK ☒ Grade K ☒ Grade 1 ☒ Grade 2 ☐ Grade 3 ☐ Grade 4 ☐ Grade 5 ☒ All Students ☐ Select Students	☒ Oral Language ☐ Phonological Awareness ☒ Phonics ☐ Fluency ☐ Vocabulary ☒ Comprehension	☐ Screening ☒ Progress Monitoring ☐ Diagnostic ☒ Summative	☒ Weekly ☒ 2 x Month ☐ Monthly ☐ Quarterly ☐ 3 x Year ☐ Annually ☐ As Needed ☐ Other
Magnetics Reading Foundations, Florida B.E.S.T Standards Edition for Grades K-5	☐ 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
Phonics for Reading	☐ 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
iReady Inform Computer-Based Diagnostic	☐ VPK ☐ PreK ☐ Grade K ☐ Grade 1 ☐ Grade 2 ☒ Grade 3	☐ Oral Language ☒ Phonological Awareness ☒ Phonics ☒ Fluency ☒ Vocabulary	☒ Screening ☒ Progress Monitoring ☒ Diagnostic ☐ Summative	☐ Weekly ☐ 2 x Month ☐ Monthly ☐ Quarterly ☒ 3 x Year ☐ Annually

Additional Assessment(s)				
Name of the Assessment	Target Audience (Grades PreK-5) (Select all that apply.)	What component of reading is assessed? (Select all that apply.)	Assessment Type (Select all that apply.)	How often is the data collected?
	☒ Grade 4 ☒ Grade 5 ☒ All Students ☐ Select Students	☒ Comprehension		☒ 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 demonstrates through progress monitoring, formative assessments or teacher observation data, minimum skill levels for reading competency in one or more of the six (6) components of reading; and

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

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

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

Students are identified as in need of Tier 2 interventions:

The school-based MTSS team meets monthly to review data and identify students in need of Tier 2 and Tier 3 instruction.

The MTSS team uses the following data points for Tier 2 identification.

Grades K-2- if the student scores within the 10-39 percentile rank on the current year PM1 or PM2 FAST STAR Reading or FAST STAR Early Literacy and/or scores a Level 2.

Grade 3- if the student scores within the 20-49th percentile rank on the current year PM1 or PM2 STAR Reading and/or Level 2 or lower performance on the FAST ELA Reading standardized assessment.

Once students are appropriately identified as needing Tier 2 instruction, interventions are planned, implemented, and progressed monitored. School-based MTSS teams meet monthly to discuss student progress of Tier 2 instruction and add additional interventions if needed. If the student is not making progress, the team will/may decide to move the student to Tier 3 to provide more intensive intervention.

The MTSS school-based team uses the following data points for Tier 3 identification.

Students are identified as in need of Tier 3 interventions:

Grades K-2- if the student scores below the tenth (10th) percentile or is unable to complete the practice items on the designated grade-level assessment at the beginning or middle of the year test administration of the coordinated screening and progress monitoring system (PM1 or PM2 FAST STAR Reading or FAST STAR Early Literacy), or scores a Level 1 at the end of the year test administration of the coordinated screening and progress monitoring system (PM3 FAST STAR Reading or FAST STAR Early Literacy) or was retained in the previous year; and the student demonstrated through progress monitoring, formative assessments or teacher observation data, minimum skill levels for reading competency in one or more of the six (6) components of reading.

Grade 3-if the student scores below the twentieth (20th) percentile at the beginning or middle of the year test administration of the coordinated screening and progress monitoring system (PM1 or PM2 STAR Reading), or scores a Level 1 on the statewide, standardized English Language Arts (ELA) assessment (PM1 FAST ELA Reading) or was retained in the previous year; and the student demonstrated through progress monitoring, formative assessments or teacher observation data, minimum skill levels for reading competency in one or more of the six (6) components of reading.

Once students are appropriately identified as needing Tier 3 instruction, interventions are planned, implemented, and progressed monitored. School-based MTSS teams meet monthly to discuss student progress of Tier 3 instruction and add additional interventions if needed.

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

The school-based MTSS team meets monthly to review data and identify students in need of Tier 2 and Tier 3 instruction.

The MTSS team uses the following data points for Tier 2 identification.

Students are identified as in need of Tier 2 interventions:

Grades 4-5 -if the student scores within the 10-39th percentile rank on the current year PM1 or PM2 STAR Reading and/or Level 2 or lower performance on the FAST ELA Reading standardized assessments in the previous year.

Once students are appropriately identified as needing Tier 2 instruction, interventions are planned, implemented and progress monitored. School-based MTSS teams meet monthly to discuss student progress of Tier 2 instruction and add additional interventions if needed. If the student is not making progress the team will/may decide to move the student to Tier 3 to provide more intensive intervention.

The MTSS school-based team uses the following data points for Tier 3 identification.

Students are identified as in need of Tier 3 interventions:

Grade 4-5 -if the student scores below the tenth (10th) percentile at the beginning or middle of the year test administration of the coordinated screening and progress monitoring system (PM1 or PM2 STAR Reading), or scores a Level 1 on the statewide, standardized English Language Arts (ELA) assessment (PM3 FAST ELA Reading) or was retained in the previous year; and the student demonstrated through progress monitoring, formative assessments or teacher observation data, minimum skill levels for reading competency in one or more of the six (6) components of reading.

Once students are appropriately identified as needing Tier 3 instruction, interventions are planned, implemented and progressed monitored. School-based MTSS teams meet monthly to discuss student progress of Tier 3 instruction and add additional interventions if needed.

3. Students with Characteristics of Dyslexia ([Rule 6A-6.053\(7\), F.A.C.](#))

Students who have characteristics of dyslexia must be covered by one of the plans described in [s. 1008.25\(4\)\(b\), F.S.](#), and parents must be consulted in the development of the plan.

3a. Describe the district's process (i.e., actionable steps) for identifying grades K-3 students with characteristics of dyslexia. Tier 3 interventions must be provided to students identified as having characteristics of dyslexia.

The classroom teacher will use regular weekly progress monitoring, formative assessments, or teacher observation data, and minimum skill levels for reading competency screeners in the areas of phonological awareness and phonics to identify characteristics of dyslexia. Tier 3 interventions will be provided to students identified as having characteristics of dyslexia.

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

The classroom teacher will use regular monthly screeners in the areas of phonological awareness and phonics to identify students with characteristics of dyslexia. Any student identified by the coordinated screening and progress monitoring system as having characteristics of dyslexia or dyscalculia shall undergo further screening. Screeners will be provided from the Benchmark Advanced Florida reading series. The following areas are assessed in Kindergarten: phonological awareness including phoneme segmentation, blending, onset and rime; rapid automatic naming including letter naming fluency; letter sound association; and phonological memory, including non-word repetition. First-grade screening measures include assessment of the following areas: phoneme awareness, specifically phoneme segmentation, blending, and manipulation tasks; letter naming fluency; letter sound association; phonological memory, including nonword repetition; oral vocabulary; and word recognition fluency (i.e., accuracy and rate). Second grade screening assessment includes word identification, oral reading fluency, and reading comprehension. Word identification assessments also include nonsense words.

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

The district monitors implementation through monthly principal meetings, site-based walk-throughs, and on-going data analysis of progress monitoring data. School-based administration ensures class schedules maximize the 90-minute reading block, review lesson plans, complete classroom observations, monitor progress monitoring data and curriculum assessment data to ensure evidence-based instructional strategies are implemented. The primary focus of Tier 1 problem-solving is improving the quality and effectiveness of evidence-based core instruction so that at least 80% of students are successful with standards-aligned instruction. Classroom walkthroughs, instructional coaching, lesson plan reviews, and fidelity checks are used to monitor implementation and guide continuous improvement.

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

At Tier 2, problem-solving shifts to the individual student or small-group level. School-based MTSS teams review screening, diagnostic, and progress-monitoring data to identify specific skill deficits, select targeted evidence-based interventions, establish measurable goals, and monitor student response to intervention at regular intervals for 4-6 weeks.

In addition, Tier 2 progress monitoring data will be reviewed and discussed at monthly literacy coach meetings with district administrators.

School and district administrators will support and monitor implementation of Tier 2 interventions through quarterly classroom walkthroughs, data chats following progress monitoring windows, monitoring of the weekly lesson plans and instructional planning meetings, and monthly MTSS progress monitoring meetings.

These procedures are used to evaluate the data, revise interventions, and make instructional decisions for groups of students or individual students receiving Tier 2 interventions.

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

At Tier 3 intensive intervention, problem-solving becomes increasingly individualized. MTSS teams conduct comprehensive reviews of multiple data sources to identify persistent reading needs and develop intensive intervention plans that increase instructional time, reduce group size, and provide explicit, systematic instruction matched to identified skill deficits for 6-8 weeks.

Progress is monitored more frequently than in Tier 2, and intervention fidelity is closely monitored through observations, coaching, and implementation checks. Teams meet regularly to evaluate student response, adjust intervention intensity as needed, and determine whether additional evaluation or supports are warranted.

In addition, Tier 3 progress monitoring data will be reviewed and discussed at the monthly literacy coach meetings and monthly principal's meetings with district administrators.

School and district administrators will support and monitor implementation of Tier 3 interventions through quarterly classroom walkthroughs, data chats following progress monitoring windows, monitoring of the weekly lesson plans and instructional planning meetings, and monthly MTSS progress monitoring meetings.

These procedures are used to evaluate the data, revise interventions, and make instructional decisions for groups of students or individual students receiving Tier 3 interventions.

Grades K-5 Decision Tree

Elementary schools (K-5) must teach reading in a dedicated, uninterrupted block of time of at least 90 minutes daily to all students. The reading block will include whole group instruction utilizing an evidence-based sequence of reading instruction and small group differentiated instruction in order to meet individual student needs.

Tier 1 (Core) Only

Beginning of Year Data

Students must meet the following criteria at the beginning of the school year:
(Enter assessment criteria that will be used.)

Grades K-2 students scoring a Percentile Rank from 40-99% on the current year PM1 FAST STAR Reading or FAST STAR Early Literacy and/or scores a Level 3 and/or at or above proficiency (Level 3 or higher) on F.A.S.T. PM3 standardized English Language Arts assessment the previous year.

Grade 3: Students scoring a Percentile Rank from 50-99% on the current year PM1 STAR Reading and/or scores a Level 3 on the FAST ELA Reading Assessment.

Grades 4-5: Students scoring a Percentile Rank from 40-99% on the current year PM1 or STAR Reading and/or scores a Level 3 on the FAST ELA Reading Assessment.

List performance criteria that indicate Tier 1 instruction is sufficient for at least 80% of students.
Grades K-5 -70% or higher on Benchmark Advance Assessments-Core Curriculum.

Grades K-2, students scoring a Percentile Rank from 40-99% on the current year PM1 or PM2 FAST STAR Reading or FAST STAR Early Literacy and/or scores a Level 3.

Grades K-2 - 80% or higher on Saxon Reading Foundations Assessments

Grade 3: Students scoring a Percentile Rank from 50-99% on the current year PM1 or PM2 STAR Reading and/or scores a Level 3 on the FAST ELA Reading Assessment.

Grades 4-5: Students scoring a Percentile Rank from 40-99% on the current year PM1 or PM2 STAR Reading and/or scores a Level 3 on the FAST ELA Reading Assessment.

Grades 3-5- iReady Personalized Instruction Tier 1 on or above grade level (scaled score fluctuates based on grade level)

Core Instruction

Indicate the core instructional materials utilized. Add additional rows as needed.

Name of Program	Year of Program Adoption
Benchmark Advance Florida	2021-2022

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

Grades K-5 –60-69% or below on Benchmark Advance Assessments-Core Curriculum. Grades K-2 -Percentile Rank on PM1/PM2 FAST ELA is 10-39% and/or level 2 Grades 3- Percentile rank on PM1/PM2 STAR Reading 20-49% and/or FAST ELA Reading level 2 Grades 4-5 -Percentile Rank on PM1/PM2 STAR Reading 10-39% and/or level 2 on the FAST ELA Reading assessment. Additional criteria if needed to triangulate data: Phonics screener Phonics for Reading (3-5) Magnetic Reading Foundations (K-2)		
Tier 1 Instruction + Tier 2 Interventions		
Beginning of Year Data		
Students who meet the following criteria at the beginning of the school year: Grades K-2 -Percentile Rank on PM1 FAST ELA is 10-39% and/or level 2 Grades 3- Percentile rank on PM1 STAR Reading 20-49% and/or FAST ELA Reading level 2 Grades 4-5 -Percentile Rank on PM1 STAR Reading 10-39% and/or level 2 on the FAST ELA Reading assessment.		
Number of times per week interventions are provided: 3 times a week Number of minutes per intervention session: 20 minutes		
Supplemental Instruction/Interventions Indicate the evidence-based programs and/or practices used for Tier 2 interventions and how the programs and practices are supported by strong, moderate, or promising levels of evidence. Add additional rows as needed.		
Name of Program	ESSA Evidence Level	Verbiage (as needed)
(K-3) Lexia Core 5	Moderate	
(3-5) Curriculum Associates iReady Personalized Instruction	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, if <u>used instead of or in addition to</u> programs above. Add additional rows as needed.		
Students with Disabilities		
Name of Program	ESSA Evidence Level	Verbiage (as needed)
Same as above		
English Language Learners		
Name of Program	ESSA Evidence Level	Verbiage (as needed)

Lexia English		Lexia English does not meet strong, moderate, or promising levels of evidence; however, the following WWC Practice Guide Recommendation(s) support the program: Effective Literacy and English Language Instruction for English Learners in the Elementary Grades Recommendation 1: Conduct formative assessments with English learners using English language measures of phonological processing, letter knowledge, and word and text reading, strong evidence, Recommendation 2: Provide intensive small group reading interventions, strong evidence, Recommendation 3: Provide extensive and varied vocabulary instruction, strong evidence, Recommendation 4: Develop academic English, minimal evidence, Recommendation 5: Schedule regular peer assisted learning opportunities, strong evidence. These recommendations were built into the program by conducting formative assessments, providing intensive small group reading, providing extensive vocabulary instruction, developing academic English, and scheduling regular peer learning opportunities. The district will support and monitor implementation of this program by conducting monthly data chats and observational walkthroughs. The District ESOL Coach will provide additional program training at school sites.
(K-5) Imagine Language & Literacy by Imagine Learning	Promising	
For K-3 students who have a substantial deficiency in reading or characteristics of dyslexia, identify the multisensory strategies provided. Multi-sensory manipulatives are provided during small group instruction. (Example: Elkonin boxes, stretchable manipulatives, line readers and tracking devices, visual timers, fidgets, low-tech assistive technology devices, etc.)		
Additional performance criteria that prompt Tier 3 interventions for students not meeting expectations/benchmarks during the school year: Students meeting one or more of the criteria below may require the addition of Tier 3 interventions: Grades K-5 -59% or below on Benchmark Advance Assessments-Core Curriculum Grades K-2 -Percentile Rank on FAST ELA is 1-9% and/or level 1. Grades 3- Percentile rank on STAR Reading is 1-19% and/or level 1 on FAST ELA Reading Assessment Grades 4 -Percentile Rank on STAR Reading is 1-9% and/or level 1 on FAST ELA Reading Assessment Additional criteria if needed to triangulate data:		

DIBELS- Instructional reading performance below grade level expectancy		
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 are identified as in need of Tier 3 interventions: K-2- if the student Percentile Rank on FAST ELA PM1 is below the tenth (10th) percentile and/or scores a level 1 on the PM3 FAST ELA Reading Assessment the previous year or is unable to complete the practice items on the designated grade-level assessment or was retained in the previous year; and the student demonstrated through progress monitoring, formative assessments or teacher observation data, minimum skill levels for reading competency in one or more of the six (6) components of reading. Grade 3: the student percentile rank on PM1 STAR Reading is below the twentieth (20th) percentile and/or scores a Level 1 on the PM3 FAST ELA Reading Assessment the previous year or was retained in the previous year; and the student demonstrated through progress monitoring, formative assessments or teacher observation data, minimum skill levels for reading competency in one or more of the six (6) components of reading. Grades 4-5 the student Percentile Rank on PM1 STAR Reading is below the tenth (10th) percentile and/or scores a level 1 on the PM3 FAST ELA Reading Assessment the previous year, and/or has been retained in the previous year and the student demonstrated through progress monitoring, formative assessments or teacher observation data, minimum skill levels for reading competency in one or more of the six (6) components of reading.		
Number of times per week interventions are provided: 4 times a week Number of minutes per intervention session: 30-40 minutes		
Intensive, Individualized Instruction/Interventions Indicate the evidence-based programs and/or practices used for Tier 3 interventions and how the programs and practices are supported by strong, moderate or promising levels of evidence. Add additional rows as needed.		
Name of Program	ESSA Evidence Level	Verbiage (as needed)
(K-5) Sonday System		Sonday System does not meet strong, moderate or promising levels of evidence; however, the following What Works Clearinghouse (WWC) Practice Guide Recommendation(s) support the program: Reading for Understanding in Kindergarten through Third Grade, Recommendation 2: Develop awareness of the

		segments of sounds in speech and how they link to letters, Strong Evidence; and Recommendation 3: Teach students to decode words, analyze word parts, and write and recognize words, Strong Evidence. These recommendations were built into the program by explicit, systematic instruction for phonological awareness, decoding, and encoding practice. The district will support and monitor implementation of this program by conducting monthly data chats and observational walkthroughs with the school reading coach and administrator.
(K-2) Magnetic Reading Foundations	Moderate	
(3-5) Magnetic Reading	Moderate	
(3-5) Phonics for Reading		Reading for Phonics does not meet strong, moderate or promising levels of evidence; however, the following What Works Clearinghouse (WWC) Practice Guide Recommendation(s) support the program: Reading for Understanding in Kindergarten through Third Grade, Recommendation 2: Develop awareness of the segments of sounds in speech and how they link to letters, Strong Evidence; Recommendation 3: Teach students to decode words, analyze word parts, and write and recognize words, Strong Evidence; and Recommendation 4: Ensure that each student reads connected text every day to support reading accuracy, fluency, and comprehension, Moderate Evidence. These recommendations were built into the program by explicit, systematic instruction for phonological awareness, decoding practice, and reading texts with phonetically controlled vocabulary. The district will support and monitor implementation of this program by conducting monthly data chats and observational walkthroughs, including an initial professional learning session (provided by the publisher). Reading coaches will provide additional program training at school sites.
Indicate the evidence-based programs and/or practices implemented for students with a disability, students with an IEP and students who are English language learners, if <u>used instead of or in addition to</u> programs above. Add additional rows as needed.		
Students with Disabilities		
Name of Program	ESSA Evidence Level	Verbiage (as needed)
Same as above		

English Language Learners		
Name of Program	ESSA Evidence Level	Verbiage (as needed)
Same as above		
For K-3 students who have a substantial deficiency in reading or characteristics of dyslexia, identify the multisensory strategies provided. Multi-sensory manipulatives are provided during small group instruction. (Example: Elkonin boxes, stretchable manipulatives, line readers and tracking devices, visual timers, low tech assistive technology devices etc.)		

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

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

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

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

Summer Reading Camps for Retained Grade 3 Students
Schedule: June 3rd- July 1st 2026
Evidence-Based Instructional Materials to be used, as defined in 20 U.S.C. s. 7801(21)(A)(i): Benchmark Core Curriculum materials, state adopted. Lexia Core 5 - Moderate i-Ready- Phonics for Reading i-Ready Phonics for Reading does not meet strong, moderate or promising levels of evidence; however, the following What Works Clearinghouse (WWC) Practice Guide Recommendation(s) support the program: Reading for Understanding in Kindergarten through Third Grade, Recommendation 2: Develop awareness of the segments of sounds in speech and how they link to letters, Strong Evidence; Recommendation 3: Teach students to decode words, analyze word parts, and write and recognize words, Strong Evidence; and Recommendation 4: Ensure that each student reads connected text every day to support reading accuracy, fluency, and comprehension, Moderate Evidence. These recommendations were built into the program by explicit, systematic instruction for phonological awareness, decoding practice, and reading texts with phonetically controlled vocabulary. The district will support and monitor implementation of this program by conducting monthly data chats and observational walkthroughs, including an initial professional learning session (provided by the publisher). Reading coaches will provide additional program training at school sites.

Alternative Assessment Used: STAR Reading Assessment, Stanford 10
Additional Information (optional):

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

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

Grades 6-8

8. Grades 6-8 Assessments

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

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

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

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?
	☒ Grade 8 ☐ All Students ☒ Select Student	Awareness ☒ Phonics ☒ Fluency ☒ Vocabulary ☒ Comprehension	Monitoring ☐ Diagnostic ☐ Summative	☐ Monthly ☐ Quarterly ☐ 3 x Year ☐ Annually ☒ As Needed ☐ Other
Sonday System	☒ 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
DIBELS	☒ 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
STAR Reading	☒ Grade 6 ☒ Grade 7 ☒ Grade 8 ☐ All Students ☒ Select Student	Oral Language ☐ Phonological Awareness ☐ Phonics ☐ Fluency ☒ Vocabulary ☒ Comprehension	☒ Screening ☒ Progress Monitoring ☒ Diagnostic ☐ Summative	☐ Weekly ☐ 2 x Month ☐ Monthly ☐ Quarterly ☒ 3 x Year ☐ Annually ☐ As Needed ☐ Other

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

The school-based MTSS team meets monthly to review data and identify students in need of Tier 2 and Tier 3 instruction.

The MTSS team uses the following data points for Tier 2 identification.

Students are identified as in need of Tier 2 interventions:

Grades 6-8- If the student Percentile Rank on STAR Reading is 10-39% and/or scores a Level 2 or lower on the F.A.S.T. PM3 standardized English Language Arts assessment the previous year.

Once students are appropriately identified as needing Tier 2 instruction, interventions are planned, implemented and progressed monitored. School-based MTSS teams meet regularly (2-4 weeks) to discuss student progress of Tier 2 instruction and add additional interventions if needed. If the student is not making progress the team will/may decide to move the student to Tier 3 to provide more intensive intervention.

The MTSS school-based team uses the following data points for Tier 3 identification.

Students are identified as in need of Tier 3 interventions:

Grades 6-8 - If the student Percentile Rank on STAR Reading is below the tenth (10th) percentile and/or the student has demonstrated, through progress monitoring, formative assessments, or teacher observation data, minimum skill levels for reading competency in one or more of the areas of phonological awareness; phonics; vocabulary, including oral language skills; fluency; and comprehension and/or the student scores a Level 1 on the PM3 F.A.S.T. standardized English Language Arts assessment the previous year.

Once students are appropriately identified as needing Tier 3 instruction, interventions are planned, implemented, and progressed monitored. School-based MTSS teams meet more frequently (1-2 weeks) to discuss student progress of Tier 3 instruction and add additional interventions if needed.

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

The district monitors implementation through monthly principal meetings, site-based walk-throughs, and on-going data analysis of progress monitoring data. School-based administration ensures class schedules will reflect a minimum of 45 mins of Reading in grades 6-8, review lesson plans, complete classroom observations, monitor progress monitoring data and curriculum assessment data to ensure evidence-based instructional strategies are implemented.

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

At Tier 2, problem-solving shifts to the individual student or small-group level. School-based MTSS teams review screening, diagnostic, and progress-monitoring data to identify specific skill deficits, select targeted evidence-based interventions, establish measurable goals, and monitor student response to intervention at regular intervals for 4-6 weeks.

In addition, Tier 2 progress monitoring data will be reviewed and discussed at monthly literacy coach meetings with district administrators.

Diagnostic and progress monitoring data, and intervention data are reviewed quarterly by school and/or district administration, grade level bands, and individual classroom teachers.

Tier 2 progress monitoring data will be reviewed and discussed at monthly literacy coach meetings with district administrators.

School and district administrators will support and monitor implementation of Tier 2 interventions through quarterly classroom walkthroughs, data chats following progress monitoring windows, monitoring of the weekly lesson plans and instructional planning meetings, and quarterly MTSS progress monitoring meetings.

These procedures are used to evaluate the data, revise interventions, and make instructional decisions for groups of students or individual students receiving Tier 2 interventions.

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

At Tier 3 intensive intervention, problem-solving becomes increasingly individualized. MTSS teams conduct comprehensive reviews of multiple data sources to identify persistent reading needs and develop intensive intervention plans that increase instructional time, reduce group size, and provide explicit, systematic instruction matched to identified skill deficits for 6-8 weeks.

Progress is monitored more frequently than in Tier 2, and intervention fidelity is closely monitored through observations, coaching, and implementation checks. Teams meet regularly to evaluate student response, adjust intervention intensity as needed, and determine whether additional evaluation or supports are warranted.

In addition, Tier 3 progress monitoring data will be reviewed and discussed at the monthly literacy coach meetings and monthly principal's meetings with district administrators.

School and district administrators will support and monitor implementation of Tier 3 interventions through quarterly classroom walkthroughs, data chats following progress monitoring windows, monitoring of the weekly lesson plans and instructional planning meetings, and quarterly MTSS progress monitoring meetings.

These procedures are used to evaluate the data, revise interventions, and make instructional decisions for groups of students or individual students receiving Tier 3 interventions.

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: Students scoring a Level 3 on the FAST ELA Reading Assessment on the current year's PM1 and/or previous year's PM3, and/or scoring within the 40-99% Percentile Rank on the current year's STAR Reading PM1.	
List performance criteria that indicate Tier 1 is sufficient for at least 80% of students. Students scoring 70% or higher on McGraw Hill Assessments-Core Curriculum. Students scoring a Percentile Rank from 40-99% on the current year PM1 or PM2 STAR Reading and/or scores a Level 3 on the FAST ELA Reading Assessment.	
Core Instruction	
Indicate the core instructional materials utilized. Add additional rows as needed.	
Name of Program	Year of Program Adoption

McGraw Hill	2026-2027
Additional performance criteria that prompt Tier 2 interventions for students not meeting expectations/benchmarks during the school year: Students scoring a 60-69% or below on McGraw Hill Assessments-Core Curriculum. Students scoring a Percentile Rank on PM1/PM2 STAR Reading is 10-39% and/or level 2 on the FAST ELA Reading Assessment. Additional criteria if needed: DIBELS- Instructional reading performance below grade level expectancy	

Tier 1 Instruction + Tier 2 Interventions		
Beginning of Year Data		
Students who meet the following criteria at the beginning of the school year: (Enter assessment criteria that will be used.) Grades 6-8: If the student percentile rank on PM1 STAR Reading is 10-39% and/or level 2 on the FAST ELA Reading Assessment.		
Number of times per week interventions are provided: minimum 3 times per week Number of minutes per intervention session: minimum 20 minutes Course(s) where interventions take place: Reading Classes		
Supplemental Instruction/Interventions Indicate the evidence-based programs and/or practices used for Tier 2 interventions and how the programs and practices are supported by strong, moderate or promising levels of evidence. Add additional rows as needed.		
Name of Program	ESSA Evidence Level	Verbiage (as needed)
Lexia PowerUp	Moderate	
REWARDS		Rewards does not meet strong, moderate or promising levels of evidence; however, the following What Works Clearinghouse (WWC) Practice Guide Recommendation(s) support the program: Providing Reading Interventions for Students in Grades 4-9, Recommendation 1: Build students' decoding skills so they can read complex multisyllabic words, Strong Evidence; Recommendation 2: Provide purposeful fluency-building activities to help students read effortlessly, Strong Evidence; Recommendation 3: Routinely use a set of comprehension-building practices to help students make sense of the text, Strong Evidence; Recommendation 4: Provide

		students with opportunities to practice making sense of stretch text (i.e., challenging text) that will expose them to complex ideas and information; Moderate Level of Evidence. These recommendations were built into the program by explicit, systematic teacher-led instruction for phonological awareness, phonics, decoding, encoding, fluency, and comprehension practice. The district will support and monitor implementation of this program by conducting monthly data chats and observational walkthroughs with the school reading coach and administrator.
Indicate the evidence-based programs and/or practices implemented for students with a disability, students with an IEP and students who are English language learners, if <u>used instead of or in addition to</u> programs above. Add additional rows as needed.		
Students with Disabilities		
Name of Program	ESSA Evidence Level	Verbiage (as needed)
Same as above		
English Language Learners		
Name of Program	ESSA Evidence Level	Verbiage (as needed)
Lexia English		Lexia English does not meet strong, moderate, or promising levels of evidence; however, the following WWC Practice Guide Recommendation(s) support the program: Effective Literacy and English Language Instruction for English Learners in the Elementary Grades Recommendation 1: Conduct formative assessments with English learners using English language measures of phonological processing, letter knowledge, and word and text reading, strong evidence, Recommendation 2: Provide intensive small group reading interventions, strong evidence, Recommendation 3: Provide extensive and varied vocabulary instruction, strong evidence, Recommendation 4: Develop academic English, minimal evidence, Recommendation 5: Schedule regular peer assisted learning opportunities, strong evidence. These recommendations were built into the program by conducting formative assessments, providing intensive small group reading, providing extensive vocabulary instruction, developing academic English, and scheduling regular peer learning opportunities. The district will support and monitor implementation of this

		program by conducting monthly data chats and observational walkthroughs. The District ESOL Coach will provide additional program training at school sites.
Additional performance criteria that prompt Tier 3 interventions for students not meeting expectations/benchmarks during the school year: Grades 6-8- 59% or below on McGraw Hill Assessments-Core Curriculum. Grades 6-8- Percentile Rank on STAR Reading is 1-9% for the current year and/or level 1 on FAST ELA PM1/PM2. And/or the previous year. Additional criteria if needed: DIBELS- Instructional reading performance below grade level expectancy		
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: Grades 6-8 Percentile Rank on ELA STAR Reading is 1-9% for the current year and/or level 1 on FAST ELA PM1 and/or the previous year.		
Number of times per week interventions are provided: 4 times per week Number of minutes per intervention session: 30-40 minutes Course(s) where interventions take place: Intervention Reading Classes		
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)
Sonday System		Sonday System does not meet strong, moderate or promising levels of evidence; however, the following What Works Clearinghouse (WWC) Practice Guide Recommendation(s) support the program: Providing Reading Interventions for Students in Grades 4-9, Recommendation 1: Build students' decoding skills so they can read complex multisyllabic words, Strong Evidence; Recommendation 2: Provide purposeful fluency-building activities to help students read effortlessly, Strong Evidence; Recommendation 3: Routinely use a set of comprehension-building practices to help students make sense of the text, Strong Evidence; Recommendation 4: Provide students with opportunities to practice making sense of stretch text (i.e., challenging text) that

		will expose them to complex ideas and information; Moderate Level of Evidence. The district will monitor to ensure that teachers employ instructional practices for word reading through review or lesson plans and regular classroom observations from literacy coaches and school administrators. Professional development is provided to educate teachers on appropriate word reading strategies grounded in the science of reading.
Indicate the evidence-based programs and/or practices implemented for students with a disability, students with an IEP and students who are English language learners, if <u>used instead of or in addition to</u> programs above. Add additional rows as needed.		
Students with Disabilities		
Name of Program	ESSA Evidence Level	Verbiage (as needed)
Same as above		
English Language Learners		
Name of Program	ESSA Evidence Level	Verbiage (as needed)
Same as above		

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?
STAR Reading	☒ Grade 9 ☒ Grade 10	☐ Oral Language ☐ Phonological	☒ Screening ☒ Progress	☐ Weekly ☐ 2 x Month

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?
Grade 9-12 Intensive Reading Students	☒ Grade 11 ☒ Grade 12 ☒ All Students ☐ Select Students	Awareness ☐ Phonics ☐ Fluency ☒ Vocabulary ☒ Comprehension	Monitoring ☒ Diagnostic ☐ Summative	☐ Monthly ☐ Quarterly ☒ 3 x Year ☐ Annually ☐ As Needed ☐ Other
PSAT/SAT/ACT/CLT	☐ Grade 9 ☒ Grade 10 ☒ Grade 11 ☒ Grade 12 ☐ All Students ☒ Select Students	☐ Oral Language ☐ Phonological Awareness ☐ Phonics ☐ Fluency ☒ Vocabulary ☒ Comprehension	☐ Screening ☐ Progress Monitoring ☐ Diagnostic ☒ Summative	☐ Weekly ☐ 2 x Month ☐ Monthly ☐ Quarterly ☐ 3 x Year ☒ Annually ☒ As Needed ☐ Other
McGraw Hill Assessment	☒ Grade 9 ☒ Grade 10 ☒ Grade 11 ☒ Grade 12 ☒ All Students ☐ Select Students	☐ Oral Language ☐ Phonological Awareness ☐ Phonics ☐ Fluency ☒ Vocabulary ☒ Comprehension	☐ Screening ☐ Progress Monitoring ☐ Diagnostic ☒ Summative	☐ Weekly ☐ 2 x Month ☐ Monthly ☐ Quarterly ☐ 3 x Year ☐ Annually ☐ As Needed ☒ Other
REWARDS	☒ 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
Sonday System	☒ 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

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

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

The school-based MTSS team meets quarterly to review data and identify students in need of Tier 2 and Tier 3 instruction.

The MTSS team uses the following data points for Tier 2 identification.

Students are identified as in need of Tier 2 interventions:

Grades 9-12-

If the student scores within the 10th-39th percentile rank on the current year PM1 STAR Reading and/or Level 2 or lower performance on the FAST ELA standardized assessments in the previous year.

Once students are appropriately identified as needing Tier 2 instruction, interventions are planned, implemented, and progressed monitored. School-based MTSS teams meet quarterly to discuss student progress of Tier 2 instruction and add additional interventions if needed. If the student is not making progress, the team will/may decide to move the student to Tier 3 to provide more intensive intervention.

The MTSS school-based team uses the following data points for Tier 3 identification.

Students are identified as in need of Tier 3 interventions:

Grades 9-12 - If the student Percentile Rank on STAR Reading is below the tenth (10th) percentile and the student has demonstrated, through progress monitoring, formative assessments, or teacher observation data, minimum skill levels for reading competency in one or more of the areas of phonological awareness; phonics; vocabulary, including oral language skills; fluency; and comprehension and/or the student scores a Level 1 on the FAST PM3 standardized English Language Arts assessment the previous year.

Once students are appropriately identified as needing Tier 3 instruction, interventions are planned, implemented, and progressed monitored. School-based MTSS teams meet monthly to discuss student progress of Tier 3 instruction and add additional interventions if needed.

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

The district monitors implementation through monthly principal meetings, site-based walk-throughs, and on-going data analysis of progress monitoring data. School-based administration ensures class schedules maximize instructional time, review lesson plans, complete classroom observations, monitor progress monitoring data and curriculum assessment data to ensure evidence-based instructional strategies are implemented.

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

At Tier 2, problem-solving shifts to the individual student or small-group level. School-based MTSS teams review screening, diagnostic, and progress-monitoring data to identify specific skill deficits, select targeted evidence-based interventions, establish measurable goals, and monitor student response to intervention at regular intervals for 4-6 weeks.

In addition, Tier 2 progress monitoring data will be reviewed and discussed at monthly literacy coach meetings with district administrators.

Diagnostic and progress monitoring data, and intervention data are reviewed quarterly by school administration, school literacy coaches, grade level bands, and individual classroom teachers.

Tier 2 progress monitoring data will be reviewed and discussed at monthly literacy coach meetings with district administrators.

School and district administrators will support and monitor implementation of Tier 2 interventions through quarterly classroom walkthroughs, data chats following progress monitoring windows, monitoring of the weekly lesson plans and instructional planning meetings, and quarterly MTSS progress monitoring meetings.

These procedures are used to evaluate the data, revise interventions, and make instructional decisions for groups of students or individual students receiving Tier 2 interventions.

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

At Tier 3 intensive intervention, problem-solving becomes increasingly individualized. MTSS teams conduct comprehensive reviews of multiple data sources to identify persistent reading needs and develop intensive intervention plans that increase instructional time, reduce group size, and provide explicit, systematic instruction matched to identified skill deficits for 6-8 weeks.

Progress is monitored more frequently than in Tier 2, and intervention fidelity is closely monitored through observations, coaching, and implementation checks. Teams meet regularly to evaluate student response, adjust intervention intensity as needed, and determine whether additional evaluation or supports are warranted.

In addition, Tier 3 progress monitoring data will be reviewed and discussed at the monthly literacy coach meetings and monthly principal's meetings with district administrators.

School and district administrators will support and monitor implementation of Tier 3 interventions through quarterly classroom walkthroughs, data chats following progress monitoring windows, monitoring of the weekly lesson plans and instructional planning meetings, and quarterly MTSS progress monitoring meetings.

These procedures are used to evaluate the data, revise interventions, and make instructional decisions for groups of students or individual students receiving Tier 3 interventions.

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: Students scoring a Level 3 on the current and/or FAST ELA Reading Assessment. Students scoring a 70% or higher on McGraw Hill Assessments-Core Curriculum. Grades 9-12: Students scoring a Percentile Rank from 40-99% on the current year PM1 STAR Reading.							
List performance criteria that indicate Tier 1 is sufficient for at least 80% of students. Students scoring a 70% or higher on McGraw Hill Assessments-Core Curriculum. Students scoring a Level 3 on the FAST ELA Reading Assessment. Grades 9-12: Students scoring a Percentile Rank from 40-99% on the current year PM1 or PM2 STAR Reading.							
Core Instruction Indicate the core instructional materials utilized. Add additional rows as needed. <table border="1"> <thead> <tr> <th>Name of Program</th> <th>Year of Program Adoption</th> </tr> </thead> <tbody> <tr> <td>McGraw Hill</td> <td>2026-2027</td> </tr> <tr> <td> </td> <td> </td> </tr> </tbody> </table>		Name of Program	Year of Program Adoption	McGraw Hill	2026-2027		
Name of Program	Year of Program Adoption						
McGraw Hill	2026-2027						
Additional performance criteria that prompt Tier 2 interventions for students not meeting expectations/benchmarks during the school year: Students scoring a 60-69% or below on McGraw Hill Assessments-Core Curriculum. Students scoring below a Level 3 on the FAST ELA Reading Assessment.							
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 Level 2 on the current and/or FAST ELA Reading Assessment. Students scoring a 60%-69% on McGraw Hill Assessments-Core Curriculum. Grades 9-12: Students scoring a Percentile Rank from 10-39% on the current year PM1 STAR Reading and/or scores a Level 2.							
Number of times per week interventions are provided: 3 Times per Week							

Number of minutes per intervention session: 20 minutes		
Course(s) where interventions take place: Intensive Reading Class		
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)
REWARDS		Rewards does not meet strong, moderate or promising levels of evidence; however, the following What Works Clearinghouse (WWC) Practice Guide Recommendation(s) support the program: Providing Reading Interventions for Students in Grades 4-9, Recommendation 1: Build students' decoding skills so they can read complex multisyllabic words, Strong Evidence; Recommendation 2: Provide purposeful fluency-building activities to help students read effortlessly, Strong Evidence; Recommendation 3: Routinely use a set of comprehension-building practices to help students make sense of the text, Strong Evidence; Recommendation 4: Provide students with opportunities to practice making sense of stretch text (i.e., challenging text) that will expose them to complex ideas and information; Moderate Level of Evidence. These recommendations were built into the program by explicit, systematic teacher-led instruction for phonological awareness, phonics, decoding, encoding, fluency, and comprehension practice. The district will support and monitor implementation of this program by conducting monthly data chats and observational walkthroughs with the school reading coach and administrator.
Indicate the evidence-based programs and/or practices implemented for students with a disability, students with an IEP and students who are English language learners, if <u>used instead of or in addition to</u> programs above. Add additional rows as needed.		
Students with Disabilities		
Name of Program	ESSA Evidence Level	Verbiage (as needed)
Same as above		
English Language Learners		

Name of Program	ESSA Evidence Level	Verbiage (as needed)
Same as above		
Additional performance criteria that prompt Tier 3 interventions for students not meeting expectations/benchmarks during the school year: Students scoring 59% or below on McGraw Hill Assessments-Core Curriculum. Students scoring a percentile 1-9% on STAR Reading for the current year and/or FAST ELA standardized English Language Arts assessment the previous year- Level 1.		

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 1-9% on STAR Reading and/or Level 1 on FAST ELA PM3 from the previous year, and/or current Students scoring a 59% or below on McGraw Hill Assessments-Core Curriculum.		
Number of times per week interventions are provided: 4 times per week Number of minutes per intervention session: 30-40 minutes Course(s) where interventions take place: Intensive Reading Classes		
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)
Sonday System		Sonday System does not meet strong, moderate or promising levels of evidence; however, the following What Works Clearinghouse (WWC) Practice Guide Recommendation(s) support the program: Providing Reading Interventions for Students in Grades 4-9, Recommendation 1: Build students' decoding skills so they can read complex multisyllabic words, Strong Evidence; Recommendation 2: Provide purposeful fluency-building activities to help students read effortlessly, Strong Evidence; Recommendation 3: Routinely use a set of comprehension-building practices to help students make sense of the

		text, Strong Evidence; Recommendation 4: Provide students with opportunities to practice making sense of stretch text (i.e., challenging text) that will expose them to complex ideas and information; Moderate Level of Evidence. The district will monitor to ensure that teachers employ instructional practices for word reading through review or lesson plans and regular classroom observations from literacy coaches and school administrators. Professional development is provided to educate teachers on appropriate word reading strategies grounded in the science of reading.
Indicate the evidence-based programs and/or practices implemented for students with a disability, students with an IEP and students who are English language learners, if <u>used instead of or in addition to</u> programs above. Add additional rows as needed.		
Students with Disabilities		
Name of Program	ESSA Evidence Level	Verbiage (as needed)
Same as above		
English Language Learners		
Name of Program	ESSA Evidence Level	Verbiage (as needed)
Same as above		

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

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

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

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

Name of Professional Learning	Target Audience	Description
Vocabulary (morphology focus)	K-5 Teachers	Participants will gain knowledge of the science of vocabulary instruction focusing on morphology components.
Writing Rubrics	K-2 Teachers	Participants will gain knowledge in the use of writing rubrics aligned with State Standards and developmentally appropriate expectations.
Practice Profiles	K-12 Teachers	Participants will gain knowledge of the State Practice Profiles to further enhance their instructional practices.
Literacy Micro-Credentials	K-12 Teachers	Builds expertise in the Science of Reading and evidence-based literacy instruction.
Reading Endorsement	K-12 Teachers	300-hour state-approved coursework aligned with Reading Competencies 1-5.
Certification Prep	K-12 Teachers	Test prep and coursework for Reading K-12 certification exam.

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.

Nassau County will continue to work with instructional personnel and certified PreK Teachers funded in the FEFP to earn a certification, a credential or credentials, an endorsement or an advanced degree in scientifically researched and evidence-based reading instruction. The purpose and goal of this initiative is to increase the number of certified and endorsed reading teachers, improve student literacy outcomes through evidence-based instruction, and support PreK–3 teachers in implementing the Science of Reading. The Human Resources Department and Staff Development Office will work collaboratively to:

- Pull certification data from the district’s HR or certification management system to identify which teachers:
 - Are teaching reading or ELA in K–3 but lack a reading endorsement or certification.
- Cross-Reference with instructional assignments and match certification data with teaching assignments to flag:
 - K–3 teachers without reading credentials.
 - PreK teachers funded by FEFP who are not yet endorsed.
- Use a Teacher Self-Assessment Survey to distribute a short survey asking teachers to:
 - Indicate their current certifications and endorsements.
 - Express interest in pursuing reading credentials.
 - Identify areas where they feel they need more support (e.g., phonics, dyslexia, data-driven instruction).
- Collaborate with school leaders to ask principals to:
 - Identify teachers who would benefit from additional training.
 - Recommend staff for endorsement pathways.
- Monitor Compliance with state requirements and ensure that any teacher providing intensive reading interventions is:
 - Certified or endorsed in reading

Differentiated Professional Learning

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

Data-driven identification is utilized to provide teachers with differentiated professional learning. Progress monitoring tools (e.g., i-Ready, FAST, and DIBELS) are used to assess student performance. Teachers whose students show limited growth or persistent reading deficiencies are flagged for targeted support. Teachers receive individualized professional growth plans based on student data trends, classroom observations, self-assessments, and principal input. Embedded coaching and support are provided by literacy coaches. Coaching support includes, but is not limited to, model lessons, co-teaching opportunities, and real-time feedback.

Literacy coaches use student data to guide instructional adjustments. Classroom walkthroughs, observations, review of student growth data, and feedback from coaching sessions are reviewed regularly to monitor teacher progress. Professional Learning Communities allow teachers the opportunity to collaborate in grade-level or content-area, analyze student data, share strategies, and reflect on instructional practices.

Mentor Teachers

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

All district new hires must participate in the district mentor program. Mentors are trained clinical educators that provide support at the school site. The district provides new teachers with five additional professional learning sessions to support them in their first year. Literacy coaches work with new teachers at the school site to provide training and support.

Professional Learning Time

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

Teachers are given weekly professional learning time each week. Students are released early weekly to allow teachers an additional hour to collaborate in grade-level or content-area, analyze student data, share strategies, and reflect on instructional practices.

6) Tutoring Programs to Accelerate Literacy Learning ([Rule 6A-6.053\(9\)\(b\)3.b., F.A.C.](#))

Describe any tutoring programs available within your district and include targeted grade levels (e.g., Reading Achievement Initiative for Scholastic Excellence (RAISE) High School Tutoring). Add additional rows as needed.

Name of Tutoring Program	Target Audience	Description
None		

7) Family Engagement ([Rule 6A-6.053\(9\)\(b\)3.p., F.A.C.](#))

In accordance with the list outlined in [s. 1008.25\(5\)\(d\), F.S.](#), describe the district's plan for immediately notifying parents of students identified with a substantial deficiency in reading.

A student is identified through progress monitoring (e.g., FAST, i-Ready) as having a substantial reading deficiency. Parents are provided written notice which includes:

- That the child has been identified with a substantial reading deficiency.
- A description of the current services being provided.
- A description of the proposed intensive interventions and supports.
- Strategies for parents to use at home to help their child.
- Notification that the child may not be promoted to grade 4 unless the deficiency is remediated.
- Information about the student portfolio and good cause exemptions (if applicable).

Schools maintain a record of notification in the student's file. Follow-up meetings are held to review progress, adjust interventions, and monitor and document the effectiveness of interventions.

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).

Nassau County utilizes a variety of supports/activities to increase family engagement with literacy. In addition to providing families with New Worlds Reading information and access to the Read- At -Home Plan, schools provide the following:

- Host family literacy nights.
- Provide take-home reading kits.
- Offer parent workshops on reading strategies
- Offer parent workshops or resources to help families support reading at home.
- Parent training sessions to help parents learn how to read with their children and use questioning strategies
- Share progress monitoring data in family-friendly language and explain how they can help.
- Integrate literacy into existing family events (e.g., math night, open house).
- Send home monthly literacy calendars or newsletters with tips and book suggestions.

Communication is provided in multiple formats (and translations) such as flyers, texts, emails, social media, and school apps. Events are held at varied times to increase attendance.

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

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

The Nassau County School District uses the following procedures to prioritize the assignment of highly effective teachers from kindergarten to grade 2.

1. Data-Driven Identification

- Use the district’s annual evaluation system to identify teachers rated as Highly Effective based on:
 - o Student learning growth
 - o Instructional practice
 - o Professional responsibilities

2. Strategic Staffing Policies

- Prioritize Highly Effective teachers for:
 - o Kindergarten through Grade 2 classrooms
 - o Reading intervention roles
 - o Summer reading camps

3. Supports

- Provide ongoing coaching and professional development to retain them in early grades.

4. Principal Accountability

- Require principals to:
 - o Justify staffing decisions based on teacher effectiveness data.
 - o Include K–2 staffing strategies in their school improvement plans.

5. Monitoring and Reporting

- Track and report:
 - o The percentage of K–2 classrooms staffed by Highly Effective teachers.
 - o Student reading outcomes in relation to teacher effectiveness.
- Use this data to refine recruitment and retention strategies.

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

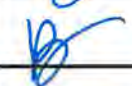
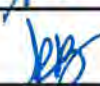
District CERP Assurances: Initial next to each assurance (a.—i.). The [Local Educational Agency Chief Executive Officer, or his/her authorized representative] assures the following:

Initials	Assurance
	a. All reading instruction and professional learning is grounded in the science of reading; uses instructional strategies that include phonics instruction for decoding and encoding as the primary strategy for word reading; and does not employ the three-cueing system model of reading or visual memory as a basis for teaching word reading.
	b. All students identified with a substantial deficiency in reading are covered by an individualized progress monitoring plan that meets the requirements of s. 1008.25(4)(c), F.S. , to address their specific reading deficiency, unless they have an IEP or 504 plan that addresses their reading deficiency, or both in accordance with Rule 6A-6.053(6)(c), F.A.C.
	c. All intensive reading interventions provided in Summer Reading Camps to students in grade 3 who score Level 1 on the statewide, standardized ELA assessment are delivered by instructional personnel who are certified or endorsed in reading and rated highly effective as determined by the teacher's performance evaluation under s. 1012.34, F.S. All other intensive reading interventions are delivered by instructional personnel who are certified or endorsed in reading, or by instructional personnel who possess the elementary or secondary literacy micro-credential and who are supervised by an individual certified or endorsed in reading.
	d. Each school has a literacy leadership team consisting of a school administrator, literacy coach, media specialist and a lead teacher, as applicable.
	e. All literacy coaches in the district meet the minimum qualifications described in Rule 6A-6.053(4), F.A.C.
	f. Literacy coaches are prohibited from performing administrative functions that will detract from their role as a literacy coach and spend limited time administering or coordinating assessments.
	g. Literacy coaches are assigned to schools with the greatest need based on student performance data in reading.
	h. Time is provided for teachers to meet weekly for professional learning, including lesson study and professional learning communities.
	i. The CERP will be shared with stakeholders, including school administrators, literacy leadership teams, literacy coaches, classroom instructors, support staff and parents.

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

9) Assurances (Rule 6A-6.053(9)(b)2., F.A.C.)

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

Initials	Assurance
	a. All reading instruction and professional learning is grounded in the science of reading; uses instructional strategies that include phonics instruction for decoding and encoding as the primary strategy for word reading; and does not employ the three-cueing system model of reading or visual memory as a basis for teaching word reading.
	b. All students identified with a substantial deficiency in reading are covered by an individualized progress monitoring plan that meets the requirements of <u>s. 1008.25(4)(c), F.S.</u> , to address their specific reading deficiency, unless they have an IEP or 504 plan that addresses their reading deficiency, or both in accordance with <u>Rule 6A-6.053(6)(c), F.A.C.</u>
	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 <u>s. 1012.34, F.S.</u> 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 <u>Rule 6A-6.053(4), F.A.C.</u>
	f. Literacy coaches are prohibited from performing administrative functions that will detract from their role as a literacy coach and spend limited time administering or coordinating assessments.
	g. Literacy coaches are assigned to schools with the greatest need based on student performance data in reading.
	h. Time is provided for teachers to meet weekly for professional learning, including lesson study and professional learning communities.
	i. The CERP will be shared with stakeholders, including school administrators, literacy leadership teams, literacy coaches, classroom instructors, support staff and parents.

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

Kathy Burns

Signature:



Date:

6/1/26