

District Comprehensive Evidence-Based Reading Plan: Pasco County Schools

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.

Point of Contact	Name	Email	Phone
Main Reading Contact	Cassie Hernandez	Crhernan@pasco.k12.fl.us	(813) 794-2242
Elementary Executive Director	Nena Green	Ngreen@pasco.k12.fl.us	(813) 794-2000
Middle School Executive Director	Brandon Glenn	bglenn@pasco.k12.fl.us	(813) 794-2000
High School Executive Director	Kari Kadlub	Kkadlub@pasco.k12.fl.us	(813) 794-2000
Elementary Senior Supervisor	Allison Hoskins	ahoskins@pasco.k12.fl.us	(813) 794-2000
Middle School Senior Supervisor	Mark Butler	Mbutler@pasco.k12.fl.us	(813) 794-2000
Multi-Tiered System of Supports	Iravonia Abiola	iabiola@pasco.k12.fl.us	(813) 794-2000
Student Support Programs and Services Senior Supervisor	Francesca Howard	fhoward@pasco.k12.fl.us	(813) 794-2600
Reading Endorsement	Danielle Varcadipone	Dvarcard@pasco.k12.fl.us	(813) 794-2000
Literacy Content and Coaching	Courtney Lough (K-2 Literacy Content Lead) Kara Owen (3-5 Literacy) Celia LaCroix (K-12 Literacy)	Clough@pasco.k12.fl.us Kowen@pasco.k12.fl.us Clacroix@pasco.k12.fl.us	(813) 794-2000

	Kelly Malave (3-5 Literacy) Savannah Hall (K-2 Literacy) Sarina Alves & Julianne Ennis (6-8 Literacy) Niki Slouha (Secondary Literacy)	Kmalave@pasco.k12.fl.us shall@pasco.k12.fl.us Salves@pasco.k12.fl.us jennis@pasco.k12.fl.us Aslouha@pasco.k12.fl.us	
Early Childhood Programs/VPK	Karyn Kinzie (Supervisor) Dr. Elizabeth DeCamilla (Supervisor)	Kkinzie@pasco.k12.fl.us Edecamil@pasco.k12.fl.us	(813) 794-2000

2) District Expenditures

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

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

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

Comprehensive System of Reading Instruction Expenditures	Amount	FTE (where applicable)
Elementary Expenses		
Literacy coaches	\$3,102,546.14	50
Sr. Instructional Specialist K-2 Literacy Achievement	\$109,497.00	1.0
Elementary Sr. Instructional Specialists	\$95,413.00	1.0
Elementary Library Media Specialist	\$94,014.00	1.0
Scientifically researched and evidence-based supplemental instructional materials	\$877,103.00	
Third grade summer reading camps	\$378,000.00	
Secondary Expenses		
Literacy coaches	\$775,636.53	13
Scientifically researched and evidence-based supplemental instructional materials	\$577,557.75	
PreK-Grade 12 Expenses		

Comprehensive System of Reading Instruction Expenditures	Amount	FTE (where applicable)
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	\$719,500.10	
Incentives for K-12 instructional personnel and certified PreK teachers who obtain the Reading Endorsement or Certification	\$99,348.00	
Student and Family engagement activities- Speech and Debate, Pasco Students Speak	\$34,450.00	
Other – Please Describe (Add additional rows as needed.)		
STAR Renaissance	\$494,000.00	
Estimated Sum of Expenditures	\$7,357,065.52	

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 <10th percentile	Urgent Intervention <10th percentile	At & Above Benchmark 40th percentile & above	At & Above Benchmark 40th percentile & above
VPK	2% (25-26)	1% (26-27)	87% (25-26)	89% (26-27)

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

For the 2026-2027 school year, Early Childhood Programs will be implementing the newest version of Teaching Strategies' Creative Curriculum for Pre-K, which is aligned with the Florida Early Learning and Developmental Standards. Emphasis will be placed on explicit, systematic instruction in phonological awareness and vocabulary development. VPK educators will use assessment data to differentiate small-group literacy instruction, targeting specific skill gaps identified through progress monitoring. Early Childhood Programs will provide ongoing professional learning on effective early literacy instruction, including strategies for supporting dual language learners and using formative assessments to guide instruction.

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	14%	4%	62%	72%
1	21%	11%	64%	74%
2	21%	11%	58%	68%
3	18%	8%	61%	71%
4	18%	8%	60%	70%
5	17%	7%	59%	69%
6	16%	6%	63%	73%
7	16%	6%	62%	72%
8	15%	5%	60%	70%
9	16%	6%	61%	71%
10	16%	6%	62%	72%

*Star Early Literacy; does not include students who could not get through the practice questions (non-participating)

**Star Reading; ; does not include students who could not get through the practice questions (non-participating)

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	Walkthrough data: once a year or more frequently depending on school tier of support; collected and used to determine professional learning within the year and upcoming year.	Walkthrough data using walkthrough tool: frequency of walks depends on school site; data collected, and action plans created immediately after trends.
	District-wide iReady Data: usage and increasing achievement levels (growth);	Unit Assessment Benchmark Analysis (includes reading, vocabulary, and writing

	data reviewed 3 times per year in alignment with data review and/or as needed when identifying areas of growth for schools. STAR Data K-2: 5 times per year; reviewed after administration. FAST Data 3-5: 3 times per year; reviewed after administration. 2nd Grade: 3 Comprehension Checks for Understanding; reviewed after administration 3-5 Unit Assessment Data: 4 times per year, reviewed after administration. STAR CBM progress monitoring- Data will be collected and monitored at the end of each administration period- Beginning, Middle, End of year. Walkthroughs aligned to SIP Goals: All district and school-based walkthroughs are intentionally aligned with each school's School Improvement Plan (SIP). These walkthroughs, using the walkthrough tool, focus on instructional priorities identified in the SIP and inform targeted professional learning and coaching. Heggerty can be assessed up to 3 times a year to intentionally monitor phonemic awareness. ELL Students are assessed annually using the WIDA ACCESS Assessment. The assessment window begins in mid-January and closes in mid-March.	benchmarks): reviewed by PLCs following the assessment. K-2 UFLI Spelling Progress Monitoring: Reviewed weekly by PLCs. 1-3 Cold Write Opportunities: one time to determine students writing strengths and areas for opportunity. 4/5 Cold Write Opportunities: available four times in the year to determine student writing strengths and areas for opportunity. i-Ready: usage and increasing achievement levels (growth); ongoing data collection; reviewed weekly by PLCs and monthly by School Literacy Leadership Team. STAR Data K-2: 5 times per year; reviewed after administration. FAST Data 3-5: 3 times per year; reviewed after administration. 2nd Grade: 3 Comprehension Checks for Understanding; reviewed after administration. 3-5 Unit Assessment Data: 4 times per year, reviewed after administration. STAR CBM progress monitoring- Data will be collected and monitored at the end of each administration period- Beginning, Middle, End of year and between periods to monitor impact of intervention. The School Intervention Team (SIT) will progress monitor the schoolwide intervention data and recommend adjustments as needed. Walkthroughs Aligned to SIP Goals: All district and school-based walkthroughs are intentionally aligned with each school's School Improvement Plan (SIP). These walkthroughs, using the walkthrough tool, focus on instructional priorities identified in
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		the SIP and inform targeted professional learning and coaching.
Actions for continuous support and improvement	Professional learning is shaped based on the needs of the district and the data analysis by school. Quarterly Data Debriefs elevate areas of celebration and areas of growth based on all data components listed. This data will be used to determine which schools may need support in structures and processes for scheduling and placement of students in the Functional Reading Skills course. Quarterly Data Reviews: Executive Directors will lead quarterly reviews of school-level literacy data in collaboration with curriculum specialists. These reviews will assess progress toward SIP goals, highlight trends, and guide responsive supports and resource allocation. Literacy in Every SIP: Instructional practices in literacy are a required component of every School Improvement Plan. Schools will identify specific literacy benchmarks and strategies aligned with the B.E.S.T. Standards to ensure consistent, high-quality instruction across all grade levels. Walkthroughs: Curriculum specialists and Executive Directors will conduct district-level instructional walkthroughs using the walkthrough tool. These visits provide actionable feedback, support fidelity of implementation, and ensure alignment with district-wide literacy goals. ELL Students are assessed annually using the WIDA ACCESS Assessment. The	Professional learning for whole staff based on needs; consistent analysis of data to determine benchmark specific instructional needs. Coaching cycles conducted by school-based coaches and district specialists for specific instructional needs. Ongoing data analysis and action planning from PLCs. Support from coaches and district specialists to examine data and determine next steps for improvement. A triangulation of data will be used to monitor students' response to intensive reading interventions and district specialists will support schools with making decisions around the need for a Progress Monitoring Plan (PMP) Tier 3 intervention and scheduling implications. Quarterly Data Reviews: Executive Directors will lead quarterly reviews of school-level literacy data in collaboration with curriculum specialists. These reviews will assess progress toward SIP goals, highlight trends, and guide responsive supports and resource allocation. Literacy in Every SIP: Instructional practices in literacy are a required component of every School Improvement Plan. Schools will identify specific literacy benchmarks and strategies aligned with the B.E.S.T. Standards to ensure consistent, high-quality instruction across all grade levels. Walkthroughs: Curriculum specialists and Executive Directors will conduct district-level instructional walkthroughs using the walkthrough tool. These visits provide actionable feedback, support fidelity of

	assessment window begins in mid-January and closes in mid-March.	implementation, and ensure alignment with district-wide literacy goals.
Grades 6-8	District Level	School Level
Data that will be collected and frequency of review	Walkthrough data- once a year or more frequently depending on school tier of support; collected and used to determine professional learning within the year and upcoming. District-wide iReady Data-will be reviewed monthly for movement within strands and across paths; ongoing data collection. FAST Data; 3x a year; reviewed after administration. Benchmark Assessment Data; biweekly, reviewed after administration. STAR CBM progress monitoring- Data will be collected and monitored at the end of each administration period- Beginning, Middle, End of year. Walkthroughs Aligned to SIP Goals: All district and school-based walkthroughs are intentionally aligned with each school's School Improvement Plan (SIP). These walkthroughs, using the walkthrough tool, focus on instructional priorities identified in the SIP and inform targeted professional learning and coaching. ELL Students are assessed annually using the WIDA ACCESS Assessment. The assessment window begins in mid-January and closes in mid-March.	Walkthrough data using Walkthrough tool; frequency of walks depends on school site; data collected, and action plans created immediately after trends. Bi-Weekly Checkpoint (Benchmark) Data from PLCs. iReady Data- movement within strands and across paths; ongoing data collection; reviewed weekly by PLCs and monthly by School Literacy Leadership Team. FAST Data; 3x a year; reviewed after administration. STAR CBM progress monitoring- Data will be collected and monitored at the end of each administration period- Beginning, Middle, End of year and between periods to monitor impact of intervention. The School Intervention Team (SIT) will progress monitor the school wide intervention data and recommend adjustments as needed. Walkthroughs Aligned to SIP Goals: All district and school-based walkthroughs are intentionally aligned with each school's School Improvement Plan (SIP). These walkthroughs, using the walkthrough tool, focus on instructional priorities identified in the SIP and inform targeted professional learning and coaching.
Actions for continuous support and improvement	Professional learning is created based on the needs of the district and the data analysis by school. Quarterly Data Debriefs with Superintendent Staff elevate areas of celebration and areas of growth based	Professional learning for whole staff based on needs; consistent analysis of data to determine benchmark specific instructional needs. Ongoing data analysis and action planning from PLCs.

	on all data components listed, plus anecdotal data from district specialists. This data will be used to determine which schools may need support in structures and processes for scheduling and placement of students in intensive reading. Quarterly Data Reviews: Executive Directors will lead quarterly reviews of school-level literacy data in collaboration with curriculum specialists. These reviews will assess progress toward SIP goals, highlight trends, and guide responsive supports and resource allocation. Literacy in Every SIP: Instructional practices in literacy are a required component of every School Improvement Plan. Schools will identify specific literacy benchmarks and strategies aligned with the B.E.S.T. Standards to ensure consistent, high-quality instruction across all grade levels. Walkthroughs: Curriculum specialists and Executive Directors will conduct district-level instructional walkthroughs using the walkthrough tool. These visits provide actionable feedback, support fidelity of implementation, and ensure alignment with district-wide literacy goals.	Support from coaches and district specialists to examine data and determine next steps for improvement. A triangulation of data will be used to monitor students' response to intensive reading interventions and district specialists will support schools with making decisions around the need for a PMP (Tier 3) intervention and scheduling implications. The School Intervention Team (SIT) will progress monitor the school wide intervention data and recommend adjustments as as needed. Quarterly Data Reviews: Executive Directors will lead quarterly reviews of school-level literacy data in collaboration with curriculum specialists. These reviews will assess progress toward SIP goals, highlight trends, and guide responsive supports and resource allocation. Literacy in Every SIP: Instructional practices in literacy are a required component of every School Improvement Plan. Schools will identify specific literacy benchmarks and strategies aligned with the B.E.S.T. Standards to ensure consistent, high-quality instruction across all grade levels. Walkthroughs: Curriculum specialists and Executive Directors will conduct district-level instructional walkthroughs using the walkthrough tool. These visits provide actionable feedback, support fidelity of implementation, and ensure alignment with district-wide literacy goals.
Grades 9-12	District Level	School Level
Data that will be collected and frequency of review	Walkthrough data- once a year or more frequently depending on school tier of support; collected and used to determine professional learning within the year and upcoming. District-wide IXL Data- movement within skill proficiencies, ongoing data collection reviewed monthly.	Walkthrough data using Walkthrough tool; frequency of walks depends on school site; data collected, and action plans created immediately after trends. CFA Data from PLCs. IXL Data- movement within skill proficiencies, ongoing data collection

	SAT/ACT digital platform data; ongoing, reviewed monthly FAST Data; 3x a year; reviewed after administration. Benchmark Assessment Data; 6x a year, reviewed after administration. Walkthroughs Aligned to SIP Goals: All district and school-based walkthroughs are intentionally aligned with each school's School Improvement Plan (SIP). These walkthroughs, using the walkthrough tool, focus on instructional priorities identified in the SIP and inform targeted professional learning and coaching. ELL Students are assessed annually using the WIDA ACCESS Assessment. The assessment window begins in mid-January and closes in mid-March.	reviewed weekly by PLCs and monthly by Literacy Leadership Team SAT/ACT digital platform data; ongoing, reviewed weekly by PLCs and monthly by school leaders. FAST Data; 3x a year; reviewed after administration. Benchmark Assessment Data; 6x a year, reviewed after administration. Walkthroughs Aligned to SIP Goals: All district and school-based walkthroughs are intentionally aligned with each school's School Improvement Plan (SIP). These walkthroughs, using the walkthrough tool, focus on instructional priorities identified in the SIP and inform targeted professional learning and coaching.
Actions for continuous support and improvement	Professional learning is shaped based on the needs of the district and the data analysis by school. Quarterly Data Debriefs with Superintendent Staff elevate areas of celebration and areas of growth based on all data components listed, plus anecdotal data from district specialists. This data will be used to determine which schools may need support in structures and processes for scheduling and placement of students in intensive reading. Quarterly Data Reviews: Executive Directors will lead quarterly reviews of school-level literacy data in collaboration with curriculum specialists. These reviews will assess progress toward SIP goals,	Professional learning for whole staff based on needs; consistent analysis of data to determine benchmark specific instructional needs. Ongoing data analysis and action planning from PLCs. Support from coaches and district specialists to examine data and determine next steps for improvement. A triangulation of data will be used to monitor students' response to intensive reading interventions, and district specialists will support schools with making decisions around the need for a PMP (Tier 3) intervention and scheduling implications. The School Intervention Team (SIT) will progress monitor the schoolwide intervention data and recommend adjustments as needed.

	highlight trends, and guide responsive supports and resource allocation. Literacy in Every SIP: Instructional practices in literacy are a required component of every School Improvement Plan. Schools will identify specific literacy benchmarks and strategies aligned with the B.E.S.T. Standards to ensure consistent, high-quality instruction across all grade levels. Walkthroughs: Curriculum specialists and Executive Directors will conduct district-level instructional walkthroughs using the walkthrough tool. These visits provide actionable feedback, support fidelity of implementation, and ensure alignment with district-wide literacy goals.	Quarterly Data Reviews: Executive Directors will lead quarterly reviews of school-level literacy data in collaboration with curriculum specialists. These reviews will assess progress toward SIP goals, highlight trends, and guide responsive supports and resource allocation. Literacy in Every SIP: Instructional practices in literacy are a required component of every School Improvement Plan. Schools will identify specific literacy benchmarks and strategies aligned with the B.E.S.T. Standards to ensure consistent, high-quality instruction across all grade levels. Walkthroughs: Curriculum specialists and Executive Directors will conduct district-level instructional walkthroughs using the walkthrough tool. These visits provide actionable feedback, support fidelity of implementation, and ensure alignment with district-wide literacy goals.
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2. Describe what has been revised to improve literacy outcomes for students in the district’s CERP based upon the District CERP Reflection Tool and a root-cause analysis of student performance data.

We will revise the CERP in each area to focus and include the specific strategies the team created. The K-12 District Literacy Team will revisit the indicators and strategies each semester to determine additional action steps that may be needed.

Literacy Leadership: Overall, the district continues to move in a positive direction. To strengthen implementation, the district will develop and implement a systematic communication plan to ensure the CERP is clearly understood and consistently referenced by all stakeholders. School-based leaders will be responsible for sharing the CERP with Leadership Teams, School Advisory Councils (SAC), PLCs, and staff meetings, with documentation of dissemination. The CERP will be shared with administrators and staff through face-to-face meetings and written communication. To improve family engagement—particularly at the secondary level—the district will enhance communication with secondary families by adapting and promoting the Read-at-Home Plan to include developmentally appropriate literacy strategies aligned to secondary coursework. To address Indicator 4, the district will clarify the definition of “fully trained” administrators, outlining required professional learning aligned to the science of reading and evidence-based instructional practices. For Indicator 6, the district will explore and strengthen district-level monitoring systems to ensure School Literacy Leadership Teams are established, meeting regularly, and using data to inform decisions consistently across schools.

Literacy Coaching: The PCS Coaching Plan will continue to provide targeted professional learning to support coaches in strategically tiering teacher support and aligning coaching practices to student data. Accountability measures will be integrated to ensure fidelity to the coaching model.

The district will expand professional learning opportunities for coaches with an increased emphasis on andragogy, collaboration among multiple coaches, and engagement in additional district-supported learning opportunities throughout the year.

The district will continue to promote and support Reading Endorsement coursework for literacy coaches and actively communicate available opportunities.

Beginning in 2026–27, the district will implement face-to-face coaching support to further strengthen consistency and impact. Across all levels, professional learning will emphasize deep understanding of benchmarks and standards alignment.

Standards, Curriculum, Instruction & Intervention:

The district will prioritize strengthening Tier 1, 2, and Tier 3 instructional systems, ensuring consistent progress monitoring, explicit and systematic instruction, and clearly defined instructional structures. Existing and newly implemented systems will be refined to ensure fidelity and alignment to student needs. To increase instructional coherence, the district will expand cross-curricular literacy expectations, ensuring alignment between ELA standards and content-area instruction so that literacy is reinforced in all classrooms. Additionally, the district will develop a strategic framework defining what success looks like as students transition across grade bands and school levels, with alignment between ELA instruction and intervention courses to ensure continuity of instructional expectations and support. To improve literacy outcomes for Students with Disabilities (SWDs), the district will strengthen alignment among general education, intervention, and ESE instructional practices within the CERP framework. SWDs will receive explicit, systematic, and data-driven reading instruction grounded in the Science of Reading, aligned to IEPs and MTSS processes, with an emphasis on ongoing progress monitoring and instructional adjustments. Collaboration among literacy coaches, ESE specialists, and school leaders will ensure access to grade-level content while providing targeted supports to close skill gaps and promote proficiency.

Assessment: The district will continue refining formative assessment practices to ensure assessments are tightly aligned to instructional goals and provide actionable data teachers can use to adjust instruction.

To improve consistency, the district will strengthen expectations and supports for schools to systematically collect, review, and act upon progress monitoring data, ensuring data-driven decision-making is embedded in Tier 1, Tier 2, and Tier 3 instructional planning.

Professional Learning: The district will intentionally integrate ELA-focused professional learning into monthly K-12 principal meetings, emphasizing best practices in both instructional planning and implementation grounded in the science of reading.

Administrators will be encouraged to continue collaborating with district literacy supports and to proactively request assistance when literacy needs are identified. The district will also continue to offer content-specific breakout sessions during assistant principal meetings to further strengthen instructional leadership and literacy expertise.

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

The process used by principals to monitor the implementation of the reading plan includes establishing protocols for monitoring the month-to-month data points that drive the instructional support for teachers. In addition, ensuring that the plan is widely shared and deeply ingrained in all aspects of instruction, schoolwide.

Through our district guidance, we have our Literacy Leadership roles and responsibilities available for schools to use to help leaders and critical stakeholders understand the intricacies of disciplinary literacy through a “how to” process. Principals use this information alongside their SIP goals to monitor key priorities around literacy instruction.

Principals, alongside their leadership teams, monitor the school walkthrough data and overall health of the building through examining schoolwide data sets from both state and district assessments and monitor PLC teams to ensure students are provided with opportunities to engage in grade level work successfully and at the appropriate level of rigor. PLCs prioritize essential learning for Tier 2 interventions. PLCs identify students who need additional support to meet essential grade/course-level standards then implement/monitor differentiation and supplemental/Tier 2 supports.

Leveraging critical leaders, including teacher leaders and coaches within the building, will continue to propel the best instructional literacy practices and knowledge forward. This will allow for intentionality to strengthen knowledge of standards-aligned instruction. In turn, systematic instruction will be integrated, monitored, and coached across content areas. Principals can monitor instruction through data, lesson plans, and walkthroughs.

Principals will monitor the reading plan through monthly admin-led walkthroughs and Literacy Leadership Team walkthroughs focusing on best instructional practices in literacy. As a result, principals can determine if the following needs to occur:

- more professional learning for admin around literacy (science of reading and pedagogy) and what to look for when planning and observing literacy lessons.
- include more face-to-face professional learning options for teachers.
- continue to provide Turn-key professional learning for coaches with train the trainer and job embedded professional learning led by district specialists for redelivery in buildings.

Coaches and leaders will be able to strengthen areas of focus to include:

- intentionally ensuring integration of all content areas in best literacy practices
- ensuring instructional resources are used with integrity
- modeling how to plan
- providing instruction on how to teach reading benchmarks and reading strategies when reading texts in other content areas
- coaching Implementation tracker

In addition, district specialists will work side by side with school administrators to support school's development of agenda items, their classroom visits using our District walkthrough tool and support the professional learning that the SLLT will develop, and monitor based on their literacy needs and SIP goals.

Walkthroughs Aligned to SIP Goals: All district and school-based walkthroughs are intentionally aligned with each school's School Improvement Plan (SIP). These walkthroughs, using the walkthrough tool, focus on instructional priorities identified in the SIP and inform targeted professional learning and coaching.

Quarterly Data Reviews: Executive Directors will lead quarterly reviews of school-level literacy data in collaboration with curriculum specialists. These reviews will assess progress toward SIP goals, highlight trends, and guide responsive supports and resource allocation.

Literacy in Every SIP: Instructional practices in literacy are a required component of every School Improvement Plan. Schools will identify specific literacy benchmarks and strategies aligned with the B.E.S.T. Standards to ensure consistent, high-quality instruction across all grade levels.

Walkthroughs: Curriculum specialists and Executive Directors will conduct district-level instructional walkthroughs using the walkthrough tool. These visits provide actionable feedback, support fidelity of implementation, and ensure alignment with district-wide literacy goals.

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.

Principals at each school site will have access to a School Literacy Leadership Team (SLLT) OneNote to help guide the process of developing, executing, and supporting the work of the SLLT. The District Literacy Team comprised of district leaders, school-based administrators, coaches, and teachers have curated materials to support schools at each step of the process including: access to state training materials to unpack the creation and purpose of SLLTs, guidance for month-to-month topics, data analysis, and other critical literacy components to ensure the work of the SLLT is meaningful, intentional, and focused on elevating literacy through multiple layers of leadership support. Principals alongside their leadership teams monitor the school walkthrough data and overall health of the building through examining school-wide data sets from both state and district assessments and monitor PLC teams to ensure students are successful at the appropriate level of rigor.

In addition, district specialists will work side by side with school administrators to support the school's development of agenda items, their classroom visits using our Walkthrough tool and support the professional learning that the SLLT will develop, and monitor based on their literacy needs and SIP goals.

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

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

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

☒ Yes

☐ No

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

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

Pasco County Schools communicates the literacy coach model through a clearly defined K-12 Coaching Plan that establishes expectations for coaching roles, responsibilities, and outcomes. The model is introduced by Assistant Superintendents and Executive Directors during the annual Coaching PATHways to Practice launch and reinforced through principal meetings, coaching pathways sessions, content-specific PATH professional learning, and ongoing collaboration between coaches and school administrators. Principals and coaches are expected to develop aligned coaching plans, calendars, and support schedules that connect coaching efforts directly to school improvement priorities and student achievement goals. Pasco ensures clarity and consistency by sharing the coach model through multiple aligned systems: a published framework of roles and responsibilities on the district website, regular messaging during principal meetings, and collaborative trainings where administrators and coaches learn side-by-side to connect coaching practices directly to school improvement priorities. We emphasize the power of coaches working directly with teachers and teams.

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

Pasco provides a comprehensive system of support through Coaching PATHways to Practice sessions and quarterly Content-Specific PATH professional learning. These sessions build coaches' capacity in research-based coaching

practices, data analysis, coaching conversations, modeling, co-teaching, and instructional planning. Coaches receive ongoing support from district content specialists, senior specialists, and instructional coaching leaders through professional learning, collaborative planning, coaching toolkits, implementation resources, and job-embedded coaching. New coaches receive additional onboarding and mentoring support, while schools with the greatest instructional needs receive prioritized coaching assistance and targeted professional learning.

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?

Pasco's coaching model is grounded in student-centered coaching practices and emphasizes the use of multiple data sources to identify instructional priorities and determine coaching actions. Coaches participate in structured PATHways to Practice sessions focused on using data, dialogue, and reflection to drive growth, facilitating goal-setting conversations, monitoring progress, and adjusting support based on student outcomes. Coaches are expected to implement a minimum of two coaching cycles per month and leverage strategies such as modeling, co-teaching, strategic student groups, collaborative planning, and targeted professional learning to address identified needs. Coaching plans, data trackers, and action plans help ensure coaching efforts remain focused on the highest-leverage opportunities for improving instruction and student achievement.

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

Implementation is monitored through a combination of coaching plans, coaching calendars, support logs, walkthrough tracker data, documented coaching cycles, and ongoing collaboration with school administration. Coaches regularly reflect on their work through coaching logs and participate in structured review processes during PATHways and Content-Specific PATH sessions. District leaders monitor evidence of coaching activities such as modeling, co-teaching, strategic student support, and professional learning delivery, while also examining implementation of curriculum resources and instructional priorities. These systems ensure coaching remains aligned to district expectations, school improvement goals, and student needs.

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

Pasco measures coaching effectiveness through multiple indicators that connect coaching actions to instructional and student outcomes. Evidence includes documented coaching cycles, walkthrough and implementation data, teacher practice improvements, student achievement trends, and progress toward school and district goals. The district also utilizes teacher surveys, principal-coach reflection processes, coaching logs, and evidence of instructional impact to evaluate effectiveness. Success is ultimately demonstrated through increased implementation of high-impact instructional practices, stronger teacher capacity, positive movement in classroom and student data, and improved student outcomes.

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\(b\)\(2\)\(ii\)](#).

- o **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.
- o **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.
- o **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?

Pasco Literacy is dedicated to employing a multi-tiered system of support to provide each student with the necessary scaffolds and differentiated instruction to meet the demand of grade-level standards in Tier 1. Schools will use a system to analyze data, which will include a universal screener, diagnostic, formative, curriculum-based, and summative assessments to monitor growth. School teams will engage in problem-solving processes to monitor effectiveness of core instruction and intervention supports. A focus will be on early intervention and prevention beginning in pre-kindergarten.

Teacher teams will use data from curriculum-based assessments to identify students for Tier 2 and design and implement supplemental interventions targeting gaps in learning to increase students' ability to meet Tier 1 expectations. Tier 2 intervention is aligned to grade-level standards and provides students with opportunities to receive additional instruction, receive immediate feedback, increase practice opportunities, and time in grade level work. Students will receive necessary scaffolds and support to access complex text to build knowledge and read, write, and speak about the topic and text under study.

Each student identified as having a substantial deficiency in reading and in need of Tier 3 intensive reading intervention/remediation, must be provided explicit, systematic, and multisensory reading instruction and intervention strategies. These students will be indicated as not meeting standards and will receive a Progress Monitoring Plan (PMP). In K-12, Florida B.E.S.T. standards for foundational skills will be monitored and each student with a deficit in phonemic awareness, phonics (decoding and encoding), oral language, and fluency will be in an intensive intervention. Tier 3 remediation is aligned to targeted foundational skills and provides students with the opportunity for increased time, intensity, and duration to accelerate reading growth in addition to Tier 1 and Tier 2 instruction. Systems are in place to ensure each student in need of a PMP will have an intervention plan, ongoing progress monitoring, and monthly communication with parents through a progress letter.

All Pasco County schools will develop enrichment, and intervention plans for all tiers in targeted content areas and/or grade levels that are effective for an increased percentage of students. Pasco Literacy understands that literacy achievement is necessary and empowering for full participation in a democratic society. Intervention

provides increased access and opportunity for all students to meet the demands of grade-level work and fully harness literacy for enjoyment, enrichment, and lifelong learning.

For students eligible for instruction on Access Standards through an Individual Education Plan, Pasco offers instruction based on the B.E.S.T. Benchmarks with Access Points and Essential Understandings. Students are exposed to the B.E.S.T. Standards for reading and participate according to their individual learning level. Within each student's learning level, curriculum is modified according to their needs.

For students with disabilities who receive additional services through an Individual Education Plan, Specially Designed Instruction addresses the unique needs of a child that results from the child's disability. Specially Designed Instruction is delivered across all Tiers of support and is based on the Special Education Services indicated in a child's Individual Education Plan. The Lindamood-Bell resources are used as an intensive intervention to support the individual student development of symbol imagery, concept imagery, improving reading and listening comprehension, phonemic awareness, oral vocabulary, and higher-order critical thinking.

For ELL students, the core literacy curriculum includes specific strategies and scaffolds to make content comprehensible for students. In Tier 1 instruction, teachers should intentionally plan the use of these strategies and language scaffolds based on the level of English language proficiency of their ELL students. The core materials include additional supports for students with the lowest levels of proficiency, including a newcomer support for non-English speakers.

For students with an English Language Proficiency of 2.5 or lower as measured by the WIDA ACCESS test, Tier 2 interventions include the supplemental program Imagine Learning Language and Literacy that supports Oral Language and Literacy Development. ELA/ESOL teachers should focus Tier 3 interventions on using the Imagine Learning data to intentionally plan and deliver instruction of skills students have not mastered through the Imagine Learning program.

Secondary newcomer students receive additional support in multiple campuses through the English Language Development Elective course that utilizes strong reading intervention to support literacy and language development.

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.

Pasco County's PreK utilizes a multi-tiered system of support to provide each student with the necessary scaffolds and differentiated instruction to meet the demand of Florida Birth to 5 Years Standards and Head Start Early Learning Framework domains and developmental progressions in Tier 1. The Creative Curriculum for PreK is used in all PreK classrooms. It is a research-based curriculum that allows teachers to provide learning opportunities through play-based, hands-on investigations. It incorporates language and vocabulary, phonological awareness, knowledge of the alphabet, concepts of print, emergent writing skills and offers engaging read aloud with a robust collection of children's books.

Teachers use a systematic process to analyze data and monitor growth. This data includes a developmental universal screener (ASQ-3), a social-emotional universal screener (ASQ-SE), and both formative and summative assessments (GOLD, CFAs). School-based and regional Professional Learning Communities (PLCs) will engage in

problem solving processes to monitor effectiveness of core instruction and tiered intervention supports. With a focus on early intervention and prevention, our goal is to ensure kindergarten readiness as students transition to the K-5 B.E.S.T. Literacy and Mathematic standards.

Teacher teams will use data from formative assessments to identify students for Tier 2 and design and implement supplemental interventions targeting gaps in learning to increase students' ability to meet Tier 1 expectations. Tier 2 intervention is aligned to Florida Birth to 5 Years standards and provides students with opportunities to receive additional instruction and immediate feedback while increasing practice opportunities and time in developmentally appropriate work. Students will receive necessary scaffolds and support to access phonemic awareness, phonological awareness, concepts of print, and oral language development.

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

The Creative Curriculum for PreK is a comprehensive, research-based early childhood curriculum that supports active learning, promotes children's progress in all developmental domains, and builds foundational literacy and math skills through purposeful play and teacher-guided instruction. Designed to align with the Florida Early Learning and Developmental Standards, it empowers educators to create rich, engaging classroom experiences that nurture critical thinking, social-emotional development, and a lifelong love of learning.

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.](#)

Each public school VPK student identified as having a substantial deficiency in emergent literacy skills and in need of Tier 3 intensive intervention will receive explicit, systematic, and developmentally appropriate instruction. Instruction will incorporate multisensory emergent literacy intervention strategies designed to directly target identified skill deficits. The Heggerty Phonemic Awareness curriculum will be utilized to provide structured, research-based support in building phonemic awareness, with ongoing progress monitoring to guide instructional adjustments and ensure responsiveness to intervention.

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

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

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

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

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

- The student is identified as in need of Tier 3 interventions;
- A student in grades K-3 demonstrates through progress monitoring, formative assessments or teacher observation data, minimum skill levels for reading competency in one or more of the six (6) components of reading; and
 - For kindergarten, the student scores below the tenth (10th) percentile or is unable to complete the practice items on the designated grade-level assessment at the beginning, middle or end of the year on the coordinated screening and progress monitoring system pursuant to [s. 1008.25\(9\), F.S.](#);

- o For grades 1 and 2, the student scores below the tenth (10th) percentile or is unable to complete the practice items on the designated grade-level assessment for the specified testing window of the coordinated screening and progress monitoring system pursuant to [s. 1008.25\(9\), F.S.](#); or
- o For grade 3, the student scores below the twentieth (20th) percentile at the beginning or middle of the year on the coordinated screening and progress monitoring system pursuant to [s. 1008.25\(9\), F.S.](#)
- A student in grade 3 scores Level 1 on the end-of-year statewide, standardized ELA assessment pursuant to [s. 1008.22\(3\)\(a\), F.S.](#)

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

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

Collaborative Teacher Teams will use data from FAST/Star Early Literacy/Reading and curriculum-based common formative assessments to identify students in need of Tier 2 and design and implement supplemental interventions targeting gaps in foundational learning to increase students' ability to meet Tier 1 expectations. Tier 2 is more of the core and aligned to grade level standards and benchmarks. In K-3, a triangulation of data will be used to determine if a student has a substantial deficiency in reading and in need of Tier 3 intensive reading intervention/remediation.

- Star CBM <20th percentile
- STAR Early Literacy <10th percentile
- STAR Reading <10th percentile or unable to pass practice items, PM3 Level 1
- ELA FAST PM1/PM2 Level 1, <20th percentile or PM3 Level 1
- ELA Unit Assessments significantly below, <50%
- Students who are retained from previous school year

Students with a substantial deficiency in reading must be provided with explicit, systematic, and multisensory reading instruction and intervention strategies, by a certified teacher with a reading endorsement or micro-credentials and scheduled in Functional Reading Skills Course. The district will prioritize the assignment of highly effective teachers in grades K-2 to support our most at risk students. These students will be identified as needing a Progress Monitoring Plan (PMP) and will receive more frequent progress monitoring and will have monthly progress letters sent to parents. Students with a deficit in phonemic awareness, phonics (decoding and encoding), oral language, and fluency will be in an intensive intervention with strong Evidence for ESSA. Tier 3 remediation is aligned to targeted, universal foundational skills and basic reading comprehension and will provide students with the opportunity for reduced group size, increased time, intensity, and duration to accelerate reading growth above and beyond Tier 1 and Tier 2 instruction and intervention. Tier 3 intensive interventions and remediation need to happen daily outside of the literacy block with more frequent progress monitoring using Star CBM. The School Intervention Team (SIT) will progress monitor these data points to ensure students are positively responding to interventions. Additionally, the SIT will make recommendations for students who have poor or questionable response to intervention.

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

Collaborative Teacher Teams will use data from end-of-module assessments (curriculum-based common formative assessments), FAST PM1/PM2 to identify students in need of Tier 2 and design and implement supplemental interventions targeting gaps in fluency, vocabulary, and comprehension to increase students' ability to meet Tier 1 expectations. Tier 2 is more of the core and aligned to

grade level standards and benchmarks.

In 4-5, a triangulation of data will be used to determine if a student has a substantial deficiency in reading and in need of Tier 3 intensive reading intervention/remediation.

- Star CBM < 20th percentile
- ELA FAST PM1/PM2 (Level 1, <20th percentile), PM3 (Level 1)
- ELA Unit Assessments (significantly below, <50%)
- Student was retained from the previous school year

Students with a substantial deficiency in reading must be provided explicit, systematic, and multisensory reading instruction and intervention strategies, by a certified teacher with a reading endorsement or micro-credentials and scheduled in Functional Reading Skills Course. These students will be identified as needing a Progress Monitoring Plan and will receive more frequent progress monitoring and will have monthly progress letters sent to parents. Students with a deficit in phonemic awareness, phonics (decoding and encoding), oral language, and fluency will be in an intensive intervention. Tier 3 remediation is aligned to targeted, universal foundational skills and basic reading comprehension and will provide students with the opportunity for reduced group size, increased time, intensity, and duration to accelerate reading growth above and beyond Tier 1 and Tier 2 instruction and intervention. Tier 3 intensive intervention and remediation needs to happen daily outside of the literacy block with more frequent progress monitoring using Star CBM. The School Intervention Team (SIT) will progress monitor these data to ensure students are positively responding to interventions. Additionally, the SIT will make recommendations for students who have poor or questionable response to intervention.

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.

In our district, we employ a comprehensive process for identifying students in grades K-3 who exhibit characteristics of dyslexia. Initially, all students undergo the STAR CBM universal screener to assess reading abilities and identify potential dyslexia characteristics.

Students who demonstrate significant reading deficiencies or characteristics of dyslexia are then placed on an Individual Progress Monitoring Plan (PMP). This plan outlines targeted Tier 3 interventions tailored to address their specific skill deficits.

Should a student not show adequate progress with Tier 3 interventions and consistently score below the 10th percentile, we will conduct additional STAR CBM assessments to pinpoint further skill deficits. Beyond Phoneme Segmentation, these assessments will include Rapid Color Naming, Rapid Picture Naming, Rapid Letter Naming, and Rapid Number Naming.

For students identified as at-risk (scoring below the 20th percentile), we will implement the Lindamood-Bell Seeing Stars program as part of their intervention plan. To ensure effective progress, we will conduct frequent monitoring using STAR CBM probes aligned with the identified skill deficits.

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

Students with characteristics of Dyslexia are progress monitored through STAR CBM. When students are not responding to STAR CBM (Tier 3) intensive interventions and remediation, then they will be brought to SBIT for further problem-solving. At any point the student may be recommended to the In School Staffing (ISS) team to determine if an evaluation for Exceptional Student Education under Child Find is appropriate. Additional Star CBM probes will be administered to help screen for characteristics of dyslexia. We will follow state guidance around grade-level normed probes and IDA Dyslexia Screening Recommendation.

Recommended Measures and Norms: Reading

Grade	Grade Level Norms Available	IDA Dyslexia Screening Recommendations
K	- Letter Sounds - Phoneme Segmentation - Receptive Nonsense Words - RAN Measures - Letter Naming - Sight and High Frequency Words (Spring only) - Encoding	- Letter Sound Association - Phonological Awareness - Phonological memory including non-word repetition - Rapid automatic naming including letter naming fluency
Gr 1	Passage Oral Reading Grade 1 Phoneme Segmentation RAN Measures (letter naming) Letter Sounds Expressive Nonsense Words Sight and High Frequency Words (Winter and Spring only) Encoding	- Oral vocabulary and word recognition fluency (i.e., accuracy and rate) - Phoneme awareness - Letter naming fluency - Letter sound association - Phonological memory including nonword repetition - The Center on Response to Interventions Screening Briefs indicate that oral reading fluency could be added mid first grade.
Gr 2	Passage Oral Reading Grade 2 Expressive Nonsense Words Sight and High-Frequency Words Encoding	- Oral reading fluency - Word identification - Reading comprehension

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

Tier 1 instruction will be monitored through district and school-level walkthroughs using Practice Profiles and school-level look-fors aligned to School Improvement goals. Teams will review walkthrough evidence alongside formative, progress-monitoring, and district/state assessment data to determine whether instructional practices are resulting in expected student progress. When progress is not evident, teams will identify barriers, adjust instruction or supports, and monitor the impact of those changes. District Quarterly Data Reviews will provide an additional opportunity to evaluate progress and determine next steps.

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

The School Leadership Team (SLT) will engage in intervention walkthroughs to monitor implementation and regularly review Tier 2 action plans. MTSS Specialist and ELA Senior Instructional Specialists will support the process and provide feedback.

District Quarterly Data reviews will take place with ELA/Reading Senior Instructional Specialists, ELL/ESE District Intervention Specialists, Executive Directors, Senior Supervisors, MTSS Specialists, and Assistant Superintendent Staff.

Assistant Superintendents will facilitate regular data reviews with schools to monitor data. Tier 2 effectiveness will be evaluated through intervention walkthroughs, regular review of Tier 2 action plans, and analysis of student progress-monitoring data. Teams will compare student response to established goals and expected rates of progress to determine whether interventions should be continued, adjusted, intensified, or discontinued. District and school-level data reviews will support ongoing evaluation and next steps.

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

The School Intervention Team (SIT) will engage in Tier 3 Intervention Walkthroughs and monitor Tier 3 Progress Monitoring Data through the Renaissance Platform (Star CBM). MTSS Specialists ELA/Reading Senior Instructional Specialists, and ELL/ESE Intervention Specialists will provide guidance and feedback on the Tier 3 Action Plan and intervention effectiveness that is grounded in evidence-based practices aligned with the CERP.

Tier 3 Intervention Plans are entered in our SSS Academic Monitoring Module in myStudent and student achievement data is monitored to determine positive, questionable or poor response to interventions.

Tier 3 effectiveness will be evaluated through intervention walkthroughs, Tier 3 Action Plan reviews, and analysis of frequent progress-monitoring data in Star CBM and the SSS Academic Monitoring Module. SIT teams will compare student performance to established goals and expected rates of progress to determine a positive, questionable, or poor response to intervention and use this determination to continue, adjust, or intensify supports.

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 will be considered for Tier 1 support based on one or more of the following data sources and/or indicators available at the beginning of the school year:

- K-1 STAR Early Literacy- At or Above Level (>40th percentile), Achievement Levels 2, 3, 4, 5 and/or
- 1-2 STAR Reading- At or Above (>40th percentile), Achievement Levels 2, 3, 4, 5 and/or
- Star CBM >40th percentile and/or
- 3-5 FAST PM1 Achievement Levels 2, 3, 4, 5 and/or
- 3-5 HMH Unit Assessments- Proficient (>69%) and/or

WIDA Access Overall Score 4.0 or higher	
List performance criteria that indicate Tier 1 instruction is sufficient for at least 80% of students. K-2 Renaissance Learning (PM1, PM2, PM3) - K Star Early Literacy PM1/PM2 Achievement Levels 2, 3, 4, 5 - PM3 Levels 3, 4, 5 1-2 STAR Reading PM1/PM2 Achievement Levels 2, 3, 4, 5 - PM3 Levels 3, 4, 5 3-10 AST Cambium Assessment Incorporated (PM1, PM2, PM3) 3-5 FAST PM1/PM2 Achievement Levels 2, 3, 4, 5 - PM3 Levels 3, 4, 5 3-5 HMH Unit Assessments Proficient >69% K-5 Star CBM (BOY, MOY, and/or EOY) >40%	
Core Instruction Indicate the core curriculum utilized. Add additional rows as needed.	
Name of Program	Year of Program Adoption
UFLI Foundations	2022
HMH Into Reading	2021
Heggerty Phonemic Awareness	2022
Additional criteria that prompt the addition of Tier 2 interventions for students not meeting expectations/benchmarks during the school year: - HMH Unit Assessments- (50-69%) - K STAR Early Literacy- - PM1/PM2 20th-39th percentile, Level 2 - PM3 Level 2 1-2 STAR Reading- - PM1/PM2 20th-39th percentile, Level 2 - PM3 Level 2 - Star CBM- On Watch- 20th-39th percentile 3-5 FAST PM1, PM2 Achievement Level 1 > 20th percentile, Level 2 - PM3 Level 2 - WIDA Access Overall Score 3.0- 3.9	
Tier 1 Instruction + Tier 2 Interventions	
Beginning of Year Data	
Students will be considered for Tier 1 support based on one or more of the following data sources and/or indicators available at the beginning of the school year: - Prior year PM3- K-2 Star Renaissance PM3- Level 2 and/or - K-2 Star Renaissance PM1- 20th-39th percentile and/or - Prior year PM3- FAST PM3- Level 2 and/or 3-5 FAST PM1 Level 1 (>20th percentile) and/or - HMH Unit Assessments- Partially Proficient (50-69%)	
Number of times per week interventions are provided: 2-3 times per week Number of minutes per intervention session: 10-30 minutes, or as directed by program	

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)
i-Ready Magnetic Reading Foundations FL (K-2)	Moderate	
i-Ready Magnetic Reading FL (3-5)	Moderate	
Sound Partners: : Build Early Reading Skills with Explicit Instruction		According to Evidence for ESSA, Sound Partners: Build Early Reading Skills with Explicit Instruction does not meet strong, moderate, or promising levels of evidence; however, the following WWC Practice Guide Recommendation(s) support the program: Foundational Skills to Support Reading for Understanding in Kindergarten Through 3rd Grade. Recommendation 2: Develop awareness of the segments of sound in speech and how they link to letters. Level of Evidence: Strong Recommendation 3: Teach students to decode words, analyze word parts, and write and recognize words. Level of Evidence: Strong Recommendation 4: Ensure that each student reads connected text every day to support reading accuracy, fluency, and comprehension. Level of Evidence: Moderate These recommendations were built into the program through the intentional design of explicit, systematic instruction in phonemic awareness, phonics, decoding, word recognition, and connected-text reading. Structured lessons provide students with repeated opportunities to practice foundational reading skills and apply those skills during supported oral reading. The district will support and monitor implementation of this program by providing structured intervention guidance, ongoing coaching, and regular progress monitoring to ensure fidelity and effectiveness. This includes professional learning opportunities focused on Sound Partners instructional routines, explicit foundational reading instruction, progress monitoring, and differentiated support strategies for students needing additional intensive reading support.

UFLI Foundations (K-2)		UFLI Foundations is currently on the State Approved Intervention List for K-2. According to Evidence for ESSA, it does not meet strong, moderate, or promising levels of evidence; however, the following WWC Practice Guide Recommendation(s) support the program: Foundational Skills to Support Reading for Understanding in Kindergarten Through 3rd Grade. • Recommendation 2: Develop awareness of the segments of sound in speech and how they link to letters. Level of Evidence: Strong • Recommendation 3: Teach students to decode words, analyze word parts, and write and recognize words. Level of Evidence: Strong • Recommendation 4: Ensure that each student reads connected text every day to support reading accuracy, fluency, and comprehension. Level of Evidence: Moderate These recommendations were built into the program by the intentional design of explicit and systematic instruction using an eight-step model that includes phonemic awareness, phonics, and fluency. The district will support and monitor implementation of this program by providing structured Tier 1 and Tier 2 instructional guidance, ongoing coaching, and regular progress monitoring to ensure fidelity and effectiveness. This includes professional learning opportunities focused on the eight-step instructional model, foundational reading skills, and differentiated support strategies for students needing additional practice.
Heggerty Phonemic Awareness		Heggerty Phonemic Awareness does not meet strong, moderate, or promising levels of evidence; however, the following WWC Practice Guide Recommendation(s) support the program: Foundational Skills to Support Reading for Understanding in Kindergarten Through 3rd Grade. • Recommendation 2: Develop awareness of the segments of sound in speech and how they link to letters. Level of Evidence: Strong These recommendations were built into the Heggerty Phonemic Awareness program by the intentional design of explicit and systematic instruction in the subskills of phonemic awareness.

		The district will support and monitor implementation of this program by providing clear instructional guidance, ongoing coaching, and regular progress monitoring to ensure fidelity of implementation. This includes professional learning opportunities focused on phonemic awareness instruction, effective use of the Heggerty routines, and alignment with foundational reading practices.
The DBQ Project (Document Based Questions)- an inquiry-based social studies resource that engages students in analyzing primary and secondary sources, building historical understanding, and developing evidence-based arguments. Its structured approach strengthens critical thinking, reading, document analysis, discussion, and writing skills.		The DBQ Project does not meet strong, moderate, or promising levels of evidence; however, the following What Works Clearinghouse (WWC) Practice Guide Recommendation(s) support the program: Teaching Elementary School Students to Be Effective Writers. The recommendations and their levels of evidence are: Recommendation 2. Teach students to use the writing process for a variety of purposes. Strong Evidence And IES Practice Guide Providing Reading Interventions for Students in Grades 4-9. Recommendation 3- Routinely use a set of comprehension-building practices to help students make sense of a text. Strong Evidence Recommendation 4- Provide students with opportunities to practice making sense of stretch text that will expose them to complex ideas and information. Moderate Evidence These recommendations were built into the program by designing a structured approach that includes engaging students with a compelling question, providing essential context, analyzing documents, organizing evidence, and writing evidence-based essays. This method helps students develop critical thinking, reading, and writing skills. The district will support and monitor the implementation of this program by conducting regular classroom observations, providing side-by-side lesson planning and modeling, and analyzing student performance data. This will include professional learning opportunities such as workshops and refresher courses to ensure teachers are well-equipped to implement the DBQ Project effectively.

HMH Into Reading-Supplemental Resources Word Study Studio Rigby Readers (text sets) Fluency Passages and Reader's Theater Writable (Grades 3-5)		HMH Into Reading Supplemental Resources do not meet strong, moderate, or promising levels of evidence; however, the following WWC Practice Guide Recommendation(s) support the program: IES Practice Guide: Providing Reading Interventions for Students in Grades 4–9. • Recommendation 1: Build students' decoding skills so they can read complex multisyllabic words. Level of Evidence: Strong (Level 2) • Recommendation 2: Provide purposeful fluency-building activities to help students read effortlessly. Level of Evidence: Strong (Level 3) • Recommendation 3: Routinely use a set of comprehension building practices to help students make sense of the text. Level of Evidence: Strong These recommendations were built into the program by designing a structured approach to increasing automaticity with decoding multisyllabic words, building vocabulary through morphological connections, and strengthening fluency to build skilled readers. The district will support and monitor implementation of this program by establishing clear instructional expectations, providing ongoing coaching and feedback, and using data to inform instructional decisions. This includes professional learning opportunities focused on decoding instruction, fluency development, and comprehension strategies aligned with the IES recommendations.
Indicate the evidence-based programs and/or practices implemented for students with a disability, students with an IEP and students who are English language learners, if used instead of or in addition to programs above. Add additional rows as needed.		
Students with Disabilities		
Name of Program	ESSA Evidence Level	Verbiage (as needed)
English Language Learners		
Name of Program	ESSA Evidence Level	Verbiage (as needed)
Imagine Language and Literacy with Teacher Led Small Group Lessons	Promising	
For K-3 students who have a substantial deficiency in reading or characteristics of dyslexia, identify the multisensory strategies provided.		

Heggerty Kindergarten, Heggerty Primary, Heggerty Primary Extension, Heggerty Bridge the Gap Heggerty incorporates hand motions for adding, deleting, or substituting phoneme lessons. Teachers can also use Elkonin or sound boxes to have students move tokens into boxes to represent individual phonemes. Lindamood Bell Seeing Stars Seeing Stars deliberately engages multiple sensory pathways (visual, auditory, language/verbal, and kinesthetic/tactile) to build symbol imagery for reading and spelling. The program explicitly teaches students to create mental imagery (symbol imagery) for letters, sounds, and words. It also incorporates auditory input essential for phonological processing and engages the language system strengthening neural connections between imagery and speech.		
Additional performance criteria that prompt the addition of Tier 3 interventions for students not meeting expectations/benchmarks during the school year: • K Renaissance Star Early Literacy- ◦ PM1/PM2 <10th percentile OR 11th-20th percentile and Star CBM < 20th percentile ◦ PM3 Level 1 • 1-2 Renaissance Star Reading – ◦ PM1/PM2 <10th percentile or unable to complete practice items OR 11th-20th percentile and Star CBM < 20th percentile ◦ PM3 Level 1 AND < 20th percentile on Star CBM Passage Oral Reading • 3-5 FAST ELA ◦ PM1/PM2 Level 1 20th percentile AND/OR HMH Unit Assessments < 50% ◦ PM3 Level 1		
Tier 1 Instruction + Tier 2 Interventions + Tier 3 Intensive Interventions		
Beginning of Year Data		
Students will be considered for Tier 3 support based on one or more of the following data sources and/or indicators available at the beginning of the school year: Kindergarten • STAR Early Literacy PM1 <10th percentile and/or • 11th-20th percentile and Star CBM < 20th percentile and/or • Retained in current grade 1-2 STAR Reading – ◦ Prior year PM3 Level 1 and/or ◦ <10th percentile or unable to pass practice items and/or ◦ 11th-20th percentile and Star CBM < 20th percentile and/or ◦ Retained in current grade 3-5 FAST ELA ◦ Prior year PM3 Level 1 and/or ◦ PM1 Level 1 (<20th percentile) and/or ◦ Retained in current grade		
Number of times per week interventions are provided: 5 times per week Number of minutes per intervention session: 30+ minutes or as directed by program resources		
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)

SIPPS (Systematic Instruction in Phonological Awareness, Phonics and Sight Words) Beginning, Extension, Plus, and Challenge	Moderate	
i-Ready Magnetic Foundations FL (K-2) Teacher Led Instruction	Moderate	
i-Ready Magnetic Reading FL (3-5) Teacher Led Instruction	Moderate	
Teacher Directed PALS		Teacher Directed PALS does not meet strong, moderate, or promising levels of evidence; however, the following WWC Practice Guide Recommendation(s) support the program: Foundational Skills to Support Reading for Understanding in Kindergarten Through 3rd Grade. • Recommendation 2: Develop awareness of the segments of sound in speech and how they link to letters. Level of Evidence: Strong • Recommendation 3: Teach students to decode words, analyze word parts, and write and recognize words. Level of Evidence: Strong These recommendations were built into Teacher Directed PALS by the intentional design of explicit and systematic instruction in letter-sound correspondence, phonemic awareness concepts, decoding, sight words, and passage reading. The district will support and monitor implementation of this program by providing clear instructional expectations, ongoing coaching and feedback, and regular progress monitoring to ensure fidelity and effectiveness. This includes professional learning opportunities focused on explicit foundational reading instruction, decoding strategies, and integration of Teacher Directed PALS routines into literacy instruction.
Sound Partners: Build Early Reading Skills with Explicit Instruction		According to Evidence for ESSA, Sound Partners: Build Early Reading Skills with Explicit Instruction does not meet strong, moderate, or promising levels of evidence; however, the following WWC Practice Guide Recommendation(s) support the program: Foundational Skills to Support Reading for Understanding in Kindergarten Through 3rd Grade.

		Recommendation 2: Develop awareness of the segments of sound in speech and how they link to letters. Level of Evidence: Strong Recommendation 3: Teach students to decode words, analyze word parts, and write and recognize words. Level of Evidence: Strong Recommendation 4: Ensure that each student reads connected text every day to support reading accuracy, fluency, and comprehension. Level of Evidence: Moderate These recommendations were built into the program through the intentional design of explicit, systematic instruction in phonemic awareness, phonics, decoding, word recognition, and connected-text reading. Structured lessons provide students with repeated opportunities to practice foundational reading skills and apply those skills during supported oral reading. The district will support and monitor implementation of this program by providing structured intervention guidance, ongoing coaching, and regular progress monitoring to ensure fidelity and effectiveness. This includes professional learning opportunities focused on Sound Partners instructional routines, explicit foundational reading instruction, progress monitoring, and differentiated support strategies for students needing additional intensive reading support.
Heggerty Phonemic Awareness		Heggerty Phonemic Awareness has not yet been evaluated by Evidence for ESSA and there are no current studies that indicate whether they meet strong, moderate, or promising levels of evidence. The WWC Practice Guide Recommendation(s) support the program: Foundational Skills to Support Reading for Understanding in Kindergarten Through 3rd Grade, Recommendation 2: Develop awareness of the segments of sound in speech and how they link to letters has strong evidence for ESSA. These recommendations were built into the Heggerty Phonemic Awareness program by the intentional design of explicit and systematic instruction in the subskills of phonemic awareness. The district will support and monitor implementation of the Heggerty Phonemic Awareness program by

		establishing clear expectations for daily instructional routines, providing instructional coaching focused on phonological and phonemic awareness strategies, and conducting regular fidelity checks to ensure consistent use across classrooms. Monitoring will include classroom walkthroughs, teacher feedback sessions, and student progress data reviews to assess the impact of instruction. This includes professional learning opportunities designed to deepen educators' understanding of phonemic awareness development, model the Heggerty lesson structure, and build capacity for delivering explicit and systematic instruction in the subskills of phonemic awareness. Training will also support alignment with the IES Practice Guide recommendation to develop awareness of the segments of sound in speech and how they link to letters.
HMH Into Reading-Supplemental Resources Word Study Studio, Rigby Readers (text sets) Fluency Passages and Reader's Theater		HMH into Reading Supplemental Resources have not yet been evaluated by Evidence for ESSA and there are no current studies that indicate whether they meet strong, moderate, or promising levels of evidence. The WWC Practice Guide: Providing Reading Interventions for Students in Grades 4–9 recommendations support the program: Recommendation 1: Build students' decoding skills so they can read complex multisyllabic words. Strong Level of Evidence 2. Recommendation 2: Provide purposeful fluency-building activities to help students read effortlessly. Strong Level of Evidence 3. Recommendation 3: Routinely use a set of comprehension building practices to help students make sense of the text. Strong Level of Evidence These recommendations were built into the program by designing a structured approach to increasing automaticity by decoding multisyllabic words, building vocabulary through morphological connections, and strengthening fluency to build skilled readers. The district will support and monitor implementation of the HMH Into Reading Supplemental Resources program by establishing clear instructional expectations for how the supplemental materials are integrated into Tier 1 and Tier 2 instruction, providing targeted coaching and

		support for teachers, and conducting regular reviews of student performance data to assess the impact of the resources. Monitoring will include classroom walkthroughs, feedback cycles, and collaborative data discussions to ensure alignment with instructional goals and fidelity of use. This includes professional learning opportunities focused on decoding instruction for multisyllabic words, fluency-building strategies, and comprehension practices. Training will emphasize how to effectively use the supplemental resources to support the recommendations from the WWC Practice Guide: <i>Providing Reading Interventions for Students in Grades 4–9</i>, including: • Building students’ decoding skills • Providing purposeful fluency-building activities • Using comprehension-building practices to help students make sense of text These sessions will help educators implement the structured approach embedded in the program to increase automaticity, build vocabulary through morphological connections, and strengthen fluency for skilled reading.
Curriculum Associates Phonics for Reading (3+)	NA	Phonics for Reading does not meet strong, moderate, or promising levels of evidence. The WWC Practice Guide: <i>Providing Reading Interventions for Students in Grades 4–9</i> recommendations support the program: Recommendation 1: Build students’ decoding skills so they can read complex multisyllabic words. Strong Level of Evidence 2. Recommendation 2: Provide purposeful fluency-building activities to help students read effortlessly. Strong Level of Evidence 3. These recommendations were built into the program by providing structured, standards aligned lessons that target foundational reading skills through explicit instruction, guided practice, and independent application. The district will support and monitor implementation of this program by providing instructional coaching and

		using diagnostic and progress monitoring data to inform instruction.
Indicate the evidence-based programs and/or practices implemented for students with a disability, students with an IEP and students who are English language learners, if used instead of or in addition to programs above. Add additional rows as needed.		
Students with Disabilities		
Name of Program	ESSA Evidence Level	Verbiage (as needed)
Linda Mood-Bell: Seeing Stars		Seeing Stars: Lindamood-Bell has not yet been evaluated by Evidence for ESSA, and there is not currently an Evidence for ESSA rating indicating that the program meets strong, moderate, or promising levels of evidence. However, the instructional practices within Seeing Stars align with evidence-based recommendations for supporting students with foundational reading skill needs. The WWC Practice Guide: Providing Reading Interventions for Students in Grades 4–9 includes recommendations that support key instructional components addressed through Seeing Stars, including: • Recommendation 1: Build students’ decoding skills so they can read complex multisyllabic words — Strong Level of Evidence • Recommendation 2: Provide purposeful fluency-building activities to help students read effortlessly — Strong Level of Evidence These recommendations are reflected in Seeing Stars through its structured approach to developing phonemic awareness, symbol imagery, decoding, word recognition, and reading fluency, with the goal of increasing automaticity and supporting more proficient reading. The district will support and monitor implementation of Seeing Stars by establishing clear expectations for its use within intervention, providing targeted professional learning and coaching, and regularly reviewing student progress-monitoring data to determine intervention effectiveness. Monitoring will include intervention walkthroughs, fidelity checks, feedback cycles, and collaborative data reviews to determine whether students are making expected progress and whether instruction should be continued, adjusted, or intensified. Professional learning will focus on effective implementation of the Seeing Stars instructional routines, including phonemic awareness, symbol imagery, decoding and word recognition, multisyllabic word reading, and fluency development. Training and ongoing support will emphasize fidelity of implementation and the use of student data to inform instructional decisions.
English Language Learners		

Name of Program	ESSA Evidence Level	Verbiage (as needed)
Imagine Language and Literacy with Teacher Led Small Group Lessons	Promising	
For K-3 students who have a substantial deficiency in reading or characteristics of dyslexia, identify the multisensory strategies provided. SIPPS Beginning, SIPPS Extension, SIPPS Plus, SIPPS Challenge The structures of SIPPS routines are multimodal in nature and include visual-auditory-vocal links are stressed in all lessons. Students with a substantial reading deficiency will benefit from simultaneous activation of learning modalities that include physical movement and tactile sensations. For these students SIPPS offers an Intensive Multisensory Instruction which provides variations that can be readily added to the original SIPPS routines. Heggerty Kindergarten, Heggerty Primary, Heggerty Primary Extension, Heggerty Bridge the Gap Heggerty incorporates hand motions for adding, deleting, or substituting phoneme lessons. Teachers can also use Elkonin or sound boxes to have students move tokens into boxes to represent individual phonemes. Lindamood-Bell-The Seeing Stars Program will be used with select students that are consistently scoring below the 10th PR and not responding to Tier 3 interventions that present with significant phonological and orthographic processing deficits, including characteristics of dyslexia. The Visualizing and Verbalizing Program addresses students who are successful with phonics and decoding, yet present with significant comprehension deficits, including characteristics of hyperlexia. The IES (Institute of Education Sciences) practice guide that supports the Lindamood-Bell The Seeing Stars Program and students with characteristics of dyslexia is "Improving Reading Comprehension in Kindergarten Through 3rd Grade" The guide highlights the need for differentiated instruction to meet the diverse needs of students, including those with dyslexia. Lindamood-Bell's The Seeing Stars Program offers targeted interventions that address specific reading deficits, such as difficulties with phonological processing and word recognition. This approach aligns with the guide's recommendations for providing individualized support and using evidence-based interventions to improve reading outcomes for struggling readers. Tier 3 Explicit and Direct Instruction: Using explicit and direct instruction within Tier 3 is an effective approach for English Language Learners and students with disabilities because it provides structured, increasingly intensive support based on student need. In Tier 3, instruction becomes more targeted, with increased modeling, guided practice, repetition, and immediate feedback to address specific skill gaps. This approach is effective because it reduces confusion, breaks learning into manageable parts, and supports language development while minimizing cognitive overload for students who need more support. As a result, students can build foundational skills, improve comprehension, and gain confidence, leading to stronger academic performance and greater independence as learners.		
What processes and procedures are in place to identify and solve problems to improve effectiveness of Tier 3 interventions? The School Intervention Team will analyze data for students with a PMP in ELA (reading), including lowest 35%, and universal screener data to develop a list of students in need of Tier 3 interventions. They will also analyze ongoing Star CBM progress monitoring data to determine positive, questionable, or poor response to intervention. Tier 3 Decision Tree and Resource Guide help determine specific areas of need to determine the intervention. The PMP Intervention Protocol resource will provide teachers with an overview of available intervention		

resources for K-5 Literacy. The protocol will include the focus of the intervention, target population, possible instructional grouping, implementation process, progress monitoring tool and who is doing the intervention. District Leadership Team(s) (Elementary, Secondary, ESE, and ESOL Departments) ensures that teachers are trained on how to use the reading decision charts' evidence-based instructional practices, strategies, and/or programs aligned the CERP

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:

The district utilizes a Literacy Framework aligned to the instructional focus of Summer Reading Camp (SRC). The framework details instructional minutes allotted for the different components, along with resources, routines, and ways to monitor progress. Third Grade Summer Reading Camp: Eligible students will receive 12 days of intensive reading support from 7:30 a.m.–2:00 p.m. Instruction will be provided by reading endorsed or certified instructional personnel and will focus on students' identified reading needs through explicit, systematic, evidence-based instruction aligned with Florida's Comprehensive Evidence-Based Reading Plan (CERP).

The instructional components include:

- Morning Meeting and Read Aloud to build resiliency and model fluent reading
- Knowledge Building Comprehension Lesson- Explicitly teach and model how to unlock complex text to build knowledge around science/social studies topics.
- Writing Instruction- Explicitly teach and model the writing process through research writing.
- Independent Research Task and Writing (ARC Research Lab)
- Building Fluency Routine and Practice
- Independent Reading to build stamina and strengthen fluency
- Differentiated Instruction and Practice
- Teacher pull intervention groups using SIPPS and/or Lexia Core5 Structured Literacy Lessons, while students engage in stations to practice and apply skills (word work, vocabulary, fluency, writing)

Evidence-Based Instructional Materials to be used, as defined in [20 U.S.C. s. 7801\(21\)\(A\)\(i\)](#):

Highly effective and reading endorsed/certified teachers will implement the following evidenced- based instructional materials during our ESY/Summer Reading Camp:

SIPPS- This program is used as a comprehensive intervention in the areas of phonological awareness, phonics, and sight words to build fluency and automaticity in word recognition. A placement test is administered so we know exactly which level and lesson a student needs to begin on. This program is very explicit, systematic and offers multisensory techniques to enhance each lesson. Student progress is monitored through SIPPS Mastery tests every 5-10 lessons. SIPPS has a moderate level of evidence based on the ESSA levels of evidence.

American Reading Company Research Quest-

ARC Research Quest has not been evaluated by Evidence for ESSA, and there are no current studies indicating whether they meet strong, moderate, or promising evidence levels.

The IES Practice Guide Improving Reading Comprehension in Kindergarten Through 3rd Grade contains recommendations with strong or moderate evidence and pertains to the ARC Research Quest.

Recommendation 1: Teach students how to use reading comprehension strategies- Strong Evidence

Recommendation 2: Teach students to identify and use the text's organizational structure to comprehend, learn, and remember content- Moderate Evidence

Recommendation 5: Establish an engaging and motivating context in which to teach reading comprehension- Moderate Evidence

The WWC Practice Guide- Teaching Elementary School Students to Be Effective Writers contains recommendations with strong evidence and pertain to the ARC Research Quest.

Recommendation 2: Teach students to use the writing process for a variety of purposes- Strong Evidence

ARC Research Quest leverages practices rated with strong and moderate evidence for effectiveness in the IES Practice Guide for intervening with students in grades K-3. The practices of teaching students to decode words, analyze word parts, and write and recognize words (strong evidence) as well as ensuring that each student reads connected text every day to support reading accuracy, fluency, and comprehension (moderate evidence) are the foundation for the program and are included in the daily lessons and practice.

Monitoring and Implementation

- Professional Learning: Provide targeted professional learning on the practice profiles, evidence-based practices for teaching reading, including foundational reading, vocabulary, comprehension, and the writing process.
- Ongoing Monitoring: Regular classroom observations, side by side lesson planning and modeling of the lessons before launch with students, and student assessments to ensure effective program implementation.
- Star CBM Passage Oral Reading will be administered at week 3 to monitor fluency growth.
- Data Analysis and Support: Collect and analyze student performance data to evaluate the program's effectiveness and facilitate teacher collaboration to share best practices and address challenges.
- Star Reading K-12 will be administered as an Alternative Assessment, as a means for promotion to fourth grade.

Alternative Assessment Used:

Star Reading K-12

Additional Information (optional):

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

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

Grades 6-8

8. Grades 6-8 Assessments

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

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

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

Additional Assessment(s)				
Name of the Assessment	Target Audience (Grades 6-8) (Select all that apply.)	What component of reading is assessed? (Select all that apply.)	Assessment Type (Select all that apply.)	How often is the data collected?
	☐ All Students ☒ Select Student	☒ Fluency ☒ Vocabulary ☒ Comprehension	☐ Summative	☐ Quarterly ☒ 3 x Year ☐ Annually ☒ As Needed ☐ Other
Star CBM-Passage Oral Reading	☒ Grade 6 ☒ Grade 7 ☒ Grade 8	☐ 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.

Collaborative Teacher Teams will use data from FAST and curriculum-based common formative assessments to identify students in need of Tier 2 and design and implement supplemental interventions targeting gaps in learning to increase students' ability to meet Tier 1 expectations. Tier 2 is more of the core and aligned to grade level standards and benchmarks.

Students who score a level 3, 4, or 5 on the FAST ELA should be served in their core ELA classroom and be monitored through FAST ELA and curriculum-based common formative assessments at the end of each unit.

- Student assessment history should be considered, including FAST level(s) and a preponderance of evidence. Students who demonstrate grade level proficiency in at least one of these data measurements may not need an intensive reading course and may receive Tier 2 standards-based intervention in their core ELA classroom.

Students with a substantial deficiency in ELA (reading and writing) must be provided explicit and systematic, reading instruction and intervention strategies, by a certified teacher with a reading endorsement or micro-credentials and scheduled in an Intensive Reading Course. Appropriate placement for students needing intensive reading in Grades 6–12 must be ensured using the Secondary Reading Course Placement Guide. This guidance document specifically supports schools with scheduling to ensure consistency and support across the district.

- Students who score a Level 1 on the FAST, iReady Diagnostic and need a Tier 3 (PMP) should always receive priority placement in Intensive Reading courses with a reading certified, endorsed, micro-credentialed teacher.
- Students who score a Level 1 on FAST but who choose or are placed in an elective other than Intensive Reading, **must** be provided with intensive reading instruction by a teacher who has Reading Endorsement, Reading Certification or holds a micro-credential in reading.

Students in need of Tier 3 interventions will be identified as needing a Progress Monitoring Plan (PMP) and will have monthly progress letters sent to parents/guardians. Students with a deficit in phonemic awareness, phonics (decoding and encoding), oral language, and fluency will receive an intensive intervention. Tier 3 remediation is aligned to targeted, universal foundational skills and basic reading comprehension and will provide students with the opportunity for reduced group size, increased time, intensity, and duration to accelerate reading growth above and beyond Tier 1 and Tier 2 instruction and intervention. Tier 3 intensive intervention and remediation must happen daily outside of core ELA with more frequent progress monitoring aligned to the skill being targeted for instruction. Renaissance Star CBM Passage Oral Reading is an example of a Tier 3 progress monitoring measure which will be used in grades 6-8. The School Intervention Team (SIT) will progress monitor these data to ensure students are positively responding to interventions. Additionally, the SIT will make recommendations for students who have poor or questionable response to intervention.

Students who do not respond to Tier 3 remediation supports are referred to a student-based intervention team (SBIT) for additional problem-solving and to intensify and/or adjust the focus of the universal skill supports. The SIT creates a proactive system for Tier 3 supports, while the SBIT seeks solutions for individual students who do not respond to the Tier 3 system of support. The SIT and SBIT often have overlapping membership.

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?

Monitoring: Collaborative Teacher Teams review FAST and benchmark-aligned formative assessment data to evaluate the effectiveness of Tier 1 instruction. Teams compare student performance to expected outcomes, identify trends and instructional barriers, and use the data to determine whether Tier 1 practices should be continued or adjusted. Subsequent assessment data are reviewed to determine whether instructional adjustments resulted in improved student outcomes.

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

Monitoring: Students who demonstrate grade-level proficiency in at least one data measure may receive Tier 2 interventions within the core ELA classroom. Collaborative Teacher Teams regularly review FAST ELA, common formative assessment, and i-Ready Reading progress-monitoring data to compare student performance to intervention goals and expected rates of progress. Based on the student's response, teams determine whether interventions should be continued, adjusted, intensified, or discontinued.

Additional Assessments: i-Ready Reading for Grades 6–8 may be used to identify and monitor needs in oral language, phonological awareness, phonics, fluency, vocabulary, and comprehension. Data are collected weekly and as needed for progress monitoring and diagnostic purposes.

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

Monitoring: Students with substantial deficiencies (e.g., scoring Level 1 on FAST) receive intensive reading instruction and interventions. These students are identified for a Progress Monitoring Plan (PMP) and receive monthly progress updates. The School Intervention Team (SIT) monitors progress using tools like Renaissance Star CBM Passage Oral Reading. Students not responding to Tier 3 interventions are referred to the Student-Based Intervention Team (SBIT) for further problem-solving and support adjustments.

Additional Assessments: Star CBM Passage Oral Reading for Grades 6-8, focusing on fluency and comprehension. Data is collected three times a year and as needed for progress monitoring.

Instructional Reviews take place to identify and solve problems to improve effectiveness of Tier 2-3 intervention including alignment with core curriculum and instruction when progress monitoring data indicates students in specific grade levels and classrooms are not progressing towards grade level proficiency. These will be led by the Curriculum Instruction Team in collaboration with the ESE, and ESOL departments based on identified needs of the school and subgroups.

The Exceptional Student Education (ESE), and ESOL program employees in collaboration with District Partners, provide professional learning and support to schools implementing evidence-based intervention programs/resources/practices/strategies outlined in the CERP.

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: - Benchmark Assessments- Proficient (>70%) and/or - FAST ELA 2025-26 FAST PM3 Level 3, 4, 5 and/or 2026-27 FAST PM1 Level 2, 3, 4, 5 and/or - WIDA Access Overall Score > 3.9	
List performance criteria that indicate Tier 1 is sufficient for at least 80% of students. - Benchmark Assessments: Proficient (>70%) and/or - FAST ELA: Levels 2, 3, 4, 5 on PM1 and PM2 and/or - FAST ELA: Levels 3, 4, 5 on PM3 and/or	
What procedures are in place to identify and solve problems to improve effectiveness of Tier 1 instruction? School Leadership Teams and Collaborative Teacher Teams: - Meet monthly to review data and problem-solve around Tier 1 data. District Literacy Leadership Team Analysis: - Analyzes school-level data and risk levels three times a year through FAST proficiency and monitors growth from PM1 to PM2. Implementation of Data Protocols: - MTSS Specialists and content specialists facilitate the implementation of data protocols with school administrators to monitor the effectiveness of Tier 1 instruction. Professional learning and Coaching: - When a need is determined, professional learning is provided along with side-by-side coaching by school-based coaches and/or support from ELA curriculum specialists. District Quarterly Data Reviews: - Conducted with ELA Senior Specialists, Executive Director and Assistant Superintendent to review data and identify areas for improvement.	
Core Instruction	
Indicate the core curriculum utilized. Add additional rows as needed.	
Name of Program	Year of Program Adoption
McGraw Hill Study Sync	2021
Performance criteria that prompt the addition of Tier 2 interventions for students not meeting expectations/benchmarks during the school year: - FAST ELA - PM1 and PM2 (Level 1 > 20th percentile or Level 2) - ELA Benchmark Assessments (50-69%)	

Tier 1 Instruction + Tier 2 Interventions		
Beginning of Year Data		
Students who meet the following criteria at the beginning of the school year: • ELA Benchmark Assessment (50-69%) and/or • 2026 FAST ELA PM3 Level 2 and/or • 2026-2027 FAST ELA PM1- Level 1 (>20th percentile) or Level 2 and/or • The WIDA ACCESS criteria for ELD is 2.5 or less overall score		
Number of times per week interventions are provided: 2-4 times per week Number of minutes per intervention session: 20-30 minutes, or as directed per the program guidelines Course(s) where interventions take place: Core ELA Courses: Grade 6: 1000010T, Grade 7: 1000012T, Grade 8: 1000014T M/J English Language Development (MC) (#1002180)		
Supplemental Instruction/Interventions		
Indicate the evidence-based programs and/or practices used for Tier 2 interventions and how the programs and practices are supported by strong, moderate or promising levels of evidence. Add additional rows as needed.		
Name of Program	ESSA Evidence Level	Verbiage (as needed)
Edmentum		There is moderate evidence from APEX intervention, now Edmentum from research done in Pasco County. Edmentum does not meet strong, moderate, or promising levels of evidence; however, the following WWC Practice Guide Recommendation(s) support the program with strong evidence: Improving Adolescent Literacy: Effective Classroom and Intervention Practices complements. Recommendation: Use specific interventions for reading difficulties, including explicit vocabulary instruction, direct and explicit comprehension strategy instruction (with teacher and facilitated), extended discussion of text, and strategies to increase student motivation and engagement. Level of Evidence: Strong These recommendations were built into the program by the intentional design of Edmentum's Standards-Based Intervention, which includes custom courses targeting specific reading skills and standards. The program incorporates explicit vocabulary instruction, comprehension strategies, extended text discussions, and motivational supports to promote deeper learning and benchmark-aligned progress. Edmentum's Standards-Based Intervention in several ways: Targeted Interventions: The guide supports using specific interventions for reading difficulties, aligning with Edmentum's custom courses designed to

		address particular reading skills and standards. The specific interventions include explicit vocabulary instruction, direct and explicit comprehension strategy instruction (with teacher and facilitated), extended discussion of text, increasing student motivation and engagement for deeper learning and improvement in benchmark aligned learning. The district will support and monitor implementation of this program by aligning Edmentum usage with identified student needs, providing ongoing instructional support, and reviewing student performance data to guide intervention decisions. This includes professional learning opportunities focused on leveraging Edmentum's tools for targeted literacy intervention, implementing evidence-based reading strategies, and using data to personalize instruction.
Indicate the evidence-based programs and/or practices implemented for students with a disability, students with an IEP and students who are English language learners, as applicable. Add additional rows as needed.		
Students with Disabilities		
Name of Program	ESSA Evidence Level	Verbiage (as needed)
English Language Learners		
Name of Program	ESSA Evidence Level	Verbiage (as needed)
READ180	Strong	For students enrolled in the English Language Development elective. READ 180 is a blended learning program designed for English Language Learners with a DEUSS of 2 years or less who are reading 2 or more years below grade level. It combines online and direct instruction, and student assessment. READ 180 is delivered in 45- to 90-minute sessions that include whole-group instruction, three small-group rotations, and whole-class wrap-up. Small-group rotations include individualized instruction using an adaptive computer application, small-group instruction with a teacher, and independent reading.
Performance criteria that prompt the addition of Tier 3 interventions for students not meeting expectations/benchmarks during the school year: • ELA Benchmark Assessments- (<50%) • 2026-27 FAST ELA PM1 and PM2 Level 1 (< 20th percentile) • iReady Reading <50% Passed Lessons • BOY Star CBM Passage Oral Reading (<20th PR) • The WIDA ACCESS criteria 1.0-2.4		
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: • 2025-26 FAST ELA PM3 Level 1 • 2026-27 FAST ELA PM1 Level 1 (< 20th percentile) • iReady- <50% Passed Lessons • Star CBM Passage Oral Reading (<20th PR)		
Number of times and minutes per week interventions are provided: 5 days a week (stand-alone intensive reading- Z suffix) Course(s) where interventions take place: 50 minutes (stand-alone intensive reading- Z suffix) Core ELA courses M/J English Language Development (MC) (#1002180)		
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)
iReady Reading Personalized Instruction and Toolkit	Moderate Evidence	
SIPPS	Moderate Evidence	
The DBQ Project (Document Based Question) an inquiry-based social studies resource that engages students in analyzing primary and secondary sources, building historical understanding, and developing evidence-based arguments. Its structured approach strengthens critical thinking, reading, document analysis, discussion, and writing skills.		The DBQ Project 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. The recommendations and their levels of evidence are: 1. Build decoding skills so students can read complex multisyllabic words - Strong Evidence 2. Provide purposeful fluency-building activities to help students read effortlessly - Moderate Evidence 3. Routinely use a set of comprehension-building practices to help students make sense of the text - Strong Evidence 4. Provide students with opportunities to practice making sense of stretch (challenging) text that will expose them to complex ideas and information - Moderate Evidence These recommendations were built into the program by designing a structured approach that includes engaging students with a compelling question, providing essential context, analyzing documents, organizing evidence, and writing evidence-based essays. This method helps students develop critical thinking, reading, and writing skills.

		The district will support and monitor the implementation of this program by conducting regular classroom observations, providing side-by-side lesson planning and modeling, and analyzing student performance data. This will include professional learning opportunities such as workshops and refresher courses to ensure teachers are well-equipped to implement the DBQ Project effectively.
Indicate the evidence-based programs and/or practices implemented for students with a disability, students with an IEP and students who are English language learners, as applicable. Add additional rows as needed.		
Students with Disabilities		
Name of Program	ESSA Evidence Level	Verbiage (as needed)
Linda Mood-Bell: Seeing Stars		Seeing Stars: Lindamood-Bell has not yet been evaluated by Evidence for ESSA, and there is not currently an Evidence for ESSA rating indicating that the program meets strong, moderate, or promising levels of evidence. However, the instructional practices within Seeing Stars align with evidence-based recommendations for supporting students with foundational reading skill needs. The WWC Practice Guide: Providing Reading Interventions for Students in Grades 4–9 includes recommendations that support key instructional components addressed through Seeing Stars, including: • Recommendation 1: Build students’ decoding skills so they can read complex multisyllabic words — Strong Level of Evidence • Recommendation 2: Provide purposeful fluency-building activities to help students read effortlessly — Strong Level of Evidence These recommendations are reflected in Seeing Stars through its structured approach to developing phonemic awareness, symbol imagery, decoding, word recognition, and reading fluency, with the goal of increasing automaticity and supporting more proficient reading. The district will support and monitor implementation of Seeing Stars by establishing clear expectations for its use within intervention, providing targeted professional learning and coaching, and regularly reviewing student progress-monitoring data to determine intervention effectiveness. Monitoring will include intervention walkthroughs, fidelity checks, feedback cycles, and collaborative data reviews to determine whether students are making expected progress and whether instruction should be continued, adjusted, or intensified. Professional learning will focus on effective implementation of the Seeing Stars instructional

		routines, including phonemic awareness, symbol imagery, decoding and word recognition, multisyllabic word reading, and fluency development. Training and ongoing support will emphasize fidelity of implementation and the use of student data to inform instructional decisions.
English Language Learners		
Name of Program	ESSA Evidence Level	Verbiage (as needed)
SIPPS	Moderate Evidence	If student has a PMP (Student must have a DEUSS of more than two years)
Imagine Language and Literacy with Teacher Led Small Group Lessons	Promising	

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?
ELA Benchmark 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
ORF	☒ 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
IXL Diagnostic	☒ 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 Study Sync Additional Assessments (MAZE (Diagnostic), Phonics and Structural Analysis Assessment, ORF, Spelling Inventory (Diagnostic), Reading Comprehension Diagnostic)	☒ Grade 9 ☒ Grade 10 ☒ Grade 11 ☒ Grade 12 ☐ All Students ☒ Select Students	☒ Oral Language ☒ Phonological Awareness ☒ Phonics ☒ Fluency	☐ Screening ☒ Progress Monitoring ☒ Diagnostic ☐ Summative	☒ Weekly ☐ 2 x Month ☐ Monthly ☐ Quarterly ☐ 3 x Year ☐ As Needed

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

Collaborative Teacher Teams will use data from FAST and curriculum-based common formative assessments to identify students in need of Tier 2 and design and implement supplemental interventions targeting gaps in learning to increase students' ability to meet Tier 1 expectations. Tier 2 is more of the core and aligned to grade level standards and benchmarks.

Students who score a level 3, 4, or 5 on the FAST ELA should be served in their core ELA classroom and be monitored through FAST ELA and curriculum-based common formative assessments at the end of each unit.

- Student assessment history should be considered, including FAST level(s) and a preponderance of evidence. Students who demonstrate grade level proficiency in at least one of these data measurements may not need an intensive reading course and may receive Tier 2 standards-based intervention in their core ELA classroom.

Students with a substantial deficiency in ELA (reading and writing) must be provided explicit and systematic, reading instruction and intervention strategies, by a certified teacher with a reading endorsement or micro-credentials and scheduled in an Intensive Reading Course. Appropriate placement for students needing intensive reading in Grades 6–12 must be ensured using the Secondary Reading Course Placement Guide. This guidance document specifically supports schools with scheduling to ensure consistency and support across the district.

- Students who score a Level 1 on the FAST, iXL Diagnostic below grade level and need a Tier 3 (PMP) should always receive priority placement in Intensive Reading courses with a reading certified, endorsed, micro-credentialed teacher.
- Students who score a Level 1 on FAST but who choose or are placed in an elective other than Intensive Reading, **must** be provided with intensive reading instruction by a teacher who has Reading Endorsement, Reading Certification or holds a micro-credential in reading.

Students in need of Tier 3 interventions will be identified as needing a Progress Monitoring Plan (PMP) and will have monthly progress letters sent to parents/guardians. Students with a deficit in phonemic awareness, phonics (decoding and encoding), oral language, and fluency will receive an intensive intervention with strong Evidence for ESSA. Tier 3 remediation is aligned to targeted, universal foundational skills and basic reading comprehension and will provide students with the opportunity for reduced group size, increased time, intensity, and duration to accelerate reading growth above and beyond Tier 1 and Tier 2 instruction and intervention. Tier 3 intensive intervention and remediation must happen daily outside of core ELA with more frequent progress monitoring aligned to the skill being targeted for instruction. McGraw Hill StudySync Oral Reading Fluency (ORF) and Maze are examples of a Tier 3 progress monitoring measure which may be used. The School Intervention Team (SIT) will progress monitor these data to ensure students are positively responding to interventions. Additionally, the SIT will make recommendations for students who have poor or questionable response to intervention.

Students who do not respond to Tier 3 remediation supports are referred to student-based intervention team (SBIT) for additional problem-solving and to intensify and/or adjust the focus of the universal skill supports. The SIT creates a proactive system for Tier 3 supports, while the SBIT seeks solutions for individual students who do not respond to the Tier 3 system of support. The SIT and SBIT often has overlapping membership.

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

Monitoring: Tier 1 effectiveness is evaluated through walkthrough evidence, instructional alignment, and student performance data. School and district teams review data against expected outcomes to identify trends and instructional barriers and determine whether Tier 1 practices should be **continued or adjusted**. Subsequent walkthrough and assessment data are reviewed to determine whether adjustments result in improved student outcomes.

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

Monitoring:

- School Leadership Team (SLT) Walkthroughs: Engaging in intervention walkthroughs to monitor implementation and regularly review Tier 2 action plans.
- Quarterly Data Reviews: Conducted with ELA Senior Specialists, Executive Director, MTSS Specialists, and Assistant Superintendent Staff.
- Regular Data Reviews: Facilitated by Executive Director with schools to monitor data.
- Tier 2 effectiveness is evaluated through intervention walkthroughs, Tier 2 action plan reviews, and student progress-monitoring data. School and district teams compare student performance to intervention goals and expected rates of progress to determine whether interventions should be continued, adjusted, intensified, or discontinued. Subsequent data are reviewed to determine whether changes result in improved student outcomes.

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

Monitoring:

- School Intervention Team (SIT) Walkthroughs: Engaging in Tier 3 Intervention Walkthroughs.
- Progress Monitoring Data: Monitored through tools like IXL, myGrad Success, and Star CBM.
- Tier 3 Intervention Plans: Entered in the SSS Academic Monitoring Module in myStudent, with student achievement data monitored to determine positive, questionable, or poor response to interventions.
- Tier 3 effectiveness is evaluated through SIT intervention walkthroughs, Tier 3 Intervention Plan reviews, and frequent progress-monitoring data. Teams compare student performance to intervention goals and expected rates of progress to determine a positive, questionable, or poor response to intervention and use this determination to continue, adjust, or intensify supports.

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:	
Grades 9-10	
• MH Benchmark Assessments- Proficient (>70%) and/or • 9-10 FAST ELA - o 2025-25 FAST PM3 Level 3, 4, 5 and/or - o 2026-27 FAST PM1 Level 2, 3, 4, 5	
Grade 11	
• AICE English General Paper (Tier 1/CORE) and/or • SAT/ACT Concordant, FAST Retakes	
Grade 12	

- FAST Retake Level 3, 4, 5 or SAT/ACT Concordant

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

Grades 9-10

- MH Benchmark Assessments- Proficient (>70%) and/or
- 9-10 FAST ELA
 - o 2025 FAST PM3 Level 3, 4, 5 and/or
 - o 2026-27 FAST PM1 Level 2, 3, 4, 5

Grade 11

- AICE English General Paper (Tier 1/CORE) and/or
- SAT/ACT Concordant, FAST Retakes

Grade 12

- FAST Retake Level 3, 4, 5 or SAT/ACT Concordant

Core Instruction

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

Name of Program	Year of Program Adoption
McGraw Hill Study Sync	2021
Cambridge English General Paper	2020
Uncharted Territory: A High School Reader	2021

Performance criteria that prompt the addition of Tier 2 interventions for students not meeting expectations/benchmarks during the school year:

- FAST ELA
 - o PM1 and PM2 (Level 1 > 20th percentile or Level 2)
- MH ELA Benchmark Assessments (50-69%)

Tier 1 Instruction + Tier 2 Interventions

Beginning of Year Data

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

- ELA MH Benchmark Assessment (50-69%) and/or
- 2025-2026 FAST ELA PM3 Level 2 and/or
- 2026-2027 FAST ELA PM1- Level 1 (>20th percentile) or Level 2 and/or
- WIDA Access Overall Score 2.1-3.9

Number of times per week interventions are provided: 2-4 times per week

Number of minutes per intervention session: 20-30 minutes, or as directed per the program guidelines

Course(s) where interventions take place:

Core ELA Courses with T suffix

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)
The DBQ Project (Document Based Question)		The DBQ Project 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. The recommendations and their levels of evidence are: 5. Build decoding skills so students can read complex multisyllabic words - Strong Evidence 6. Provide purposeful fluency-building activities to help students read effortlessly - Moderate Evidence 7. Routinely use a set of comprehension-building practices to help students make sense of the text - Strong Evidence 8. Provide students with opportunities to practice making sense of stretch (challenging) text that will expose them to complex ideas and information - Moderate Evidence These recommendations were built into the program by designing a structured approach that includes engaging students with a compelling question, providing essential context, analyzing documents, organizing evidence, and writing evidence-based essays. This method helps students develop critical thinking, reading, and writing skills. The district will support and monitor the implementation of this program by conducting regular classroom observations, providing side-by-side lesson planning and modeling, and analyzing student performance data. This will include professional learning opportunities such as workshops and refresher courses to ensure teachers are well-equipped to implement the DBQ Project effectively.
Edmentum		There is moderate evidence from APEX intervention, now Edmentum from research done in Pasco County. Edmentum does not meet strong, moderate, or promising levels of evidence; however, the following WWC Practice Guide Recommendation(s) support the program with strong evidence: Improving Adolescent Literacy: Effective Classroom and Intervention Practices complements. Recommendation: Use specific interventions for reading difficulties, including explicit vocabulary instruction, direct and explicit comprehension strategy instruction (with teacher and facilitated), extended discussion of text, and strategies to increase student motivation and engagement. Level of Evidence: Strong

		These recommendations were built into the program by the intentional design of Edmentum’s Standards-Based Intervention, which includes custom courses targeting specific reading skills and standards. The program incorporates explicit vocabulary instruction, comprehension strategies, extended text discussions, and motivational supports to promote deeper learning and benchmark-aligned progress. Edmentum’s Standards-Based Intervention in several ways: The guide supports using specific interventions for reading difficulties, aligning with Edmentum’s custom courses designed to address particular reading skills and standards. The specific interventions include explicit vocabulary instruction, direct and explicit comprehension strategy instruction (with teacher and facilitated), extended discussion of text, increasing student motivation and engagement for deeper learning and improvement in benchmark aligned learning. The district will support and monitor implementation of this program by aligning Edmentum usage with identified student needs, providing ongoing instructional support, and reviewing student performance data to guide intervention decisions. This includes professional learning opportunities focused on leveraging Edmentum’s tools for targeted literacy intervention, implementing evidence-based reading strategies, and using data to personalize instruction.
Indicate the evidence-based programs and/or practices implemented for students with a disability, students with an IEP and students who are English language learners, as applicable. Add additional rows as needed.		
Students with Disabilities		
Name of Program	ESSA Evidence Level	Verbiage (as needed)
English Language Learners		
Name of Program	ESSA Evidence Level	Verbiage (as needed)
READ180	Strong	For students enrolled in the English Language Development elective, READ 180 is a blended learning program designed for English Language Learners with a DEUSS of 2 years or less who are reading 2 or more years below grade level. It combines online and direct instruction, and student assessment. READ 180 is delivered in 45- to 90-minute sessions that include whole-group instruction, three small-group rotations, and whole-class wrap-up. Small-group rotations include individualized instruction using an adaptive computer

		application, small-group instruction with a teacher, and independent reading.
Performance criteria that prompt the addition of Tier 3 interventions for students not meeting expectations/benchmarks during the school year: • ELA Benchmark Assessments- (<50%) and/or • 2025-26 FAST ELA PM1 and PM2 Level 1 (< 20th percentile) and/or • IXL- below grade level in Diagnostic Assessment and/or • BOY Star CBM Passage Oral Reading (<20th PR) and/or • The WIDA ACCESS criteria 1.0-2.4		
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: • 2025-26 FAST ELA PM3 Level 1 and/or • 2026-27 FAST ELA PM1 Level 1 (< 20th percentile) and/or • IXL- below grade level in Diagnostic Assessment and/or • FAST ELA Retakes Level 1 or Level 2, SAT/ACT Concordant not met		
Number of times per week interventions are provided: 2-4 times a week Number of minutes per intervention session: 20-30, or as directed by program Course(s) where interventions take place: 5 days a week (stand-alone intensive reading- Z suffix) Grade 9:1000412Z; Grade 10: 1000414Z; Grade 11: 1000416Z (Intensive reading- Team Teach- T suffix) in addition to ELA course for grade level, Grade 9/ Int Reading 1 1000412T; Grade 10/Int Reading 2 1000414T; Grade 11/Int Reading 3 1000416T; Grade 12/Int Reading 4 1000418T		
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)
IXL to include Teacher Led Small Group Lessons	No Evidence Level	IXL Language Arts ESSA Evidence Level: Not identified as meeting strong, moderate, or promising levels of evidence. Verbiage: IXL Language Arts does not meet strong, moderate, or promising levels of evidence; however, the following WWC Practice Guide recommendations support the program: Providing Reading Interventions for Students in Grades 4–9. • Recommendation 1: Build students’ decoding skills so they can read complex multisyllabic words — Strong Evidence • 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 text — Strong Evidence These recommendations were built into the program by design. IXL Language Arts provides personalized, adaptive instruction through interactive skill-building lessons that align to grade-level standards and student needs. The platform scaffolds instruction in phonics, fluency, and comprehension using real-time feedback and repetition to reinforce foundational and advanced reading skills. For example, students working on multisyllabic word decoding receive targeted practice with interactive modeling and corrective feedback, which supports Recommendation 1. Fluency-building activities, such as repeated readings and timed practice, are embedded throughout the fluency strand, directly supporting Recommendation 2. Comprehension lessons provide scaffolded practice with inference, summarizing, and using text evidence, aligned with Recommendation 3. The district will support and monitor implementation of this program by reviewing usage reports and student performance data during student data review meetings, school-based data chats, and classroom walkthroughs. The ESE support and instructional coaches will collaborate to ensure that students are receiving appropriate intervention support through IXL based on identified reading deficiencies. Professional learning opportunities will include training for interventionists and classroom teachers on using IXL diagnostic reports, customizing skill plans, and interpreting progress monitoring data. Ongoing support will be provided through coaching, modeling, and PLC discussions that promote effective integration of IXL into intervention blocks.
Created Reading Intervention Lessons and HMH StudySync	No Evidence	Reading Intervention Name of Program/Practice: Reading Intervention ESSA Evidence Level: Not identified as meeting strong, moderate or promising levels of evidence. Verbiage: Reading Intervention does not meet strong, moderate, or promising levels of evidence; however, the following WWC Practice Guide recommendations support the program: Improving

		Adolescent Literacy: Effective Classroom and Intervention Practices. • Recommendation 1: Provide explicit vocabulary instruction — Strong Evidence • Recommendation 2: Provide direct and explicit comprehension strategy instruction — Strong Evidence • Recommendation 3: Provide opportunities for extended discussion of text meaning and interpretation — Moderate Evidence • Recommendation 4: Increase student motivation and engagement in literacy learning — Moderate Evidence • Recommendation 5: Make available intensive and individualized interventions for struggling readers that can be provided by trained specialists — Strong Evidence These recommendations were built into the program by design. The Reading Intervention model is implemented using scaffolded lessons and instructional routines embedded in the HMH StudySync core curriculum and lessons created using BEST tests. Instruction includes explicit modeling of comprehension strategies, targeted vocabulary support, structured opportunities for discussion and text analysis, and independent practice aligned with student reading levels. Lessons are adapted and delivered in small-group or one-on-one formats to increase intensity and individualization for struggling readers. Some of the resources that are used to support this work are: • HMH StudySync Teacher and Student Editions and BEST texts • Close Reading and Comprehension Mini Lessons • Text-dependent question stems, graphic organizers, and writing frames • Vocabulary routine cards and context-based word-learning tools The district will support and monitor implementation of this instructional practice through data team reviews, classroom walkthroughs using the Literacy Practice Profiles, and coaching cycles. Interventionists and classroom teachers receive support from school-based and district literacy specialist to ensure fidelity and effective instruction.
SIPPS	Moderate Evidence	

Indicate the evidence-based programs and/or practices implemented for students with a disability, students with an IEP and students who are English language learners, as applicable. Add additional rows as needed.		
Students with Disabilities		
Name of Program	ESSA Evidence Level	Verbiage (as needed)
Linda Mood-Bell: Seeing Stars	Promising	
English Language Learners		
Name of Program	ESSA Evidence Level	Verbiage (as needed)
READ180	Strong Evidence	For students enrolled in the English Language Development elective. READ 180 is a blended learning program designed for English Language Learners with a DEUSS of 2 years or less who are reading 2 or more years below grade level. It combines online and direct instruction, student assessment. READ 180 is delivered in 45- to 90-minute sessions that include whole-group instruction, three small-group rotations, and whole-class wrap-up. Small-group rotations include individualized instruction using an adaptive computer application, small-group instruction with a teacher, and independent reading.
Lexia English Language Development Teacher-Led Lessons	Moderate	Lexia English Language Development is a blended learning program designed to accelerate academic English proficiency for English Learners. The program integrates interactive, student-directed online lessons with teacher-led instruction focused on oral language, grammar, and vocabulary. Teachers receive real-time progress data and small-group lesson plans aligned with English Language Development (ELD) state standards.

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

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

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

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

Name of Professional Learning	Target Audience	Description
Teacher Professional Learning Days	All Instructional Staff and Instructional Coaches	Specifically designed professional learning targeting content/program needs
After Hours Professional Learning	Instructional staff, coaches, and administrators	Professional learning to support benchmark aligned instruction and engaging students in learning through the practice profiles. Other topics to be determined to align with Pasco's Strategic Goals.
Ongoing Job Embedded Professional Learning through targeted Support at School Sites	Instructional staff, coaches, and administrators	Instructional planning, coaching, co-teaching, modeling, and learning that align with the School Improvement Plans.

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.

Pasco County offers Pre-K-12 teachers three pathways for obtaining their reading endorsement. Pasco utilizes the two state approved pathways for Reading Endorsement: The FCRR Reading Foundations and Evidence-Based Instructional Practices Reading Endorsement Face-to-face Pathway and the UF Literacy Matrix Reading Endorsement Pathway. We also offer an approved in-district pathway for teachers to obtain their reading endorsement. In addition, teachers can obtain an Emergent, Elementary, or Secondary Literacy Micro-credential with the University of Florida and then utilize that as their competency 1 on their path to becoming reading endorsed.

Differentiated Professional Learning

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

Professional learning in Pasco County is tailored and intensified based on progress monitoring data to ensure it meets teachers' needs and improves student outcomes. Regular data reviews help identify specific instructional needs, leading to targeted professional learning sessions. These sessions are offered in various formats, including

in-person, online, and recorded, to accommodate different schedules and preferences. Instructional coaches, administrators, and district support provide ongoing, job-embedded support through coaching cycles that include modeling, co-teaching, and feedback, all informed by data.

Teachers collaborate in Professional Learning Communities (PLCs) to analyze data, share best practices, and develop action plans. Schools with higher needs receive additional resources and more frequent coaching. Priority schools benefit from targeted professional learning and coaching to address specific challenges. This structured approach ensures that professional learning is responsive to data, effectively addressing instructional gaps, and enhancing teaching practices.

Mentor Teachers

Mentors are identified at each school to support new teachers with implementing standard aligned instruction. Mentors are required to take the Clinical Educator training before mentoring teachers and complete a refresher course every 5 years.

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

Mentor teachers are identified by their school-based administrators and recommended to be registered for the Clinical Educator training to become a certified mentor. All teachers who are recommended are required to meet all of the requirements listed below:

- Hold a professional teaching certificate
- Minimum of three (3) years "**highly effective or effective**" teaching experience
- Demonstrated emphasis on personal professional learning and advancement of the education profession.
- Demonstrated **effective** skills related to:
 - designing, delivering, and assessing high-impact learning activities for ALL students
 - building a compassionate classroom
 - Communication, collaboration, and organization
- Demonstrated **effective** leadership skills, qualities, and experiences

Once trained, certified mentors are then able to be assigned to a new teacher to support them with implementing standard aligned instruction and implementing effective classroom practices. The classrooms of the certified mentors act as model classrooms for new teachers and other staff to observe high quality instruction. The model classrooms are established to provide examples of best practices and standards-aligned instruction. The mentors provide coaching and support to help new teachers hone their skills.

Professional Learning Time

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

Pasco County Schools work to ensure that teachers have regular, structured opportunities for professional learning, collaboration, and growth, ultimately enhancing the effectiveness of instruction and student outcomes.

Professional Learning Communities (PLCs):

- Teachers meet weekly in PLCs to analyze instruction, data, and identify opportunities for growth. PLCs focus on deepening understanding of the B.E.S.T. Standards and benchmark clarifications to ensure student success.
- Professional learning is embedded within PLCs, allowing teachers to engage directly with the vertical progression, benchmarks, and benchmark clarifications.

Scheduled Professional learning:

The district offers a variety of learning opportunities throughout the year, including synchronous and asynchronous courses.

- Professional learning sessions are recorded and housed on the Professional Learning Hub for teachers to access and continue developing their skills.
- Differentiated professional learning is provided based on data and requests from schools, ensuring that professional learning is tailored to specific needs.

Mentor Teachers and Model Classrooms:

- Mentor teachers are identified at each school to support new teachers in implementing standards-aligned instruction.
- Mentors receive training and complete a refresher course every five years.
- Model classrooms are established within schools to provide examples of best practices and standards-aligned instruction.

Summer Professional Learning Events:

- Large district-wide professional learning events are held during the summer to deepen teachers, coaches and administrators understanding of the B.E.S.T. Standards and instructional best practices.
- These events also focus on developing teachers' skillsets to meet the needs of all students.

Ongoing Support and Collaboration:

- ELA Specialists, administration, and coaches work together to offer professional learning as needed based on data and student and teacher needs.
- The district partners with our SRLDs, community organizations, and content specialists to maximize the focus on coaching for school improvement.

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 Options	Target Audience	Description
Florida Tutoring Advantage (Districtwide Framework)	Grades K–12	The district implements tutoring aligned to the Florida Tutoring Advantage framework, emphasizing small-group or one-on-one instruction, alignment to classroom curriculum, and ongoing progress monitoring to support student achievement.
RAISE Reading Volunteer Tutoring	Grades K–3	Provides structured, research-based literacy tutoring for elementary students using trained high school volunteer tutors to deliver small-group or individualized instruction aligned to the science of reading.

Scholar Education (Baxter Bot)	Grades K–12	A student support assistant that provides instant academic guidance, answers questions, and connects students to learning resources.
Scholar Education (Pawfessor Bruce)	Grades K–12	An instructional support tool that assists teachers with planning, grading, and instructional delivery to better support student learning.
Scholar Education (Comprehensive Support Model)	Grades K–8	Provides personalized instructional resources and academic supports designed to improve student outcomes and expand access to tutoring and interventions.
Khan Academy	Grades 6–12	A free online platform offering instructional videos, practice exercises, and personalized learning pathways to support self-paced tutoring and intervention.
Khanmigo	Grades 6–12	A tutoring assistant that guides students through problem-solving and promotes deeper understanding through questioning and feedback.
Collaborative Study Groups (CSGs)	Grades K–12	A peer-supported strategy where students work collaboratively to deepen understanding and improve academic performance across content areas.
Peer Tutoring via Clubs and Honor Societies	Grades 6–12	Structured peer tutoring opportunities led by student organizations and honor societies to provide academic support and build leadership skills.

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

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

The parents of students identified with a substantial deficiency in reading will participate in a Progress Monitoring Plan (PMP) conference and work with their child’s teacher to create an individualized progress monitoring plan for improvement. This meeting will occur within 45 days of the student demonstrating a substantial deficiency in reading. During this meeting, the team will discuss the student’s areas of growth as determined by relevant student data, identify tiered supports that will be used to provide targeted instruction based on the area(s) of need and identify how the student’s progress will be monitored. In addition, resources are provided to parents to support their child at home with reading. On-going communication with the parent will occur at a minimum quarterly via report cards, progress reports, and progress monitoring communications.

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).

Family Guides: Pasco County Instructional Guides and Literacy and Math Family Guides will be provided for the families. These grade-level based curriculum guides communicate the purpose of the ELA B.E.S.T. Standards as well as grade-specific information about what their child will learn to do in the areas of reading, writing, and oral communication. These guides also include grade-specific activities and routines parents and families can complete

with their child to support their progress and achievement in reading and writing. Additionally, the Just Read, Florida! Parent Guides will be provided. These grade-specific parent guides provide:

- additional understanding of the B.E.S.T. Standards and expectations for reading and writing
- additional everyday activities and resources to support learning
- suggested book lists based on the ELA B.E.S.T. Standards book list
- supplemental reading options
- conference tips that include suggested discussion prompts
- a glossary of terms to help parents understand academic language

Resources: Parents will receive information on the Regional Educational Laboratory Program provided by the Institute of Education Sciences. This website provides activities and videos to support families with practicing foundational reading skills in grades K-3. Parents will also receive application information about reading scholarships from Step Up for Students. This Reading Scholarship opportunity is available for public students in grades 3, 4, or 5 who need additional reading support and meet additional qualification requirements. If eligible and scholarship spots remain, students can receive funding that can be used for a part-time tutor, after-school and/or summer reading programs, and instructional materials.

Pasco's Instructional Guides and Literacy and Math Family Guides are posted in English and Spanish on the parents tab on the Pasco County Schools website. There is a Learning at Home page posted on the parents tab. The Learning from Home Gameboard provides resources that students can access from home for learning away from school. Pasco utilizes Let's Talk as a communication tool for parents to reach out to ask questions and have the literacy team respond in the platform or connect with the family by phone.

Families of students identified with a substantial deficiency in reading are communicated with so that they can enroll in the New Worlds Reading Initiative which will provide books through the mail to build families at home libraries and if the student qualifies additional tutoring support. Along with home book delivery, families also receive reading guides, bookmarks that provide tips for strengthening literacy skills and access to videos that offer tips and tricks for engaging readers at home.

Beanstack

Beanstack supports family engagement by turning reading into a shared, motivating experience at home and at school. Through friendly competition, recognition, and research-based gamification, Beanstack encourages students to read daily while building a lifelong love of reading. All reading counts—fiction, nonfiction, graphic novels, and even online articles. Then students can follow their interests and grow as confident readers. Families play an essential role in this journey. Reading together, listening as the child reads, enjoying read-alouds, or talking about books and topics they love helps strengthen comprehension and makes reading a positive family habit.

New Worlds Reading Initiative (NWRI)

Reports are pulled throughout the year from the University of Florida Lastinger Center's Data Lagoon dashboard, and a report is then created in myStudent that is periodically updated (typically when information is updated after progress monitoring sessions) and shared with all elementary school administrators in Pasco County.

The report in myStudent includes students who are eligible to receive free books through NWRI and have not yet registered for the program. It also provides student proficiency movement for each FAST progress monitoring assessment, as well as other indicators that may be helpful in making data-informed decisions to support striving readers. An added benefit is that schools can communicate directly with families by sending messages to the

group of students and parents/guardians within the myStudent portal. This information is shared in Admin Memos with administrators at various points throughout the year when the report is updated.

In addition to the resource for school administrators, NWRI program and application information and links are shared with families in the Pasco Post, and we have a webpage dedicated to NWRI under the Parents tab on our main website. Schools receive digital communication toolkits and paper flyers that they can share with families in English, Spanish, and Haitian Creole. Schools are provided with information and encouraged to request support for parent literacy nights that the NWRI team will come and provide support within their community. It is a goal of Pasco County Schools to ensure parents collaborate with teachers to make instructional decisions for their child and receive resources that may be utilized at home to support continued progress in the student's area(s) of need.

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.

We are committed to ensuring that all classrooms have effective or highly effective teachers. All K–2 educators receive targeted professional learning through training in UFLI Foundations, a structured phonics program that equips them with evidence-based strategies to enhance early literacy. Kindergarten teachers will receive targeted professional learning aligned to strengthening understanding around developing phonological awareness, oral language, and print concepts using Heggerty Phonemic Awareness, language rich read aloud texts with a focus on rhyming, alliteration, and the use of Dialogic Reading CROWD prompts. Additionally, the district provides ongoing, job-embedded support through dedicated curriculum specialists and instructional coaches in literacy and mathematics, helping teachers continuously refine their practices.

Our emphasis on early proficiency is grounded in research, recognizing that strong literacy and math foundations are critical for long-term academic success. By equipping educators with the necessary tools and support, we aim to foster student achievement and confidence in the early years of learning.

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:

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):

Signature:

Monica L. Allen

Date:

7/20/26