

District Comprehensive Evidence-Based Reading Plan

Annually, school districts must develop a Comprehensive Evidence-Based Reading Plan (CERP) that outlines the components of the district's comprehensive system of reading instruction. In order to assist districts, the Florida Department of Education (Department) has developed the format below for district reading plans. Districts may utilize the Department's format or an alternative developed by the district. The CERP must be approved by the governing board or authority prior to being submitted to the Department by August 1 for approval. A charter school that elects to develop its own CERP must submit its CERP, approved by the governing board or authority, to the sponsoring district by July 15 and meet the requirements of sections (ss.) [1002.33\(7\)\(a\)2.a.](#) and [1003.4201](#), Florida Statutes (F.S.).

The District CERP depicts and details the role of administration (both district and school level), professional learning, assessment, curriculum and instruction in the improvement of student learning of the Benchmarks for Excellent Student Thinking (B.E.S.T.) English Language Arts (ELA) Standards as provided in [Rule 6A-1.09401, Florida Administrative Code \(F.A.C.\), Student Performance Standards](#). This information is reflected for all schools and grade levels and must be shared with all stakeholders, including school administrators, literacy leadership teams, literacy coaches, classroom instructors, support staff and parents.

1) Contact Information

The Main District Reading Contact will be the Department's contact for the District CERP and is responsible for the plan and its implementation. Other contacts are those who work primarily with an area covered within the plan. Indicate the contacts for your district. Add additional rows as needed.

Point of Contact	Name	Email	Phone
Main Reading Contact	Victoria McKenzie	victoria.mckenzie@polk-fl.net	(863)534-0018 Ext. 656
Data Element	Sandra Riley-Hawkins	sandra.rileyhawkins@polk-fl.net	(863)534-0979 Ext. 741
Third Grade Promotion	Chris Brennan and Vivian Socorro	christopher.brennan@polk-fl.net vivian.socorro@polk-fl.net	(863)534-0018 Ext. 654 (863)534-0018 Ext. 673
Multi-Tiered System of Supports	Lori Allen	lori.allen@polk-fl.net	(863)648-3051
Other (Enter Responsibility)	Kathryn Rutledge (Reading Endorsement)	kathryn.rutledge@polk-fl.net	(863)647-4270 Ext. 489

2) District Expenditures

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

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

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

Comprehensive System of Reading Instruction Expenditures	Amount	FTE
Elementary Expenses		
Literacy coaches		
Intervention teachers	\$ 654,580.00	
Scientifically researched and evidence-based supplemental instructional materials	\$250,000.00	
Third grade summer reading camps	\$1,108,960.51	
Summer reading camps		
Secondary Expenses		
Literacy coaches		
Intervention teachers	\$1,421,916.47	
Scientifically researched and evidence-based supplemental instructional materials	\$250,000.00	
PreK-Grade 12 Expenses		
Professional learning to help K-12 instructional personnel and certified PreK teachers earn a certification, a credential, an endorsement or an advanced degree in scientifically researched and evidence-based reading instruction		
Incentives for K-12 instructional personnel and certified PreK teachers who obtain the Reading Endorsement or Certification		
Incentives for PreK-12 instructional personnel who obtain an Emergent, Elementary or Secondary Literacy Micro-Credential		
Additional time per day of evidence-based intensive reading instruction for extended literacy learning (before or after school, summer, etc.)		
Tutoring programs to accelerate literacy learning		
Family engagement activities		
Other – Please Describe. Add additional rows as needed.		
Training and professional development in the implementation of Reading Intervention programs for students in PK-12.	\$286,612.70	
Estimated Sum of Expenditures	\$3,972,069.68	

3) Literacy Leadership – District and School

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

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

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

FAST				
Grade	Previous School Year – % of Students Scoring	Goal for Plan Year – % of Students Scoring	Previous School Year – % of Students Scoring	Goal for Plan Year – % of Students Scoring
	Urgent Intervention	Urgent Intervention	At & Above Benchmark	At & Above

	<10 th percentile	<10 th percentile	40 th percentile & above	Benchmark 40 th percentile & above
VPK	3%	<1%	74%	80% or higher

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

Data analysis indicates that phonemic awareness is the area of greatest need and will be a primary focus for instruction. To improve student outcomes, standards-aligned, targeted instructional strategies will be implemented. Student progress will be monitored through ongoing assessments of letter-name knowledge and sound recognition skills. Resources and instructional activities that emphasize rhyming and phoneme segmentation will be used to build foundational skills. In addition, teachers will receive differentiated coaching and support to strengthen instructional delivery, promote effective implementation, and ensure consistent monitoring of student progress.

For K-10, establish clear and measurable student literacy achievement goals based on achievement levels from the FAST.

C				
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	22%	20%	52%	54%
1	26%	24%	58%	60%
2	27%	25%	50%	52%
3	24%	22%	53%	55%
4	24%	22%	53%	55%
5	21%	19%	52%	54%
6	23%	21%	53%	55%
7	23%	21%	54%	54%
8	25%	23%	50%	52%
9	24%	22%	50%	52%
10	23%	21%	52%	54%

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

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

1. Provide an explanation of the following:

Grades K-5	District Level	School Level
Data that will be collected and frequency of review	- FAST ELA Reading Assessments- 3 times a year - District Star Early Literacy/Reading-3 times a year - District Writing Assessments (4th -5th)-4 times a year - AMIRA Learning Indicators of Progress (ISIP)-3 times a year - Amira Reading and Rapid Automatized Naming (K-3-	- FAST ELA Reading Assessments- 3 times a year - District Star Early Literacy/Reading 3 times a year - District Writing Assessments (4th -5th)-4 times a year - Florida Wonders progress monitoring assessments (weekly, biweekly or by unit)

	for at risk for reading difficulties)-1 time (if needed-based on ISIP data) - Diagnostic/Program Intervention Data from Reading Mastery, SIPPS, UFLI, and Language for Learning (ongoing for identified schools K-2nd) - Diagnostic/Program Intervention Data from Corrective Reading (ongoing for identified schools 3rd-5th)	- Amira Learnings Indicators of Progress (ISIP)- 3 times a year - Amira Reading and Rapid Automatized Naming (K-3- for at risk for reading difficulties)- 1 time (if needed-based on ISIP data) - Diagnostic/Program Intervention Data from Reading Mastery, SIPPS, and Language for Learning (ongoing for identified schools K-2) - Diagnostic/Program Intervention Data from Corrective Reading (ongoing for identified schools 3-5)
Actions for continuous support and improvement	- AAE training and support for FAST assessments and data reports created for each school in the district platform, Performance Matters - Schoology (district Learning Management system, platform used for instruction) resources to support implementation of standards-based instruction and assessments. - Ongoing teacher support and training provided for intervention implementation.	- AAE supported training, data days - Standards-based walkthroughs using district-created tool. - School-level support for teachers utilizing reading interventions will be provided.
Grades 6-8	District Level	School Level
Data that will be collected and frequency of review	- FAST ELA Reading Assessments- 3 times a year - District Writing Assessments- 4 times a year - AMIRA Learning Indicators of Progress (ISIP)-3 times a year - Diagnostic/Program Intervention Data from Corrective Reading (ongoing throughout the school year)	- FAST ELA Reading Assessments-3 times a year - District Star Reading Assessments-3 times a year - District Writing Assessments- 4 times a year - AMIRA Learning Indicators of Progress (ISIP)-3 times a year - Diagnostic/Program Intervention Data from Corrective Reading (ongoing throughout the school year)
Actions for continuous support and improvement	AAE training and support for FAST assessments and	AAE supported training, data days

	data reports created for each school in the district platform, Performance Matters Schoology (district Learning Management system, platform used for instruction) resources to support implementation of standards-based instruction and assessments. Ongoing teacher support and training provided for intervention implementation.	- Standards-based walkthroughs using a district-created tool - Intervention-based walkthroughs using the district-created tool.
Grades 9-12	District Level	School Level
Data that will be collected and frequency of review	- FAST ELA Reading Assessments- 3 times a year - District Writing Assessments- 4 times a year - Diagnostic/Program Intervention Data from Corrective Reading (ongoing for identified schools) - Data from ChalkTalk- quarterly review (ACT/SAT concordant scores)	- FAST ELA Reading Assessments- 3 times a year - District Star Reading Assessments-3 times a year - District Writing Assessments-4 times a year - ChalkTalk Placement and Exit Exam (11th and 12th grade Reading only) - Diagnostic/Program Intervention Data from Corrective Reading (ongoing for identified schools)
Actions for continuous support and improvement	- AAE training and support for FAST assessments and data reports created for each school in district platform Performance Matters - Schoology (district Learning Management system, platform used for instruction) resources to support implementation of standards-based instruction and assessments. - Ongoing teacher support and training provided for intervention implementation.	- AAE supported training, data days - Standards-based walkthroughs using district-created tool - Intervention-based walkthroughs using the district-created tool.

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.

The top priority areas to develop and improve have been identified as Standards, Curriculum Instruction, and Intervention, and Professional Learning Li. We will continue to focus on reading intervention because data shows that based on ELA PM3 52% of students in grades 3-10 are at $\geq$ Level 3. While we continue to use

intervention to address the reading deficits of students in these grades, we recognize that there still must be a focus on Standards based curriculum and instruction. Professional Learning, modeling, data disaggregation, and identification of resources will be provided to teachers focused on the BEST Standards and instructional practice. To strengthen the successful transition of students from Tier 2 to Tier 1, the district will prioritize high-quality professional learning that builds teacher capacity to deliver effective, evidence-based literacy instruction. Through ongoing collaboration with literacy coaches, curriculum specialists, and senior coordinators, teachers will receive targeted instructional modeling, job-embedded coaching, support with data analysis and disaggregation, and access to standards-aligned resources. Coaching cycles, collaborative planning, and reflective practice will focus on deepening implementation of evidence-based instructional strategies and interventions, while strengthening teachers' ability to use progress monitoring and student performance data to make instructional adjustments that accelerate learning and increase grade-level proficiency.

To further strengthen instructional support, monthly academic coach meetings will provide a collaborative forum for coaches to engage in professional learning, share best practices, develop innovative coaching strategies, and examine the impact of coaching on teacher effectiveness and student achievement. These meetings will emphasize effective coaching practices, data-informed decision making, and continuous improvement while ensuring alignment of literacy supports across schools. As a partnership between Teaching and Learning and the Division of Schools, the meetings will provide timely and targeted guidance for coaches and will be intentionally aligned with Principal and Assistant Principal meetings to ensure consistent messaging and coordinated support for school-based instructional teams. Through this comprehensive system of professional learning and coaching, the district will strengthen instructional practices, improve teacher effectiveness, and increase student literacy outcomes across all schools.

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

Principals at each school will conduct walkthroughs to monitor the implementation and effectiveness of literacy instruction. Data will be captured using district – created walk through tools, which will allow schools and the district to monitor effective reading instruction, in compliance of the district Reading Plan. The Literacy Leadership team analyzes available data to determine intervention and support needs of students. The principal reports this data, along with progress monitoring data, to the Regional Superintendent and Senior Directors of School Improvement for further analysis and consideration in instructional actions, changes, and 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.

The school leadership team will evaluate data monthly, determine tiered placement for intervention as appropriate, and support planning for differentiated instruction. The district supports this process through training and coaching. This process is guided by the school-based literacy coaches and administrators, who then report to their Regional Superintendent or Senior Director of School Improvement.

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

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

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

☒ Yes

☐ No

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

N/A

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

The roles and expectations of the literacy coaching model are defined and communicated during Regional Principal meetings, led by the Chief Academic Officer, the Chief of Schools, the Regional Superintendents and Senior Directors in Teaching and Learning and Division of Schools. Additionally, the roles and responsibilities of coaches are defined during monthly coaches' meetings to ensure that school-based coaches understand their roles and responsibilities as a coach on their campus.

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

The Division of Schools and the Professional Development Department will facilitate monthly coach meetings focused on implementing best coaching practices, using data-informed decision-making, and examining how these practices influence teacher effectiveness and student achievement. These meetings will also incorporate *The Impact Cycle* by Jim Knight—Identify, Learn, and Improve—to guide the instructional coaching process. In addition, the meetings will address current district and state initiatives. District Literacy Curriculum Specialists provide curriculum support through Schoology (the district LMS) courses, while district Senior Coordinators offer coaching, professional development, and collaborative planning sessions. Ongoing professional learning is provided throughout the year to strengthen intervention practices and standards-based curriculum and instruction.

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

The Regional Superintendents and Senior Directors facilitate monthly regional professional development sessions for school-based literacy coaches, with a focus on district and state initiatives. These sessions emphasize analyzing and using data to inform instructional planning, designing standards-based instruction, and facilitating professional development aligned to instructional needs. The Assessment, Accountability, and Evaluation Directors collaborate with designated schools to support data analysis. Regional Superintendents and Senior Coordinators will work with coaches to develop action plans that outline next steps for both coaching support and classroom instructional support.

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

Regional Superintendents and Senior Directors conduct school walkthroughs with administration. Senior Coordinators in each region will support school-based coaches with standards-based planning process, including the implementation of effective instructional strategies and coaching models. Monthly coaches' meetings also allow for discussions around the implementation of the coaching model at schools throughout the district. Coaches will develop their own personal Instructional Support Action plan that will include the elements of the Just Read, Florida literacy coach model.

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

As outlined in the district's Strategic Plan, the role of the literacy (instructional) coach is essential to student success. The effectiveness of a literacy coach is measured by their impact on strengthening standards-based instruction across the school. This includes ensuring that teachers understand the benchmarks and that coaches help deepen teachers' content knowledge. Coaches are also expected to influence student achievement by supporting teachers in implementing evidence-based instructional strategies.

Student data—and the instructional decisions made in response to that data—serve as indicators of instructional effectiveness on a campus. Additionally, coaches will implement the Instructional Coaching Impact Cycle to measure their direct contribution to student achievement as part of their Instructional Support Action Plan.

4) Assessment, Curriculum and Reading Instruction

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

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

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

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

Polk County Public Schools ensures alignment of K–12 reading instruction with Florida's Formula for Reading Success through a comprehensive, data-driven approach. The district systematically reviews assessment data from multiple sources, including the K–2 FAST Star Early Literacy and Reading Assessments, the Grades 3–10 FAST ELA Reading Assessments, and District Writing Assessments. Utilizing the district's data platforms—Performance Matters and Focus—educators can assign assessments, store results, and benchmark performance for efficient reporting and analysis. In addition to state assessments, the district leverages curriculum-embedded assessments and reading intervention tools, including screening, diagnostic, formative, and summative assessments, as needed.

Core reading instruction is aligned with the B.E.S.T. Standards and implemented across K–12 using state-approved instructional materials, including McGraw Hill's Florida Wonders and StudySync. Curriculum maps and targeted professional development support the effective delivery of standards-based instruction. Tier 2 and Tier 3 instructional materials are employed to address specific reading deficits, with Florida Wonders offering integrated resources for assessment and intervention.

Students in Grades 3–10 at identified schools who score a Level 1 or fall within the lowest 75% of Level 2 on state reading assessments receive diagnostic evaluations to identify foundational reading deficiencies. Students demonstrating decoding challenges are provided with targeted foundational reading interventions using Corrective Reading.

Additional diagnostic tools, such as Amira and Achieve 3000 Literacy, support Tier 2 and Tier 3 interventions. These platforms offer individualized or small-group instructional resources based on student-specific data. The district literacy team provides structured literacy frameworks that delineate instructional

time for Tier 1, Tier 2, and Tier 3 interventions. These frameworks specify instructional formats—including whole group, small group, and individualized instruction—to support differentiated learning. The district implements a MTSS framework to analyze data and determine student support. Tier 3 interventions are delivered by reading-endorsed or certified teachers and feature explicit, systematic, and individualized instruction. These sessions include one-on-one or small-group instruction, guided practice, immediate corrective feedback, and frequent progress monitoring.

Support for students with disabilities is coordinated by the Learning Support Department, while English Language Learners receive accommodations through the ESOL Department. Instructional materials, curriculum maps, and professional development are grounded in evidence-based practices and support scaffolded, differentiated instruction. These resources promote background knowledge development, writing integration, and adherence to the Universal Design for Learning (UDL) framework, emphasizing engagement, representation, and action/expression.

The district's commitment to the Six Components of Reading is reflected in the continued implementation of the B.E.S.T. Standards across K–12. Professional development is provided for all administrators, literacy coaches, and teachers to ensure fidelity of instruction.

Instructional support is further enhanced through Balanced Literacy frameworks, state-approved core curricula, and curriculum maps housed in Schoology, the district's learning management system. These resources, along with reading response activities and UDL-aligned strategies, ensure comprehensive and equitable literacy instruction for all students.

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.

Polk County Public Schools' Early Childhood Programs (Head Start, Title I Pre-K, Voluntary Prekindergarten (VPK), and Exceptional Student Education (ESE) Pre-K are grounded in an integrated Multi-Tiered System of Supports (MTSS) framework to ensure equitable access, early identification of needs, and differentiated instruction for all learners. The district's approach aligns assessment, standards, instruction, and support through a continuous cycle of data-based problem solving to improve outcomes for every child.

Standards and Instructional Framework

Instruction across all PreK settings is aligned to the Florida Early Learning and Developmental Standards (FELDS) and is implemented through research-based curricula, including Frog Street – PreK and Conscious Discipline, which emphasize:

Strong teacher-child interactions and relationships as the foundation for learning

Social-emotional development and self-regulation

Purposeful play and active engagement with the environment

Integrated instruction across all developmental domains:

- Social-emotional
- Physical
- Cognitive
- Language and literacy
- Mathematical thinking
- English language development

Instructional delivery includes intentional small-group and individualized learning opportunities designed to meet diverse developmental needs, including those of students with disabilities and dual language learners.

Assessment and Progress Monitoring

The district utilizes a comprehensive assessment system to inform instruction and monitor progress:

- Teaching Strategies GOLD (TS GOLD) is used for ongoing formative assessment, documenting student progress aligned to developmental objectives and state standards.

STAR Early Literacy is administered three times annually for VPK students to provide universal screening and benchmark data.

- Developmental screenings and progress monitoring tools are used across programs (including Head Start requirements) to ensure timely identification of academic, developmental, and behavioral needs. Assessment data is routinely analyzed by instructional staff, coaches, and administrators to:
 - Identify students requiring additional support
 - Inform differentiated lesson planning
 - Monitor growth over time
 - Adjust instruction based on student response

Multi-Tiered System of Supports (MTSS) in PreK

PCPS implements a tiered MTSS framework in early childhood settings to ensure that support is proactive, data-driven, and responsive:

- **Tier I (Core Instruction):**
High-quality, developmentally appropriate instruction is provided to all students, incorporating universal supports such as social-emotional learning, language-rich environments, and structured routines.
- **Tier II (Targeted Supports):**
Students demonstrating emerging needs receive targeted small-group interventions (e.g., language development, early literacy, behavior supports) based on screening and progress monitoring data.
- **Tier III (Intensive Supports):**
Individualized interventions are implemented for students with significant needs, including behavior specialists, and related service providers.

Instructional staff document tiered supports within lesson plans and progress monitoring systems, ensuring fidelity and alignment across general education and intervention. The district emphasizes problem-solving teams and collaboration to adjust support based on students' responses to intervention. The MTSS framework includes academics, behavior/social-emotional supports, and attendance/engagement as integrated components of student success.

Staffing and Instructional Support

Early learning classrooms are intentionally staffed with highly qualified educators with appropriate Florida DOE/DCF certifications. Low student-to-teacher ratios support individualized instruction and meaningful interactions. Teachers receive ongoing professional development and coaching focused on:

- Curriculum implementation with fidelity
- Positive behavior supports and social-emotional learning
- Data analysis and MTSS problem-solving
- Differentiation and inclusive practices

Family and Community Engagement

Strong partnerships with families are a core component of the program's success. Schools provide:

- Regular communication through newsletters and progress reports
- Family engagement activities and workshops
- Tools and strategies to support learning at home

These efforts align with Head Start Performance Standards and district expectations for family engagement as a critical component of student outcomes.

Whole-Child Approach and Inclusive Practices

The Early Childhood program promotes a safe, nurturing, and inclusive learning environment that supports the whole child, including health, safety, and developmental needs. Students are served in inclusive settings where diversity is valued, and instruction is responsive to individual strengths and needs.

Across all programs, the integration of assessment, standards-based instruction, and MTSS-aligned supports ensures that every child receives the appropriate level of instruction and intervention needed to achieve school readiness and long-term success.

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

Polk County Public Schools' Early Childhood classrooms maintain low student-to-teacher ratios and are staffed by highly qualified instructors who hold appropriate Florida DOE and DCF certifications. Teachers provide structured, consistent daily routines and intentional learning experiences that support exploration, engagement, and developmentally appropriate practice.

Instruction is delivered using Frog Street Pre-K Curriculum in conjunction with Conscious Discipline, both research-based approaches that support the development of the whole child and align with the Florida Early Learning and Developmental Standards (FELDS). These materials emphasize the importance of strong teacher-child relationships, social-emotional learning, and language-rich environments as the foundation for all academic success.

Key components of the instructional program include:

- Social-emotional competence, including self-regulation, relationship-building, and executive functioning
- Constructive, purposeful play and active engagement with the learning environment
- Integrated instruction across developmental domains, including:
 - o Social-emotional
 - o Physical
 - o Cognitive
 - o Mathematical thinking
 - o Language and literacy
 - o Dual language/English learner supports

The Frog Street curriculum provides intentional, differentiated instructional resources, including whole-group, small-group, and individualized learning opportunities, allowing teachers to meet the diverse needs of all learners, including students with disabilities.

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.](#)

Polk County Public Schools VPK program implements a structured, data-driven intervention process for VPK students identified as having a substantial deficiency in early literacy skills. Interventions are delivered within a Multi-Tiered System of Supports (MTSS) framework to ensure timely, targeted, and effective support.

Based on universal screening and ongoing progress-monitoring data (e.g., STAR Early Literacy and ongoing formative assessment), students who demonstrate deficiencies in early literacy receive supplemental, explicit instruction in addition to core Tier I instruction.

Key features of intervention services include:

- Students receive additional instruction in small groups, strategically formed based on specific literacy skill deficits (e.g., phonological awareness, vocabulary development, oral language, and emergent literacy).
- Instruction is intentional, scaffolded, and aligned to the Florida Early Learning and Developmental Standards (FELDS), focusing on critical early literacy components to accelerate skill development.
- Tiered MTSS Supports:
 - o Tier II: Supplemental small-group interventions provided with increased frequency and intensity
 - o Tier III: Intensive, individualized interventions for students demonstrating significant or persistent skill deficits
- Student progress is regularly monitored to evaluate response to intervention. Data is used to:
 - o Adjust instructional strategies
 - o Modify groupings and intensity of support
 - o Determine the need for additional intervention or referral for further evaluation

- Interventions are embedded within the daily schedule to ensure consistent access while maintaining engagement in high-quality core instruction.
- Families are informed of student progress and provided with strategies and resources to reinforce early literacy development at home.

This systematic, evidence-based approach ensures that interventions are responsive, developmentally appropriate, and aligned to state requirements, supporting all students in developing the foundational literacy skills necessary for kindergarten readiness and long-term academic success.

A Voluntary Prekindergarten Education Program student who exhibits a substantial deficiency in early literacy skills based upon the results of the midyear or final coordinated screening and progress monitoring under subsection (9) shall be referred to the local school district and may be eligible to receive instruction in early literacy skills before participating in kindergarten. A Voluntary Prekindergarten Education Program student who scores below the 25th percentile on the final administration of the FAST Early Literacy and progress monitoring under subsection shall be referred to the local school district and is eligible to receive early literacy skill instructional support through a summer bridge program the summer before participating in kindergarten. The summer bridge program must meet requirements adopted by the department and shall consist of 4 hours of instruction per day for a minimum of 100 total hours. A student with an individual education plan who has been retained pursuant to paragraph (2)(g) and has demonstrated a substantial deficiency in early literacy skills must receive instruction in early literacy skills.

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

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

The Decision Trees must contain the following information:

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

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

- (A) ...an activity, strategy or intervention that –
 - (i) demonstrates a statistically significant effect on improving student outcomes or other relevant outcomes based on –
 - (I) strong evidence from at least 1 well-designed and well-implemented experimental study;

- (II) moderate evidence from at least 1 well-designed and well-implemented quasi-experimental study; or
- (III) promising evidence from at least 1 well-designed and well-implemented correlational study with statistical controls for selection bias.

Grades VPK-5

1. Grades VPK-5 Assessments

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

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

Additional Assessment(s)				
Name of the Assessment	Target Audience (Grades PreK-5) (Select all that apply.)	What component of reading is assessed? (Select all that apply.)	Assessment Type (Select all that apply.)	How often is the data collected?
District Writing Progress Monitoring	☐ 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

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?
Amira ISIP (Indicator of Progress)	☒ 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
FL Wonders 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

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

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

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

A K-3 student is identified as having a substantial deficiency in reading if the student demonstrates through progress monitoring, formative assessments or teacher observation data, minimum skill levels for reading competency in one or more of the six (6) components of reading; and

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

- Level 1 at the end of the year test administration of the coordinated screening and progress monitoring system pursuant to [s. 1008.25\(9\), F.S.](#); or
- For grade 3, the student scores:
 - Below the twentieth (20th) percentile at the beginning or middle of the year test administration of the coordinated screening and progress monitoring system pursuant to [s. 1008.25\(9\), F.S.](#); or
 - Level 1 on the statewide, standardized ELA assessment pursuant to [s. 1008.22\(3\)\(a\), F.S.](#)

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

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

The district utilizes a comprehensive Multi-Tiered System of Supports framework to identify students in grades K–3 who require Tier 2 and Tier 3 interventions through a systematic, data-driven process. Identification begins with universal screening and ongoing data analysis in Tier 1, where multiple data sources, including screening, diagnostic, and progress-monitoring assessments, are used to evaluate student performance and determine whether students are meeting grade-level expectations. When data indicate that students are not responding adequately to core instruction or demonstrate gaps in foundational skills, collaborative teams use a structured problem-solving process to determine the need for additional support. Students are considered for Tier 2 interventions when data indicate shared skill deficits or persistent barriers to learning that cannot be addressed solely through Tier 1 instruction. These supports are targeted, small-group interventions aligned to specific student needs and informed by placement and diagnostic assessments, such as those outlined in the district’s intervention maps. If concerns persist or intensify, the student is referred to the Student Support Team (SST), where educators, specialists, administrators, and families engage in a formal problem-solving process. The SST reviews multiple data points to define the problem, analyze root causes, and develop an intervention plan tailored to the student’s needs. Referral to SST is typically initiated when data show significant academic gaps or when a student continues to demonstrate limited progress despite interventions implemented with fidelity.

Students are identified for Tier 3 interventions when they demonstrate significant and persistent learning difficulties and show minimal or no response to Tier 1 and Tier 2 supports. At this level, interventions are intensified, individualized, and supported by detailed diagnostic data and more frequent progress monitoring. Across all tiers, the district ensures continuous monitoring of student response to instruction and uses data to make informed decisions about maintaining, intensifying, or adjusting supports. This cyclical process ensures that K–3 students receive timely, appropriate interventions designed to accelerate learning and achieve grade-level proficiency. SST teams may need to meet for tier 3 support consideration.

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

The district’s process for identifying Grade 4–5 students in need of Tier 2 and Tier 3 interventions is data-driven, collaborative, and systematic, ensuring that student needs are identified early and addressed with increasing levels of support.

- All students first participate in high-quality Tier 1 instruction aligned to grade-level standards.
- The district emphasizes early identification of academic and behavioral deficiencies, particularly in reading and mathematics, through screening and ongoing progress monitoring.
- Schools analyze multiple data sources (e.g., assessment results, classroom performance, behavior, and attendance) to determine whether students are meeting expectations.

Students in Grades 4–5 who do not respond adequately to Tier 1 instruction or show significant skill gaps are flagged for additional review.

Data-Based Problem-Solving Process (SST/MTSS Teams)

- Schools use a structured problem-solving process, often facilitated through Student Support Team (SST) meetings, to formally review student data.
- During SST meetings, teams:

- o Define the problem using data
- o Analyze root causes (academic, behavioral, attendance)
- o Develop targeted intervention plans
- Teams include educators, administrators, families, and specialists to ensure a comprehensive and collaborative review.

Students are identified for Tier 2 or Tier 3 support based on:

- Persistent academic or behavioral concerns
- Insufficient progress despite Tier 1 support
- Data showing performance significantly below grade-level expectations

Tier 2 Identification (Targeted Support)

- Students who need additional support but do not require intensive intervention receive Tier 2 support.
- Tier 2 is characterized by:
 - o Small-group, targeted interventions
 - o Focus on specific skill deficits
 - o Short-term implementation with frequent progress monitoring
- Interventions are selected using district intervention maps and aligned to identified needs (e.g., reading comprehension, math problem-solving).

Students receive Tier 2 support when data shows they are at risk and not meeting benchmarks but may respond to supplemental instruction and intervention.

Tier 3 Identification (Intensive Support)

- Students who demonstrate significant and persistent needs or do not respond to Tier 2 interventions are considered for Tier 3 support.
- Tier 3 includes:
 - o Intensive, individualized interventions
 - o Increased frequency and duration of support
 - o Ongoing, detailed progress monitoring
- SST teams refine intervention plans and may involve specialized services or individualized approaches.

Students receive Tier 3 support when:

- Data shows minimal or no response to Tier 2 interventions
- Needs are severe and require individualized support

Continuous Progress Monitoring and Adjustment

- Across all tiers, the MTSS framework requires:
 - o Ongoing data collection and analysis
 - o Regular team review meetings
 - o Adjustments to interventions based on student response
- Supports are fluid, meaning students can move between tiers depending on progress.

District-Level Support and Oversight

- The district supports schools through:
 - o MTSS Implementation Facilitators who guide data analysis and intervention planning
 - o Resources such as intervention maps, professional development, and coaching
 - o A structured implementation plan ensuring consistency across schools.

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.

Amira Learning's Indicators of Progress (ISIP) includes a Dyslexia Screening component that will be used for determining screening. Beginning of the year data (September) will be reviewed for kindergarten through 3rd grade, and students whose scores are considered at risk will also be screened using Amira Learning's Rapid Automatized Naming (RAN) as a dyslexia and other reading difficulties screener.

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

The additional screening is the RAN, as well as the screening used to identify students for Mastery of Reading and Corrective Reading intervention programs.

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

For grades K-5, processes and procedures to improve the effectiveness of Tier 1 instruction include ongoing data review, collaborative planning, instructional coaching, and the use of Schoology as the district's learning management system to support core instruction through remediation, enrichment, and reinforcement. The effectiveness of Tier 1 instruction is monitored by school administrators, literacy coaches, and district staff through formal observations, classroom walkthroughs, and regular analysis of student performance data, including STAR Early Literacy/Reading, Amira reports, Florida Wonders weekly assessments, and unit assessment results.

Both schools and the district utilize a continuous improvement cycle to strengthen Tier 1 instruction. Data are routinely reviewed to identify areas of need, instructional priorities, and student learning trends. Based on these findings, action plans are developed and implemented, which may include adjustments to instructional practices, targeted professional learning, curriculum supports, or intervention strategies. Progress toward identified goals is then monitored through subsequent data reviews, observations, and progress-monitoring measures. The results of these checks are used to refine and adjust actions as needed, ensuring that instructional decisions remain responsive to student outcomes and contribute to ongoing improvement in teaching and learning.

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

School and district teams have been trained to review classroom data binders, and teachers meet weekly with literacy coaches and/or school-based leadership teams to analyze student performance data and monitor intervention effectiveness. District staff provide ongoing support for intervention implementation, data review, and problem-solving processes. Expectations for student progress and implementation fidelity have been communicated through professional learning and are available within the district's Learning Management System (LMS).

Tier 2 interventions are delivered and monitored in accordance with programmatic requirements, including established progress-monitoring schedules and decision-making rules. Teachers and school-based literacy coaches regularly review student progress-monitoring data to determine student response to intervention and identify needed instructional adjustments. Intervention implementation and effectiveness are further monitored through classroom observations, coaching cycles, and analysis of student outcome data.

The effectiveness of Tier 2 interventions is systematically reviewed by district leadership, including the Chief of Schools, Chief Academic Officer, Regional Assistant Superintendents, and Senior Directors. These leaders facilitate structured problem-solving processes that involve reviewing data, identifying instructional needs and barriers to student success, developing and implementing action plans, monitoring the impact of those actions, and adjusting supports based on student outcomes. This work is conducted collaboratively with regional and district literacy teams and is supported by school-based administrators, literacy leadership teams, and literacy coaches. Through this multi-level system of support, the district ensures consistent implementation, progress monitoring, data-driven decision-making, and timely adjustments to intervention practices to improve student reading outcomes.

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

Processes and procedures to improve the effectiveness of Tier 3 interventions are embedded within the district's MTSS framework and involve ongoing data review, problem-solving, implementation, progress monitoring, and adjustment of supports. The Chief Academic Officer, Chief of Schools, Regional Assistant Superintendents, Senior Directors of School Improvement, Teaching and Learning Division, and Director of MTSS oversee implementation and collaborate with regional and district literacy teams, school-based administrators, literacy leadership teams, literacy coaches, and Student Support Teams (SSTs) to identify and address barriers to student success.

Students are considered for Tier 3 interventions when data indicate significant and persistent learning difficulties and an inadequate response to Tier 1 and Tier 2 supports. SST teams may convene to review diagnostic and progress-monitoring data, identify student needs, and develop individualized intervention plans. These plans include targeted skill deficits, intervention strategies, frequency and duration of services, progress-monitoring measures, and decision rules for evaluating student response.

Tier 3 interventions provide intensive, individualized instruction with increased frequency and duration of support. Progress is monitored according to programmatic requirements and reviewed regularly by teachers, interventionists, literacy coaches, administrators, and SST teams. Students are considered responsive when progress-monitoring data demonstrate sufficient growth toward established goals and grade-level expectations. When progress is inadequate, SST adjust instruction, intervention intensity, duration, or supports based on data.

The district uses a continuous improvement cycle of reviewing data, implementing action steps, monitoring results, and refining supports to ensure students receive timely, intensive interventions designed to accelerate reading achievement and grade-level proficiency.

Grades K-5 Decision Tree

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

Tier 1 (Core) Only

Beginning of Year Data

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

- Student scores Level 3 or above on PM3 from previous year and/or
- Students score at the 50th percentile or above on the Amira assessments and/or
- Students score in the 60th percentile on unit assessments.

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

FAST ELA scores of Level 3 or higher, Amira/ISIP scores at or above the 50th percentile, and/or unit assessment performance at the 60th percentile indicate that at least 80% of students are meeting grade-level expectations and that Tier 1 instruction is sufficient.

Core Instruction

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

Name of Program	Year of Program Adoption
Florida Wonders Grade K, 1, 2, 3, 4, 5, 2022, 1 st Edition-McGraw Hill School Education, LLC (no ESSA evidence available) Research-based resources supporting six components of reading and teacher practices outlined by WWC recommendations for teaching foundational skills and comprehension.	2021
Small group differentiated instruction that enriches and accelerates reading achievement	
Amira (Supplemental to the core curriculum)	2014

		(2025 for Amira due to merging)
Additional performance criteria that prompt Tier 2 interventions for students not meeting expectations/benchmarks during the school year: Formative assessments are used within classrooms to identify students who are struggling with benchmark understanding for Tier 2 intervention. Formative assessment data will indicate that students who score below 60% on assessment will be placed in Tier 2.		
Tier 1 Instruction + Tier 2 Interventions		
Beginning of Year Data		
Students who meet the following criteria at the beginning of the school year: All students who score below Level 2 on FAST ELA receive Tier 2 interventions. Additionally, students who fall within the lowest 75% of Level 2 at the end of the year FAST ELA PM 3 assessments receive diagnostic evaluations to identify foundational reading deficiencies.		
Number of times per week interventions are provided: 5		
Number of minutes per intervention session: Minimum of 45 minutes		
Supplemental Instruction/Interventions Indicate the evidence-based programs and/or practices used for Tier 2 interventions and how the programs and practices are supported by strong, moderate or promising levels of evidence. Add additional rows as needed.		
Name of Program	ESSA Evidence Level	Verbiage (as needed)
<i>Florida Wonders Grade K, 1, 2, 3, 4, 5, 2022, 1st Edition-McGraw Hill School Education, LLC</i>		FL Wonders does not meet strong, moderate, or promising levels of evidence; however, the following WWC Practice Guide Recommendation(s) support the program: <u>Foundational Skills to Support Reading for Understanding in Kindergarten Through 3rd Grade</u> , Recommendation(s): 1. Teach students academic language skills, including the use of inferential and narrative language, and vocabulary knowledge. Evidence Level: Minimal Evidence 2. Develop awareness of the segments of sounds in speech and how they link to letters. Evidence Level: Strong Evidence 3. Teach students to decode words, analyze word parts, and write and recognize words. Evidence Level: Strong Evidence. 4. Ensure that each student reads connected text every day to support reading accuracy, fluency, and comprehension. Evidence Level: Moderate Evidence. <u>Providing Reading Interventions for Students in Grades 4-9</u> , Recommendation(s): 1. Build students' decoding skills so they can read complex multisyllabic words. Evidence Level: Strong Evidence. 2. Provide purposeful fluency-building activities to help students read effortlessly. Evidence Level: Strong Evidence. 3. Routinely use a set of comprehension-building practices to help students make sense of the text. Evidence Level: Strong Evidence. 4. Provide students with opportunities to practice making sense of stretch text (i.e., challenging text). Evidence Level: Moderate Evidence. These

		recommendations were built into the program by utilizing supplemental materials to provide text for students during small group instruction. The district will support and monitor implementation of this program by supporting planning and providing feedback during classroom walkthroughs, including Contact Day, Coach Meetings, and online support for professional learning.
Amira learning	PrModerate	
Corrective Reading-Reading	Promising	
SIPPS (Systematic Instruction in Phonological Awareness, Phonics and Sight Words)	Moderate	
Reading Mastery, McGraw Hill: Direct instruction for decoding and comprehension skills-		<u>Reading Mastery</u> 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(s): 1. Teach students academic language skills, including the use of inferential and narrative language, and vocabulary knowledge. Minimal Evidence 2. Develop awareness of the segments of sounds in speech and how they link to letters. Strong Evidence 3. Teach students to decode words, analyze word parts, and write and recognize words. Strong Evidence. 4. Ensure that each student reads connected text every day to support reading accuracy, fluency, and comprehension. Strong Evidence. These recommendations were built into the program by addressing the (a) Reading Strand: Addresses all five essential components of reading—phonemic awareness, phonics and word analysis, fluency, vocabulary, and comprehension. Provides spelling instruction to help students connect decoding and spelling patterns. Develops decoding, word recognition, and comprehension skills that transfer to other subject areas, (b) The Language Arts Strand: Teaches the oral language skills necessary to understand what is said, written, and read in the classroom. Helps students communicate ideas and information effectively. Develops the ability to use writing strategies and processes successfully, and (c) The Literature Strand: Supports the reading strand with a wide variety of literary forms and text

		structures. Provides multiple opportunities for students to practice vocabulary and comprehension strategies and write for authentic purposes. Provides opportunity for students to read at their independent level. The district will support and monitor implementation of this program by providing district coordinator for implementation and monitoring support, classroom walkthroughs for fidelity of implementation checks, including monthly training opportunities for professional learning.
Reading Corps	Strong	
UFLI Foundations		UFLI Foundations does not meet strong, moderate or promising levels of evidence; however, the following WWC Practice Guide Recommendations support the program: Foundational Skills to Support Reading for Understanding in Kindergarten through 3rd Grade, Recommendation 2: Develop awareness of the segments of sound in speech and how they link to letters, Strong Evidence; Recommendation 3: Teach students to decode words, analyze word parts, and write and recognize words, Strong Evidence; and Recommendation 4: Ensure that each student reads connected text everyday to 18 support reading accuracy, fluency, and comprehension, Moderate Evidence. These recommendations are embedded within the program through explicit, systematic instruction in phonological awareness, structured decoding practice, and daily engagement with connected text using phonetically controlled vocabulary. The district will support and monitor implementation of this program through structured data analysis processes, including data chats, as well as observational walkthroughs utilizing the UFLI Foundations implementation tool to ensure fidelity of 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 <u>used instead of or in addition to programs above</u>. 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)
From Phonics to Reading K-3		<u>From Phonics to Reading</u> does not meet strong, moderate, or promising levels of evidence; however, the following WWC Practice Guide Recommendation(s) support the program: Teaching Academic Content and Literacy to English Learners in Elementary and Middle School, Recommendation(s): 1. Teach a set of academic vocabulary words intensively across several days using a variety of instructional activities. Strong Evidence. 2. Integrate oral and written English language instruction into content-area teaching. Strong Evidence. 3. Provide regular, structured opportunities to develop written language skills. Minimal Evidence. 4. Provide small-group instructional intervention to students struggling in areas of literacy and English language. Moderate Evidence 5. These recommendations were built into the program by utilizing small group instructional plans for 20 minutes each day. The district will support and monitor implementation of this program by providing daily small group instructional routines via our learning management system, including programmatic training and ELL strategies for professional learning. Ongoing assessment and review cycles allowing educators to monitor student progress and tailor instruction accordingly.
Imagine Learning and Literacy		Imagine Learning & Literacy does not meet strong, moderate, or promising levels of evidence; however, the following WWC Practice Guide Recommendation(s) support the program: Teaching Academic Content and Literacy to English Learners in Elementary and Middle School, Recommendation(s): 1. Provides K–8 supplemental tools and intervention designed to accelerate learning in language, and literacy. 2. Uses personalized learning paths, engaging content, and real-time data for teachers to support individualized student instruction. 3. Deliver tailored instruction that accelerates English language development for confident readers through adaptive learning paths in English.

		4. Provides teachers with real-time, actionable data to monitor progress and differentiate instruction. 5. Creates accessible learning environments for all learners, including supporting English Learners (EL) and providing flexible support varied student needs. The Imagine Learning & Literacy web-based program has been implemented in grades K-8 as a supplemental reading/literacy resource for English language learners functioning at varied English language proficiency levels. The adaptability of the program allows for ELs to work at the i+1 level, and its monitoring/tracking component timely interventions related to progress, participation, and literacy/vocabulary growth. For optimal outcomes, the program is used twenty minutes a day averaging 100 minutes per week.
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For K-3 students who have a substantial deficiency in reading or characteristics of dyslexia, identify the multisensory strategies provided.

- Amira Learning reading intervention programs
Amira Learning incorporates multisensory components, particularly through its focus on phonemic awareness and the use of visual cues like showing a student's mouth and lips for pronouncing sounds, aligning with principles of multisensory instruction. The program uses AI to deliver targeted micro-interventions, including auditory and visual feedback to students, and shows a teacher's mouth for lip and tongue movements, which helps students with sound manipulation and phonics
- Corrective Reading
Corrective Reading does provide a multisensory intervention by teaching decoding and comprehension skills in a highly structured, sequential manner that emphasizes direct instruction and repeated practice, which incorporates multisensory approaches for struggling readers. The program uses systematic lessons to teach word-attack skills and vocabulary, making it an effective intervention for students with decoding and fluency issues.

Additional performance criteria that prompt Tier 3 interventions for students not meeting expectations/benchmarks during the school year:

Students who do not demonstrate adequate progress following Tier 1 and Tier 2 instruction are identified for Tier 3 interventions, as measured by performance at 30 percentile or below. The determination is based on a comprehensive review of multiple data sources, including FAST Progress Monitoring Assessments, classroom-based formative assessments, and iStation's ISIP (Amira) diagnostic data. These tools are used throughout the school year to monitor student performance and identify persistent reading deficiencies. Tier 3 interventions are then implemented to provide intensive, individualized support aligned to each student's specific instructional needs. Any student who is identified as having a Substantial Reading Deficiency as defined in rule 6A-6.053 will be provided. Reading interventions that are intensive, explicit, systematic, and multisensory, in accordance with s. 1008.25(5)(a), F.S.

Tier 1 Instruction + Tier 2 Interventions + Tier 3 Intensive Interventions

Beginning of Year Data

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

Students who do not demonstrate adequate progress following Tier 1 and Tier 2 instruction are identified for Tier 3 interventions. Students in grades K-3 are identified as having a Substantial Reading Deficiency if they score Level 1 on the end of the year FAST PM3 and/or have been previously retained and/or students in grades K-2 who score below the 10th percentile on PM 1 or PM2 and/or students in grade 3 who score below the 20th percentile on PM1 and/or PM2. In accordance with 26-27 rule language, 6A-6.053, F.A.C., students in grades K-3 are identified with a substantial deficiency in reading and in need of Tier 3 interventions when

they have been previously retained or below the 10th percentile or level 1 in Kindergarten - grade 2 and the 20th percentile or level 1 in grade 3.		
Number of times per week interventions are provided: 3		
Number of minutes per intervention session: 10-20 minutes (in addition to Tier 2)		
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)
<i>Florida Wonders Grade K, 1, 2, 3, 4, 5 2022, 1st Edition-McGraw Hill School Education, LLC</i>		See verbiage above.
Reading Corps	Strong	
Indicate the evidence-based programs and/or practices implemented for students with a disability, students with an IEP and students who are English language learners, if <u>used instead of or in addition to programs above.</u> Add additional rows as needed.		
Students with Disabilities		
Name of Program	ESSA Evidence Level	Verbiage (as needed)
TeachTown		TeachTown does not meet strong, moderate, or promising levels of evidence; however, the following WWC Practice Guide Recommendation(s) support the program: Assisting Students Struggling with Reading: Response to Intervention and Multi-Tier Intervention in the Primary Grade. Recommendation(s): 1. Screen all students for potential reading problems at the beginning of the year and again in the middle of the year. Minimal Evidence 2. Provide time for differentiated reading instruction for all students based on assessments of students' current reading level. Strong Evidence. 3. Provide intensive, systematic instruction on up to three foundational reading skills in small groups to students who score below the benchmark score on universal screening. Minimal Evidence. 4. Monitor the progress of tier 2 students at least once a month. Minimal Evidence. 5. Provide intensive instruction on a daily basis that promotes the development of the various components of reading proficiency to students who show minimal progress

		after reasonable time in tier 2 small group instruction (tier 3). Minimal Evidence. These recommendations were built into the program by the implementation of both computer based and paper-based components that include whole group and small group instruction. The district will support and monitor implementation of this program by providing district coordinator for implementation and monitoring support, classroom walkthroughs for fidelity of implementation checks, including monthly training opportunities for professional learning.
English Language Learners		
Name of Program	ESSA Evidence Level	Verbiage (as needed)
From Phonics to Reading K-3		See verbiage above.
Imagine Learning and Literacy (Teacher-led-small-group lessons)		See verbiage above.
For K-3 students who have a substantial deficiency in reading or characteristics of dyslexia, identify the multisensory strategies provided. • Amira Learning reading intervention programs Amira Learning incorporates multisensory components, particularly through its focus on phonemic awareness and the use of visual cues like showing a student's mouth and lips for pronouncing sounds, aligning with principles of multisensory instruction. The program uses AI to deliver targeted micro-interventions, including auditory and visual feedback to students, and shows a teacher's mouth for lip and tongue movements, which helps students with sound manipulation and phonics • Corrective Reading Corrective Reading does provide a multisensory intervention by teaching decoding and comprehension skills in a highly structured, sequential manner that emphasizes direct instruction and repeated practice, which incorporates multisensory approaches for struggling readers. The program uses systematic lessons to teach word-attack skills and vocabulary, making it an effective intervention for students with decoding and fluency issues. • Reading Mastery Reading Mastery provides intensive, explicit, systematic, and multisensory instruction through visual, auditory, and oral language modalities. Students engage in structured sound-symbol instruction, active participation routines, guided practice, corrective feedback, cumulative review, and application in decodable text to develop foundational reading skills and reading proficiency. • UFLI Foundations UFLI Foundations incorporates multisensory instructional features by engaging students through visual presentation of letters and words, auditory modeling, oral language responses, word-building activities, and systematic sound-symbol instruction. Lessons provide explicit, systematic, cumulative instruction with frequent opportunities for guided practice, corrective feedback, decoding and encoding application, and connected text reading.		

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

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

- Providing instruction to grade 3 students who score Level 1 on the statewide, standardized ELA assessment;

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

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

Summer Reading Camps for Retained Grade 3 Students
Schedule: June 7, 2027- June 30, 2027 8:00 a.m. – 1:00 p.m.
Evidence-Based Instructional Materials to be used, as defined in 20 U.S.C. s. 7801(21)(A)(i): During summer learning, students will engage with evidence-based curricula designed to accelerate academic growth. Instruction will incorporate lessons from <i>Summer Scholars</i> by Teacher Created Materials, a program that offers explicit and engaging instruction in reading comprehension, phonics, word study, and fluency. The curriculum features instructional practices with Tier 1 and Tier 3 evidence ratings, as recognized by the Institute of Education Sciences and the What Works Clearinghouse. To support foundational literacy development, struggling students will participate in targeted instruction using <i>Building Reading Success</i> by Sadlier. This program aligns with ESSA Tier 3 “Promising Evidence” standards and is grounded in evidence-based strategies to build essential reading skills.
Alternative Assessment Used: Amira/ISIP
Additional Information (optional): 3rd grade students will be provided with a retake opportunity to take FAST PM3 in accordance with direction provided by the Florida Department of Education.

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?
Amira	☒ 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
Corrective Reading	☒ Grade 6 ☒ Grade 7 ☒ Grade 8 ☐ All Students ☒ Select Student	☒ Oral Language ☒ Phonological Awareness ☒ Phonics ☒ Fluency ☐ Vocabulary ☐ Comprehension	☒ Screening ☒ Progress Monitoring ☒ Diagnostic ☐ Summative	☒ Weekly ☐ 2 x Month ☐ Monthly ☐ Quarterly ☐ 3 x Year ☐ Annually ☐ As Needed ☐ Other
District Text-Based Writing Assessment	☐ Grade 6 ☐ Grade 7 ☐ Grade 8 ☒ All Students ☐ Select Student	☐ Oral Language ☐ Phonological Awareness ☐ Phonics ☐ Fluency ☐ Vocabulary ☒ Comprehension	☐ Screening ☒ Progress Monitoring ☒ Diagnostic ☐ Summative	☐ Weekly ☐ 2 x Month ☒ Monthly ☐ Quarterly ☐ 3 x Year ☐ Annually ☐ As Needed ☐ Other
Study Sync Unit Assessments	☒ Grade 6 ☒ Grade 7 ☒ Grade 8 ☐ All Students	☐ Oral Language ☐ Phonological Awareness ☐ Phonics	☐ Screening ☒ Progress Monitoring ☐ Diagnostic	☐ Weekly ☐ 2 x Month ☐ Monthly ☐ Quarterly

Additional Assessment(s)				
Name of the Assessment	Target Audience (Grades 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?
	☐ Select Student	☐ Fluency ☒ Vocabulary ☒ Comprehension	☒ Summative	☐ 3 x Year ☐ Annually ☐ As Needed ☒ Other

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

Students in grades 6–8 are identified for Tier 2 and Tier 3 reading interventions through analysis of previous year's data and current, grade-level designated assessment platforms. The district utilizes a tiered data system within its learning platform, Performance Matters, which integrates results from state assessments, progress monitoring tools, and district writing assessments. The Assessment, Accountability, and Evaluation Department manages the Performance Matters platform in collaboration with the Literacy Department to establish tiered cut scores. This partnership ensures consistency and accuracy in identifying students in need of targeted support. Decision Trees outlining assessment protocols and benchmark expectations guide school-based teams in the intervention process. To support reading competency across key domains—including phonological awareness, phonics, vocabulary, oral language, fluency, and comprehension, the district has adopted a comprehensive suite of instructional resources. The core curriculum, McGraw Hill's Florida Wonders and StudySync, is aligned with the B.E.S.T. Standards and provides foundational instruction. For intervention, resources such as StudySync, Amira Learning, and Corrective Reading offer monthly assessments and daily instructional materials. Oral language development is also supported through these intervention platforms, ensuring a well-rounded approach to literacy instruction.

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?

For grades 6-8, Polk County Public Schools uses a continuous improvement process to evaluate and strengthen the effectiveness of Tier 1 instruction. FAST ELA Reading assessments, StudySync unit assessments, district writing assessments, Amira ISIP data, and classroom performance measures are regularly reviewed to determine whether students are meeting grade-level expectations and mastering the B.E.S.T. Standards.

School and district teams analyze assessment results, walkthrough data, and classroom observations through PLCs, literacy leadership team meetings, MTSS discussions, and district data reviews to identify instructional strengths, learning gaps, and barriers to student success. Based on these findings, teams develop action plans that may include targeted reteaching, differentiated instruction, curriculum adjustments, professional learning, and instructional coaching.

Implementation of these actions is monitored through ongoing classroom observations, standards-based walkthroughs, coaching cycles, and subsequent assessment data reviews. Student performance data and implementation evidence are then used to evaluate the impact of instructional adjustments. When desired outcomes are not achieved, teams revisit the data, refine supports, and implement additional instructional improvements. This ongoing cycle of data analysis, action planning, implementation, progress monitoring, and evaluation ensures Tier 1 instruction remains responsive to student needs and continuously improves literacy 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?

For grades 6-8, Polk County Public Schools uses a structured, data-driven problem-solving process to identify and address barriers to the effectiveness of Tier 2 interventions. School-based teams regularly review FAST, district assessment, Amira (as applicable), Corrective Reading progress-monitoring data, and classroom performance data to evaluate student response to intervention and determine whether students are making adequate progress toward established goals.

Teachers meet weekly with literacy coaches and/or school-based leadership teams to review classroom data binders, analyze student progress, and monitor intervention effectiveness. Intervention plans include identified skill deficits, targeted interventions, instructional goals, frequency and duration of services, progress-monitoring measures, and implementation supports. Student progress is monitored according to program-specific requirements and established decision-making rules, with data reviewed regularly to determine whether students are responding adequately to intervention.

When progress-monitoring data indicate insufficient growth, teams use a structured problem-solving process to analyze root causes, adjust instructional strategies, increase intervention intensity, and revise intervention plans as needed. Intervention effectiveness is further evaluated through intervention-focused walkthroughs, classroom observations, coaching cycles, fidelity checks, and analysis of student outcome data.

District staff provide ongoing coaching, professional learning, and implementation support to ensure interventions are delivered with fidelity. The effectiveness of Tier 2 interventions is systematically reviewed by district leadership, including the Chief of Schools, Chief Academic Officer, Regional Assistant Superintendents, and Senior Directors, in collaboration with district and regional literacy teams, school administrators, literacy leadership teams, and literacy coaches. Through this multi-level system of support, the district ensures continuous progress monitoring, data-based decision-making, timely instructional adjustments, and improved literacy outcomes for students in grades 6-8.

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

For grades 6-8, Polk County Public Schools uses a structured problem-solving process to monitor and improve the effectiveness of Tier 3 interventions. Students are considered for Tier 3 support when data indicate significant and persistent learning difficulties and an inadequate response to Tier 1 and Tier 2 instruction. Student Support Teams (SSTs), which may include administrators, teachers, interventionists, literacy coaches, and other support personnel, review diagnostic and progress-monitoring data to identify needs and develop individualized intervention plans.

Tier 3 plans include identified skill deficits, targeted intervention strategies, frequency and duration of services, progress-monitoring measures, instructional goals, and decision rules for evaluating student response. Progress is monitored according to program requirements and reviewed regularly by teachers, interventionists, literacy coaches, administrators, and SST teams.

Students are considered responsive when progress-monitoring data demonstrate sufficient growth toward established intervention goals and grade-level expectations. When progress is inadequate, SSTs use a structured problem-solving process to adjust instruction, increase intervention intensity, modify supports, and revise intervention plans as needed.

District leadership, including the Chief Academic Officer, Chief of Schools, Regional Assistant Superintendents, Senior Directors of School Improvement, the Teaching and Learning Division, and the Director of MTSS, collaborate with district and regional literacy teams, school-based administrators, literacy leadership teams, and literacy coaches to review data, monitor implementation, and support continuous improvement. This ongoing cycle of data review, action planning, progress monitoring, and instructional adjustment ensures Tier 3 interventions are implemented effectively.

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: Level 3, 4 or 5 based on previous years FAST PM1, PM2, and PM3 ELA Reading Assessment. If FAST ELA Reading score unavailable, Level 3, 4 or 5 on most recent PM 1 FAST ELA Reading Assessment. Students who enroll from an out of state school will be given a Corrective Reading placement test as an initial data point available for placement until additional data is collected. Tier 1: FAST PM3: at or above 40th percentile	
List performance criteria that indicate Tier 1 is sufficient for at least 80% of students. Student scores equivalent to Level 3 and above on the FAST ELA Reading Assessment (with consideration of all available supporting evidence of academic assessments and performance to determine appropriate Tiers of instruction).	
Core Instruction	
Indicate the core instructional materials utilized. Add additional rows as needed.	
Name of Program	Year of Program Adoption
McGraw-Hill School Education's <i>Florida StudySync</i> , Grades 6, 7, or 8 – 1 st Edition	2021
Additional performance criteria that prompt Tier 2 interventions for students not meeting expectations/benchmarks during the school year: Students who score Level 2 or below on state reading assessments or demonstrate insufficient progress on FAST Progress Monitoring Assessments, StudySync unit assessments, district writing assessments, Amira diagnostic data, or classroom formative assessments are considered for Tier 2 interventions. Students performing below benchmarks on classroom and formative assessments receive targeted support to address identified skill deficits.	

Tier 1 Instruction + Tier 2 Interventions		
Beginning of Year Data		
Students who meet the following criteria at the beginning of the school year: Student who score a Level 1 or fall within the lowest 75% of Level 2 on FAST receive diagnostic evaluations to identify foundational reading deficiencies. Students with a proficiency benchmark of 20th-39th percentile based on scale score on the most recent FAST Reading Assessment (with consideration of all available supporting evidence of academic assessments and performance to determine appropriate Tiers of instruction). Tier 2: FAST PM3: 20th – 39th percentile If FAST ELA Reading score is unavailable, Level 1 or Low Level 2 on most recent PM FAST ELA Reading Assessment. Students who enroll from an out of state school will be given a Corrective Reading placement test as an initial data point available for placement until additional data is collected.		
Number of times per week interventions are provided: 5		
Number of minutes per intervention session: Minimum of 45 minutes		
Course(s) where interventions take place: 10000010, 10000012, 10000014		
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)
Amira Learning	Promising	

Corrective Reading		<u>Corrective Reading</u> for grades 6-8 does not meet strong, moderate, or promising levels of evidence; however, the following WWC Practice Guide Recommendation(s) support the program: Providing Reading Interventions for Students in Grades 4-9, Recommendation(s): 1. Build students' decoding skills so they can read complex multisyllabic words. Strong Evidence. 2. Provide purposeful fluency-building activities to help students read effortlessly. Strong Evidence 3. Routinely use a set of comprehension-building practices to help students make sense of the text Part 3A. Build students' world and word knowledge so they can make sense of the text Part 3B. Consistently provide students with opportunities to ask and answer questions to better understand the text they read Part 3C. Teach students a routine for determining the gist of a short section of text Part 3D. Teach students to monitor their comprehension as they read Strong Evidence 4. Provide students with opportunities to practice making sense of stretch text (i.e., challenging text) that will expose them to complex ideas and information. Moderate Evidence These recommendations were built into the program by direct instruction through explicit, step-by-step lessons are organized around two major strands, Decoding and Comprehension, which may be used separately or together to customize instruction for particular student needs. Each strand of Corrective Reading has four levels that teach foundation skills for non-readers to seventh-grade-level material – potentially all in about 2 1/2 years. Decoding lessons range from instruction in letter sounds and blending to the reading of sophisticated passages such as those found in content-area textbooks. Comprehension skills covered range from simple classification and true-false identification to complex analogies, analyses, and inferential comprehension strategies. The district will support and monitor implementation of this program by providing

		district coordinator for implementation and monitoring support, classroom walkthroughs for fidelity of implementation checks, including monthly training opportunities for professional learning.
Indicate the evidence-based programs and/or practices implemented for students with a disability, students with an IEP and students who are English language learners, if <u>used instead of or in addition to programs above</u>. Add additional rows as needed.		
Students with Disabilities		
Name of Program	ESSA Evidence Level	Verbiage (as needed)
TeachTown		<u>TeachTown</u> for grades 6-8 does not meet strong, moderate, or promising levels of evidence; however, the following WWC Practice Guide Recommendation(s) support the program: Providing Reading Interventions for Students in Grades 4-9, Recommendation(s): 1. Build students' decoding skills so they can read complex multisyllabic words. Strong Evidence. 2. Provide purposeful fluency-building activities to help students read effortlessly. Strong Evidence 3. Routinely use a set of comprehension-building practices to help students make sense of the text - Part 3A. Build students' world and word knowledge so they can make sense of the text - Part 3B. Consistently provide students with opportunities to ask and answer questions to better understand the text they read - Part 3C. Teach students a routine for determining the gist of a short section of text - Part 3D. Teach students to monitor their comprehension as they read Strong Evidence 4. Provide students with opportunities to practice making sense of stretch text (i.e., challenging text) that will expose them to complex ideas and information. Moderate Evidence These recommendations were built into the program by the implementation of both computer based and paper-based components that include whole group and small group instruction. The district will support and monitor implementation of this program by providing district support for implementation and monitoring support, classroom walkthroughs for fidelity of

		implementation checks, including training opportunities for professional learning.
English Language Learners		
Name of Program	ESSA Evidence Level	Verbiage (as needed)
Imagine Learning and Literacy		Imagine Learning & Literacy does not meet strong, moderate, or promising levels of evidence; however, the following WWC Practice Guide Recommendation(s) support the program: Teaching Academic Content and Literacy to English Learners in Elementary and Middle School, Recommendation(s): 1. Provides K–8 supplemental tools and intervention designed to accelerate learning in language, and literacy. 2. Uses personalized learning paths, engaging content, and real-time data for teachers to support individualized student instruction. 3. Deliver tailored instruction that accelerates English language development for confident readers through adaptive learning paths in English. 4. Provides teachers with real-time, actionable data to monitor progress and differentiate instruction. 5. Creates accessible learning environments for all learners, including supporting English Learners (EL) and providing flexible support varied student needs. The Imagine Learning & Literacy web-based program has been implemented in grades K-8 as a supplemental reading/literacy resource for English language learners functioning at varied English language proficiency levels. The adaptability of the program allows for ELs to work at the i+1 level, and its monitoring/tracking component timely interventions related to progress, participation, and literacy/vocabulary growth. For optimal outcomes, the program is used twenty minutes a day averaging 100 minutes per week.
LIFT (Nat Geo) Fundamentals		LIFT Fundamentals (Nat Geo) does not meet strong, moderate, or promising levels of evidence; however, the following WWC Practice Guide Recommendation(s) support the program: Teaching Academic Content and Literacy to English Learners in Middle School, Recommendation(s): 1. Teach a set of academic vocabulary words intensively across several days using a variety of instructional activities. Strong Evidence. 2. Integrate oral and written English language instruction into content-area teaching. Strong Evidence.

		3. Provide regular, structured opportunities to develop written language skills. Minimal Evidence 4. Provide small-group instructional intervention to students struggling in areas of literacy and English language development. Moderate Evidence. These recommendations were built into the program by providing a structured approach to skill-building through scaffolded instruction. The district will support and monitor implementation of this program by providing district ELL support for implementation and monitoring support, classroom walkthroughs for fidelity of implementation checks, including training opportunities for professional learning.
Additional performance criteria that prompt Tier 3 interventions for students not meeting expectations/benchmarks during the school year:		
Tier 1 Instruction + Tier 2 Interventions + Tier 3 Intensive Interventions		
Beginning of Year Data		
Students who meet the following criteria at the beginning of the school year: Students who score Level 1 on the most recent FAST ELA Reading Assessment and consistently perform at or below the 19th percentile on FAST ELA Reading assessments are considered for Tier 3 interventions, with consideration given to all available assessment and performance data when determining appropriate tiers of support. Through the district's MTSS problem-solving process, students who do not demonstrate adequate progress following Tier 1 and Tier 2 instruction are identified for Tier 3 interventions based on a comprehensive review of multiple data sources, including FAST Progress Monitoring Assessments, classroom-based formative assessments, StudySync unit assessments, district writing assessments, and Amira diagnostic data. These data are used throughout the school year to monitor student response to instruction, identify persistent reading deficiencies, and determine the need for intensive, individualized intervention. Tier 3 interventions are designed to address specific student needs and are adjusted based on ongoing progress-monitoring and problem-solving reviews		
Number of times per week interventions are provided: 3 Number of minutes per intervention session: 20 minutes Course(s) where interventions take place: 10000010, 10000012, 10000014		
Intensive, Individualized Instruction/Interventions Indicate the evidence-based programs and/or practices used for Tier 3 interventions and how the programs and practices are supported by strong, moderate or promising levels of evidence. Add additional rows as needed.		
Name of Program	ESSA Evidence Level	Verbiage (as needed)
Amira Learning	Promising	
Corrective Reading		See verbiage above
Indicate the evidence-based programs and/or practices implemented for students with a disability, students with an IEP and students who are English language learners, if <u>used instead of or in addition to</u> programs above. Add additional rows as needed.		
Students with Disabilities		
Name of Program	ESSA Evidence Level	Verbiage (as needed)
TeachTown		See verbiage above

English Language Learners		
Name of Program	ESSA Evidence Level	Verbiage (as needed)
Imagine Language and Literacy (Teacher-led small group lessons)	Promising	
LIFT (Nat Geo)		See verbiage above.

Grades 9-12

13. Grades 9-12 Assessments

FAST				
Name of the Assessment	Target Audience (Grades 9-12)	What component of reading is assessed?	Assessment Type	How often is the data collected?
FAST ELA Reading	☒ Grade 9 ☒ Grade 10	☒ Vocabulary ☒ Comprehension	☒ Screening ☒ Progress Monitoring ☒ Summative	☒ 3 x Year

Indicate in the chart below the assessment(s) used to guide instructional decision-making for grades 9-12 students. Add additional rows as needed.

Additional Assessment(s)				
Name of the Assessment	Target Audience (Grades 9-12) (Select all that apply.)	What component of reading is assessed? (Select all that apply.)	Assessment Type (Select all that apply.)	How often is the data collected?
Achieve 3000 (Intensive Reading Students)	☒ 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
Corrective Reading (for identified schools)	☒ 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
Study Sync Unit Assessments	☒ Grade 9 ☒ Grade 10 ☒ Grade 11 ☒ Grade 12	☐ Oral Language ☐ Phonological Awareness ☐ Phonics	☐ Screening ☒ Progress Monitoring ☐ Diagnostic	☐ Weekly ☐ 2 x Month ☐ Monthly ☐ Quarterly

Additional Assessment(s)				
Name of the Assessment	Target Audience (Grades 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?
	☐ All Students ☐ Select Students	☐ Fluency ☒ Vocabulary ☒ Comprehension	☒ Summative	☐ 3 x Year ☐ Annually ☐ As Needed ☒ Other
District Text-based Writing 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
ChalkTalk	☐ Grade 9 ☐ Grade 10 ☒ Grade 11 ☒ Grade 12 ☐ All Students ☒ Select Students	☐ Oral Language ☐ Phonological Awareness ☐ Phonics ☐ Fluency ☒ Vocabulary ☒ Comprehension	☐ Screening ☒ Progress Monitoring ☐ Diagnostic ☒ Summative	☐ Weekly ☐ 2 x Month ☐ Monthly ☐ Quarterly ☐ 3 x Year ☐ Annually ☒ As Needed ☐ Other

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

Students in grades 9–12 who require Tier 2 or Tier 3 reading interventions are identified through the analysis of multiple data sources, including FAST ELA Reading Assessments, district writing assessments, progress-monitoring data, and other relevant performance indicators. For students in grades 11 and 12 who have not met the state assessment graduation requirement, additional data from concordant score measures, ChalkTalk placement and exit assessments, and other literacy performance data are reviewed to determine instructional needs and appropriate intervention supports. The district's Performance Matters platform supports this process by consolidating assessment data for efficient analysis and instructional planning. The Assessment, Accountability, and Evaluation Department manages the platform in collaboration with the Literacy Department to establish tiered performance thresholds and support the implementation of district decision trees that guide intervention placement and monitoring.

To support reading development across key literacy domains, Polk County Public Schools utilizes B.E.S.T. Standards-aligned instructional resources and intervention programs. Core instruction is provided through StudySync, while intervention resources such as Achieve3000, ChalkTalk, Corrective Reading, and Amira Learning are used to address identified reading deficiencies and support students who require additional intervention. These resources provide targeted instruction, progress monitoring, and diagnostic information to support the identification and ongoing monitoring of students receiving Tier 2 and Tier 3 interventions, including students in grades 11 and 12 working toward meeting state assessment graduation requirements.

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

For grades 9-12, Polk County Public Schools uses a continuous improvement process to identify and solve problems related to the effectiveness of Tier 1 instruction. FAST ELA Reading assessments, StudySync assessments, district writing assessments, classroom performance data, and other student outcome measures are regularly reviewed to determine whether students are meeting grade-level expectations, progressing toward graduation requirements, and mastering the B.E.S.T. Standards.

School and district teams analyze assessment results, standards-based walkthrough data, and classroom observation evidence through PLCs, literacy leadership team meetings, MTSS discussions, and district data reviews to identify instructional strengths, learning gaps, and barriers to student success. This analysis is used to determine root causes of performance concerns and guide instructional decision-making.

Based on identified needs, teams develop and implement action plans that may include targeted reteaching, differentiated instruction, curriculum adjustments, instructional planning support, professional learning, and coaching. School administrators, literacy coaches, and district staff collaborate to support implementation and ensure instructional practices remain aligned to grade-level standards and student needs.

The impact of these actions is monitored through ongoing reviews of FAST progress-monitoring data, StudySync assessment results, classroom instructional practices, walkthrough findings, and formal observations. Student performance trends and implementation evidence are used to evaluate whether instructional adjustments are producing the desired outcomes. When outcomes do not improve as expected, teams revisit the data, refine strategies, provide additional support, and implement further instructional adjustments.

This ongoing cycle of data analysis, problem identification, action planning, implementation, progress monitoring, and evaluation ensures Tier 1 instruction remains responsive to student needs and continuously improves literacy achievement for students in grades 9-12.

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

For grades 9-12, Polk County Public Schools uses a structured, data-driven problem-solving process to identify and address barriers to the effectiveness of Tier 2 interventions. School-based teams regularly review FAST ELA Reading data, district writing assessments, progress-monitoring data, Achieve3000 performance data (grades 9-10), ChalkTalk performance data (grades 11-12), and classroom performance measures to evaluate student response and determine whether students are making adequate progress toward established goals.

Teachers meet regularly with literacy coaches and school-based leadership teams to review data, analyze intervention effectiveness, and monitor student progress. Intervention plans include identified skill deficits, targeted interventions, instructional goals, frequency and duration of services, progress-monitoring measures, and implementation supports. Student progress is reviewed according to program requirements and established decision-making rules.

When data indicate insufficient growth, teams engage in a structured problem-solving process to identify root causes, adjust instructional strategies, increase intervention intensity, and revise intervention plans as needed. Intervention effectiveness is further evaluated through classroom observations, intervention-focused walkthroughs, coaching cycles, fidelity checks, and analysis of student outcome data.

District staff provide ongoing coaching, professional learning, and implementation support to ensure interventions are delivered with fidelity. District leadership, including the Chief Academic Officer, Chief of Schools, Regional Assistant Superintendents, Senior Directors of School Improvement, and regional and district literacy teams, regularly review implementation and student outcome data to support continuous improvement. This ongoing cycle of data review, problem-solving, intervention adjustment, and progress monitoring ensures Tier 2 interventions are responsive to student needs and improve literacy outcomes for students in grades 9-12.

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

For grades 9-12, Polk County Public Schools uses a structured, data-driven MTSS problem-solving process to monitor and improve the effectiveness of Tier 3 interventions. Students are considered for Tier 3 support when data indicate significant and persistent reading difficulties and an inadequate response to Tier 1 and Tier 2 interventions. Student Support Teams (SSTs), which may include administrators, teachers, interventionists, literacy coaches, school counselors, and other support personnel, review FAST ELA Reading data, district writing assessments, progress-monitoring data, and other relevant performance measures to identify student needs and develop individualized intervention plans.

Tier 3 intervention plans include identified skill deficits, targeted intervention strategies, instructional goals, frequency and duration of services, progress-monitoring measures, accommodations or supports as needed, and decision rules for evaluating student response. Interventions may include Achieve3000 for students in grades 9-10 and Achieve3000 and/or ChalkTalk for students in grades 11-12, as well as other prescriptive interventions aligned to individual student needs.

Progress is monitored according to program requirements and reviewed regularly by teachers, interventionists, literacy coaches, administrators, and SSTs. Students are considered responsive when progress-monitoring data demonstrate sufficient growth toward established intervention goals, grade-level expectations, and graduation requirements. When progress is inadequate, SSTs engage in a structured problem-solving process to identify barriers, adjust instructional strategies, increase intervention intensity or duration, and revise intervention plans as needed.

Intervention effectiveness is further evaluated through formative and summative assessments, progress-monitoring reviews, classroom observations, intervention-focused walkthroughs, fidelity checks, and analyses of student outcome data. District leadership, including the Chief Academic Officer, Chief of Schools, Regional Assistant Superintendents, Senior Directors of School Improvement, the Teaching and Learning Division, and the Director of MTSS, collaborates with regional and district literacy teams, school-based administrators, literacy leadership teams, and literacy coaches to review data, monitor implementation, and support continuous improvement. This ongoing cycle of data analysis, action planning, implementation, progress monitoring, and instructional adjustment ensures Tier 3 interventions are effectively delivered with fidelity.

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: Level 3, 4 or 5 based on previous years FAST PM1, PM2, and PM3 ELA Reading Assessment. If FAST ELA Reading score unavailable, Level 3, 4 or 5 on most recent PM 1 FAST ELA Reading Assessment. Students who enroll from an out of state school will be given a Corrective Reading placement test as an initial data point available for placement until additional data is collected. Tier 1: FAST PM3: at or above 40th percentile	
What processes and procedures are in place to identify and solve problems to improve the effectiveness of Tier 1 instruction and/or curriculum provided to students? Procedures for Tier 1 instruction include instructional coaching, regular data review, and collaborative planning. Schoology (is the Learning Management Systems (LMS) platform used for instruction), with resources for both teachers and students, supporting core instruction with remediation, enrichment, and reinforcement.	
Core Instruction	
Indicate the core instructional materials utilized. Add additional rows as needed.	
Name of Program	Year of Program Adoption
McGraw-Hill School Education's Florida StudySync, Grades 9-12, 2022, 1st Edition	2021

Additional performance criteria that prompt Tier 2 interventions for students not meeting expectations/benchmarks during the school year:		
Tier 1 Instruction + Tier 2 Interventions		
Beginning of Year Data		
Students who meet the following criteria at the beginning of the school year: (Enter assessment criteria that will be used.) Students who score at a Level 2 proficiency or within the 20th–39th percentile on the most recent FAST ELA Reading Assessment are considered for Tier 2 interventions, with consideration given to all available supporting evidence of academic assessments and student performance when determining the appropriate tier of support. Students who score Level 2 or below on state reading assessments or demonstrate insufficient progress on FAST Progress Monitoring Assessments, StudySync assessments, district writing assessments, classroom formative assessments, or other relevant literacy measures are also considered for Tier 2 intervention. Students performing below established benchmarks receive targeted support designed to address identified skill deficits and improve progress toward grade-level expectations and graduation requirements.		
Number of times per week interventions are provided: 5 Number of minutes per intervention session: 20 minutes Course(s) where interventions take place: 1001310, 1001340, 1001370, 1001400, 1000412, 1000414, 1000416, 1000418		
Supplemental Instruction/Interventions Indicate the evidence-based programs and/or practices used for Tier 2 interventions and how the programs and practices are supported by strong, moderate or promising levels of evidence. Add additional rows as needed.		
Name of Program	ESSA Evidence Level	Verbiage (as needed)
Achieve3000	Strong	
Corrective Reading		<u>Corrective Reading</u> in 9-10th grades does not meet strong, moderate, or promising levels of evidence; however, the following WWC Practice Guide Recommendation(s) support the program: Improving Adolescent Literacy: Effective Classroom and Intervention Practices, Recommendation(s): 1. Provide explicit vocabulary instruction. Strong Evidence. 2. Provide direct and explicit comprehension strategy instruction. Strong Evidence. 3. Increase student motivation and engagement in literacy learning. Moderate Evidence. 4. Make available intensive and individualized interventions for struggling readings that can be provided by trained specialists. Strong Evidence. These recommendations were built into the program by direct instruction through explicit, step-by-step lessons are organized around two major strands, Decoding and Comprehension, which may be used separately or together to customize instruction for particular student needs. Each strand of Corrective Reading has four levels that teach foundation skills for non-readers– potentially all in about 2 1/2 years.

		Decoding lessons range from instruction in letter sounds and blending to the reading of sophisticated passages such as those found in content-area textbooks. Comprehension skills covered range from simple classification and true-false identification to complex analogies, analyses, and inferential comprehension strategies. The district will support and monitor implementation of this program by providing district coordinator for implementation and monitoring support, classroom walkthroughs for fidelity of implementation checks, including monthly training opportunities for professional learning.
ChalkTalk		ChalkTalk (Grades 11-12) does not meet Strong, Moderate, or Promising levels of evidence; however, the following WWC Practice Guide Recommendation(s) support the program: Teaching Secondary Students to Write Effectively 1. Teach students to use the writing process for a variety of purposes. 2. Teach students to become critical readers of written text. 3. Teach students to write cohesive texts. These recommendations are reflected in ChalkTalk's adaptive instructional model, which provides diagnostic assessments, personalized learning pathways, teacher-directed lessons, targeted practice activities, and ongoing progress monitoring designed to strengthen reading comprehension, vocabulary, analytical reading, writing, and college-readiness skills. The platform individualizes instruction based on student performance data and generates differentiated instructional materials aligned to ELA standards and ACT/SAT skill requirements. Through explicit instruction, guided practice, and data-informed intervention opportunities, ChalkTalk supports students in developing the literacy skills necessary for success in secondary coursework and postsecondary readiness assessments. The district will support and monitor implementation of this program by providing district-level coordination for implementation and monitoring, conducting classroom walkthroughs and fidelity checks, reviewing student progress data, and offering ongoing professional learning

		opportunities to ensure the effective use of instructional resources and intervention supports.
Indicate the evidence-based programs and/or practices implemented for students with a disability, students with an IEP and students who are English language learners, if <u>used instead of or in addition to</u> programs above. Add additional rows as needed.		
Students with Disabilities		
Name of Program	ESSA Evidence Level	Verbiage (as needed)
TeachTown		<u>TeachTown</u> does not meet strong, moderate, or promising levels of evidence; however, the following WWC Practice Guide Recommendation(s) support the program: Improving Adolescent Literacy: Effective Classroom and Intervention Practices, Recommendation(s): 1. Provide explicit vocabulary instruction. Strong Evidence. 2. Provide direct and explicit comprehension strategy instruction. Strong Evidence. 3. Increase student motivation and engagement in literacy learning. Moderate Evidence. 4. Make available intensive and individualized interventions for struggling readings that can be provided by trained specialists. Strong Evidence. These recommendations were built into the program by the implementation of both computer based and paper-based components that include whole group and small group instruction. The district will support and monitor implementation of this program by providing district support for implementation and monitoring support, classroom walkthroughs for fidelity of implementation checks, including training opportunities for professional learning.
English Language Learners		
Name of Program	ESSA Evidence Level	Verbiage (as needed)
LIFT (Nat Geo)		<u>LIFT (Nat Geo)</u> does not meet strong, moderate, or promising levels of evidence; however, the following WWC Practice Guide Recommendation(s) support the program: Improving Adolescent Literacy: Effective Classroom and Intervention Practices, Recommendation(s): 1. Provide explicit vocabulary instruction. Strong Evidence. 2. Provide direct and explicit comprehension strategy instruction. Strong Evidence. 3. Provide opportunities for extended discussion of text meaning and interpretation. Moderate Evidence.

		4. Increase student motivation and engagement in literacy learning. Moderate Evidence. 5. Make available intensive and individualized interventions for struggling readings that can be provided by trained specialists. Strong Evidence. These recommendations were built into the program by providing a structured approach to skill-building through scaffolded instruction. The district will support and monitor implementation of this program by providing district ELL support for implementation and monitoring support, classroom walkthroughs for fidelity of implementation checks, including training opportunities for professional learning.
Additional performance criteria that prompt Tier 3 interventions for students not meeting expectations/benchmarks during the school year: Students who score at or below the 19th percentile on the most recent FAST ELA Reading Assessment and consistently demonstrate deficiencies in identified focus skills from diagnostic reports are considered for Tier 3 interventions, with consideration given to all available supporting evidence of academic assessments and student performance when determining the appropriate tier of support. Through the MTSS problem-solving process, students who do not demonstrate adequate progress following Tier 1 and Tier 2 instruction are identified for Tier 3 interventions based on a review of multiple data sources, including FAST Progress Monitoring Assessments, district writing assessments, intervention-specific progress-monitoring data, classroom formative assessments, and other relevant literacy measures. Students demonstrating persistent reading deficiencies receive intensive, individualized interventions designed to address identified skill deficits and support progress toward grade-level expectations and graduation requirements. The Chief Academic Officer, Regional Assistant Superintendents, Senior Directors of School Improvement, and MTSS Director facilitate the processes to identify and solve problems with the support of the regional and district literacy teams and through school-based administration, literacy leadership teams, and literacy coaches. Tier 3 instruction is supported through the district-adopted core curriculum, with teacher training, coaching, and collaborative planning to ensure effective implementation and improved student outcomes.		
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: Tier 3: FAST PM-19th Percentile and Below 11th -12 Grade: 10th grade FAST ELA Reading Level 3 has not been met and no concordant score for graduation requirement has been met.		
Number of times per week interventions are provided: 5 Number of minutes per intervention session: 45 Course(s) where interventions take place: 1000412, 1000414, 1000416, 1000418		
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)
Achieve3000(Teacher-led small group lessons)	Strong	
Corrective Reading		See verbiage above.

ChalkTalk		See verbiage above.
Indicate the evidence-based programs and/or practices implemented for students with a disability, students with an IEP and students who are English language learners, if <u>used instead of or in addition to programs above</u>. Add additional rows as needed.		
Students with Disabilities		
Name of Program	ESSA Evidence Level	Verbiage (as needed)
TeachTown-Teacher-led small group lessons		See verbiage above.
English Language Learners		
Name of Program	ESSA Evidence Level	Verbiage (as needed)
LIFT (Nat Geo)- Teacher-led small group lessons		See verbiage above.

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

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

- Provide professional learning required by ss. [1012.585\(3\)\(f\)](#) and [1012.98\(5\)\(b\)11., F.S.](#), which includes training to help teachers integrate phonemic awareness, phonics, word study and spelling, fluency, vocabulary and text comprehension strategies into an explicit, systematic and sequential approach to reading instruction, including multisensory intervention strategies;
- Provide professional learning in B.E.S.T. ELA Standards and evidence-based reading practices and programs;
- Provide professional learning to help instructional personnel and certified PreK teachers funded in the 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
Reading Endorsement Program: Competencies: 1, 2, 3, 4 and 5	Teachers, Literacy Coaches, and other support staff require endorsement to fulfill their role/meet state requirements for interventions.	Reading Endorsement Competency 1, 2, 3, 4 and 5, aligned to the State Performance Indicators and fulfills the State Performance Indicators, are offered through online courses designed to add collegiality and onsite support for teachers, providing flexibility to integrate course content and school-based practices through authentic application of reading instruction.
40 Point Reading Renewal	Teachers, Literacy Coaches, and other support staff with certifications requiring the 40-point Reading Renewal.	40 Point Renewal is provided for teachers who are required by the certificate areas being renewed, beginning validity date of July 1, 2020, (renewal June 30, 2025) or thereafter, as specified in Rule 6A-4.0051.
Curriculum-Specific Professional Development	Teachers, Literacy Coaches, and other support staff for those	Professional Development, including on-demand videos, will be provided for all district adopted curriculum content for

	specific programs at schools.	implementation of K-12 McGraw Hill core curriculum and all reading intervention resources: Amira Learning, Renaissance Star Early Literacy and Reading, Reading Mastery, SIPPS, Language for Learning, Achieve 3000 Literacy, and Corrective Reading, which includes support for integrating phonemic awareness, phonics, word study and spelling, fluency, vocabulary, and text comprehension strategies using an explicit, systematic and sequential approach, including multisensory intervention strategies.

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.

Polk County Public Schools provides comprehensive professional learning opportunities to support instructional personnel and certified PreK teachers in earning certifications, credentials, endorsements, and advanced qualifications in scientifically researched and evidence-based reading instruction. These opportunities are aligned with Florida's Formula for Reading Success, the Science of Reading, and the B.E.S.T. ELA Standards and are designed to strengthen educator expertise in explicit, systematic, sequential, and multisensory reading instruction. The district offers Reading Endorsement Competencies 1–5 through flexible online and hybrid learning formats aligned to Florida's State Performance Indicators. These courses provide teachers, literacy coaches, intervention personnel, and other instructional staff with opportunities to deepen their knowledge of foundational reading skills, language comprehension, assessment, and intervention practices while applying learning directly within their instructional settings. Professional learning is further supported through literacy coaching, collaborative planning, professional learning communities, and school- and district-based literacy leadership teams.

To expand literacy expertise across the district, Polk County Public Schools supports educators in pursuing Reading Endorsement, Reading Certification renewal, and the Emergent Literacy, Elementary Literacy, and Secondary Literacy Micro-Credentials. The district also provides curriculum-specific professional learning focused on the implementation of district-adopted instructional materials and intervention programs. Training emphasizes the integration of phonemic awareness, phonics, word study, spelling, fluency, vocabulary, and text comprehension through evidence-based instructional practices to ensure strong literacy outcomes for all students.

In addition to literacy-specific pathways, Polk County Public Schools offers the Alternative Certification for Educators (ACE) Professional Learning Certification Program for teachers who were not education majors, hold a temporary teaching certificate, and must complete coursework toward a Professional Certificate. Communication and support begin shortly after employment and continue throughout the teacher's temporary certification period. ACE participants serve as the teacher of record and engage in professional learning that supports curriculum development, lesson planning, instructional delivery, data analysis, and effective classroom practices, providing a strong foundation in evidence-based instruction and student achievement. The district also offers the Clinical Supervision course, a Florida Statute-required professional learning opportunity designed to prepare teacher leaders to effectively supervise, support, and provide feedback to preservice teachers during field experiences. This training develops the capacity of experienced educators to serve as Clinical Educators who model effective instructional practices, support teacher development, and contribute to a sustainable pipeline of highly qualified educators. Through this work, Polk County Public Schools strengthens both teacher retention and instructional quality across the district.

Assessment literacy is another key component of the district's professional learning system. Assessment literacy focuses on the knowledge and skills required to design, select, implement, score, interpret, and use high-quality assessments to improve student learning. Year one learning experiences emphasize formative assessment practices, including learning intentions and success criteria, readiness pre-assessments, eliciting

evidence of student learning during and after instruction, progress monitoring, student conferences, collaborative discussions, student work analysis, peer assessment, and self-assessment with goal setting. Year two learning experiences focus on summative assessment practices, including the development of high-quality assessments, rubrics and scoring criteria, grading and reporting practices, and the appropriate use of interim and statewide assessment data.

To build leadership capacity, Polk County Public Schools facilitates Teacher Leader Assessment Literacy Cadres designed to deepen educators' understanding of assessment systems and their impact on teaching and learning. These cadres focus on strengthening educators' ability to connect assessment and instruction, apply best practices in classroom assessment, and develop coherent classroom, school, and district assessment systems that support deeper learning and curriculum implementation. Professional learning within these cadres helps educators use assessment data to inform planning, differentiation, intervention, enrichment, and progress monitoring, contributing to continuous improvement in literacy instruction and student achievement. Through these coordinated professional learning pathways, Polk County Public Schools ensures that instructional personnel and certified PreK teachers have access to sustained, job-embedded opportunities that support certification, credentialing, endorsement attainment, and the implementation of scientifically researched and evidence-based reading instruction.

Differentiated Professional Learning

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

Polk County Public Schools (PCPS) utilizes a data-informed approach to professional learning to ensure instructional support is differentiated and responsive to the needs of educators. Progress monitoring and student achievement data are used to identify instructional priorities, guide professional learning opportunities, and provide targeted support for teachers and paraprofessionals. Certified educators receive personalized coaching, content-specific training, collaborative planning opportunities, and ongoing professional learning aligned to student performance trends and district instructional goals.

To build instructional expertise and leadership capacity, PCPS provides multiple pathways for professional growth. The USF–Polk Academies offer selected teacher leaders the opportunity to earn a Master of Arts in Reading or a Master of Education in Educational Leadership, strengthening literacy expertise and leadership development across the district. Paraprofessionals are supported through online and face-to-face professional learning focused on instructional practices, behavior supports, literacy strategies, technology integration, student independence, and effective collaboration to enhance their impact on student learning.

PCPS also supports aspiring educators through the Teacher Apprenticeship Program, an alternative pathway into the teaching profession that combines competency-based coursework with supervised, on-the-job training under the guidance of experienced mentor teachers. In partnership with Polk State College, the program provides apprentices with structured support as they develop instructional skills and transition into full-time teaching roles.

New teachers receive differentiated support through the Teacher Induction Program Seminar (TIPS), which addresses the unique needs of educators entering the profession, including those pursuing alternative certification. TIPS coursework focuses on instructional delivery, learning environments, professional responsibilities, and ethical conduct, with learning experiences tailored to participants' levels of teaching experience.

Additionally, PCPS offers self-paced book studies throughout the year that allow educators to deepen their knowledge in targeted areas of practice. Supported through Schoology and supplemented with optional collaborative discussions, these learning opportunities encourage professional reflection, application of research-based strategies, and continuous growth.

Collectively, these professional learning opportunities demonstrate PCPS's commitment to providing differentiated, job-embedded support that builds educator capacity, strengthens instructional practice, and improves student outcomes.

Mentor Teachers

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

Polk County Public Schools provides differentiated, job-embedded professional learning opportunities designed to strengthen instructional practice, build teacher leadership capacity, and support educator retention. The district utilizes a comprehensive system of mentoring, coaching, and leadership development

to ensure educators receive targeted support aligned to their experience level, instructional needs, and school improvement priorities.

Full-release Instructional Mentors provide sustained support for novice and alternatively certified teachers in high-needs schools through individualized coaching cycles focused on instructional planning, classroom practice, and the implementation of high-quality instructional strategies. Utilizing research-based coaching frameworks, mentors engage teachers in ongoing reflection and professional growth, helping them strengthen instructional effectiveness and positively impact student achievement.

To further expand instructional capacity, Polk County Public Schools offers teacher leadership pathways that enable highly effective classroom teachers to support the professional growth of their peers while remaining in the classroom. Through job-embedded coaching opportunities, teacher leaders facilitate collaboration, model evidence-based instructional practices, and provide support to colleagues, fostering a culture of continuous improvement within schools.

The district also promotes leadership development through programs that prepare educators to serve as change agents and instructional leaders within their schools. Selected participants engage in professional learning focused on leadership skills, problem-solving, data-informed decision-making, and school improvement planning. Working collaboratively with school administrators, participants identify instructional or organizational needs, develop action plans, and implement solutions designed to enhance teaching, learning, and school culture.

Collectively, these mentoring, coaching, and leadership development opportunities provide differentiated support that strengthens educator effectiveness, increases leadership capacity, and supports the implementation of evidence-based instructional practices. Through ongoing professional learning and collaboration, Polk County Public Schools continues to build a skilled workforce committed to improving literacy and academic outcomes for all students.

Professional Learning Time

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

All teachers are to be guaranteed an uninterrupted daily block of at least 45 minutes of planning for a traditional schedule or an uninterrupted block of at least 90 minutes every other day for a block schedule.

Planning time shall be used primarily for lesson/program planning, parent conferences, student conferences, and conferring with other faculty members. A good faith effort must be made by the principal or designee to ensure equitable scheduling among the faculty for teacher participation and involvement for any accommodation plan meeting (IEP (Individual 15 Education Plan), 504, BIP (Behavior Intervention Plan), etc.) in which the teacher's planning time and instructional time are disrupted as little as possible.

a) The principal may have up to one (1) of these 45-minute blocks per week designated for Collaborative Planning, Professional Learning Community (PLC), or Faculty Meetings (one (1) per month) or other data gathering/planning intended to increase student achievement even on weeks shortened by a holiday.

b) Outside of the principal/admin directed planning each week, teacher planning time shall be used by the teacher solely for self-directed planning time. Recognizing that curriculum changes are inevitable throughout all areas of instruction, team/common planning may occur and is encouraged to meet the needs of the students. Teachers are responsible for the proper utilization of the self-directed portion of planning time.

c) Classroom teachers may volunteer to cover classes during their planning period. Teachers will be compensated at their regular hourly rate of pay for the equivalent of their school's scheduled planning period. Any non-classroom instructional staff who is directed to cover a classroom for the entire student contact day will compensated at their regular hourly rate of pay for the equivalent of their school's scheduled planning period. Instructional staff will use the Special Activity Payroll reporting process.

6.3-1 Elementary school teachers shall have an uninterrupted, continuous block of time of no fewer than forty-five (45) minutes per day of scheduled duty-free planning time during the student contact time. Should a continuous forty-five (45) minute block be unfeasible, the principal will schedule a continuous thirty (30) minute block during the student day and an additional fifteen (15) minute continuous block of time during the duty day for planning. Elementary teachers shall stay with their students when the students are participating in regularly scheduled special classes only when there is no certified instructor available.

6.3-2 Middle school teachers shall have an uninterrupted, continuous block of forty-five (45) minutes per day for a traditional schedule or an uninterrupted block of at least 90 minutes every other day for a block schedule of scheduled duty free planning time during the student contact time. Middle school schedules should include time for teacher planning time for such concepts as team planning, back-to-back planning periods, parent

conferences, student conferences, etc. In middle schools that elect to participate in a seven (7) or eight (8) period day, the normal teaching load will be six (6) out of seven (7) or seven (7) out of eight (8) periods. (Advisor/advisee instruction will count as a teaching period.) Teachers, excluding those teachers assigned to Special Programs, may be asked, but shall not be involuntarily assigned a teaching schedule requiring more than three (3) preparations. To indicate acceptance of a schedule with more than three (3) preparations, the teacher must be presented with the schedule in writing and indicate acceptance by attaching their signature.

6.3-3 High school teachers shall have an uninterrupted, continuous block of forty-five (45) minutes per day for a traditional schedule or an uninterrupted block of at least 90 minutes every other day for a block schedule of duty-free planning time during the student contact time. A normal teaching load will be six (6) out of seven (7) periods. Instructional time will be arranged according to the school's approved schedule and in accordance with Southern Association of Colleges and Schools (SACS) guidelines. Teachers, excluding those teachers assigned to Special Programs, may be asked, but shall not be involuntarily assigned a teaching schedule requiring more than three (3) preparations. To indicate acceptance of a schedule with more than three (3) preparations, the teacher must be presented with the schedule in writing and indicate acceptance by attaching their signature.

3.3 Non-student contact days for teachers shall be designated as six (6) Workdays and four (4) Staff Development Days. Workdays shall be available for teachers to use as Teacher Self-Directed Planning (Article 6.3) except that the principal may schedule and hold one Faculty Meeting (Article 6.5) of not more than 60 consecutive minutes during the day. Staff Development Days may be used as described in Article 6.5 Faculty Meetings.

3.4 The Board shall include at least ten (10) Student Early Dismissal Days distributed throughout the school year. Students shall be dismissed 150 minutes early to provide teachers 150 minutes of self-directed planning time. All remaining time shall be used by the employee for self-directed planning activities.

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

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

Name of Tutoring Program	Target Audience	Description
Americorps Polk Readers	ES students who have been identified as needing reading support at designated schools.	in partnership with the Polk Education Foundation, it currently serves eleven Polk County elementary schools, providing three 30-minute tutoring sessions per week to students who are not proficient in reading. These sessions target the five components of effective reading instruction (phonemic awareness, phonics, vocabulary development, reading fluency and reading comprehension strategies) and work to move students up in their reading levels.

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

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

Polk County Public Schools implements a systematic process for identifying, monitoring, and supporting students with a Substantial Reading Deficiency (SRD) in accordance with Florida statutes and State Board of

Education rule. Initial identification of students in PreK–3 is conducted using state-established criteria and assessment data. For students in kindergarten through grade 3, the district's student information system (Focus) automatically identifies students who meet the criteria for a substantial reading deficiency and generates alerts to notify teachers of the student's status.

Upon identification, teachers receive a district-developed notification letter through Focus that includes information regarding the student's reading deficiency and recommended evidence-based intervention options aligned to district-approved reading intervention programs. Teachers complete the required documentation outlining the student's intervention plan and ensure the notification is provided to parents or guardians. Letters may be distributed electronically or in print and serve as the district's official parent notification of a substantial reading deficiency.

Schools maintain current records of students identified with a reading deficiency and ensure that appropriate interventions and progress monitoring procedures are implemented. Documentation includes assessment results, progress monitoring data, intervention records, instructional plans, and student performance information that demonstrate the delivery of targeted instruction and support. Existing district documentation and reporting systems provide evidence that students are receiving evidence-based interventions matched to their identified needs.

Parent communication is an essential component of the district's Substantial Reading Deficiency plan. Parents and guardians are notified when their child is identified with a substantial reading deficiency and are provided information regarding the student's academic performance, intervention supports, and progress monitoring plan. Schools document parent notification and consultation efforts through records of notification letters, parent conferences, phone calls, emails, and other communication attempts.

If a student demonstrates reading difficulties at any point during the school year, schools provide parents with additional information regarding the student's progress, including relevant assessment data, report cards, or progress reports. Parents are encouraged to participate in conferences with school personnel to discuss identified areas of need, intervention supports, and strategies to support reading development at home. When parents do not respond to an initial notification, schools make and document multiple communication attempts to ensure families are informed and engaged in the intervention process.

Substantial Reading Deficiency notifications also provide families with information regarding available literacy resources and supports, including Just Read, Florida! parent resources and the New Worlds Reading Initiative for eligible students in grades K–5. Through timely identification, ongoing progress monitoring, evidence-based intervention, and regular parent communication, Polk County Public Schools works collaboratively with families to accelerate reading growth and ensure students make progress toward meeting grade-level literacy expectations.

Describe the literacy partnerships or programs the district utilizes to increase support for families to engage in literacy activities and reading at home (e.g., New Worlds Reading Initiative).

The district partners with state, local, and community organizations to provide families with access to books, literacy resources, and opportunities to engage in reading activities at home.

Through Media Services, students and families have access to PCPS Online Access, which provides digital literacy resources, research tools, eBooks, databases, and instructional supports that can be accessed both at school and at home. These resources help families reinforce literacy skills and encourage independent reading beyond the school day.

The district also supports early literacy development through Books Bridge, an outreach program designed to bring books and literacy experiences directly into communities throughout Polk County. Books Bridge Library Media Specialists and Paraprofessionals travel in buses outfitted as mobile classrooms to provide young children, particularly Pre-K students, with access to books, literacy activities, and experiences that build foundational literacy skills and promote school readiness.

Schools further strengthen home-school partnerships through Title I Parent and Literacy Family Engagement Nights, which provide families with resources, strategies, and learning opportunities to support reading development at home. These events help families better understand literacy instruction and equip them with tools to support their child's reading success.

Polk County Public Schools also partners with the Polk County Library Cooperative (PCLC) through the PLUS (Polk Library User Student) Program. This partnership provides students with a Polk County Library

Cooperative patron account, allowing them access to their local public library catalog and additional print and digital resources that support independent reading, research, and lifelong learning.

In addition, the district actively promotes participation in the New Worlds Reading Initiative, Florida's free at-home literacy program designed to help eligible VPK through fifth-grade students strengthen literacy skills and develop a lifelong love of reading. Through this initiative, eligible students receive books and literacy resources delivered directly to their homes, helping families create consistent reading routines and extend literacy learning beyond the classroom.

Polk County Public Schools also shares and promotes resources available through Just Read, Florida! to provide families with evidence-based literacy activities, reading supports, and strategies that can be implemented at home. Collectively, these partnerships and programs expand access to literacy resources, strengthen family engagement, and support students in becoming successful, lifelong readers.

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.

PCPS prioritizes the assignment of highly effective teachers in kindergarten through grade 2 whenever staffing decisions are made. Recognizing the critical importance of early literacy instruction, the district works collaboratively with school leaders to place highly effective instructional personnel in primary grade classrooms to the greatest extent possible while adhering to the provisions of the Collective Bargaining Agreement, certification requirements, and personnel assignment procedures. This approach supports strong foundational reading instruction and helps ensure that all K-2 students have access to high-quality teaching during the years most critical to literacy development.

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

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

Initials	Assurance
	a. All reading instruction and professional learning is grounded in the science of reading; uses instructional strategies that include phonics instruction for decoding and encoding as the primary strategy for word reading; and does not employ the three-cueing system model of reading or visual memory as a basis for teaching word reading.
	b. All students identified with a substantial deficiency in reading are covered by an individualized progress monitoring plan that meets the requirements of s. 1008.25(4)(c), F.S. , to address their specific reading deficiency, unless they have an IEP or 504 plan that addresses their reading deficiency, or both in accordance with Rule 6A-6.053(6)(c), F.A.C.
	c. All intensive reading interventions provided in Summer Reading Camps to students in grade 3 who score Level 1 on the statewide, standardized ELA assessment are delivered by instructional personnel who are certified or endorsed in reading and rated highly effective as determined by the teacher's performance evaluation under s. 1012.34, F.S. All other intensive reading interventions are delivered by instructional personnel who are certified or endorsed in reading, or by instructional personnel who possess the elementary or secondary literacy micro-credential and who are supervised by an individual certified or endorsed in reading.
	d. Each school has a literacy leadership team consisting of a school administrator, literacy coach, media specialist and a lead teacher, as applicable.
	e. All literacy coaches in the district meet the minimum qualifications described in Rule 6A-6.053(4), F.A.C.

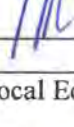
	f. Literacy coaches are prohibited from performing administrative functions that will detract from their role as a literacy coach and spend limited time administering or coordinating assessments.
	g. Literacy coaches are assigned to schools with the greatest need based on student performance data in reading.
	h. Time is provided for teachers to meet weekly for professional learning, including lesson study and professional learning communities.
	i. The CERP will be shared with stakeholders, including school administrators, literacy leadership teams, literacy coaches, classroom instructors, support staff and parents.

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

classrooms to the greatest extent possible while adhering to the provisions of the Collective Bargaining Agreement, certification requirements, and personnel assignment procedures. This approach supports strong foundational reading instruction and helps ensure that all K-2 students have access to high-quality teaching during the years most critical to literacy development.

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:



Date:

7/28/26