

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	Christine Stephan	Christine.stephan@stjohns.k12.fl.us	904-547-6025
Data Element	Kathryn Barnes	Kathryn.barnes@stjohns.k12.fl.us	904-547-6051
Third Grade Promotion	Christine Stephan	Christine.stephan@stjohns.k12.fl.us	904-547-6025
Multi-Tiered System of Supports	Jessica Balla	Jessica.balla@stjohns.k12.fl.us	904-547-6052
K-12 Literacy Coordinator	Amanda Bergamasco	Amanda.bergamasco@stjohns.k12.fl.us	904-547-6008

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		

Comprehensive System of Reading Instruction Expenditures	Amount	FTE
Literacy coaches	1,471,006	25
Intervention teachers	0	
Scientifically researched and evidence-based supplemental instructional materials	0	
Third grade summer reading camps		
Summer reading camps		
Secondary Expenses		
Literacy coaches	268,297	5
Intervention teachers	0	
Scientifically researched and evidence-based supplemental instructional materials	0	
PreK-Grade 12 Expenses		
Professional learning to help K-12 instructional personnel and certified PreK teachers earn a certification, a credential, an endorsement or an advanced degree in scientifically researched and evidence-based reading instruction	0	
Incentives for K-12 instructional personnel and certified PreK teachers who obtain the Reading Endorsement or Certification	0	
Incentives for PreK-12 instructional personnel who obtain an Emergent, Elementary or Secondary Literacy Micro-Credential	0	
Additional time per day of evidence-based intensive reading instruction for extended literacy learning (before or after school, summer, etc.)	0	
Tutoring programs to accelerate literacy learning	0	
Family engagement activities	0	
Other – Please Describe. Add additional rows as needed.		
Foundational Skills/Science of Reading Professional Learning -new teachers (\$30,000)	30,000	
3 rd Grade Summer Reading Program	166,600	
Estimated Sum of Expenditures	1,935,903	

3) Literacy Leadership – District and School

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

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

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

FAST				
Grade	Previous School Year – % of Students Scoring	Goal for Plan Year – % of Students Scoring	Previous School Year – % of Students Scoring	Goal for Plan Year – % of Students Scoring
	Urgent Intervention <10th percentile	Urgent Intervention <10th percentile	At & Above Benchmark 40th percentile & above	At & Above Benchmark 40th percentile & above
VPK	2025-26 = .003%	2026-27 = <2%	2025-26 = 97%	2026-27 = 98%

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

SJCSD will provide professional learning for all school district VPK instructors on the Florida Early Learning Developmental Standards with specific focus on differentiated instruction based on student performance data on the FAST Early Literacy. Professional Learning will focus on individual student needs in the targeted domains in the Science of Reading and the Science of Child Development.

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

FAST				
Grade	Previous School Year – % of Students Scoring	Goal for Plan Year – % of Students Scoring	Previous School Year – % of Students Scoring	Goal for Plan Year – % of Students Scoring
	Level 1	Level 1	Levels 3-5	Levels 3-5
K	8%	5%	74%	77%
1	11%	8%	72%	75%
2	9%	6%	74%	77%
3	6%	3%	80%	83%
4	8%	5%	75%	78%
5	6%	3%	78%	81%
6	7%	4%	79%	82%
7	6%	3%	78%	81%
8	7%	4%	78%	81%
9	5%	2%	80%	83%
10	5%	2%	81%	84%

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	Literacy Walkthrough Tool (monthly) and Fidelity Checks (annually)	Literacy Walkthrough Tool (monthly) and Fidelity Checks (annually)
Actions for continuous support and improvement	Monthly professional learning, meetings for admin teams and ILCs	School Literacy Leadership Team analysis of LWT data and plans for teacher support
Grades 6-8	District Level	School Level
Data that will be collected and frequency of review	Literacy Walkthrough Tool (monthly) and Fidelity Checks (annually)	Literacy Walkthrough Data (monthly)
Actions for continuous support and improvement	Monthly professional learning, meetings for admin teams and ILCs	School Literacy Leadership Team analysis of LWT data and plans for teacher support
Grades 9-12	District Level	School Level
Data that will be collected and frequency of review	Literacy Walkthrough Tool (monthly) and Fidelity Checks (annually)	Literacy Walkthrough Data (monthly)

Actions for continuous support and improvement	Monthly professional learning, meetings for admin teams and ILCs	School Literacy Leadership Team analysis of LWT data and plans for teacher support
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2. Describe what has been revised to improve literacy outcomes for students in the district's CERP based upon the District CERP Reflection Tool and a root-cause analysis of student performance data.

Based upon the CERP Reflection Tool, adjustments were made, and a plan developed to assist ILCs in having more time during the day for coaching teachers, ongoing training, and support for the use of Tier 1 curriculum materials with fidelity. Ongoing training and support for secondary teachers to provide students with Tier 2 and 3 interventions. Finally, training and support in the Science of Reading for all stakeholders continues to be a priority.

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

Principals participate in professional learning on the Comprehensive Reading Plan and the Literacy Walkthrough Tool utilized to support the plan. The Literacy Walkthrough Tool is aligned with the Just Read Florida! Instructional Practice Profiles to support best practices in reading instruction. Members of the school-based Literacy Leadership Team and the district-based Literacy Leadership Team visit classrooms and utilize the Literacy Walkthrough Tool. Principals are expected to conduct walkthroughs at least once per week. Information gathered is discussed in Literacy Leadership Team meetings, and Instructional Literacy Coaches use the feedback from the tool to coach teachers and create and facilitate professional learning.

4. In addition, describe how principals monitor collection and utilization of assessment data, including progress monitoring data, to inform instruction and support needs of students.

Principals and the Literacy Leadership Team utilize the Literacy Walkthrough tool and district provided data warehouse tools (ESchool Plus, FOCUS for MTSS, Performance Matters, FL Statewide Assessment Portal), to review data to make instructional and professional learning decisions to best meet the needs of students.

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?

- ILC job description
- Principal meetings
- Annual fidelity check
- Literacy walkthroughs
- Literacy Leadership Teams

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

- Monthly Instructional Literacy Coach PLCs and professional learning
- Geo-pattern data meetings and school-based PLCs
- Regular communication with the K-12 Literacy Coordinator

- New ILC mentors
- Individual coaching of coaches
- Access to district specialists (CAST, ESE, MTSS, ELL, etc.) for support and collaboration

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?

- Define the problem or goal
- Analyze the problem and relevant data
- Implement an intervention plan
- Evaluate the intervention for effectiveness
- Define a new problem or continue the support cycle

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

The district monitors and supports the implementation of the coaching model by providing monthly learning opportunities for coaches and leaders. Additionally, Literacy Leadership Teams discuss data and ensure teachers are supported by the Instructional Literacy Coach based on data. The District Literacy Team asks coaches to bring evidence of coaching practices to each Instructional Literacy Coach workshop for collaborative discussion, problem-solving, and feedback.

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

Instructional Literacy Coaches are observed throughout the year by their school-based leadership team (principal and assistant principal). They receive feedback through the Marzano Focused Teaching Evaluation Model. Additionally, coaches meet with the district literacy team at least once per month to discuss data using the PLC process, to explore coaching opportunities, and to problem-solve using the National School Reform Faculty Consultancy Protocol. Increased efforts will align the supports of the District Literacy Leadership Team with the SJCS District Strategic Plan with a focus on retention and recruitment.

8. Assessment, Curriculum and Reading Instruction

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

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

- **Six components of reading:** oral language, phonological awareness, phonics, fluency, vocabulary and comprehension.
- **Four types of classroom assessments:** screening, progress monitoring, diagnostic and summative assessment.
- **Three tiers of instruction that are standards-aligned;** include accommodations for students with a disability, students with an Individual Educational Plan (IEP) and students who are English language learners; and incorporate the principles of Universal Design for Learning as defined in [34 Code of Federal Regulations 200.2\(b\)\(2\)\(ii\)](#).
 - **Core Instruction (Tier 1):** provides print-rich explicit and systematic, scaffolded, differentiated instruction and corrective feedback; builds background and content knowledge; incorporates writing in response to reading.
 - **Supplemental Instruction/Interventions (Tier 2):** provides explicit, systematic, small group teacher-led instruction matched to student need, targeting gaps in learning to reduce barriers to students' ability to meet Tier 1 expectations; provides multiple opportunities to practice the targeted skill(s) and receive corrective feedback; occurs in addition to core instruction.

- **Intensive, Individualized Instruction/Interventions (Tier 3):** provides explicit, systematic individualized instruction based on student need, one-on-one or very small group instruction with more guided practice, immediate corrective feedback and frequent progress monitoring; occurs in addition to core instruction and Tier 2 interventions. Tier 3 interventions must be provided to students identified as having a substantial deficiency in reading. All intensive reading interventions must be delivered by instructional personnel who are certified or endorsed in reading or possess a literacy micro-credential as provided in [s. 1003.485, F.S.](#)

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

The six components of reading (Oral Language, Phonological Awareness, Phonics, Fluency, Vocabulary and Reading Comprehension) are addressed through K-12 B.E.S.T. standards. The four types of assessments (Screening, Progress Monitoring/Formative Assessment, Diagnosis and Summative Assessment) are administered throughout the year. Data from formative and summative assessments are explicitly included within present levels of performance in the IEP, which is at the very least, reviewed annually with parents, General Ed, and Exceptional Ed teachers. Core instruction is standards aligned, including accommodations for English language learners and students with an IEP. Students not successful with Tier 1 instruction will have access to problem solving and interventions through a multi-tiered support system.

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.

St. Johns County School District (SJCS) Pre-K Program utilizes *The Creative Curriculum for Preschool, Guided Edition*, delivered through the SmartTeach platform, as its foundational instructional framework. This research-based curriculum supports a comprehensive, play-based approach to early childhood education, fostering development through hands on, investigative learning experiences. It emphasizes whole-child development while allowing for differentiated instruction based on ongoing formative assessment.

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

Creative Curriculum for Preschool – Guided Edition

The *Creative Curriculum* is a widely used, research-based curriculum designed to support whole-child development through project-based, play-centered learning. The *Guided Edition* provides more structured daily plans to assist teachers with implementing the curriculum. The Guided Edition helps teachers with pacing and implementation, provides more scaffolding for newer teachers or programs needing consistency, and helps ensure fidelity of implementation

Key Features:

- Focus on **social-emotional, cognitive, language, and physical development**
- Combines **intentional teaching** with **child-directed exploration**
- Includes **studies** (in-depth investigations of topics like buildings or trees)
- Embedded **formative assessments** and **family engagement** components
- Aligned with early learning standards (e.g., Head Start, FELDS)

Foundations Pre-K Activity Set

This is a pre-literacy resource designed to lay the foundation for reading and writing by focusing on phonological awareness, letter knowledge, and oral language. Foundations Pre-K is not a full curriculum but a supplemental program focused on early literacy skills.

Key Features:

- Emphasizes **print concepts, alphabet knowledge, letter–sound correspondence, and oral language**
- Includes **daily routines** like letter of the day, sound sorting, rhyming games, and tracing
- Uses a **multisensory approach** with movement and verbal cues

- Prepares children for **Foundations Level K** (Kindergarten)

Hegerty Phonemic Awareness Curriculum

Hegerty is a phonemic awareness curriculum designed to be implemented in just 10–12 minutes a day to build foundational skills for reading. The Pre-K version emphasizes basic listening skills, language play, and initial phonological awareness. The curriculum is designed to be developmentally appropriate with lots of repetition and movement

Key Features:

- Daily lessons with a **clear, scripted format**
- Covers **rhyming, onset fluency, blending, segmenting, phoneme manipulation**, and more
- No print component needed—**entirely oral/auditory**
- Strong focus on **systematic and explicit instruction**

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.](#)

Targeted Intentional Instruction via Embedded Intentional Teaching Experiences (ITEs) in SmartTeach (Creative Curriculum for Preschool, Guided Edition)- This strategy refers to the use of Intentional Teaching Experiences (ITEs) embedded in SmartTeach, a digital tool used to plan and implement The Creative Curriculum for Preschool (Guided Edition). **The program purpose is to deliver intentional, differentiated instruction** that supports children's individual learning goals within everyday classroom activities. **It focuses on small-group or one-on-one instruction** based on assessment data (often collected through Teaching Strategies GOLD®). Teachers plan targeted experiences aligned with children's needs in areas like literacy, math, social-emotional, or language development. These ITEs are embedded within daily routines and center time and use familiar materials to engage children.

Nemours BrightStart!

Nemours BrightStart! is an early literacy intervention program designed to identify and support preschoolers at risk for reading difficulties. The intervention focuses on improving early literacy skills such as print awareness, letter knowledge, phonological awareness, and vocabulary. It is specifically designed for 4- and 5-year-olds who show early signs of reading challenges. The program includes structured, sequential lessons (often 20–25 sessions), blending phonemic awareness with multisensory activities.

Kickstart Literacy!

Kickstart Literacy is a pre-kindergarten literacy curriculum from Teaching Strategies designed to spark children's interest through playful, research-based lessons grounded in the science of reading. The program emphasizes key early reading skills such as phonemic awareness, phonics, and vocabulary development. These skills are introduced and reinforced throughout the year using a spiral approach in both whole-group activities and independent exploration and supplements the core curriculum, *Creative Curriculum*. This intervention includes 180 engaging, 20-minute lessons divided into three parts each, with comprehensive print, digital, and classroom-ready materials.

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?
Teaching Strategies Gold	☒ 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
WIDA Screener	☐ VPK ☐ PreK ☒ Grade K ☒ Grade 1 ☒ Grade 2 ☒ Grade 3 ☒ Grade 4 ☒ Grade 5 ☐ All Students ☒ Select Students	☒ Oral Language ☐ Phonological Awareness ☐ Phonics ☐ Fluency ☒ Vocabulary ☒ Comprehension	☒ Screening ☐ Progress Monitoring ☐ Diagnostic ☐ Summative	☐ Weekly ☐ 2 x Month ☐ Monthly ☐ Quarterly ☐ 3 x Year ☐ Annually ☒ As Needed ☐ Other
WIDA Access	☐ 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
CORE Phonics Survey	☐ VPK ☐ PreK ☒ Grade K ☒ Grade 1 ☒ Grade 2 ☒ Grade 3 ☒ Grade 4 ☒ Grade 5 ☐ All Students ☒ Select Students	☐ Oral Language ☐ Phonological Awareness ☒ Phonics ☐ Fluency ☐ Vocabulary ☐ Comprehension	☒ Screening ☒ Progress Monitoring ☒ Diagnostic ☐ Summative	☐ Weekly ☐ 2 x Month ☐ Monthly ☐ Quarterly ☒ 3 x Year ☐ Annually ☒ As Needed ☐ Other

DIBELS LNF (Letter Naming Fluency)	☐ VPK ☐ PreK ☒ Grade K ☒ Grade 1 ☐ Grade 2 ☐ Grade 3 ☐ Grade 4 ☐ Grade 5 ☒ All Students ☒ Select Students	☐ Oral Language ☐ Phonological Awareness ☒ Phonics ☐ Fluency ☐ Vocabulary ☐ Comprehension	☒ Screening ☒ Progress Monitoring ☐ Diagnostic ☐ Summative	☐ Weekly ☐ 2 x Month ☐ Monthly ☐ Quarterly ☒ 3 x Year ☐ Annually ☒ As Needed ☐ Other
DIBELS PSF (Phonemic Segmentation Fluency)	☐ VPK ☐ PreK ☒ Grade K ☒ Grade 1 ☐ Grade 2 ☐ Grade 3 ☐ Grade 4 ☐ Grade 5 ☒ All Students ☒ Select Students	☐ Oral Language ☒ Phonological Awareness ☐ Phonics ☐ Fluency ☐ Vocabulary ☐ Comprehension	☒ Screening ☒ Progress Monitoring ☐ Diagnostic ☐ Summative	☐ Weekly ☐ 2 x Month ☐ Monthly ☐ Quarterly ☒ 3 x Year ☐ Annually ☒ As Needed ☐ Other
DIBELS NWF (Nonsense Word Fluency)	☐ VPK ☐ PreK ☒ Grade K ☒ Grade 1 ☒ Grade 2 ☒ Grade 3 ☐ Grade 4 ☐ Grade 5 ☒ All Students ☒ Select Students	☐ Oral Language ☐ Phonological Awareness ☒ Phonics ☐ Fluency ☐ Vocabulary ☐ Comprehension	☒ Screening ☒ Progress Monitoring ☐ Diagnostic ☐ Summative	☐ Weekly ☐ 2 x Month ☐ Monthly ☐ Quarterly ☒ 3 x Year ☐ Annually ☒ As Needed ☐ Other
DIBELS WRF (Word Reading Fluency)	☐ VPK ☐ PreK ☒ Grade K ☒ Grade 1 ☒ Grade 2 ☒ Grade 3 ☐ Grade 4 ☐ Grade 5 ☒ All Students ☒ Select Students	☐ Oral Language ☐ Phonological Awareness ☒ Phonics ☐ Fluency ☐ Vocabulary ☐ Comprehension	☒ Screening ☒ Progress Monitoring ☐ Diagnostic ☐ Summative	☐ Weekly ☐ 2 x Month ☐ Monthly ☐ Quarterly ☒ 3 x Year ☐ Annually ☒ As Needed ☐ Other
DIBELS ORF (Oral Reading Fluency)	☐ VPK ☐ PreK ☐ Grade K ☒ Grade 1 ☒ Grade 2 ☒ Grade 3 ☒ Grade 4	☐ 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

	☒ Grade 5 ☒ All Students ☒ Select Students			☐ Other
DIBELS Maze	☐ 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
QRI-7	☐ 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
CELF	☒ 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
A Sound Beginning	☐ 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.

District-created Reading Intervention Placement Guides which match the data below on the decision trees are utilized to identify students in grades K-3 in need of Tier 2/Tier 3 interventions. Tier 3 interventions are provided to students identified as having a substantial reading deficiency.

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

District-created Reading Intervention Placement Guides (decision trees) are utilized to identify students in grades 4-5 in need of Tier 2/Tier 3 interventions. Tier 3 interventions are provided to students identified as having a substantial reading deficiency.

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.

Students in grades K-3 who present with characteristics of dyslexia (slow reading progress, difficulty with decoding, difficulty with word accuracy, etc.) are identified either through the school using evidence-based diagnostic materials that show a substantial reading deficiency or the parents providing evidence through a private diagnosis. Each school has processes in place to initiate intensive reading interventions either through the MTSS process or through the IEP if they are already identified as a student with a disability.

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

The district currently utilizes STAR Reading (K-2) and FAST (3-10) to progress monitor students. STAR Reading and FAST satisfy the statutory requirements regarding adaptive testing for students and progress monitoring. Additionally, diagnostics and/or screeners such as CORE Phonics, DIBELS, TOWRE, and/or WIDA are administered to provide additional information. The data assists schools in determining if a student has a substantial deficiency in reading. MTSS, reading goals on the IEP, and or/ELL scores help ensure that all students are placed in the appropriate intervention courses K-12. Additionally, an audit is conducted on a regular basis to remind schools to review students receiving Code A and/or Code B interventions.

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

Grade-level PLCs administer and analyze data from common formative and summative assessments. School-based Literacy Leadership Teams conduct weekly literacy walkthroughs.

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

Tier 2 interventions are monitored for effectiveness bi-weekly at each individual school via the MTSS process. We utilize FOCUS for MTSS to track student data and individual MTSS plans for fidelity. Teachers analyze student data to create a targeted, intensive, and individualized instructional plan for the student. Adjustments may be made to Tier 2 instruction to include: smaller group size, increased frequency of intervention, or change in resource.

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

Tier 3 interventions are monitored for effectiveness weekly at each individual school via the MTSS process. We utilize FOCUS for MTSS to track student data and individual MTSS plans for fidelity. Teachers analyze student data to create a targeted, intensive, and individualized instructional plan for the student. Adjustments may be made to Tier 3 instruction to include: smaller group size, increased frequency of intervention, or change in resource.

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: <i>(Enter assessment criteria that will be used.)</i>							
		Kindergarten	First Grade	Second Grade	Third Grade	Fourth Grade	Fifth Grade
FAST PM3 (previous grade)		STAR Early Literacy Level 3+ > 40 th %tile	STAR Early Literacy/ STAR Reading Level 3+ > 40 th %tile	STAR Reading Level 3+ > 40 th %tile	Cambium, Level 3+ > 40 th %tile	Cambium, Level 3+ > 40 th %tile	Cambium, Level 3+ > 40 th %tile
FAST PM1 (current grade)							
CORE Phonics Survey	Parts A-D	NA	PARTS A-D: 83	PARTS A-D: 83	PARTS A-D: 83	PARTS A-D: 83	PARTS A-D: 83
	Part E-K		Part E: 14-15	Part E: 14-15	Part E: 14-15	Part E: 14-15	Part E: 14-15
	Part L		NA	NA	Part L: 21-24	Part L: 21-24	Part L: 21-24
DIBELS LNF		25+	42+	NA	NA	NA	NA
DIBELS PSF		15+	47+	NA	NA	NA	NA
DIBELS NWF		NA	16+	25+	34+	NA	NA
DIBELS WRF		NA	20+	50+	60+	NA	NA
DIBELS ORF		NA	35+	85+	105+	131+	139+
DIBELS MAZE		NA	NA	11+	15+	21+	20+
QRI-7		NA	independent preprimer	independent GR1	independent GR2	independent GR3	independent GR4
List performance criteria that indicate Tier 1 instruction is sufficient for at least 80% of students. ➤ Assessment Tools: Daily Formative Assessments, Weekly Progress Checks, Unit standards-based foundational skills and comprehension assessments ➤ Performance Criteria: Students demonstrate mastery on daily and weekly checks; Item analysis of standards-based comprehension assessments (70% or higher on each benchmark)							
Core Instruction Indicate the core instructional materials utilized. Add additional rows as needed.							
Name of Program					Year of Program Adoption		
Benchmark Advance					2026		
Additional performance criteria that prompt Tier 2 interventions for students not meeting expectations/benchmarks during the school year: Students demonstrate lack of proficiency on daily and weekly checks; Item analysis of standards-based comprehension assessments (69% or lower on each benchmark)							

Tier 1 Instruction + Tier 2 Interventions (Grades K-5)							
Beginning of Year Data							
Students who meet the following criteria at the beginning of the school year <i>(Enter assessment criteria that will be used.)</i>							
		Kindergarten	First Grade	Second Grade	Third Grade	Fourth Grade	Fifth Grade
FAST PM3 (previous grade)		STAR Early Literacy Level 2 20 th - 40 th %tile	STAR Early Literacy/ STAR Reading Level 2 20 th - 40 th %tile	STAR Reading Level 2 20 th - 40 th %tile	Cambium Level 2 20 th - 40 th %tile	Cambium Level 2 20 th - 40 th %tile	Cambium Level 2 20 th - 40 th %tile
FAST PM1 (current grade)							
CORE Phonics Survey	Parts A-D	NA	PARTS A-D: 65-82	PARTS A-D: 65-82	PARTS A-D: 65-82	PARTS A-D: 65-82	PARTS A-D: 65-82
	Part E-K		Part E: 10-13	Parts E-I: 10-13	Parts E-K: 10-13	Parts E-K: 10-13	Parts E-K: 10-13
	Part L		NA	NA	Part L: 15-20	Part L: 15-20	Part L: 15-20
DIBELS LNF		16-24	32-41	NA	NA	NA	NA
DIBELS PSF		5-14	31-46	NA	NA	NA	NA
DIBELS NWF		NA	5-15	15-24	24-33	NA	NA
DIBELS WRF		NA	12-19	26-49	40-59	NA	NA
DIBELS ORF		NA	10-34	49-84	73-104	87-130	103-138
DIBELS MAZE		NA	NA	5-10.5	8-14.5	14.5-20.5	13.5-19.5
QRI-7		NA	instructional pre-primer	instructional GR1	instructional GR2	instructional GR3	instructional GR4
Number of times per week interventions are provided: 2-3 sessions Number of minutes per intervention session: 15-20 minutes							
Supplemental Instruction/Interventions Indicate the evidence-based programs and/or practices used for Tier 2 interventions and how the programs and practices are supported by strong, moderate or promising levels of evidence. Add additional rows as needed.							
Name of Program			ESSA Evidence Level	Verbiage (as needed)			
Wilson Reading System <i>*only with training</i>			Promising				
Lindamood Phoneme Sequencing (LIPS) <i>*only with training</i>			Promising				
Voyager Passport			Strong				
Basic Reading Skills: Phonics	Barton Reading & Spelling		IES What Works Clearinghouse <i>Foundational Skills to Support Reading for Understanding in Kindergarten through 3rd grade</i> Educator's Practice Guide Recommendation 2: Develop awareness of the segments of sounds in speech and how they link to letters . STRONG LEVEL OF EVIDENCE Recommendation 3: Teach students to decode words, analyze word parts , and write and recognize words. STRONG LEVEL OF EVIDENCE These recommendations are built into Barton Reading & Spelling, Hear Builders, Heggerty, and Phonics for Reading by focusing on the foundational skills of phonological awareness and phonics. Explicit and systematic instruction is used to help students develop an awareness of the sounds in words and how they connect to print. Students learn to read words using decoding strategies as well as word recognition, while also analyzing word parts. The district will support and monitor implementation of these programs by conducting MTSS fidelity checks every six weeks. Data from the fidelity checks will be analyzed and intentional follow up with professional learning from the instructional literacy coach will be facilitated. Professional learning opportunities will include team coaching, one-on-one coaching, district-provided training on the science of reading, and monthly professional learning for MTSS teams and instructional literacy coaches.				
	Wilson Foundations (K-3 rd) <i>*only with training</i>						
	HearBuilder						
	Heggerty Phonemic Awareness						
	Phonics for Reading (3 rd -5 th)						
	Phonics Launch: Pioneer Valley Books (K-3 rd)						

	Just Words (4th- 5th) <i>*only with training</i>	IES What Works Clearinghouse <i>Providing Reading Interventions for Students in Grades 4-9</i> Educator's Practice Guide • Recommendation 1: Build student's decoding skills so they can read complex multisyllabic words. STRONG LEVEL OF EVIDENCE • Recommendation 2: Provide purposeful fluency-building activities to help students read effortlessly. STRONG LEVEL OF EVIDENCE • Recommendation 3: Routinely use a set of comprehension-building practices to help students make sense of the text STRONG LEVEL OF EVIDENCE • Recommendation 4: Provide students with opportunities to practice making sense of stretch text (i.e., challenging text) that will expose them to complex ideas and information. MODERATE LEVEL OF EVIDENCE These recommendations are built into the programs Just Words and Rewards by focusing on decoding multisyllabic words, identifying and understanding prefixes and suffixes, increasing word and passage reading fluency, building academic vocabulary, and deepening comprehension ("making sense of text") along with building confidence. The district will support and monitor implementation of these programs by conducting MTSS fidelity checks every six weeks. Data from the fidelity checks will be analyzed and intentional follow up with professional learning from the instructional literacy coach will be facilitated. Professional learning opportunities will include team coaching, one-on-one coaching, district-provided training on the science of reading, and monthly professional learning for MTSS teams and instructional literacy coaches.
	REWARDS (4th- 5th) <i>*only with training</i>	
Fluency	Read Naturally	IES What Works Clearinghouse <i>Foundational Skills to Support Reading for Understanding in Kindergarten through 3rd grade</i> Educator's Practice Guide Recommendation 4: Ensure that each student reads connected text every day to support reading accuracy, fluency, and comprehension. MODERATE LEVEL OF EVIDENCE These recommendations are built into the Great Leaps and Read Naturally programs as students become engaged and confident readers developing fluency, phonics skills, and vocabulary while reading word lists, phrases, or nonfiction passages. The strategy of repeated reading is used to improve students accuracy, fluency, prosody of a text, resulting in improved comprehension. The district will support and monitor implementation of these programs by conducting MTSS fidelity checks every six weeks. Data from the fidelity checks will be analyzed and intentional follow up with professional learning from the instructional literacy coach will be facilitated. Professional learning opportunities will include team coaching, one-on-one coaching, district-provided training on the science of reading, and monthly professional learning for MTSS teams and instructional literacy coaches.
	Fluency Development Lessons (FDL), Tim Rasinski	
	REWARDS (4th & 5th)	<i>Providing Reading Interventions for Students in Grades 4-9</i> Recommendation 2: Provide purposeful fluency-building activities to help students read effortlessly STRONG LEVEL OF EVIDENCE This recommendations is built into the program Rewards in that it improves students' ability to decode multi-syllabic words, resulting in improved fluency through explicit and systematic instruction. The district will support and monitor implementation of these programs by conducting MTSS fidelity checks every six weeks. Data from the fidelity checks will be analyzed and intentional follow up with professional learning from the instructional literacy coach will be facilitated. Professional learning opportunities will include team coaching, one-on-one coaching, district-provided training on the science of reading, and monthly professional learning for MTSS teams and instructional literacy coaches.
Oral Expression & Listening Comprehension	Visualizing and Verbalizing <i>*only with training</i>	IES What Works Clearinghouse <i>Foundational Skills to Support Reading for Understanding in Kindergarten through 3rd grade</i> Educator's Practice Guide Recommendation 1: Teach students academic language skills, including the use of inferential and narrative language, and vocabulary knowledge. HAS RATIONALE (minimal evidence)
	HearBuilder	This recommendation is built into the programs, Visualizing and Verbalizing, HearBuilder, and StoryChamps. As students' receptive and expressive communication skills are enhanced through the visual components of these resources by teaching children words, concepts, and statements important to both oral and written language. This helps students extend this daily communication.

	StoryChamps	The district will support and monitor implementation of these programs by conducting MTSS fidelity checks every six weeks. Data from the fidelity checks will be analyzed and intentional follow up with professional learning from the instructional literacy coach will be facilitated. Professional learning opportunities will include team coaching, one-on-one coaching, district-provided training on the science of reading, and monthly professional learning for MTSS teams and instructional literacy coaches.
Reading Comprehension	Benchmark Advance: Comprehension Intervention	IES What Works Clearinghouse <i>Foundational Skills to Support Reading for Understanding in Kindergarten through 3rd grade</i> Educator's Practice Guide Recommendation 4: Ensure that each student reads connected text every day to support reading accuracy, fluency, and comprehension. MODERATE LEVEL OF EVIDENCE This recommendation is built into the program Benchmark Advance as students gain critical content and clear instruction through daily explicit and systematic instruction. Lessons work to build student mastery of the five central content strands with the ultimate goal of improved comprehension.
	In Tandem (Pioneer Valley books)	The district will support and monitor implementation of these programs by conducting MTSS fidelity checks every six weeks. Data from the fidelity checks will be analyzed and intentional follow up with professional learning from the instructional literacy coach will be facilitated. Professional learning opportunities will include team coaching, one-on-one coaching, district-provided training on the science of reading, and monthly professional learning for MTSS teams and instructional literacy coaches.
Written Comprehension	Benchmark Advance: B.E.S.T. Writing Lessons (2-5)	IES What Works Clearinghouse <i>Teaching Elementary School Students to Be Effective Writers</i> Educator's Practice Guide Recommendation 2: Teach students to use the writing process for a variety of purposes. STRONG LEVEL OF EVIDENCE Recommendation 3: Teach students to become fluent with handwriting, spelling, sentence construction, typing, and word processing. MODERATE LEVEL OF EVIDENCE This recommendation is built into the program Benchmark Advance. It teaches not only writing skills, but also the vocabulary, sentence, and organizational skills that underpin good writing. Ongoing exercises support the development of specific writing skills by showing students how to write narratives, use specific words, make precise comparisons, summarize and retell, and proofread for punctuation, grammar, and usage. The district will support and monitor implementation of these programs by conducting MTSS fidelity checks every six weeks. Data from the fidelity checks will be analyzed and intentional follow up with professional learning from the instructional literacy coach will be facilitated. Professional learning opportunities will include team coaching, one-on-one coaching, district-provided training on the science of reading, and monthly professional learning for MTSS teams and instructional literacy coaches.
Indicate the evidence-based programs and/or practices implemented for students with a disability, students with an IEP and students who are English language learners, if used instead of or in addition to programs above. Add additional rows as needed.		
Students with Disabilities Utilizing the evidence-based resources listed above, instruction will be targeted and/or intensified for students who have not responded to a specific reading intervention. Data will be analyzed to create a more intensified instructional plan using one or more of the following adjustments while continuing the targeted instruction: a) smaller group size, b) increased frequency of intervention, and/or c) change in resource.		
Name of Program	ESSA Evidence Level	Verbiage (as needed)
See list above		
English Language Learners		
Name of Program	ESSA Evidence Level	Verbiage (as needed)
See list above		
For K-3 students who have a substantial deficiency in reading or characteristics of dyslexia, identify the multisensory interventions provided. The Basic Reading Skills instructional tools listed above are structured, Science of Reading-aligned resources that strongly emphasize multisensory learning. Lessons incorporate visual elements through letter cards with picture cues, letter tiles, and decodable text. Auditory processing through systematic phonemic		

awareness and phonics instruction. Kinesthetic activities such as sky writing, finger tapping, and scooping help reinforce sound symbol connections. Tactile elements include whiteboards, letter tiles, and tile manipulation. Lessons follow a consistent, interactive routine that engages multiple senses to strengthen decoding, encoding, and word recognition skills. The resources are aligned to Orton-Gillingham principles, making them effective for students with characteristics of dyslexia. The strategies listed also become part of the plan for the other intervention resources utilized. Teachers have a strong understanding of the Science of Reading and multisensory strategies and utilize the strategies when working with students.

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

Progress monitoring data is graphed throughout the RtI process. If student progress in tier 2 shows student is not responding to the intervention [i.e., FAST Level 1 or 2 shows little to no gain (if new data is available), progress monitoring data - average of bi-weekly (at least 3 data points) of 70% or below], the team will consider the decision to move to tier 3. The goal of any intervention plan is for the student to meet grade level expectations. If the student's rate of performance on the intervention plan slows considerably over time during the plan, or the gap continues to increase, the team moves to increase to tier 3.

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 <i>(Enter assessment criteria that will be used.)</i>							
		Kindergarten	First Grade	Second Grade	Third Grade	Fourth Grade	Fifth Grade
FAST PM3 (previous grade)		STAR Early Literacy Level 1 < 20 th %tile	STAR Early Literacy/ STAR Reading Level 1 < 20 th %tile	STAR Reading Level 1 < 20 th %tile	Cambium Level 1 < 20 th %tile	Cambium Level 1 < 20 th %tile	Cambium Level 1 < 20 th %tile
FAST PM1 (current grade)							
CORE Phonics Survey	Parts A-D	NA	PARTS A-D: 0-64	PARTS A-D: 0-64	PARTS A-D: 0-64	PARTS A-D: 0-64	PARTS A-D: 0-64
	Part E-K		Part E: 0-9	Parts E-I: 0-9	Parts E-K: 0-9	Parts E-K: 0-9	Parts E-K: 0-9
	Part L		NA	NA	Part L: 0-14	Part L: 0-14	Part L: 0-14
DIBELS LNF		0-15	32-41	NA	NA	NA	NA
DIBELS PSF		0-4	31-46	NA	NA	NA	NA
DIBELS NWF		NA	5-15	15-24	24-33	NA	NA
DIBELS WRF		NA	12-19	26-49	40-59	NA	NA
DIBELS ORF		NA	10-34	49-84	73-104	87-130	103-138
DIBELS MAZE		NA	NA	5-10.5	8-14.5	14.5-20.5	13.5-19.5
QRI-7		NA	frustration pre-primer	frustration GR1	frustration GR2	frustration GR3	frustration GR4
Number of times per week interventions are provided: 2-3 sessions Number of minutes per intervention session: 15-20 minutes							
Intensive, Individualized Instruction/Interventions Indicate the evidence-based programs and/or practices used for Tier 3 interventions and how the programs and practices are supported by strong, moderate or promising levels of evidence. Add additional rows as needed.							
Name of Program		ESSA Evidence Level		Verbiage (as needed)			
Every instructional option for Tier 3 was included in the Tier 2 chart. Resources are not identified for implementation with a specific Tier. Instead, instruction will be targeted and intensified for students who have not responded to a specific reading intervention. Data will be analyzed to create a more intensified instructional plan using one or more of the adjustments listed below while continuing the targeted instruction: O Smaller group size O Increased frequency of intervention O Change in resource							
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)			
see list above							
English Language Learners							
Name of Program		ESSA Evidence Level		Verbiage (as needed)			
see list above							
For K-3 students who have a substantial deficiency in reading or characteristics of dyslexia, identify the multisensory strategies provided. The Basic Reading Skills instructional tools listed above are structured, Science of Reading-aligned resources that strongly emphasize multisensory learning. Lessons incorporate visual elements through letter cards with picture cues, letter tiles, and decodable text. Auditory processing through systematic phonemic							

awareness and phonics instruction. Kinesthetic activities such as sky writing, finger tapping, and scooping help reinforce sound symbol connections. Tactile elements include whiteboards, letter tiles, and tile manipulation. Lessons follow a consistent, interactive routine that engages multiple senses to strengthen decoding, encoding, and word recognition skills. The resources are aligned to Orton-Gillingham principles, making them effective for students with characteristics of dyslexia. The strategies listed also become part of the plan for the other intervention resources utilized. Teachers have a strong understanding of the Science of Reading and multisensory strategies and utilize the strategies when working with students.

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 14 - July 15, 2027; Monday-Thursday, 8:00 a.m.-12:00 p.m. Third graders scoring level 1 on the ELA FAST will attend the 5-week Summer Reading Program where instruction in foundational skills is provided by highly effective teachers who are endorsed or certified in reading.
Evidence-Based Instructional Materials to be used, as defined in 20 U.S.C. s. 7801(21)(A)(i): Benchmark Advance and Wilson Foundations resources are utilized for instruction. Foundations utilizes a structured literacy approach grounded in the science of reading to make learning to read engaging while laying the groundwork for lifelong literacy. The program's research-based approach and extensive materials allow teachers to confidently present a carefully structured reading, spelling, and handwriting curriculum using engaging, multisensory techniques. Foundations is aligned with the science of reading and guides teachers to provide effective instructional practices. Benchmark Advance and Wilson decodable readers reinforce students' phonetic knowledge and help them build strong content knowledge and acquire robust vocabulary skills. In addition, the district also utilizes the district adopted curriculum, Benchmark Advance resources to support language comprehension and writing. Benchmark Advance Intervention is a targeted, skill specific, flexible resource. Lesson topics can be connected to whole group lessons or taught in isolation to help close learning gaps. Teachers provide students with tailored, explicit, and small group instruction to support language comprehension and writing.
Alternative Assessment Used: FAST Retake, STAR
Additional Information (optional):

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

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

Grades 6-8

8. Grades 6-8 Assessments

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

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

Additional Assessment(s)				
Name of the Assessment	Target Audience (Grades 6-8) (Select all that apply.)	What component of reading is assessed? (Select all that apply.)	Assessment Type (Select all that apply.)	How often is the data collected?
Measures of Academic Progress Growth Assessment (MAP)	☒ 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
WIDA Screener	☒ 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
WIDA Access	☒ 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
CORE Phonics Survey	☒ Grade 6 ☒ Grade 7 ☒ Grade 8 ☐ All Students ☒ Select Students	☐ Oral Language ☐ Phonological Awareness ☒ Phonics ☐ Fluency	☒ Screening ☒ Progress Monitoring ☒ Diagnostic ☐ Summative	☐ Weekly ☐ 2 x Month ☐ Monthly ☐ Quarterly

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

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?
		☐ Comprehension		☐ 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.

District-created Reading Intervention Placement Guides which match the data below on the decision trees are utilized to identify students in grades 6-8 in need of Tier 2/Tier 3 interventions. Tier 3 interventions are provided to students identified as having a substantial reading deficiency.

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?

Grade-level PLCs administer and analyze data from common formative and summative assessments. School-based Literacy Leadership Teams conduct weekly literacy walkthroughs.

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

Tier 2 interventions are monitored for effectiveness bi-weekly at each individual school via the MTSS process. We utilize FOCUS for MTSS to track student data and individual MTSS plans for fidelity. Teachers analyze student data to create a targeted, intensive, and individualized instructional plan for the student. Adjustments may be made to Tier 2 instruction to include: smaller group size, increased frequency of intervention, or change in resource.

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

Tier 3 interventions are monitored for effectiveness weekly at each individual school via the MTSS process. We utilize FOCUS for MTSS to track student data and individual MTSS plans for fidelity. Teachers analyze student data to create a targeted, intensive, and individualized instructional plan for the student. Adjustments may be made to Tier 3 instruction to include: smaller group size, increased frequency of intervention, or change in resource.

Grades 6-8 Decision Tree			
Tier 1 (Core) Only			
Beginning of Year Data			
Students must meet the following criteria at the beginning of the school year: (Enter assessment criteria that will be used.)			
	Sixth Grade	Seventh Grade	Eighth Grade
FAST PM3 (previous grade)	Level 3 or above	Level 3 or above	Level 3 or above
FAST PM1 (current grade)	> 40 th %tile	> 40 th %tile	> 40 th %tile
Standards-Based Formative and Summative Assessments (average of 3)	≥ 70%	≥ 70%	≥ 70%
List performance criteria that indicate Tier 1 is sufficient for at least 80% of students. ➤ Assessment Tools: Quarterly standards-based assessments (two summative assessments; four formative assessments each quarter) ➤ Performance Criteria: Following item analysis, 80% of students earn 70% or higher on each assessed benchmark			
Core Instruction			
Indicate the core instructional materials utilized. Add additional rows as needed.			
Name of Program			Year of Program Adoption
McGraw Hill <i>StudySync</i>			2026
Additional performance criteria that prompt Tier 2 interventions for students not meeting expectations/benchmarks during the school year: Students demonstrate lack of proficiency on daily and weekly checks; Item analysis of standards-based comprehension assessments (69% or lower on each benchmark).			

Grades 6-8 Decision Tree											
Tier 2 Interventions (Grades 6-8)					Tier 3 Interventions (Grades 6-8)						
				Number of times per week interventions are provided		Number of minutes per intervention session					
				Code A (Tier 2)		2-3 sessions				15-20 minutes	
				Code B (Tier 3)		4-5 sessions				20-30 minutes	
Grade Level	Student Characteristic “IF”				Course “THEN”	CODE A	CODE B*				
6 th – 8 th Decision Tree data to consider: ELA FAST PM3 CORE Phonics Survey DIBELS Oral Reading Fluency (ORF) WIDA	ALL students on a Tier 3 MTSS reading plan				**M/J Intensive Reading (IR) IR 6 (6 th grade): 1000010 IR 7 (7 th grade): 1000012 IR 8 (8 th grade): 1000014 <u>or</u> Unique Skills Curriculum & Learning: 6-8 (ESE only) 7863040		X				
	ALL students with Level 1 on ELA FAST PM3										
	ALL students with Level 2 on ELA FAST PM3 OR	Students with disabilities who have a reading goal on their IEP &	Core Phonics Survey Section L < 21								
			Core Phonics Survey Section L ≥ 21 & Oral Reading Fluency								
				BOY		MOY			EOY		
			5	0-80	0-107	0-123					
		6	0-98	0-116	0-124						
		7	0-100	0-120	0-126						
		8	0-109	0-115	0-120						
		Core Phonics Survey Section L ≥ 21 & Oral Reading Fluency		M/J ELA 6 th : 1001010 7 th : 1001040 8 th : 1001070	X						
	BOY	MOY	EOY								
5	81+	108+	124+								
6	99+	117+	125+								
	7	101+	121+	127+							
	8	110+	116+	121+							
	Students with Level 3 or higher on ELA FAST PM3 &		a Tier 2 MTSS reading plan								
	Students with disabilities on Access Points Standards who have a reading goal on their IEP				Access Language Arts 6 th : 7810011 7 th : 7810012 8 th : 7810013	X					
					Unique Skills Curriculum & Learning: 6-8 (ESE only) 7863040		X				
	ALL Active ELL students (LY)	Level 3 or higher on WIDA or WIDA Screener (reading, speaking, and listening)		M/J ELA 6 th : 1001010 7 th : 1001040 8 th : 1001070	X						
		Level 1 or 2 on WIDA or WIDA Screener (reading, speaking, or listening)		**M/J Intensive Reading (IR) IR 6 (6 th grade): 1000010 IR 7 (7 th grade): 1000012 IR 8 (8 th grade): 1000014 <u>or</u> M/J Developmental Language Arts through ESOL /Reading (ELL only) 1002181		X					
CODE A: Student receives targeted reading intervention in an ELA course listed above.				*CODE B: Student receives targeted reading intervention in an ELA course AND intensive reading intervention (with a reading-endorsed teacher) in an Intensive Reading or Unique Skills course as listed above.							
*CODE B courses must be taught by a reading certified or endorsed teacher. [Florida Statute 1008.25; Florida Rule 6A-6.053]											

Supplemental Instruction/Interventions AND Intensive, Individualized Instruction/Interventions

Indicate the evidence-based programs and/or practices used for Tier 2 AND Tier 3 interventions and how the programs and practices are supported by strong, moderate or promising levels of evidence. Add additional rows as needed.

Area of Intervention	Name of Program	ESSA Evidence Level or Supporting Evidence from the What Works Clearinghouse Practice Guide
Basic Reading Skills	T3: Read 180 (Code) <i>Intensive Reading curriculum, phonics strand</i>	Strong ESSA Evidence
	T3: Wilson Reading System *only with training	Strong ESSA Evidence
	Barton Reading & Spelling	IES What Works Clearinghouse <i>Providing Reading Interventions for Students in Grades 4-9</i> Educator's Practice Guide • Recommendation 1: Build student's decoding skills so they can read complex multisyllabic words. STRONG LEVEL OF EVIDENCE • Recommendation 2: Provide purposeful fluency-building activities to help students read effortlessly. STRONG LEVEL OF EVIDENCE • Recommendation 3: Routinely use a set of comprehension-building practices to help students make sense of the text STRONG LEVEL OF EVIDENCE • Recommendation 4: Provide students with opportunities to practice making sense of stretch text (i.e., challenging text) that will expose them to complex ideas and information. MODERATE LEVEL OF EVIDENCE These recommendations are built into the programs Barton Reading & Spelling, Phonics for Reading, and REWARDS by focusing on decoding multisyllabic words, identifying and understanding prefixes and suffixes, increasing word and passage reading fluency, building academic vocabulary, and deepening comprehension ("making sense of text") along with building confidence. The district will support and monitor implementation of these programs by conducting MTSS fidelity checks every six weeks. Data from the fidelity checks will be analyzed and intentional follow up with professional learning from the instructional literacy coach will be facilitated. Professional learning opportunities will include team coaching, one-on-one coaching, district-provided training on the science of reading, and monthly professional learning for MTSS teams and instructional literacy coaches.
	Phonics for Reading	
	REWARDS *only with training	
Fluency	T3: Read 180 <i>Intensive Reading curriculum, fluency strand</i>	Strong ESSA Evidence
	REWARDS *only with training	IES What Works Clearinghouse <i>Providing Reading Interventions for Students in Grades 4-9</i> Educator's Practice Guide Recommendation 2: Provide purposeful fluency-building activities to help students read effortlessly STRONG LEVEL OF EVIDENCE This recommendation is built into the programs FDL, Read Naturally, and REWARDS in that they improve students' ability to decode multi-syllabic words, resulting in improved fluency through explicit and systematic instruction. The district will support and monitor implementation of these programs by conducting MTSS fidelity checks every six weeks. Data from the fidelity checks will be analyzed and intentional follow up with professional learning from the instructional literacy coach will be facilitated. Professional learning opportunities will include team coaching, one-on-one coaching, district-provided training on the science of reading, and monthly professional learning for MTSS teams and instructional literacy coaches.
	Fluency Development Lesson (FDL) by Tim Rasinski	
	Read Naturally	

Reading Comprehension	T3: Read 180 <i>Intensive Reading curriculum, language comprehension strand</i>	Strong ESSA Evidence
	Journeys	
	Targeted small group instruction	IES What Works Clearinghouse <i>Providing Reading Interventions for Students in Grades 4-9</i> Educator’s Practice Guide Recommendation 3: Routinely use a set of comprehension-building practices to help students make sense of the text STRONG LEVEL OF EVIDENCE
Listening Comprehension	Conferencing with student after reading	The recommendation is built into programs, HearBuilder and Visualizing and Verbalizing, as well as the interventions by building students’ world and word knowledge to help them make sense of the text. Students are consistently provided opportunities to both ask and answer questions to better understand the text they read.
	HearBuilder	
	T3: Visualizing and Verbalizing <i>*only with training</i>	
Oral Expression	Conferencing with student for oral expression development	The district will support and monitor implementation of these programs by conducting MTSS fidelity checks every six weeks. Data from the fidelity checks will be analyzed and intentional follow up with professional learning from the instructional literacy coach will be facilitated. Professional learning opportunities will include team coaching, one-on-one coaching, district-provided training on the science of reading, and monthly professional learning for MTSS teams and instructional literacy coaches.
Written Expression	Conferencing with student about their writing with feedback	IES What Works Clearinghouse <i>Teaching Secondary Students to Write Effectively</i> Educator’s Practice Guide
		Recommendation 1: Explicitly teach appropriate writing strategies using a Model-Practice-Reflect instructional cycle. STRONG LEVEL OF EVIDENCE
		This recommendation is built into the strategy of conferencing as students and teachers interact in writing experiences through an instructional cycle. The instruction can be intentional and meaningful based on specific student needs.
		The district will support and monitor implementation of these programs by conducting MTSS fidelity checks every six weeks. Data from the fidelity checks will be analyzed and intentional follow up with professional learning from the instructional literacy coach will be facilitated. Professional learning opportunities will include team coaching, one-on-one coaching, district-provided training on the science of reading, and monthly professional learning for MTSS teams and instructional literacy coaches.
Indicate the evidence-based programs and/or practices implemented for students with a disability, students with an IEP and students who are English language learners, as applicable.		
Utilizing the evidence-based resources listed above, instruction will be targeted and/or intensified for students who have not responded to a specific reading intervention. This will include students with a disability, students with an IEL, and students who are English Language Learners (ELLs). Data will be analyzed to create a more intensified instructional plan using one or more of the following adjustments while continuing the targeted instruction: - o Smaller group size - o Increased frequency - o Change in resource		
What procedures are in place to identify and solve problems to improve effectiveness of Tier 2 and/or Tier 3 interventions?		
➤ Fidelity checks are conducted to monitor that intervention is being provided with fidelity and checking for student response to the intervention ➤ Multi-disciplinary team meetings are held to discuss individual student data, analyze the data, determine if the current plan is effective (student is making progress) or if adjustments need to be made to the plan ➤ Multi-disciplinary teams include grade-level teachers who know the pacing of core curriculum and instruction and can work to maintain alignment between Tier I, II, and III instruction		

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?
Measures of Academic Progress Growth Assessment (MAP Growth 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
WIDA Screener	☒ 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
WIDA Access	☒ 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
CORE Phonics Survey	☒ Grade 9 ☒ Grade 10 ☒ Grade 11	☐ Oral Language ☐ Phonological Awareness	☒ Screening ☒ Progress Monitoring	☐ Weekly ☐ 2 x Month ☐ Monthly

Additional Assessment(s)				
Name of the Assessment	Target Audience (Grades 9-12) (Select all that apply.)	What component of reading is assessed? (Select all that apply.)	Assessment Type (Select all that apply.)	How often is the data collected?
	☒ Grade 12 ☐ All Students ☒ Select Students	☒ Phonics ☐ Fluency ☐ Vocabulary ☐ Comprehension	☒ Diagnostic ☐ Summative	☐ Quarterly ☒ 3 x Year ☐ Annually ☒ As Needed ☐ Other
DIBELS ORF	☒ Grade 9 ☒ Grade 10 ☒ Grade 11 ☒ Grade 12 ☐ All Students ☒ Select Students	☐ Oral Language ☐ Phonological Awareness ☐ Phonics ☒ Fluency ☐ Vocabulary ☐ Comprehension	☐ Screening ☒ Progress Monitoring ☒ Diagnostic ☐ Summative	☐ Weekly ☐ 2 x Month ☐ Monthly ☐ Quarterly ☒ 3 x Year ☐ Annually ☒ As Needed ☐ Other
QRI-7	☒ 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
DIBELS (PSF) Phoneme Segmentation Fluency	☐ Grade 9 ☐ Grade 10 ☐ Grade 11 ☐ Grade 12 ☐ All Students ☒ Select Students	☐ Oral Language ☒ Phonological Awareness ☐ Phonics ☐ Fluency ☐ Vocabulary ☐ Comprehension	☒ Screening ☐ Progress Monitoring ☐ Diagnostic ☐ Summative	☐ Weekly ☐ 2 x Month ☐ Monthly ☐ Quarterly ☐ 3 x Year ☐ Annually ☒ As Needed ☐ Other
CELF	☐ 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.

District-created Reading Intervention Placement Guides which match the data below in the decision trees are utilized to identify students in grades 9-12 in need of Tier 2/Tier 3 interventions. Tier 3 interventions are provided to students identified as having a substantial reading deficiency.

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

Grade-level PLCs administer and analyze data from common formative and summative assessments. School-based Literacy Leadership Teams conduct weekly literacy walkthroughs.

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

Tier 2 interventions are monitored for effectiveness at each individual school via the MTSS process. We utilize FOCUS for MTSS to track student data and individual MTSS plans for fidelity. Teachers analyze student data to create a targeted, intensive, and individualized instructional plan for the student. Adjustments may be made to Tier 2 instruction to include: smaller group size, increased frequency of intervention, or change in resource.

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

Tier 3 interventions are monitored for effectiveness weekly at each individual school via the MTSS process. We utilize FOCUS for MTSS to track student data and individual MTSS plans for fidelity. Teachers analyze student data to create a targeted, intensive, and individualized instructional plan for the student. Adjustments may be made to Tier 3 instruction to include: smaller group size, increased frequency of intervention, or change in resource.

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:				
	Ninth Grade	Tenth Grade	Eleventh Grade	Twelfth Grade
FAST PM3 (previous grade)	Level 3 or above	Level 3 or above	Level 3 or above	Level 3 or above
FAST PM1 (current grade)	> 40 th %tile	> 40 th %tile	NA	NA
Standards-Based Formative and Summative Assessments (average of 3)	≥ 70%	≥ 70%	≥ 70%	≥ 70%
List performance criteria that indicate Tier 1 is sufficient for at least 80% of students. • Assessment Tools: Quarterly standards-based assessments (four formative and two summative assessments each quarter) • Performance Criteria: Following item analysis, 80% of students earn 70% or higher on each assessed benchmark				
Core Instruction				
Indicate the core instructional materials utilized. Add additional rows as needed.				
Name of Program			Year of Program Adoption	
<i>myPerspectives Florida</i>			2026	
Additional performance criteria that prompt Tier 2 interventions for students not meeting expectations/benchmarks during the school year: Students demonstrate lack of proficiency on regular formative assessments; Item analysis of standards-based comprehension assessments indicates consistent 69% or lower on spotlight benchmarks for quarter				

Tier 2 Interventions (Grades 9-12)				Tier 3 Interventions (Grades 9-12)									
				Number of times per week interventions are provided	Number of minutes per intervention session								
		Code A (Tier 2)		2-3 sessions	15-20 minutes								
		Code B (Tier 3)		4-5 sessions	20-30 minutes								
Grade Level	Student Characteristic “IF”			Course “THEN”	Code A	Code B*							
9 th - 12 th Decision Tree data to consider: ELA FAST PM3 State Concordant Score (PSAT, SAT, ACT, CLT) CORE Phonics Survey DIBLELS Oral Reading Fluency (ORF) WIDA	ALL students on a Tier 3 MTSS reading plan			Intensive Reading (IR) IR 1 (9 th grade): 1000412 IR 2 (10 th grade): 1000414 IR 3 (11 th grade): 1000416 IR 4 (12 th grade): 1000418 <u>or</u> Unique Skills Curriculum & Learning: 9-12 (ESE only) 7963170		X							
	ALL students with Level 1 on ELA FAST PM3												
	ALL students with Level 2 on ELA FAST PM3 OR	Students with disabilities who have a reading goal on their IEP &	Core Phonics Survey Section L < 21										
			Core Phonics Survey Section L ≥ 21 & Oral Reading Fluency <table><tr><td>BOY</td><td>MOY</td><td>EOY</td></tr><tr><td>0-109</td><td>0-115</td><td>0-120</td></tr></table>					BOY	MOY	EOY	0-109	0-115	0-120
	BOY	MOY	EOY										
	0-109	0-115	0-120										
			Core Phonics Survey Section L ≥ 21 & Oral Reading Fluency <table><tr><td>BOY</td><td>MOY</td><td>EOY</td></tr><tr><td>110+</td><td>116+</td><td>121+</td></tr></table>	BOY	MOY	EOY	110+	116+	121+	English 1: 1001310 English 2: 1001340 English 3: 1001370 English 4: 1001400	X		
	BOY	MOY	EOY										
	110+	116+	121+										
	Students with Level 3 or higher on ELA FAST PM3 OR a passing concordant score		& a Tier 2 MTSS reading plan										
Students with disabilities on Access Points Standards who have a reading goal on their IEP				Access English 9 th : 7910120 10 th : 7910125 11 th : 7910130 12 th : 7910135	X								
				Unique Skills Curriculum & Learning: 9-12 (ESE only) 7963170					X				
	ALL Active ELL students (LY)	Level 3 or higher on WIDA or WIDA Screener (reading, speaking, and listening)		English 1: 1001310 English 2: 1001340 English 3: 1001370 English 4: 1001400	X								
		Level 1 or 2 on WIDA or WIDA Screener (reading, speaking, or listening)		Intensive Reading (IR) IR 1 (9 th grade): 1000412 IR 2 (10 th grade): 1000414 IR 3 (11 th grade): 1000416 IR 4 (12 th grade): 1000418 <u>or</u> Developmental Language Arts ESOL (Reading) (ELL only) 1002381					X				
CODE A: Student receives targeted reading intervention in an English course listed above.				*CODE B: Student receives targeted reading intervention in an English course AND intensive reading intervention (with a reading-endorsed teacher) in a Unique Skills or Intensive Reading course as listed above.									
*CODE B courses must be taught by a reading certified or endorsed teacher. [Florida Statute 1008.25; Florida Rule 6A-6.053]													

Supplemental Instruction/Interventions AND Intensive, Individualized Instruction/Interventions

Indicate the evidence-based programs and/or practices used for Tier 2 AND Tier 3 interventions and how the programs and practices are supported by strong, moderate or promising levels of evidence. Add additional rows as needed.

Area of Intervention	Name of Program	ESSA Evidence Level or Supporting Evidence from the What Works Clearinghouse Practice Guide
Basic Reading Skills	T3: Read 180 (Code) <i>Intensive Reading curriculum, phonics strand</i>	Strong ESSA Evidence
	T3: Wilson Reading System <i>*only with training</i>	
	Barton Reading & Spelling	IES What Works Clearinghouse <i>Providing Reading Interventions for Students in Grades 4-9</i> Educator's Practice Guide - Recommendation 1: Build student's decoding skills so they can read complex multisyllabic words. STRONG LEVEL OF EVIDENCE - Recommendation 2: Provide purposeful fluency-building activities to help students read effortlessly. STRONG LEVEL OF EVIDENCE - Recommendation 3: Routinely use a set of comprehension-building practices to help students make sense of the text STRONG LEVEL OF EVIDENCE - Recommendation 4: Provide students with opportunities to practice making sense of stretch text (i.e., challenging text) that will expose them to complex ideas and information. MODERATE LEVEL OF EVIDENCE These recommendations are built into the programs Barton Reading & Spelling, Phonics for Reading, and REWARDS by focusing on decoding multisyllabic words, identifying and understanding prefixes and suffixes, increasing word and passage reading fluency, building academic vocabulary, and deepening comprehension ("making sense of text") along with building confidence. The district will support and monitor implementation of these programs by conducting MTSS fidelity checks every six weeks. Data from the fidelity checks will be analyzed and intentional follow up with professional learning from the instructional literacy coach will be facilitated. Professional learning opportunities will include team coaching, one-on-one coaching, district-provided training on the science of reading, and monthly professional learning for MTSS teams and instructional literacy coaches.
	Phonics for Reading	
	REWARDS <i>*only with training</i>	
Fluency	T3: Read 180 <i>Intensive Reading curriculum, Fluency strand</i>	Strong ESSA Evidence
	Fluency Development Lesson (FDL) by Tim Rasinski	IES What Works Clearinghouse <i>Providing Reading Interventions for Students in Grades 4-9</i> Educator's Practice Guide Recommendation 2: Provide purposeful fluency-building activities to help students read effortlessly STRONG LEVEL OF EVIDENCE
	Read Naturally	This recommendation is built into the programs FDL, Read Naturally, and REWARDS in that they improve students' ability to decode multi-syllabic words, resulting in improved fluency through explicit and systematic instruction. The district will support and monitor implementation of these programs by conducting MTSS fidelity checks every six weeks. Data from the fidelity checks will be analyzed and intentional follow up with professional learning from the instructional literacy coach will be facilitated. Professional learning opportunities will include team coaching, one-on-one coaching, district-provided training on the science of reading, and monthly professional learning for MTSS teams and instructional literacy coaches.
	REWARDS <i>*only with training</i>	
Reading Comprehension	T3: Read 180 <i>Intensive Reading curriculum, language comprehension strand</i>	Strong ESSA Evidence

	Targeted small group instruction	IES What Works Clearinghouse <i>Providing Reading Interventions for Students in Grades 4-9</i> Educator's Practice Guide
Listening Comprehension	Conferencing with student after reading	Recommendation 3: Routinely use a set of comprehension-building practices to help students make sense of the text STRONG LEVEL OF EVIDENCE The recommendation is built into the program, Visualizing and Verbalizing, as well as the interventions by building students' world and word knowledge to help them make sense of the text. Students are consistently provided opportunities to both ask and answer questions to better understand the text they read. The district will support and monitor implementation of these programs by conducting MTSS fidelity checks every six weeks. Data from the fidelity checks will be analyzed and intentional follow up with professional learning from the instructional literacy coach will be facilitated. Professional learning opportunities will include team coaching, one-on-one coaching, district-provided training on the science of reading, and monthly professional learning for MTSS teams and instructional literacy coaches.
	T3: Visualizing and Verbalizing <i>*only with training</i>	
Oral Expression	Conferencing with student for oral expression development	
Written Expression	Conferencing with student about their writing with feedback	IES What Works Clearinghouse <i>Teaching Secondary Students to Write Effectively</i> Educator's Practice Guide Recommendation 1: Explicitly teach appropriate writing strategies using a Model-Practice-Reflect instructional cycle. STRONG LEVEL OF EVIDENCE This recommendation is built into the strategy of conferencing as students and teachers interact in writing experiences through an instructional cycle. The instruction can be intentional and meaningful based on specific student needs. The district will support and monitor implementation of these programs by conducting MTSS fidelity checks every six weeks. Data from the fidelity checks will be analyzed and intentional follow up with professional learning from the instructional literacy coach will be facilitated. Professional learning opportunities will include team coaching, one-on-one coaching, district-provided training on the science of reading, and monthly professional learning for MTSS teams and instructional literacy coaches.
Indicate the evidence-based programs and/or practices implemented for students with a disability, students with an IEP and students who are English language learners, as applicable. Utilizing the evidence-based resources listed above, instruction will be targeted and/or intensified for students who have not responded to a specific reading intervention. This will include students with a disability, students with an IEL, and students who are English Language Learners (ELLs). Data will be analyzed to create a more intensified instructional plan using one or more of the following adjustments while continuing the targeted instruction: - o Smaller group size - o Increased frequency - o Change in resource What procedures are in place to identify and solve problems to improve effectiveness of Tier 2 and/or Tier 3 interventions? ➤ Fidelity checks are conducted to monitor that intervention is being provided with fidelity and checking for student response to the intervention ➤ Multi-disciplinary team meetings are held to discuss individual student data, analyze the data, determine if the current plan is effective (student is making progress) or if adjustments need to be made to the plan ➤ Multi-disciplinary teams include grade-level teachers who know the pacing of core curriculum and instruction and can work to maintain alignment between Tier I, II, and III instruction		

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
Empowering Building Leaders	School Admin Teams	Empower building leaders to create optimal conditions that allow coaches time to coach and to model in support of teachers
Tiered Instruction	School Admin and K-12 Teachers	Deepen teachers' knowledge and skills to plan for and facilitate high quality Tier 1 instruction and Tier 2 and 3 interventions
School Improvement and Profession Learning Plans	School Admin Teams	Developing year-long professional learning plans aligned to school improvement plan goals

Instructional Personnel and Certified PreK Teachers

Describe how professional learning is provided to help instructional personnel and certified PreK teachers funded in the FEFP earn a certification, a credential or credentials, an endorsement or an advanced degree in scientifically researched and evidence-based reading instruction.

The following pathways are provided for all certified personnel to earn a certification, a credential, an endorsement, or an advanced degree in scientifically researched and evidence-based reading instruction:

- SJCS Reading Endorsement Pathway
- FCRR Reading Endorsement Pathway
- NEFEC/FDLRS Reading Endorsement Pathway
- UFLI (University of Florida Literacy Institute) Flamingo Literacy Matrix
- UFLI Flamingo Literacy Micro-Credential (Elementary and Secondary) as alternative to Endorsement or to fulfill Reading Competency 1: Foundations of Reading Instruction
- UFLI Literacy Coaching Endorsement Pathway
- FCRR Literacy Coaching Endorsement Pathway
- ESE Tuition Support is available for those ESE teachers seeking a Reading Endorsement through a college pathway via the florida-ese.org/tuition-support application
- Discount partnerships for advanced degree-seekers from American College of Education, Nova Southeastern University, Grand Canyon University, and University of West Florida
- Discount partnership for FTCE test preparation services with 240Tutoring

Differentiated Professional Learning Describe how professional learning is differentiated and intensified for teachers based on progress monitoring data. - Through the analysis of multiple student performance data, and teachers’ perceptual data, areas for targeted improvement are identified and supported. - The content, skill level of participants, and priority level are considered when planning to determine the most effective delivery model for facilitating professional learning. - o Schools identified by disaggregated school-based data are prioritized for district support.
Mentor Teachers Describe how mentor teachers are identified and how model classrooms are established and utilized within the school. - Literacy Leadership Teams in each school as needed, identify model classrooms and coordinate mentor teachers who have completed Clinical Educator Training to provide specific support. - The K-12 Literacy Coordinator assists with any additional model classrooms and/or mentor teachers that may be accessed on other campuses across the district, if needed.
Professional Learning Time Describe how time is provided for teachers to meet weekly for professional learning. Time is provided for professional learning according to our SJCSJ/SJEA Negotiated Agreement, which schedules early release days each month dedicated to professional learning opportunities. Additionally, the master schedule at each school provides collaborative team-planning time for all teachers to align their learning with our district-adopted “Professional Learning Community” model.

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
Florida Tutoring Advantage	Level 1 and 2 on FAST; K-5 students in select schools	High-impact tutoring, requires qualified and trained tutors; high-quality instructional materials in reading aligned to the Florida B.E.S.T. Standards, backed by Science of Reading research; dedicated instructional time within the school schedule; appropriate tutoring spaces; technology resources including devices, assessment tools, and a tutoring management system; ongoing professional learning for tutors and program staff; and coordination by district and school-based leaders to ensure consistent implementation, data tracking, and communication with families.
Varsity Tutors	K-12	Varsity Tutors is a live learning platform that connects students with personalized instruction. By leveraging cutting-edge technology and a vast network of knowledgeable tutors, Varsity Tutors aims to foster a passion for learning and help students unlock their full potential.

School-based tutoring programs	K-12 students with a deficit in reading	Schools determine needs and provide tutoring based on available funds.
ESOL Tutoring	K-12 ELL students	Support through tutoring to build basic academic language and literacy skills, support comprehension and vocabulary development, strengthen reading fluency and writing skills, provide targeted intervention using technology tools such as ELlevation.

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.

Monthly progress letters are sent to parents of students receiving intensive interventions. These letters detail student progress and any subsequent modifications made to the intervention strategy. Additionally, each letter provides a direct link to the [Florida Department of Education Read-at-Home Plan Resources](#), offering families structured activities to enhance student reading, writing, and vocabulary skills. Information about eligibility for New Worlds Reading is included.

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 New Worlds Reading Initiative works alongside INK! (SJCS Foundation) to support participating schools with targeted literacy events and learning resources. These initiatives are designed to increase at-home book ownership and broaden student access to reading materials.

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

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

The St. Johns County School District prioritizes assigning highly effective teachers to Kindergarten through Grade 2. Our principals currently manage this by reviewing vacancies, teacher certifications, and effectiveness when making placements, specifically focusing on these primary grades. This commitment is also outlined in our contract: "The Board agrees to work toward the assignment of professional employees to teach in a grade level or subject area only within the scope of their teaching certification, licensure, or otherwise permitted by Florida Law." Moving forward, we'll further ensure compliance and optimal deployment of our best educators for the youngest students by monitoring teacher placements during budget meetings. There is a heavy focus on recruiting and retaining teachers, especially those who are highly effective. Training, coaching, and support is available to teachers through school-based and district-based coaches and specialists.

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
CS	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.
CS	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.
CS	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.
CS	d. Each school has a literacy leadership team consisting of a school administrator, literacy coach, media specialist and a lead teacher, as applicable.
CS	e. All literacy coaches in the district meet the minimum qualifications described in Rule 6A-6.053(4), F.A.C.
CS	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.
CS	g. Literacy coaches are assigned to schools with the greatest need based on student performance data in reading.
CS	h. Time is provided for teachers to meet weekly for professional learning, including lesson study and professional learning communities.
CS	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):

Christine M. Stephan

Signature:

Christine M. Stephan

Date:

June 2026