

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. 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	Dicy Watson	dwatson@pky.ufl.edu	352-392-9084
Data Element	Mickey MacDonald	mmacdonald@pky.ufl.edu	352-392-1554
Third Grade Promotion	Dicy Watson	dwatson@pky.ufl.edu	352-392-9084
Multi-Tiered System of Supports	Kim Dotts-Hoehnle	kdotts-hoenle@pky.ufl.edu	352-392-1554
Other (Enter Responsibility)			

2) District Expenditures

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

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

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

Comprehensive System of Reading Instruction Expenditures	Amount	FTE
Elementary Expenses		
Literacy coaches	12,775.80	0.15
Intervention teachers	21,493.11	0.15
Scientifically researched and evidence-based supplemental instructional materials	16,491.75	
Third grade summer reading camps	4,827.45	
Summer reading camps	13,414.17	
Secondary Expenses		
Literacy coaches	15,169.79	0.15
Intervention teachers		
Scientifically researched and evidence-based supplemental instructional materials	4,350.00	
PreK-Grade 12 Expenses		
Professional learning to help K-12 instructional personnel and certified PreK teachers earn a certification, a credential, an endorsement or an advanced degree in scientifically researched and evidence-based reading instruction		
Incentives for K-12 instructional personnel and certified PreK teachers who obtain the Reading Endorsement or Certification		
Incentives for PreK-12 instructional personnel who obtain an Emergent, Elementary or Secondary Literacy Micro-Credential		
Additional time per day of evidence-based intensive reading instruction for extended literacy learning (before or after school, summer, etc.)		
Tutoring programs to accelerate literacy learning		
Family engagement activities		
Other – Please Describe. Add additional rows as needed.		
Estimated Sum of Expenditures	88,522.07	

3) Literacy Leadership – District and School

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

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

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

FAST				
Grade	Previous School Year – % of Students Scoring	Goal for Plan Year – % of Students Scoring	Previous School Year – % of Students Scoring	Goal for Plan Year – % of Students Scoring
	Urgent Intervention <10 th percentile	Urgent Intervention <10 th percentile	At & Above Benchmark 40 th percentile & above	At & Above Benchmark 40 th percentile & above
VPK	0%		95%	

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

Upon analyzing student assessment data, VPK teachers implement targeted small-group instruction focused on letter recognition, phonemic awareness (sound recognition), and early writing skills. Teachers also utilize the Heggerty Phonemic Awareness curriculum and KPALS (Kindergarten Peer-Assisted Learning Strategies) to provide additional targeted interventions and support student learning.

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	0%	<5%	87%	>90%
1	0%	<5%	97%	>90%
2	2%	<5%	87%	>90%
3	0%	<5%	90%	>90%
4	4%	<5%	85%	>90%
5	0%	<5%	81%	>85%
6	1%	<5%	91%	>90%
7	3%	<5%	89%	>90%
8	3%	<5%	78%	>80%
9	3%	<5%	88%	>90%
10	6%	<5%	80%	>85%

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 district.

1. Provide an explanation of the following:

Grades K-5	District Level	School Level
Data that will be collected and frequency of review	Kindergarten: STAR Early Literacy Grades 1–2: STAR Reading Grades 3–5: FAST ELA Administered three times per year.	Kindergarten: STAR Early Literacy Grades 1–2: STAR Reading Grades 3–5: FAST ELA Administered three times per year.
Actions for continuous support and improvement	-Allocate resources for professional learning and instructional coaching. -Conduct program evaluation based on assessment data. -Implement instructional shifts based on identified student needs.	-Analyze data to monitor student progress and identify trends. -Provide literacy coaching to strengthen Tier 1 core instruction. -Add or adjust Tier 2 intervention services as needed based on student performance.

Grades 6-8	District Level	School Level
Data that will be collected and frequency of review	Grades 6–8: FAST ELA Administered three times per year.	Grades 6–8: FAST ELA Administered three times per year.
Actions for continuous support and improvement	-Allocate resources for professional learning and instructional coaching. -Conduct program evaluation based on assessment data. -Implement instructional shifts based on identified student needs.	-Analyze data to monitor student progress and identify trends. -Provide literacy coaching to strengthen Tier 1 core instruction. -Add or adjust Tier 2 intervention services as needed based on student performance.
Grades 9-12	District Level	School Level
Data that will be collected and frequency of review	Grades 9–12: FAST ELA Administered three times per year.	Grades 9–12: FAST ELA Administered three times per year.
Actions for continuous support and improvement	-Allocate resources for professional learning and instructional coaching. -Conduct program evaluation based on assessment data. -Implement instructional shifts based on identified student needs.	-Analyze data to monitor student progress and identify trends. -Provide literacy coaching to strengthen Tier 1 core instruction. -Add or adjust Tier 2 intervention services as needed based on student performance.

2. Describe what has been revised to improve literacy outcomes for students in the district’s CERP based upon the District CERP Reflection Tool and a root-cause analysis of student performance data.

Based on the District Comprehensive Evidence-Based Reading Plan (CERP) Reflection Tool and a root-cause analysis of student performance data, P.K. Yonge identified the need to strengthen Tier 1 literacy instruction in the middle grades, increase instructional time for students requiring additional support, enhance the use of student data to drive instruction, and ensure alignment of curriculum and professional learning. As a result, several revisions have been made to improve literacy outcomes.

P.K. Yonge will continue implementing a double-blocked literacy model for all sixth-grade students, providing more than 80 minutes of uninterrupted daily literacy instruction and extending the successful K–5 literacy block model into sixth grade. In addition, the school will expand this model to include all seventh-grade students, increasing instructional time and opportunities for targeted literacy instruction.

Middle school ELA teachers will continue participating in professional learning through the Lastinger Center for Learning, with a focus on evidence-based secondary literacy practices. The district will also strengthen its use of student performance data by monitoring individual percentile ranks and reviewing student growth across PM1, PM2, and PM3 to inform instruction and intervention decisions.

To provide additional instructional support, P.K. Yonge will continue offering expanded summer learning opportunities for striving students in grades 4–8, providing an additional 15 instructional days for students requiring intensified literacy support.

P.K. Yonge is also adopting and implementing a revised comprehensive literacy curriculum for grades 6–8 aligned with the Florida B.E.S.T. Standards to strengthen core instruction and ensure consistent, standards-aligned literacy practices across middle school classrooms.

Finally, the district will annually review literacy data with PK–12 teachers, administrators, and instructional coaches to evaluate curriculum implementation, align professional learning with identified needs, and monitor the implementation of evidence-based literacy practices. These collaborative reviews will guide continuous improvement efforts and support increased literacy achievement for all students.

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

The effective implementation of the PK–12 Reading Plan is monitored through ongoing collaboration among school and district leaders, including the principals, Director of Elementary Programs, Secondary Learning Coaches, the Lastinger Literacy Specialist (grades 6–12), Learning Community and literacy leaders Jill Ozog, Jalea Turner, and Michelle Mills. Together, these instructional leaders ensure that evidence-based literacy practices are implemented consistently across grade levels.

Through the school's Multi-Tiered System of Supports (MTSS), student data is regularly monitored to evaluate the effectiveness of instruction and to make timely adjustments to Tier 1 core instruction, Tier 2 interventions, and Tier 3 intensive supports based on student needs.

In addition, principals Ashley Hill and Dicy Watson, Assistant Principal Tredina Sheppard, Lastinger Affiliate Faculty member Jon Mundorf, and elementary learning community leaders Jill Ozog, Jalea Turner, and Michelle Mills will conduct weekly literacy walkthroughs to monitor classroom instruction, provide timely feedback to teachers, and support the ongoing implementation of high-quality, evidence-based literacy instruction.

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.

Through the school's Multi-Tiered System of Supports (MTSS), student data is regularly monitored to evaluate student progress and inform instructional decision-making. Based on these data, adjustments are made to Tier 1 core instruction, Tier 2 interventions, and Tier 3 intensive support to ensure students receive the level of support needed for success.

To monitor the implementation of high-quality literacy instruction, the principals and assistant principal conduct weekly classroom walkthroughs. These observations provide opportunities to gather instructional data, ensure the use of evidence-based literacy practices, and deliver timely, actionable feedback to teachers that support continuous instructional improvement.

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

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

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

☒ Yes

☐ No

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

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

The literacy coaching model is coordinated through weekly meetings with the elementary and secondary principals. These meetings focus on aligning professional learning priorities, supporting the implementation of evidence-based literacy practices, and ensuring consistency in literacy instruction across the school and district.

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

The literacy coaches, including the Learning Community Leaders (LCLs) and Literacy Specialist, collaborate closely with the school's administrative team to plan and coordinate instructional support. As thought partners, they align coaching with the school's professional learning priorities, ensuring that teacher support is integrated within the overall framework for high-quality literacy instruction and continuous improvement.

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?

As a single-school district, P.K. Yonge Developmental Research School (DRS) supports literacy coaches through ongoing professional learning and collaboration with school and district leadership. Dedicated time is built into the school calendar for literacy coaches to meet with teaching teams, analyze student data, develop action plans, and provide instructional coaching.

In addition, the school's Student Support Team (SST) structures and professional learning in the Science of Reading, supported through the Lastinger Center for Learning Literacy Matrix, provide a strong foundation for literacy coaches to partner with teachers. Together, they establish instructional goals, implement evidence-based literacy practices, monitor student progress, and use data to inform and adjust instruction.

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

The implementation of the coaching model is monitored through regular meetings with literacy coaches, including monthly meetings and weekly meetings at the elementary level. In addition, direct supervision and review of coaches' time allocation ensure that coaching support is strategically aligned with instructional priorities, professional learning goals, and the needs of teachers and students.

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

The effectiveness of literacy coaches is monitored through observations of classroom practices aligned with the Literacy Practice Profiles. Additionally, literacy coaches provide direct instruction to students, and the quality and impact of this instruction are monitored using the same evidence-based literacy practice framework. Student literacy data is regularly reviewed to evaluate the effectiveness of coaching support, instructional practices, and student outcomes.

4) Assessment, Curriculum and Reading Instruction

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

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

- **Six components of reading:** oral language, phonological awareness, phonics, fluency, vocabulary and comprehension.
- **Four types of classroom assessments:** screening, progress monitoring, diagnostic and summative assessment.
- **Three tiers of instruction that are standards-aligned;** include accommodations for students with a disability, students with an Individual Educational Plan (IEP) and students who are English language learners; and incorporate the principles of Universal Design for Learning as defined in [34 Code of Federal Regulations 200.2\(b\)\(2\)\(ii\)](#).
 - **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?

As a single-school district, P.K. Yonge ensures that K–5 teachers collaboratively plan for the implementation of core (Tier 1) and tiered literacy instruction. The elementary literacy framework includes the implementation of Center for Collaborative Classroom resources, including *Being a Reader* and *Being a Writer* (K–3), *Arts and Letters* (3–5), and SIPPS as core literacy components. The Director of Elementary Programs and Learning Community Leaders provide oversight to ensure that standards-aligned Tier 2 and Tier 3 instruction is delivered based on student data and identified instructional needs. Implementation and effectiveness are monitored through the school's Multi-Tiered System of Supports (MTSS) framework.

In grades 6–12, teachers collaboratively design and implement standards-aligned curriculum for each course in coordination with department and grade-level teams, with oversight from the Secondary Principal. In grades 6–8, teachers implement Savvas curriculum resources to support standards-aligned literacy instruction and ensure consistency across grade levels. Curriculum development and implementation are monitored through the district's Learning Management System and established instructional design expectations. These expectations include providing print-rich environments, explicit and systematic instruction, scaffolded and differentiated learning opportunities, opportunities to build background and content knowledge, writing in response to reading, and the integration of Universal Design for Learning (UDL) principles.

K–12 reading instruction is aligned with Florida's Revised Formula for Success and utilizes statewide standardized assessment data as a screening measure to ensure students receive literacy instruction that

meets their individual needs. A balanced assessment system, including both formative (progress monitoring) and summative assessments, is implemented across the K–12 reading program to continuously monitor student growth and instructional needs.

Formative and summative assessment data, combined with statewide progress monitoring data from FAST assessments (PM1, PM2, and PM3), are used to evaluate the effectiveness of Tier 1 core instruction and determine whether students require additional support. When students do not demonstrate sufficient progress through Tier 1, Tier 2, and Tier 3 instruction, diagnostic assessments are administered to identify specific areas of instructional need across the six components of reading. Through core (Tier 1), supplemental (Tier 2), and intensive (Tier 3) instruction, students receive targeted literacy support in areas including oral language, phonemic awareness, phonics, fluency, vocabulary, and comprehension.

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.

P.K. Yonge utilizes *The Creative Curriculum* as the core curriculum for pre-K instruction. Within the first 30 days of school, all pre-K students will participate in FAST assessments to provide baseline data and identify areas of instructional support needed. Additionally, the Speech Language Pathologist (SLP) will screen all pre-K students for speech and language development within the first 30 days. These screening processes provide valuable information to support early identification of student needs and ensure that instructional practices and interventions are tailored to meet the needs of all learners.

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

The Creative Curriculum, produced by Teaching Strategies, is P.K. Yonge’s core pre-K curriculum. This play-based literacy curriculum is grounded in the principles of the Science of Reading and incorporates evidence-based practices to support early literacy development. The curriculum provides intentional opportunities for language development, foundational literacy skills, and meaningful learning experiences that support the needs of all pre-K learners.

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.](#)

Students identified as having a substantial deficiency in early literacy skills receive targeted interventions based on ongoing progress monitoring and assessment data. Instructional support is designed to address individual student needs and strengthen foundational literacy skills. Interventions include:

- **Progress Monitoring:** Student literacy data is regularly collected and analyzed to monitor growth, identify areas of need, and determine appropriate instructional support.
- **Small-Group Instruction:** Students receive targeted small-group instruction focused on foundational early literacy skills, including:
 - Letter recognition
 - Sound recognition and phonological awareness
 - Early writing skills
- **Individualized Interventions:** Students requiring additional support receive one-on-one or intensified interventions based on identified skill deficits.
- **Explicit Phonics and Phonological Awareness Instruction:** Students participate in *Heggerty Phonics Pro* to provide systematic instruction in phonemic awareness and early phonics skills.

These targeted interventions are implemented in addition to core pre-K literacy instruction and are adjusted based on student response to instruction. The use of progress monitoring data ensures that students with identified literacy deficiencies receive timely, evidence-based support to develop the foundational skills needed for future reading success.

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?
iReady Inform (iReady Reading Diagnostics)	☐ VPK ☐ PreK ☒ Grade K ☒ Grade 1 ☒ Grade 2 ☒ Grade 3 ☒ Grade 4 ☒ Grade 5 ☐ All Students ☐ Select Students	☒ Oral Language ☒ Phonological Awareness ☒ Phonics ☒ Fluency ☒ Vocabulary ☒ Comprehension	☒ Screening ☒ Progress Monitoring ☒ Diagnostic ☒ Summative	☐ Weekly ☐ 2 x Month ☐ Monthly ☐ Quarterly ☒ 3 x Year ☐ Annually ☒ As Needed ☐ Other
DIBELS	☐ VPK ☐ PreK ☒ Grade K ☒ Grade 1 ☒ Grade 2 ☒ Grade 3 ☒ Grade 4 ☒ Grade 5 ☐ All Students ☐ Select Students	☐ Oral Language ☒ Phonological Awareness ☒ Phonics ☒ Fluency ☒ Vocabulary ☒ Comprehension	☒ Screening ☒ Progress Monitoring ☐ Diagnostic ☐ Summative	☐ Weekly ☐ 2 x Month ☐ Monthly ☐ Quarterly ☐ 3 x Year ☐ Annually ☒ As Needed ☐ Other

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.

At P.K. Yonge Developmental Research School, the identification of K–3 students in need of Tier 2 and Tier 3 literacy interventions are guided by the school's Multi-Tiered System of Supports (MTSS) framework and informed by multiple sources of student data. Students are identified as having a substantial deficiency in reading when progress monitoring data, formative assessments, diagnostic assessments, or teacher observation data indicate that a student is performing below expected levels in one or more of the six components of reading: phonological awareness, phonics, fluency, vocabulary, oral language, and comprehension.

The MTSS Leadership Team reviews coordinated screening and progress monitoring data, including FAST, STAR Early Literacy, STAR Reading, and other literacy assessments, to identify students requiring additional support. Students are considered for Tier 2 or Tier 3 interventions when data indicates they are not meeting grade-level benchmarks, demonstrate significant skill gaps, or require additional instructional support beyond core Tier 1 instruction. Additional data sources, including DIBELS, i-Ready, classroom assessments, and teacher observation data, are analyzed during grade-level Student Support Team (SST) meetings to determine students' specific instructional needs and appropriate intervention placement.

The MTSS leadership team meets and reviews data from STAR and FAST as initial screening assessments to determine students at each grade level performing below the expected benchmark as determined by percentile ranking:

- K-2 STAR: <10th percentile (Tier 3) and <40th percentile (Tier 2).
- 3rd FAST ELA <20th percentile (Tier 3) and <40th percentile (Tier 2).

This initial screening data is then analyzed within grade level student success team meetings where additional assessment data from iReady and DIBELS determine interventions.

Through ongoing progress monitoring, data analysis, and collaboration among teachers, administrators, literacy coaches, and support staff, P.K. Yonge ensures that students receive timely, evidence-based literacy interventions and adjustments to instruction based on their response to intervention.

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

Students are identified as having a substantial deficiency in reading when data indicates they are performing below expected levels in one or more areas of literacy, including phonological awareness, phonics, vocabulary and oral language development, reading fluency, and reading comprehension. Identification is based on multiple data sources, including consecutive formative assessments, teacher observation data, and student performance on approved literacy assessments.

Students may also be identified when they score at or below the lowest achievement level benchmarks outlined in the K–2, 3–5, and 6–12 assessment and decision trees or when FAST progress monitoring results indicate performance substantially below grade-level expectations.

The MTSS Leadership Team reviews STAR and FAST screening data to identify students performing below expected benchmarks. Students demonstrating performance below established percentile thresholds are identified for additional review. These thresholds are:

- FAST ELA <20th percentile (Tier 3) and <40th percentile (Tier 2).

This screening data is analyzed during grade-level Student Support Team (SST) meetings, where additional assessment data from i-Ready and other instructional measures are used to determine appropriate interventions and supports.

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.

P.K. Yonge identifies K–3 students demonstrating characteristics of dyslexia through the implementation of the school's Multi-Tiered System of Supports (MTSS) framework, specifically through Student Support Team (SST) meetings held quarterly in grades K–5. The SST includes teachers, counselors, exceptional student education (ESE) teachers, school psychologists, administrators, and literacy coaches who collaborate to

review student literacy and mathematics data, analyze progress, and determine when additional interventions or supports are needed.

When data and teacher observations indicate that a student requires additional support, the SST communicates with parent stakeholders and develops an appropriate intervention plan. Interventions are implemented promptly following the SST meeting and monitored through ongoing progress monitoring assessments to evaluate student response and adjust instruction as needed.

When a student demonstrates characteristics of dyslexia, the school psychologist, in collaboration with the instructional team, monitors student progress and initiates additional required screenings while the student continues receiving targeted intervention services.

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

P.K. Yonge utilizes multiple screening measures to identify students demonstrating characteristics of dyslexia and to determine appropriate instructional supports. Additional dyslexia screening is completed in accordance with s. 1008.25(9), F.S., and is informed by student performance data, intervention response, and identified areas of need.

Screeners and assessment measures utilized include:

- **DIBELS** – Used to assess foundational literacy skills, including phonological awareness, phonics, fluency, and early reading development.
- **FAST assessments** – Used as a coordinated screening and progress monitoring system to identify students performing below grade-level expectations and monitor literacy growth.
- **STAR Early Literacy and STAR Reading** – Used to assess early literacy skills and reading achievement and identify students needing additional support.
- **Diagnostic literacy assessments (including i-Ready)** – Used to provide additional information regarding specific skill deficits and instructional needs.

When screening data and intervention response indicate characteristics of dyslexia, the school psychologist collaborates with the instructional team to conduct or coordinate additional required screenings and ensure students receive appropriate interventions and supports.

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

Student data from PM1, PM2, and PM3, including results from STAR, FAST, and i-Ready assessments, are used to monitor the effectiveness of Tier 1 core instruction. This data informs instructional decision-making, identifies areas for improvement, and supports adjustments to instruction to ensure students' literacy needs are met.

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

Progress monitoring data, including curriculum-based measures and assessment results from PM1, PM2, and PM3 in STAR, FAST, and i-Ready, is used to evaluate student growth and the effectiveness of instruction. Effectiveness is measured through established performance criteria and the extent to which students demonstrate expected growth based on individual assessment measures. This data is used to

inform instructional decisions, adjust supports, and ensure students are making meaningful progress toward literacy goals.

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

Progress monitoring data, including curriculum-based measures and assessment results from PM1, PM2, and PM3 in STAR, FAST, and i-Ready, is used to evaluate student growth and the effectiveness of instruction. Effectiveness is measured through established performance criteria and the extent to which students demonstrate expected growth based on individual assessment measures. This data is used to inform instructional decisions, adjust supports, and ensure students are making meaningful progress toward literacy goals.

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 to meet individual student needs.			
Tier 1 (Core) Only			
Beginning of Year Data			
Students must meet the following criteria on the PM1 assessment window.			
Kindergarten	- FAST STAR Early Literacy performance at or above the 40th percentile - DIBELS Letter Naming Fluency (LNF): 25		
Grade 1	- FAST Reading performance at or above the 40th percentile - DIBELS benchmarks: - Letter Naming Fluency (LNF): 42 (EOY Kinder) - Phoneme Segmentation Fluency (PSF): 55-52 (EOY Kinder) - Nonsense Word Fluency (NWF): 31-38 (EOY Kinder) - Oral Reading Fluency (ORF): 10–34 correct words per minute		
Grade 2	- FAST Reading performance at or above the 40th percentile - DIBELS benchmarks: - Oral Reading Fluency (ORF): 39–75 correct words per minute (EOY 1st)		
Grades 3–5	- FAST ELA performance at or above the 40th percentile - i-Ready assessment performance data demonstrating 50th percentile		
List performance criteria that indicate Tier 1 instruction is sufficient for at least 80% of students.			
Maintaining or increasing percentile rank performance between PM1 and PM2 indicates that Tier 1 core literacy instruction is effectively supporting students’ literacy development and contributing to continued growth in foundational reading skills.			
	PM1	PM2	PM3
Kindergarten	FAST STAR: 40 th percentile (with previous year learning gain) DIBELS: - LNF: 25 - PSF: N.A.	FAST STAR: 40 th percentile (with previous year learning gain) DIBELS: - LNF: 37 - PSF: 29-42	FAST STAR: 40 th percentile (with previous year learning gain) DIBELS: - LNF: 42+ - PSF: 55-52

	NWF: N.A.	NWF: 25-35	NWF: 31-48
Grade 1	FAST STAR: 40 th percentile (with previous year learning gain) DIBELS: - NWF: 30-46 sounds, 5-15 words - ORF: 10-34 cwpm, 66% accuracy	FAST STAR: 40 th percentile (with previous year learning gain) DIBELS: - NWF: 52-77 sounds, 14-25 words - ORF: 21-56 cwpm, 87% accuracy	FAST STAR: 40 th percentile (with previous year learning gain) DIBELS: - NWF: 55-86 sounds, 15-27 words - ORF: 39-75 cwpm, 91% accuracy
Grade 2	FAST STAR: 40 th percentile (with previous year learning gain) DIBELS: ORF: 49-84 cwpm, 92% accuracy	FAST STAR: 40 th percentile (with previous year learning gain) DIBELS: ORF: 78-116 cwpm, 96% accuracy	FAST STAR: 40 th percentile (with previous year learning gain) DIBELS: ORF: 94-127 cwpm, 96% accuracy
Grades 3-5	FAST STAR: 40 th percentile (with previous year learning gain)	FAST STAR: 40 th percentile (with previous year learning gain)	FAST STAR: 40 th percentile (with previous year learning gain)
Core Instruction Indicate the core instructional materials utilized. Add additional rows as needed.			
Name of Program			Year of Program Adoption
Grades K-3: <i>Being a Reader</i> , 2nd edition (Center for Collaborative Classrooms)			2023 (to 2nd edition)
Grades 4-5: Art and Letters, 1 st edition, (Great Minds)			25-26
Additional performance criteria that prompt Tier 2 interventions for students not meeting expectations/benchmarks during the school year: Students in grades K–2 who perform below established literacy benchmarks, as indicated by FAST assessment results and/or DIBELS performance below grade-level cut scores for PM1, PM2, and PM3, receive Tier 2 (T2) literacy services provided within the school day. Identification for Tier 2 support is based on multiple data sources, including FAST, DIBELS, and i-Ready assessment results. Tier 2 Identification Criteria (Grades K–2): - FAST performance below the 40th percentile - i-Ready performance below the 40th percentile (with grade-level specific cut scores used to determine instructional need) - DIBELS performance below established grade-level benchmark cut scores Students in grades 3–5 who perform below literacy benchmarks on FAST ELA and i-Ready assessments during PM1, PM2, and PM3 receive Tier 2 literacy services within the school day. Tier 2 Identification Criteria (Grades 3–5): - FAST ELA performance below the 40th percentile			

- i-Ready performance below the **40th percentile**
- i-Ready grade-level specific cut scores indicating the need for additional literacy support

i-Ready Diagnostic Cut Scores (Grades K–5)

Grade	Fall	Winter	Spring
1	434–457	458–479	480–536
2	489–512	513–536	537–560
3	511–544	545–560	561–602
4	557–578	579–602	603–629
5	581–608	609–629	630–640

Tier 2 interventions are implemented during the school day and are monitored through ongoing progress monitoring to evaluate student response and determine whether additional instructional adjustments or more intensive support is needed.

Tier 1 Instruction + Tier 2 Interventions

Beginning of Year Data

Students who meet the following criteria on the PM1 assessment window.

Students continue receiving Tier 2 literacy interventions in addition to Tier 1 core instruction when they demonstrate consistent below-benchmark performance based on progress monitoring data, grade-level expectations, and established assessment indicators. Student performance is reviewed regularly to determine continued intervention needs and ensure instruction is responsive to student growth.

Grades K–5 Tier 2 Identification Criteria:

- FAST assessment performance below the **40th percentile**
- i-Ready assessment performance below the **40th percentile** (using grade-level specific cut scores)
- DIBELS performance below established grade-level benchmark cut scores (grades K–2)

Kindergarten

- **DIBELS Letter Naming Fluency (LNF):**
 - PM1- 25
 - PM2- 37
 - PM3- 42
- **DIBELS Phoneme Segmentation Fluency (PSF):**
 - PM1- N.A.
 - PM2- 29-42
 - PM3- 44-52
- **DIBELS Nonsense Word Fluency (NWF):**
 - PM1- N.A.
 - PM2- 25-35
 - PM3- 31-48 sounds, 7-12 words

Grade 1

- **DIBELS Nonsense Word Fluency (NWF):**

- o PM1- 30-46 sounds, 5-15 words
- o PM2- 52-77 sounds, 14-25 words
- o PM3- 55-86 sounds, 15-27 words
- **DIBELS Oral Reading Fluency (ORF):**
 - o PM1- 10-34 cwpm, 66% accuracy
 - o PM2- 21-56 cwpm, 87% accuracy
 - o PM3- 39-75 cwpm, 91% accuracy

Grade 2

- **DIBELS Oral Reading Fluency (ORF):**
 - o PM1- 48-84 cwpm, 92% accuracy
 - o PM2- 78-116 cwpm, 96% accuracy
 - o PM3- 94-127 cwpm, 96% accuracy

For students in kindergarten through grade 3, a standards-based report card indicator of **“Below Benchmark”** in grade-level literacy standards, when considered in combination with progress monitoring and assessment data, indicates the need for continued Tier 2 intervention support.

Student progress is monitored through ongoing curriculum-based measures and progress monitoring assessments. Intervention intensity and instructional supports are adjusted based on student response to Tier 2 instruction and data indicating progress toward grade-level literacy expectations.

Number of times per week interventions are provided:

Interventions are provided **2–5 times per week**, based on the intervention design, student needs, and identified areas of literacy support.

Number of minutes per intervention session:

Interventions are provided for **15–25-minute sessions**, based on the intervention design, student needs, and identified areas of literacy support.

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)
QuickReads	Strong	
SIPPS	Moderate	
Heggerty Phonemic Awareness	No studies met inclusion requirements	Heggerty Phonemic Awareness does not meet the criteria for Strong, Moderate, or Promising levels of evidence. However, the program aligns with evidence-based early literacy practices by providing explicit, systematic instruction in phonemic awareness, including blending, segmenting, isolating, manipulating, and identifying sounds in spoken words. These instructional practices are consistent with recommendations for developing foundational reading skills through explicit instruction in phonological and phonemic awareness. The district will support implementation through weekly classroom walkthroughs, instructional observations, and ongoing

		professional learning to ensure fidelity of implementation.
Magnetic Reading	Moderate	
iReady Personalized Instruction	Moderate	
iReady Teacher Toolbox		i-Ready Teacher Toolbox does not meet the criteria for Strong, Moderate, or Promising levels of evidence. However, the program aligns with the What Works Clearinghouse (WWC) Practice Guide: <i>Foundational Skills to Support Reading for Understanding in Kindergarten Through 3rd Grade</i> by providing explicit, systematic instruction in phonological awareness, decoding, vocabulary, comprehension, and daily reading of connected text, supporting Recommendations 1–4 (Minimal, Strong, Strong, and Moderate Evidence, respectively). The district will support implementation through weekly classroom walkthroughs, instructional observations, and ongoing professional learning in partnership with the Center for the Collaborative Classroom and the Lastinger Center for Learning.
S.O.A.R.	Discontinued, prior to that, no studies met inclusion requirements	SOAR to Success does not meet the criteria for Strong, Moderate, or Promising levels of evidence. However, the program aligns with the What Works Clearinghouse (WWC) Practice Guide: <i>Providing Reading Interventions for Students in Grades 4–9</i> by incorporating explicit, systematic instruction in word study, fluency, vocabulary, comprehension, and writing, consistent with WWC recommendations for providing intensive, targeted reading interventions. The district will support implementation through weekly classroom walkthroughs, instructional observations, and ongoing professional learning to ensure fidelity of implementation.

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)
English Language Learners		
Name of Program	ESSA Evidence Level	Verbiage (as needed)
For K-3 students who have a substantial deficiency in reading or characteristics of dyslexia, identify the multisensory strategies provided. SIPPS (5th Editions) – Systematic, Explicit Decoding Instruction: SIPPS incorporates multisensory instruction by engaging students' auditory, visual, and kinesthetic-tactile learning pathways through explicit, systematic instructional routines. Students respond to verbal prompts, follow visual cues and printed text, and reinforce learning through hands-on activities such as writing, tracing, and manipulating letter tiles, supporting the development of foundational reading and spelling skills. Additional performance criteria that prompt Tier 3 interventions for students not meeting expectations/benchmarks during the school year: Students may be considered for Tier 3 intervention when they demonstrate performance significantly below benchmark based on the following grade-level indicators: • Grades K–5: FAST ELA below the 10th percentile.		

- **Kindergarten DIBELS:** LNF – 28 (AP1), 36 (AP2), 42 (AP3); PSF – 7 (AP1), 15 (AP2), 28 (AP3); NWF – 14 (AP1), 24 (AP2), 30 (AP3).
- **Grade 1 DIBELS:** NWF – 39 (AP1), 48 (AP2), 60 (AP3); ORF Accuracy – 47 (AP1), 62 (AP2), 84 (AP3); ORF Rate – 7 (AP1), 17 (AP2), 32 (AP3).
- **Grade 2:** STAR Reading, benchmark scores below the 10th percentile.
- **Grade 2:** SIPPS on-level performance data, in combination with the assessment measures listed above.

For students in **Kindergarten through Grade 2**, a standards-based report card rating of "**Below Benchmark**" in grade-level reading standards, when considered alongside the assessment data above, may indicate the need for continued Tier 3 intervention.

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

Beginning of Year Data

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

(Enter assessment criteria that will be used.)

Students will be identified for intervention support when **STAR assessment data** indicate performance at or below the **10th percentile on PM3 from the prior year and/or PM1 of the current year**, in conjunction with additional performance measures, including **i-Ready benchmark data**. Students scoring at **STAR Performance Level 1** and students with a history of retention will receive **Tier 3 and/or Tier 2 interventions** based on individual need.

Identification Cut Scores:

- **FAST:** Below the 10th percentile.
- **i-Ready:** Below the 10th percentile (using grade-level specific cut scores).

Students in **Grades 3–5** who perform below benchmark on FAST and i-Ready assessments during **PM1, PM2, and PM3** will receive **Tier 2 and/or Tier 3 interventions** during the school day. Students in **Grades K–3** performing at **FAST Performance Level 1** will receive **Tier 3 interventions**.

Number of times per week interventions are provided:

Interventions will be provided **2–5 times per week**, depending on the design and intensity of the intervention.

Number of minutes per intervention session:

Each intervention session will last approximately **15–25 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)
SIPPS (Intensive Multisensory Instruction)	Moderate	
UFLI Foundations	State Approved List	UFLI Foundations does not meet the criteria for Strong, Moderate, or Promising levels of evidence. However, the program aligns with the What Works Clearinghouse (WWC) Practice Guide: <i>Foundational</i>

		<i>Skills to Support Reading for Understanding in Kindergarten Through 3rd Grade</i>, specifically Recommendation 3 (Strong Evidence) to teach students to decode words, analyze word parts, and write and recognize words, and Recommendation 4 (Moderate Evidence) to ensure students read connected text daily to build reading accuracy, fluency, and comprehension. These recommendations are embedded through explicit, systematic instruction in phonics, word analysis, and connected text reading. The district will support implementation through PLCs, classroom observations, coaching cycles, fidelity checks, progress monitoring, and teacher feedback to ensure consistent, high-quality implementation across schools.
iReady Personalized Instruction	Moderate	
Indicate the evidence-based programs and/or practices implemented for students with a disability, students with an IEP and students who are English language learners, if <u>used instead of or in addition to</u> programs above. Add additional rows as needed.		
Students with Disabilities		
Name of Program	ESSA Evidence Level	Verbiage (as needed)
English Language Learners		
Name of Program	ESSA Evidence Level	Verbiage (as needed)
For K-3 students who have a substantial deficiency in reading or characteristics of dyslexia, identify the multisensory strategies provided. SIPPS provides multisensory, explicit, and systematic instruction by engaging students' auditory, visual, and kinesthetic-tactile learning pathways. Students participate in structured routines that include listening and responding chorally to verbal prompts, following visual cues and written text, and engaging in hands-on activities such as writing, tracing, and manipulating letter tiles to strengthen decoding, encoding, and foundational literacy skills.		

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

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

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

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

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

Summer Reading Camps for Retained Grade 3 Students
Schedule: Monday–Thursday, 8:00 a.m.–12:00 p.m., for four weeks of instruction, June 1, 2027, through June 24, 2027.
Evidence-Based Instructional Materials to be used, as defined in 20 U.S.C. s. 7801(21)(A)(i): As defined in 20 U.S.C. § 7801(21)(A)(i), P.K. Yonge will provide a Summer Reading Camp opportunity that meets the following requirements: • Instruction will be delivered by a highly effective teacher certified or endorsed in Reading. • Grade 3 students scoring Performance Level 1 on statewide standardized assessments at PM3 will be eligible to participate in Summer Reading Camp. • Instruction will include evidence-based, explicit, systematic, and multisensory reading instruction focused on phonemic awareness, phonics, fluency, vocabulary, and comprehension using multiple evidence-based resources and materials, including: ○ i-Ready Assessment and Personalized Instruction – Moderate ESSA Evidence. ○ Being a Reader – While the program does not meet Strong, Moderate, or Promising levels of evidence, it aligns with recommendations from the IES Practice Guides for Foundational Skills (2016), Improving Reading Comprehension in Kindergarten Through 3rd Grade (2010), and Adolescent Literacy (2008). These recommendations are incorporated through instruction addressing the key components of the Science of Reading framework. The district will support and monitor implementation through weekly classroom walkthroughs, instructional observations, lesson study partnerships with the Center for the Collaborative Classroom, and professional learning partnerships with the Lastinger Center for Learning. ○ QuickReads- Strong ESSA evidence
Alternative Assessment Used: i-Ready Inform Reading Diagnostic (50th %ile to meet state criteria for promotion)
Additional Information (optional): Summer Reading Camp will provide targeted literacy support through high-quality instruction, progress monitoring, and data-informed decision-making to ensure students receive the intervention and instructional support needed to improve reading outcomes.

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. K, 1, 2, 3, 4, 5

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

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

Students performing at Performance Level 1 on FAST ELA during PM3 and/or PM1 and scoring at or below the 40th percentile will be identified for Tier 3 (T3) intervention support. Students performing at Performance Level 1 or Level 2 on FAST ELA during PM1, PM2, and/or PM3 and scoring at or below the 40th percentile will be initially identified for consideration of intervention services. A
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school-based problem-solving team will review multiple sources of student data and determine the appropriate intervention level, intensity, frequency, and duration needed to support student progress.

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

The following procedures are used to identify and address areas for improvement related to core instruction. The problem-solving team reviews data and identifies instructional needs based on established guiding questions used to monitor the effectiveness of Tier 1 (T1) instruction. The School Support Team (SST) meets quarterly to review student performance data, identify trends, and develop action steps for continuous improvement.

Administrative leadership supports the improvement of Tier 1 effectiveness through ongoing classroom walkthroughs, instructional observations, and analysis of student achievement data. Tier 2 and Tier 3 interventions are monitored through individual student response-to-intervention data, including progress monitoring measures such as FAST assessments and other relevant data sources, to ensure interventions are appropriately adjusted and effective.

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

The following procedures are used to identify and address areas for improvement related to core instruction and intervention supports. The problem-solving team reviews data and identifies areas for improvement based on established guiding questions used to monitor the effectiveness of Tier 2 (T2) instruction. The School Support Team (SST) meets quarterly to review student progress, analyze intervention data, and develop action steps to enhance instructional effectiveness.

Administrative leadership supports continuous improvement of Tier 1 (T1) instruction through classroom walkthroughs, instructional observations, and analysis of student performance data. Tier 2 and Tier 3 intensive interventions are monitored through individual student response-to-intervention data, including progress monitoring measures such as FAST assessments and other relevant data sources, to evaluate effectiveness and make data-informed adjustments to instruction and intervention.

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

The following procedures are used to identify and address areas for improvement related to core instruction and intervention supports. The problem-solving team reviews data and identifies areas for improvement based on established guiding questions used to monitor the effectiveness of Tier 2 (T2) instruction. The School Support Team (SST) meets quarterly to review student progress, analyze intervention data, and develop action steps to enhance instructional effectiveness.

Administrative leadership supports continuous improvement of Tier 1 (T1) instruction through classroom walkthroughs, instructional observations, and analysis of student performance data. Tier 2 and Tier 3 intensive interventions are monitored through individual student response-to-intervention data, including progress monitoring measures such as FAST assessments and other relevant data sources, to evaluate effectiveness and make data-informed adjustments to instruction and intervention.

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: FAST ELA assessment data indicating student performance at or above the 40th percentile is considered the primary and most significant indicator of student performance. Additional data sources—including prior-year performance, current classroom assessments, and other measures such as Lexile scores and i-Ready assessment data—are also reviewed to provide a comprehensive understanding of student achievement and instructional needs. For the i-Ready Reading assessment, student performance at or above the 50th percentile is considered Tier 1. List performance criteria that indicate Tier 1 is sufficient for at least 80% of students. Maintaining and/or demonstrating growth in percentile rank from PM1 to PM2 and PM3 is an indicator that Tier 1 (T1) instruction is effectively supporting the development of students’ literacy skills and overall reading progress.	
Core Instruction	
Indicate the core instructional materials utilized. Add additional rows as needed.	
Name of Program	Year of Program Adoption
Saavas <i>My Perspectives</i> , Florida Edition	2026
Additional performance criteria that prompt Tier 2 interventions for students not meeting expectations/benchmarks during the school year: Student performance at or below the 40th percentile on FAST ELA during PM3 and/or PM1/PM2, combined with additional assessment data, will be reviewed to determine instructional needs and the need for Tier 2 intervention. The quantitative threshold for Tier 2 intervention is established by performance at or below the 40th percentile on FAST ELA, with supporting assessment data used to confirm the need for additional instructional support. Supporting data sources may include MAZE screening results aligned with FAST performance, Lexile scores through BeAble, and i-Ready assessment data. For i-Ready Reading, performance below the 50th percentile may provide additional evidence of instructional need. Oral Reading Fluency (ORF) data may be used as an additional measure, when needed, to provide further insight into student reading performance and instructional planning.	

Tier 1 Instruction + Tier 2 Interventions
Beginning of Year Data
Students who meet the following criteria at the beginning of the school year: Students meeting the following criteria at the beginning of the school year will be considered for intervention support: - FAST ELA performance at or below the 40th percentile on PM3 and/or PM1, with additional MAZE screening data that aligns with FAST assessment results. - Additional data sources, including Lexile scores through BeAble and i-Ready assessment data, may be reviewed to support identification and instructional planning. - Oral Reading Fluency (ORF) data may be used as an additional measure on an as-needed basis to provide further insight into student reading performance.

Number of times per week interventions are provided:

Interventions will be provided **2–5 times per week**, depending on the design and intensity of the intervention.

Number of minutes per intervention session:

Each intervention session will last approximately **15–25 minutes**.

Course(s) where interventions take place:

ELA, Social Studies, and Creative Writing Elective Courses

Supplemental Instruction/Interventions

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

Name of Program	ESSA Evidence Level	Verbiage (as needed)
iReady Personalized Instruction	Moderate	
iReady Teacher Toolbox	No studies met inclusion requirements for reading or math.	i-Ready Teacher Toolbox does not meet the criteria for Strong, Moderate, or Promising levels of evidence. However, the program aligns with the What Works Clearinghouse (WWC) Practice Guide: <i>Foundational Skills to Support Reading for Understanding in Kindergarten Through 3rd Grade</i> by providing explicit, systematic instruction in phonological awareness, decoding, vocabulary, comprehension, and daily reading of connected text, supporting Recommendations 1–4 (Minimal, Strong, Strong, and Moderate Evidence, respectively). The district will support implementation through weekly classroom walkthroughs, instructional observations, and ongoing professional learning in partnership with the Center for the Collaborative Classroom and the Lastinger Center for Learning.
Beable	Promising	
SIPPS	Moderate	

Indicate the evidence-based programs and/or practices implemented for students with a disability, students with an IEP and students who are English language learners, if used instead of or in addition to programs above. Add additional rows as needed.

Students with Disabilities

Name of Program	ESSA Evidence Level	Verbiage (as needed)

English Language Learners

Name of Program	ESSA Evidence Level	Verbiage (as needed)

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

Tier 1 Instruction + Tier 2 Interventions + Tier 3 Intensive Interventions		
Beginning of Year Data		
Students who meet the following criteria at the beginning of the school year: Performance below the 20th percentile and at Performance Level 1 (LV1) on FAST ELA at PM3 (prior year) and/or PM1 (current year) is the primary and most significant quantitative indicator for determining the need for Tier 3 intervention support. Additional assessment data, including MAZE screening results aligned with FAST performance, Lexile scores through BeAble, and i-Ready assessment data, will be reviewed to further confirm the need for intervention and determine the appropriate intensity and duration of support. For i-Ready Reading, performance below the 50th percentile may provide additional evidence of instructional need. Oral Reading Fluency (ORF) data may be used as an additional measure, when needed, to further inform instructional planning and Tier 3 intervention decisions.		
Number of times per week interventions are provided: Interventions will be provided 2–5 times per week, depending on the design and intensity of the intervention.		
Number of minutes per intervention session: Each intervention session will last approximately 15–25 minutes.		
Course(s) where interventions take place: ELA, Social Studies, and Creative Writing Elective Courses		
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)
BeAble- Teacher led small Promising group lessons	Promising	
iReady Teacher Toolbox	No studies met inclusion requirements for reading or math.	i-Ready Teacher Toolbox does not meet the criteria for Strong, Moderate, or Promising levels of evidence. However, the program aligns with the What Works Clearinghouse (WWC) Practice Guide: <i>Foundational Skills to Support Reading for Understanding in Kindergarten Through 3rd Grade</i> by providing explicit, systematic instruction in phonological awareness, decoding, vocabulary, comprehension, and daily reading of connected text, supporting Recommendations 1–4 (Minimal, Strong, Strong, and Moderate Evidence, respectively). The district will support implementation through weekly classroom walkthroughs, instructional observations, and ongoing professional learning in partnership with the Lastinger Center for Learning.
Indicate the evidence-based programs and/or practices implemented for students with a disability, students with an IEP and students who are English language learners, if <u>used instead of or in addition to</u> programs above. Add additional rows as needed.		
Students with Disabilities		

Name of Program	ESSA Evidence Level	Verbiage (as needed)
English Language Learners		
Name of Program	ESSA Evidence Level	Verbiage (as needed)

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

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

Students performing at Performance Level 1 (LV1) on FAST ELA during PM3 and/or PM1 and scoring at or below the 20th percentile will be identified for Tier 3 (T3) intervention support.

Students performing at Performance Level 1 or Level 2 (LV1/LV2) on FAST ELA during PM1, PM2, and/or PM3 and scoring at or below the 40th percentile will be initially identified for consideration of Tier 2 (T2) intervention support. A school-based problem-solving team will review multiple sources of student data to determine the appropriate intensity, frequency, and duration of interventions needed to support student progress.

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

The following procedures are used to identify and address areas for improvement related to **Tier 1 (T1) core instruction**. The problem-solving team reviews data and identifies instructional priorities based on established guiding questions used to monitor the effectiveness of T1 instruction. The **School Support Team (SST)** meets quarterly to analyze student performance data, identify areas for growth, and develop action steps to strengthen instruction.

Administrative leadership supports continuous improvement of T1 instruction through ongoing classroom walkthroughs, instructional observations, and analysis of student achievement data to ensure effective implementation and improved student outcomes.

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

The following procedures are used to identify and address areas for improvement related to **Tier 1 (T1) core instruction**. The problem-solving team reviews data and identifies instructional priorities based on established guiding questions used to monitor the effectiveness of T1 instruction. The **School Support Team (SST)** meets quarterly to analyze student performance data, identify areas for growth, and develop action steps to strengthen instruction.

Administrative leadership supports continuous improvement of T1 instruction through ongoing classroom walkthroughs, instructional observations, and analysis of student achievement data to ensure effective implementation and improved student outcomes.

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

The following procedures are used to identify and address areas for improvement related to **Tier 1 (T1) core instruction**. The problem-solving team reviews data and identifies instructional priorities based on established guiding questions used to monitor the effectiveness of T1 instruction. The **School Support Team (SST)** meets quarterly to analyze student performance data, identify areas for growth, and develop action steps to strengthen instruction.

Administrative leadership supports continuous improvement of T1 instruction through ongoing classroom walkthroughs, instructional observations, and analysis of student achievement data to ensure effective implementation and improved student outcomes.

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: FAST ELA assessment data indicating student performance at or above the 40th percentile is the primary and most significant quantitative indicator for determining Tier 1-only instruction. Additional data sources, including classroom assessments, student work samples, Lexile scores, and prior-year i-Ready data (Grade 8), will also be considered to provide a comprehensive understanding of student achievement and instructional needs. For i-Ready Reading, performance at or above the 50th percentile is considered Tier 1. These data points will be reviewed collectively to confirm that students are meeting grade-level expectations and do not require supplemental intervention beyond core Tier 1 instruction.	
List performance criteria that indicate Tier 1 is sufficient for at least 80% of students. FAST PM3 data with students demonstrating performance at or above the 40th percentile	
Core Instruction	
Indicate the core instructional materials utilized. Add additional rows as needed.	
Name of Program	Year of Program Adoption
Pre-Advanced Placement ELA 1	2023
Pre-Advanced Placement ELA 2	2023
Advanced Placement Language	2006
Advanced Placement Literature	2006
Additional performance criteria that prompt Tier 2 interventions for students not meeting expectations/benchmarks during the school year: FAST PM data indicating any of the following may prompt consideration for Tier 2 intervention: a decline in performance as indicated by performance level or percentile rank, or a percentile rank below the 40th percentile. Additional data sources will be reviewed to ensure that intervention decisions are based on multiple measures of student performance. These may include classroom assessments, student work samples, MAZE screening results aligned with FAST performance, Lexile scores through BeAble, prior-year assessment data, and i-Ready Reading assessment data, with performance below the 50th percentile considered an additional indicator of instructional need. Oral Reading Fluency (ORF) data may also be reviewed, when appropriate, to provide further insight into reading performance. Collectively, these data sources will be used to identify students who are not meeting grade-level expectations and determine the need, intensity, and duration of Tier 2 intervention support.	
Tier 1 Instruction + Tier 2 Interventions	
Beginning of Year Data	
Students who meet the following criteria at the beginning of the school year: FAST ELA assessment results, with student performance at or above the 20th percentile, serve as the primary and most significant indicator of student performance. Additional data sources, including classroom assessments, student work samples, Lexile scores, and prior-year i-Ready data (Grade 8), will also be	

considered to provide a comprehensive view of each student’s achievement and instructional needs. These data will be reviewed collectively to identify students who may require Tier 2 intervention and to determine the appropriate level and intensity of instructional support.

Number of times per week interventions are provided:

Interventions will be provided **2–5 times per week**, depending on the design and intensity of the intervention.

Number of minutes per intervention session:

Each intervention session will last approximately **15–25 minutes**.

Course(s) where interventions take place:

ELA/AP Human Geo/World History Honors/American Government/Critical Thinking and Study Skills

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)
iReady Personalized Instruction	Moderate	
iReady Teacher Toolbox	No studies met inclusion requirements for reading or math.	i-Ready Teacher Toolbox does not meet the criteria for Strong, Moderate, or Promising levels of evidence. However, the program aligns with the What Works Clearinghouse (WWC) Practice Guide: <i>Foundational Skills to Support Reading for Understanding in Kindergarten Through 3rd Grade</i> by providing explicit, systematic instruction in phonological awareness, decoding, vocabulary, comprehension, and daily reading of connected text, supporting Recommendations 1–4 (Minimal, Strong, Strong, and Moderate Evidence, respectively). The district will support implementation through weekly classroom walkthroughs, instructional observations, and ongoing professional learning in partnership with the Lastinger Center for Learning.
Indicate the evidence-based programs and/or practices implemented for students with a disability, students with an IEP and students who are English language learners, if <u>used instead of or in addition to</u> programs above. Add additional rows as needed.		
Students with Disabilities		
Name of Program	ESSA Evidence Level	Verbiage (as needed)
English Language Learners		
Name of Program	ESSA Evidence Level	Verbiage (as needed)
Additional performance criteria that prompt Tier 3 interventions for students not meeting expectations/benchmarks during the school year: Students scoring below the 20th percentile on FAST ELA assessments may be considered for Tier 3 intervention. Additional data sources, including FAST performance levels and trends, classroom assessments, student work samples, Lexile scores, and i-Ready Reading data, will be reviewed to confirm the need for intensive intervention. i-Ready Reading performance below the 50th percentile may provide additional evidence of instructional need. ORF data may also be considered, when appropriate, to further inform intervention decisions. Collectively, these data will be used to determine the need, intensity, and duration of Tier 3 intervention support.		

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: FAST ELA assessment results are the primary and most significant indicator of student performance for students in Grades 9–12. Students performing below the 20th percentile are considered for Tier 3 intervention. Students performing at or above the 20th percentile will be reviewed using multiple data sources to determine whether additional intervention support is needed. These sources may include classroom assessments, student work samples, Lexile scores, and prior-year i-Ready Reading data. i-Ready Reading performance below the 50th percentile may provide additional evidence of instructional need. Collectively, these data will be used to ensure all students are appropriately considered and to determine the need, intensity, and duration of Tier 3 intervention support.		
Number of times per week interventions are provided: Interventions will be provided 2–5 times per week, depending on the design and intensity of the intervention.		
Number of minutes per intervention session: Each intervention session will last approximately 15–25 minutes.		
Course(s) where interventions take place: ELA/AP Human Geo/World History Honors/American Government/Critical Thinking and Study Skills		
Intensive, Individualized Instruction/Interventions Indicate the evidence-based programs and/or practices used for Tier 3 interventions and how the programs and practices are supported by strong, moderate or promising levels of evidence. Add additional rows as needed.		
Name of Program	ESSA Evidence Level	Verbiage (as needed)
iReady Teacher Toolbox	No studies met inclusion requirements for reading or math.	i-Ready Teacher Toolbox does not meet the criteria for Strong, Moderate, or Promising levels of evidence. However, the program aligns with the What Works Clearinghouse (WWC) Practice Guide: <i>Foundational Skills to Support Reading for Understanding in Kindergarten Through 3rd Grade</i> by providing explicit, systematic instruction in phonological awareness, decoding, vocabulary, comprehension, and daily reading of connected text, supporting Recommendations 1–4 (Minimal, Strong, Strong, and Moderate Evidence, respectively). The district will support implementation through weekly classroom walkthroughs, instructional observations, and ongoing professional learning in partnership with the Lastinger Center for Learning.
iReady Personalized Instruction	Moderate	
Indicate the evidence-based programs and/or practices implemented for students with a disability, students with an IEP and students who are English language learners, if <u>used instead of or in addition to</u> programs above. Add additional rows as needed.		
Students with Disabilities		
Name of Program	ESSA Evidence Level	Verbiage (as needed)

English Language Learners		
Name of Program	ESSA Evidence Level	Verbiage (as needed)

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
Lastinger Literacy Matrix teachers	K-12	Reading Competencies 1-5/ Reading Endorsement Pathway
Emergent Literacy Micro-Credential	K-5 teachers	Professional learning focused on building foundational early literacy skills, including oral language, phonological awareness, and print concepts.
Early Literacy Micro-Credential	K-5 teachers	Professional learning that strengthens explicit, systematic instruction in phonics, fluency, vocabulary, and comprehension.
Secondary Literacy Micro-Credential	4-12 teachers	Professional learning that supports evidence-based literacy instruction across content areas, emphasizing vocabulary, comprehension, and writing.
SIPPS Training	K-3 teachers and interventionists	Training on implementing the SIPPS program to deliver explicit, systematic, foundational reading instruction and intervention.
Collaborative Literacy	K-3	Professional learning on implementing evidence-based literacy instruction using the Collaborative Literacy suite aligned to the Science of Reading.
Arts and Letters	4-5 teachers	Professional learning on integrating evidence-based reading, writing, speaking, and

		knowledge-building through high-quality, content-rich literacy instruction.
Instructional Personnel and Certified PreK Teachers Describe how professional learning is provided to help instructional personnel and certified PreK teachers funded in the FEEP earn a certification, a credential or credentials, an endorsement or an advanced degree in scientifically researched and evidence-based reading instruction.		
Professional learning is provided in collaboration with the Lastinger Center for Learning and supported through on-site professional learning assistance from Lastinger Affiliate Faculty. This partnership ensures ongoing, job-embedded support focused on strengthening instructional practices and promoting effective implementation.		
Differentiated Professional Learning Describe how professional learning is differentiated and intensified for teachers based on progress monitoring data.		
Professional learning is provided in collaboration with the Lastinger Center for Learning and is supported through ongoing, on-site professional learning assistance from Lastinger Affiliate Faculty . This partnership provides educators with job-embedded coaching, instructional support, and professional development opportunities focused on strengthening evidence-based instructional practices, improving implementation fidelity, and supporting student achievement.		
Mentor Teachers Describe how mentor teachers are identified and how model classrooms are established and utilized within the school.		
In partnership with our Lastinger Affiliate Faculty literacy specialist, model classrooms are established to provide opportunities for educators to observe, practice, and refine Science of Reading-aligned instructional practices within PK classrooms. These classrooms serve as a collaborative learning environment where evidence-based literacy strategies are modeled, implemented, and continuously strengthened through ongoing professional learning and support.		
Professional Learning Time Describe how time is provided for teachers to meet weekly for professional learning.		
Professional learning time is established through a weekly professional learning calendar that identifies and allocates dedicated time for educator development. A primary focus of PK Yonge's professional learning plan is the implementation of Science of Reading-aligned practices, ensuring educators have ongoing opportunities to strengthen literacy instruction through evidence-based strategies, collaboration, and continuous improvement.		

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

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

Name of Tutoring Program	Target Audience	Description
Tutoring Advantage	K-12	Tutoring Advantage in partnership with Lastinger Center for Learning

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.

Parents are notified through written communication following PM1 data collection.

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, in partnership with PK learning communities, provides families with access to resources and support that promote meaningful home-based literacy activities. This partnership strengthens early literacy development by encouraging family engagement and extending reading opportunities beyond the classroom.

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.

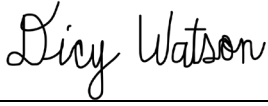
PK Yonge prioritizes the placement of highly effective teachers, as identified in s. 1012.34(2)(e), F.S., in Kindergarten through Grade 2 classrooms to ensure students receive high-quality foundational literacy instruction. Teacher assignments consider instructional effectiveness, literacy expertise, certification, and demonstrated success in supporting student achievement. Ongoing professional learning and coaching support the implementation of Science of Reading-aligned practices and continuous improvement in early literacy instruction.

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
D.W.	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.
D.W.	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.
D.W.	c. All intensive reading interventions provided in Summer Reading Camps to students in grade 3 who score Level 1 on the statewide, standardized ELA assessment are delivered by instructional personnel who are certified or endorsed in reading and rated highly effective as determined by the teacher's performance evaluation under s. 1012.34, F.S. All other intensive reading interventions are delivered by instructional personnel who are certified or endorsed in reading, or by instructional personnel who possess the elementary or secondary literacy micro-credential and who are supervised by an individual certified or endorsed in reading.

D.W.	d. Each school has a literacy leadership team consisting of a school administrator, literacy coach, media specialist and a lead teacher, as applicable.
D.W.	e. All literacy coaches in the district meet the minimum qualifications described in Rule 6A-6.053(4), F.A.C.
D.W.	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.
D.W.	g. Literacy coaches are assigned to schools with the greatest need based on student performance data in reading.
D.W.	h. Time is provided for teachers to meet weekly for professional learning, including lesson study and professional learning communities.
D.W.	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): Dicy Watson	
Signature: 	Date: 7/28/26