

District Comprehensive Evidence-Based Reading Plan Union County School District 2026-2027

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

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

1) Contact Information

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

Point of Contact	Name	Email	Phone
Main Reading Contact	Stacey Rimes, Director	RimesS@union.k12.fl.us	352 448-5052
Data Element	Cailyn Stalnaker, MIS	StalnakerC@union.k12.fl.us	352 448-5101
Third Grade Promotion	Maria Kish, Counselor	KishM@union.k12.fl.us	352 448-5302
Multi-Tiered System of Supports	Maria Kish, Counselor	KishM@union.k12.fl.us	352 448-5302
Reading Coaches, Trainers, MtSS	Jacquie Moseley Jeanna Norman Rebecca Keen Lindley Adkins	MoseleyJ@union.k12.fl.us NormanJ@union.k12.fl.us KeenR@union.k12.fl.us AdkinsL@union.k12.fl.us	352 448-5051

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 -elementary reading coach paid 45% from K12 CERP and 55% from Title I	\$34,465.86	.45
Intervention teachers -		
Scientifically researched and evidence-based supplemental instructional materials		
Third-grade summer reading camps		
Summer reading camps		
Secondary Expenses		
Literacy coaches- Secondary Reading Coach paid at 43% from K12 CERP and 57% from Title II	\$28,234.84	.43
Intervention teachers		
Scientifically researched and evidence-based supplemental instructional materials		
PreK-Grade 12 Expenses		
Professional learning to help K-12 instructional personnel and certified PreK teachers earn a certification, a credential, an endorsement or an advanced degree in scientifically researched and evidence-based reading instruction		
Incentives for K-12 instructional personnel and certified PreK teachers who obtain the Reading Endorsement or Certification		
Incentives for PreK-12 instructional personnel who obtain an Emergent, Elementary or Secondary Literacy Micro-Credential		
Additional time per day of evidence-based intensive reading instruction for extended literacy learning (before or after school, summer, etc.)		
Tutoring programs to accelerate literacy learning		
Family engagement activities		
Other – Please Describe. Add additional rows as needed.		
Estimated Sum of Expenditures	\$95,496	

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%	0%	96%	100%

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

The LEA is very excited about the progress made in PreK during the 25-26 SY.

The district maintains an ongoing partnership with state early learning representative Lexi Langieri, who provides high-quality professional development and technical assistance both virtually and on-site. Her continued collaboration and accessibility for consultation strengthen teacher capacity, enhance instructional quality, and support the implementation of effective early literacy practices across VPK. Teachers regularly assess student progress using developmentally appropriate literacy measures to identify student strengths and areas of need. Student performance data is analyzed collaboratively to guide instructional planning, differentiate support, and ensure interventions are aligned to individual learning needs.

The Early Literacy Coach plays a critical role in strengthening early literacy instruction by providing targeted coaching and support in foundational reading skills, with an emphasis on phonological awareness, oral language, and vocabulary development.

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

FAST				
Grade	Previous School Year – % of Students Scoring	Goal for Plan Year – % of Students Scoring	Previous School Year – % of Students Scoring	Goal for Plan Year – % of Students Scoring
	Level 1	Level 1	Levels 3-5	Levels 3-5
K	20 %	15%	65%	70%
1	16%	12%	71%	74%
2	25%	20%	63%	68%
3	9%	7%	59%	65%
4	10%	7%	62%	65%
5	18%	14%	50%	55%
6	16%	13%	58%	61%
7	19%	15%	45%	55%
8	17%	14%	55%	58%
9	9%	7%	70%	73%
10	13%	11%	65%	68%

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

Districts must monitor the implementation of the District CERP at the district and school level, including charter schools sponsored by a district. **Provide an explanation of the following:**

Grades K-5	District Level	School Level
Data that will be collected and frequency of review	The Superintendent and district staff will participate in data chats at the school	FAST (3x), i-Ready(3x), Write Score (1x - Grades K/1, 2x - Grades 2-5)

	level. All district level staff are training on the use of Data Visualization through NEFEC which populates all state data. Principals will share at staff meeting once a month or as needed for Marzano, FAST and i-Ready	*NEFEC- ELA observation tool Data Collection: Walkthroughs and observations using the NEFEC ELA tool will be conducted by instructional coaches, school-based administrators, or district staff. Observation notes, ratings, and evidence will be documented digitally. Frequency of Review: Monthly at the school leadership level to identify trends and needs for coaching support. Quarterly by district instructional leaders to analyze implementation across the district and adjust professional learning plans accordingly. Feedback will be shared with individual teachers and grade-level teams during PLCs or coaching conversations. *UFLI Foundations observation tool Data Collection: Observations will be conducted during phonics instruction blocks using the UFLI Fidelity Checklist or UFLI Classroom Observation Tool. Observers will note instructional moves, pacing, student engagement, and adherence to the UFLI routine. Frequency of Review: Every 4–6 weeks by instructional coaches or reading interventionists during ongoing coaching cycles. After each UFLI unit cycle, teachers and coaches will
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		review fidelity notes and student exit ticket data to inform regrouping or reteaching decisions. Semester reviews at the district level will identify systemic trends and guide district-wide professional development.
Actions for continuous support and improvement	The Superintendent and district staff will participate in data chats at the school level. All district level staff are training on the use of Data Visualization through NEFEC which populates all state data. Plans will be developed during the following: Staff Meeting with district and school-level admins (weekly), Instructional Coach Meetings (monthly) School-based Literacy Lead meetings (quarterly) Professional Development Days (quarterly)	Leadership Meetings (weekly) Grade level meetings (monthly) Grade level PLC (weekly) MtSS (monthly)
Grades 6-8	District Level	School Level
Data that will be collected and frequency of review	The Superintendent and district staff will participate in data chats at the school level. All district level staff are training on the use of Data Visualization through NEFEC which populates all state data. Principals will share at staff meeting once a month or as needed for Marzano, and FAST	FAST (3x), Read 180 NWEA Map Growth Diagnostic (3x), Write Score 2x grades 5-8), District created Benchmark Assessment, (ongoing)
Actions for continuous support and improvement		
Grades 9-12	District Level	School Level
Data that will be collected and frequency of review	The Superintendent and district staff will participate	FAST (3x), district-created standards-based assessments

DATE: July 14, 2026

	in data chats at the school level. All district level staff are training on the use of Data Visualization through NEFEC which populates all state data.	(EOC courses) (3x), Read180 NWEA Map Growth (Intensive Reading courses) (3x), Write Score (2x)
Actions for continuous support and improvement	Principals will share at staff meeting once a month or as needed for Marzano, FAST, and district-created standards-based assessments	Leadership Meetings (weekly), Teacher Planning Period Meeting (monthly), Data Chat Meeting (3x)
	Plans will be developed during the following: Staff Meeting with district and school-level admins (weekly) Instructional Coach Meetings (monthly) School-based Literacy Lead meetings (quarterly) Professional Development Days (quarterly)	

1. 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.

After looking at 25-26 PM3 data, the 26-27 SY will focus on 1) Standards, Curriculum, Instruction & Intervention, 2) Literacy Leadership and Assessment were equal concerns. In addition, both elementary and secondary leadership teams met with our SLRD on June 1st to dig deeper in our ELA data results from K-10th grade. The team discussed the following:

1. Strengthen small-group instruction

- Reduce group size when possible to allow for more individualized support.
- Group students by specific skill deficits rather than overall performance level.
- Ensure Tier 2 instruction is explicit, systematic, and teacher-led with frequent modeling and guided practice.
- Model effective Tier 2 lessons and collaborative planning practices.

2. Data-driven intervention planning

- Analyze PM 3 and progress-monitoring data to identify exact skill gaps.
- Utilize classroom data to identify needs in phonics, fluency, vocabulary, and comprehension.

3. Implement evidence-based intervention programs

- Use structured intervention resources with proven effectiveness.
- Ensure fidelity of implementation through coaching, walkthroughs, and planning support.

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

Each school's Literacy Leadership Team—composed of school leaders and teacher representatives from multiple grade levels—monitors the implementation of the reading plan through regular classroom observations. In addition to the efforts of the Literacy Leadership Teams, both school-based and district administrators conduct reading-focused walkthroughs at least twice per month using the Marzano framework. Instructional coaches

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

Collected data will be analyzed to identify common trends across FAST assessments and progress monitoring tools at each educational level. These tools include i-Ready for elementary schools (K-5th) and Read 180 for 6th-12th grade (intensive reading classes).

Instructional coaches collaborate with administrators to facilitate data discussions at the grade level and provide targeted, individualized support to teachers through lesson modeling and instructional coaching, particularly in areas where concerns are identified.

To strengthen foundational literacy at the elementary level, three reading interventionists—funded through Title I—provide flexible, needs-based support for students. Additionally, two reading coaches are assigned by grade bands: one for PreK–1st grade and another for 2nd–4th grade. At the middle and high school levels, each school is supported by one dedicated reading coach who assists with instructional planning and models effective literacy practices.

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

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

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

☒ Yes

☐ No

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

N/A

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

At the beginning of each new school year, a copy of the “role of an instructional coach” is presented during our weekly district staff meeting which includes the superintendent, district and school-based administrators. The group discusses the roles of coaches in their schools. There is an assurance that coaches are “protected” even when serving on the leadership team. There cannot be a breach of trust between coach and teachers. Our district has a great working relationships between coaches/administrators and coaches/teachers.

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

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

The district supports reading coaches by providing access to ongoing professional development opportunities through JRF, NEFEC, and the UF Lastinger Center, as well as participation in monthly JRF collaboration calls. In June, this dynamic team was allocated dedicated planning time to design and facilitate a Summer Literacy Institute. During the institute, coaches conducted training sessions, analyzed PM3 data, and guided teachers in refining their lesson plans based on data-driven insights.

These coaches consistently analyze and disaggregate student performance data, regularly sharing findings with grade-level teams and individual teachers to inform instruction. To enhance targeted support, the district added an additional reading coach at the elementary level, allowing focused attention for both PreK-1st and 2nd-4th grade bands. Additionally, the middle school reading coach, a former 1st grade teacher, brings valuable expertise in foundational literacy to support Tier 2 and Tier 3 interventions for secondary students and educators.

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

The district holds monthly meetings with instructional coaches to review progress, identify areas of need, and collaboratively develop action plans to be implemented prior to the next meeting. Following these sessions, coaches are responsible for communicating key takeaways and initiatives to their respective school-based leadership teams.

Instructional coaches are expected to maintain a detailed log or calendar documenting all professional activities, including training sessions, instructional modeling with individual teachers, data analysis meetings, and other support services provided.

Coach performance is evaluated using a Marzano-aligned rubric distinct from that used for instructional staff. This specialized evaluation tool focuses on three core domains:

1. Planning and preparation to deliver effective support,
2. Contributions to student achievement
3. Ongoing professional growth and refinement of coaching practices.

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

4) Assessment, Curriculum and Reading Instruction

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

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

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

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

The district's strategic plan aligns with Florida's Formula for Reading Success by ensuring all students, including students with disabilities and English language learners, have access to evidence-based literacy instruction, data-driven intervention, and ongoing progress monitoring. The district utilizes a Multi-Tiered System of Supports (MTSS) framework to identify and address student needs through high-quality core instruction, targeted interventions, and intensive support as needed. Students are screened and progress monitored using multiple assessments, including FAST, i-Ready, Star CBM, and other diagnostic measures, to inform instructional decisions and intervention planning. Professional learning and coaching provided through UF Lastinger Center, NEFEC, State Regional Literacy Directors, and district literacy leaders support the implementation of evidence-based practices aligned to the science of reading. Students with disabilities and English language learners receive instruction through the same evidence-based programs and practices as their peers, with accommodations, scaffolds, and support provided to ensure equitable access to grade-level literacy instruction and intervention.

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.

Union County's PreK program comprises three general education and one self-contained classroom. For the 2026-2027 school year, the district will continue using Teaching Strategies GOLD (Birth to Kindergarten) as a comprehensive tool to support the developmental and academic progress of all PreK students. Additionally, PreK teachers advocated for the integration of the Heggerty Phonemic Awareness curriculum, which had already been implemented in Kindergarten. This strategic addition significantly enhanced phonological awareness instruction and contributed to notable student gains.

A certified ESE teacher provides specialized instruction and services aligned with students' IEPs, ensuring access to the PreK curriculum and individualized support in both self-contained and inclusive settings. To further support instructional quality, PreK paraprofessionals participated in targeted professional development, including dedicated collaboration days and completion of micro-credential courses and training through the Division of Early Learning. These opportunities strengthened their instructional capacity and classroom impact.

The district also expanded its support team by adding a Reading Coach serving PreK through first grade and a Career Specialist who dedicated the majority of her time to the PreK program. Both professionals played key roles in mentoring and developing the paraprofessional staff. Their efforts were reflected in the substantial academic growth observed across all classrooms, as measured from FAST Progress Monitoring PM1 to PM2.

Disaggregated data from PM1 and PM2 assessments informed instructional priorities, with a clear focus on closing achievement gaps ahead of PM3. The district is proud of the significant progress made by both students and staff during the 2025–2026 school year. As a result of these efforts, only one student qualified for the Summer Bridge program.

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

The district utilizes the Teaching Strategies Gold curriculum to support learning in VPK, ESE, and other PreK programs. This comprehensive, evidence-based curriculum addresses all developmental domains, including language and literacy, mathematics, science, social studies, physical development, and social-emotional learning. The curriculum is designed to support differentiated instruction and meet the diverse needs of all learners through developmentally appropriate, engaging learning experiences. Teaching Strategies is implemented across general education and self-contained PreK classrooms to ensure equitable access to high-quality instruction and support school readiness.

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.](#)

VPK students identified with a substantial deficiency in early literacy skills, as defined in Rule 6A-6.053(5), F.A.C., receive timely, targeted intervention designed to address their specific instructional needs. Interventions are delivered during the school day through differentiated small-group instruction that emphasizes phonological awareness, oral language development, alphabet knowledge, phonics, and emergent reading skills. Instruction is explicit, systematic, data-driven, and aligned to the Florida Early Learning and Developmental Standards.

Student progress is monitored through PM1, PM2, and PM3 administrations of the coordinated screening and progress monitoring system (FAST). Assessment data are regularly reviewed to identify areas of need,

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.

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?
Other District Assessment iReady Diagnostic	☐ 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
Other District Assessment STAR Reading	☐ VPK ☐ PreK ☐ Grade K ☒ Grade 1 ☒ Grade 2 ☒ Grade 3 ☒ Grade 4 ☒ Grade 5 ☒ All Students (3x	☐ Oral Language ☐ Phonological Awareness ☐ Phonics ☒ Fluency ☒ Vocabulary ☒ Comprehension	☐ Screening ☒ Progress Monitoring ☐ Diagnostic ☐ Summative	☐ Weekly ☒ 2 x Month (progress monitoring) ☐ Monthly ☐ Quarterly ☒ 3 x Year ☐ Annually ☐ 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?
	year) ☒ Select Students (2x month)			☐ Other
Other District Assessment Star CBM	☐ VPK ☐ PreK ☒ Grade K ☒ Grade 1 ☒ Grade 2 ☒ Grade 3 ☒ Grade 4 ☒ Grade 5 ☒ All Students K-5	☐ Oral Language ☒ Phonological Awareness ☒ Phonics ☒ Fluency ☒ Vocabulary ☒ Comprehension	☐ Screening ☒ Progress Monitoring ☒ Diagnostic ☐ Summative	☐ Weekly ☒ 2 x Month (progress monitoring) ☐ Monthly ☐ Quarterly ☒ 3 x Year (K-5) ☐ Annually ☐ As Needed ☐ Other
Other District Assessment CELF 5	☐ VPK ☐ PreK ☒ Grade K ☒ Grade 1 ☒ Grade 2 ☒ Grade 3 ☒ Grade 4 ☒ Grade 5 ☐ All Students ☒ Select Students	☒ Oral Language ☐ Phonological Awareness ☐ Phonics ☐ Fluency ☐ Vocabulary ☐ Comprehension	☐ Screening ☐ Progress Monitoring ☒ Diagnostic ☐ Summative	☐ Weekly ☐ 2 x Month ☐ Monthly ☐ Quarterly ☐ 3 x Year (K-2) ☐ Annually ☒ As Needed ☐ Other
Other District Assessment OWLS - II	☐ 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 (K-2) ☐ Annually ☒ As Needed ☐ Other
Other District Assessment PLS 5	☐ VPK ☐ PreK ☒ Grade K ☒ Grade 1 ☒ Grade 2 ☒ Grade 3 ☒ Grade 4 ☒ Grade 5	☒ Oral Language ☐ Phonological Awareness ☐ Phonics ☐ Fluency ☐ Vocabulary ☐ Comprehension	☐ Screening ☐ Progress Monitoring ☒ Diagnostic ☐ Summative	☐ Weekly ☐ 2 x Month ☐ Monthly ☐ Quarterly ☐ 3 x Year (K-2) ☐ Annually ☒ As Needed ☐ Other

Additional Assessment(s)				
Name of the Assessment	Target Audience (Grades PreK-5) (Select all that apply.)	What component of reading is assessed? (Select all that apply.)	Assessment Type (Select all that apply.)	How often is the data collected?
	☐ All Students ☒ Select Students			
Other District Assessment CELF P2	☒ 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 (K-2) ☐ 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.

In grades K–3, the district utilizes a Multi-Tiered System of Supports (MTSS) framework to identify students in need of Tier 2 and Tier 3 interventions. Initial screening data are reviewed to identify students who may require additional support. Screening measures include FAST Star Early Literacy (grade K), FAST Star Reading (grades 1–2), and FAST ELA (grade 3), as well as prior-year PM3 results when applicable.

To ensure accurate placement and instructional planning, the district triangulates student performance using a minimum of three data sources. In addition to screening data, teams review information from the i-Ready Diagnostic, STAR CBM Oral Reading Fluency measures, and Star Reading (grade 3 as a district level progress monitoring assessment). For students demonstrating foundational reading deficits, diagnostic tools such as the CORE Phonics Survey or Lastinger Learning's Flamingo Phonemic Awareness Assessment may be administered to further identify specific areas of need. These assessments help identify specific skill deficits in phonemic awareness, phonics, fluency, and reading comprehension.

Student data are reviewed collaboratively through the MTSS process to determine the appropriate level of intervention, identify targeted instructional needs, and match students with evidence-based supports. Additionally, retained third-grade students who scored a Level 1 on FAST PM3 automatically receive Tier 2 and Tier 3 intervention services to address identified reading deficiencies and accelerate progress toward grade-level proficiency.

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

In grades 4–5, the district uses a Multi-Tiered System of Supports (MTSS) framework to identify students in need of Tier 2 and Tier 3 interventions. The initial identification process begins with grade level FAST ELA data, including the most recent PM3 results, to flag students who may require additional support.

To ensure accurate placement and instructional focus, the district triangulates student performance using a minimum of three data sources rather than relying on a single assessment. In addition to the grade-level FAST ELA assessment, teams review data from the i-Ready Diagnostic, STAR CBM Oral Reading Fluency measures, STAR Reading, and other skill-based assessments as needed. For students demonstrating foundational reading deficits, diagnostic tools such as the CORE Phonics Survey may be administered to further identify specific areas of need.

Student data are reviewed collaboratively through the MTSS process to determine the appropriate level of support, identify targeted skill deficits, and match students with evidence-based interventions aligned to their instructional needs.

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

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

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

Students with characteristics of dyslexia will be identified using iReady's Dyslexia screener. This report is available after students complete each diagnostic and will be analyzed by school level reading coaches to determine if additional screening is needed. If an offline task is required by the screener, this will be administered by a reading endorsed, certified teacher.

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

The district utilizes i-Ready's Dyslexia Screener to identify characteristics of dyslexia. This screener is part of the district's K-3 literacy screening protocol and is administered to students as needed based on teacher observation, parent request, or data indicating potential reading difficulties.

Upon request of a classroom teacher or parent, if a student continues to exhibit significant reading challenges that have not been resolved through intervention by a reading interventionist, the district school psychologist will conduct a comprehensive evaluation including the use of the WIAT IV dyslexia screener to determine if additional services or supports are necessary.

This process ensures early identification and targeted support for students who may be exhibiting signs of dyslexia or related reading disabilities.

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

The effectiveness of Tier 1 instruction is monitored through a continuous problem-solving process embedded within the district's MTSS framework. Multiple data sources, including FAST, i-Ready Diagnostic, STAR Reading, STAR CBM, classroom assessments, and common formative assessments, are reviewed to determine the extent to which students are meeting grade-level expectations.

During monthly data chats, grade-level PLCs, Literacy Leadership Team meetings, and MTSS discussions, teams analyze student outcomes to identify trends across classrooms, grade levels, standards, and student groups. When data indicate that a significant percentage of students are not responding to core instruction, teams engage in root-cause analysis to determine potential instructional, curricular, or implementation factors affecting performance.

Based on identified needs, action plans are developed that may include reteaching ELA benchmarks, adjusting pacing, strengthening differentiation, increasing opportunities for explicit instruction and practice, and providing coaching or professional learning for teachers. Classroom walkthroughs and formal observations are used to monitor implementation of instructional practices and provide feedback.

The impact of these adjustments is reviewed through ongoing progress monitoring and subsequent data reviews to determine whether changes have improved student outcomes and the overall effectiveness of Tier 1 instruction.

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

The effectiveness of Tier 2 interventions is monitored through a continuous MTSS problem-solving process. Students receiving Tier 2 support are progress monitored biweekly using measures aligned to the targeted

skill deficit. Intervention data, attendance, and fidelity of implementation are reviewed monthly during MTSS meetings with classroom teachers and intervention providers.

During these meetings, teams analyze student response to intervention to determine whether adequate progress is being made toward established goals. Intervention fidelity, instructional delivery, scheduling, group size, and alignment of the intervention to the identified area of need are also reviewed. When data indicate that a student is not making sufficient progress, the team engages in problem-solving to identify potential barriers and determine appropriate adjustments.

Adjustments may include modifying the intervention approach, increasing instructional intensity, reducing group size, providing additional diagnostic assessment, increasing intervention time, or considering movement to a more intensive level of support. Following any changes, student progress continues to be monitored and reviewed to evaluate the effectiveness of the revised intervention plan and ensure students receive the support necessary to achieve grade-level expectations.

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

The effectiveness of Tier 3 interventions is monitored through an ongoing MTSS problem-solving process. Students receiving Tier 3 support are progress monitored biweekly by reading interventionists using assessments aligned to the student's identified area(s) of need. Diagnostic data from the i-Ready Diagnostic are also reviewed to evaluate growth in phonological awareness, phonics, high-frequency words, vocabulary, and comprehension.

Student progress, intervention documentation, attendance, and fidelity of implementation are reviewed during monthly MTSS meetings. During these meetings, the team also reviews each student's Individual Progress Monitoring Plan (PMP) to evaluate progress toward goals, determine the effectiveness of current interventions, and identify any needed adjustments. Fidelity of implementation, instructional match, intervention dosage, group size, and student engagement are examined to identify factors that may be impacting student progress.

When students do not demonstrate an adequate response to intervention, the team engages in problem-solving to identify barriers and determine appropriate adjustments. Adjustments may include increasing intervention intensity, modifying instructional strategies, providing additional diagnostic assessment, increasing intervention time, or revising student goals. Following any changes, progress monitoring data are reviewed regularly to evaluate the effectiveness of the revised intervention plan and ensure students receive the intensive support necessary to accelerate growth and close identified skill gaps.

Grades K-5 Decision Tree

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

Tier 1 (Core) Only

Beginning of Year Data

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

(Enter assessment criteria that will be used.)

Grade K:

- Prior year VPK FAST PM3 Star Early Literacy score at or above level 3
- FAST PM1 Star Early Literacy score at or above the 43rd percentile

Grades K-5 Decision Tree

- At/Above benchmark on Star CBM Letter Naming
- Early K or better on i-Ready Diagnostic

Grades 1-2:

- Prior year FAST PM3 Star Reading score at or above level 3
- FAST PM1 Star Reading score at or above the 44th percentile (1st grade)/49th percentile (2nd grade)
- i-Ready Diagnostic showing on- or above-grade-level placement
- Star CBM Oral Reading Fluency data demonstrating fluency at/above benchmark

Grade 3:

- Prior year FAST ELA Reading PM3 at or above Level 3
- FAST ELA PM1 score at or above the 43rd Percentile
- i-Ready Diagnostic showing on- or above-grade-level placement
- Star CBM Oral Reading Fluency data demonstrating fluency at/above benchmark
- Star Reading at/above level 3

Grade 4:

- Students enter with a prior year FAST ELA PM3 score at/above level 3.
- FAST ELA PM1 score at or above the 44th percentile
- i-Ready Diagnostic showing on- or above-grade-level placement
- Star CBM Oral Reading Fluency data demonstrating fluency at/above benchmark
- Star Reading at/above level 3

Grade 5:

- Students enter with a prior year FAST ELA PM3 score at/above level 3.
- FAST ELA PM1 score at or above the 44th percentile
- i-Ready Diagnostic showing on- or above-grade-level placement
- Star CBM Oral Reading Fluency data demonstrating fluency at/above benchmark
- Star Reading at/above level 3

All K-5 students take the iReady diagnostic at the start of the year, with additional Star Reading assessments for grades 3-5. Students who enroll at Lake Butler Elementary after progress monitoring windows have closed are assessed with iReady, Star Reading/Star Early Literacy, and Star CBM oral fluency measures upon enrollment.

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

Eighty percent or more of students do not require Tier 2 or Tier 3 interventions, or eighty percent or more students are scoring at/above level 3 on FAST PM assessments (FAST ELA, FAST Star Reading, FAST Star Early Literacy).

Core Instruction

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

Name of Program	Year of Program Adoption
Florida Benchmark Advance 2026	2026-2027
UFLI Foundations in Kindergarten-Second Grade- Supplemental program 2022-2023	2022-2023

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

A student may qualify for Tier 2 support if one or more of the following criteria are met:

- A decrease of one or more performance levels on statewide progress monitoring assessments (e.g., from Level 3 to Level 2 between PM1 and PM2);
- AND/OR

- Insufficient progress toward expected growth on i-Ready Diagnostic or STAR assessments:

Grades K-5 Decision Tree

- i-Ready Diagnostic: Student demonstrates less than 25% progress toward their typical or stretch growth goal
- STAR Reading/Early Literacy: Student growth percentile is 35 or below between progress monitoring periods AND/OR
- ELA course grades of D or F based on standards-based grade-level assignments and assessments; AND/OR
- Oral Reading Fluency (ORF) performance falls below grade-level benchmarks (below the 25th percentile based on STAR CBM benchmarks for the grade level).

Tier 1 Instruction + Tier 2 Interventions**Beginning of Year Data****Students who meet the following criteria at the beginning of the school year:**

To ensure accurate identification of students in need of Tier 2 support, the district uses triangulated data—incorporating multiple sources across time—to determine instructional needs at the beginning of the school year. Students may be considered for Tier 2 intervention if they meet two or more of the following criteria based on a combination of prior-year data, current universal screeners, and diagnostic assessments:

Kindergarten:

- Score Level 2 (Intervention) on the prior year VPK FAST PM3 Star Early Literacy assessment
- Score 48th percentile or below on the FAST PM1 (current year)
- Score below the 40th percentile on the i-Ready Diagnostic (Reading)

Grades 1–2:

- Score Level 2 (Intervention) on the prior year FAST PM3 Star Early Literacy or Star Reading assessment
- Score 43rd percentile (1st grade)/48th percentile (2nd grade) or below on the FAST Star Reading PM1 (current year)
- Score 1 grade level below on the i-Ready Diagnostic
- Score below benchmark on STAR CBM Oral Reading Fluency measures

Grade 3:

- Score Level 2 (Intervention) on the prior year FAST ELA Reading PM3 assessment or prior year FAST PM3 (B.E.S.T.)
- Score at the 42nd percentile or below on the FAST PM1 (current year)
- Score one grade level below on i-Ready Diagnostic (Reading)
- Score below benchmark on Star CBM Oral Reading Fluency
- Score level 2 on Star Reading

Grade 4:

- Score Level 2 on the prior year FAST ELA Reading PM3 assessment
- Score at the 43rd percentile or below on the FAST PM1 (current year)
- Score below the 40th percentile on the i-Ready Diagnostic (Reading)
- Score below benchmark on STAR CBM Oral Reading Fluency
- Score level 2 on Star Reading

Grade 5:

- Score Level 2 on the prior year FAST ELA Reading PM3 assessment
- Score at the 43rd percentile or below on the FAST PM1 (current year)
- Score one grade level below on the i-Ready Diagnostic (Reading)

Grades K-5 Decision Tree

- Score below benchmark on STAR CBM Oral Reading Fluency
- Score level 2 on Star Reading

For students identified as potentially requiring tiered intervention (those scoring at level 2 or below), we follow a diagnostic process to determine the nature of their reading deficiencies.

1. Initial Screening: Students in grades 2-4 begin with the Star CBM ORF (Oral Reading Fluency) measure to assess fluency. For students not meeting grade-level benchmarks, further screening is conducted.
2. Phonics Screening: Students in grade 1 and any grade 2-4 students not meeting fluency benchmarks are then administered the Core Phonics Screener to assess phonics skills.
3. Phonemic Awareness Screening: If Core Phonics results indicate a need for more foundational skill support, we use the University of Florida Lastinger Center's Flamingo Phonemic Awareness measure. This assessment begins with phoneme segmentation and is used initially with students in grade K.

Number of times per week interventions are provided:

2-3 times per week, initially (up to daily as needed). A 30 minute daily intervention block is provided for all grades.

Number of minutes per intervention session:

This may vary depending on the intervention needed, 15-30 minutes per session.

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)
UFLI Foundations	On state approved list	
Florida Benchmark Advance 2026 Core ELA Program		Florida Benchmark Advance 2026 Core ELA Program does not meet strong, moderate, or promising levels of evidence; however, the following WWC Practice Guide supports the program: Improving Reading Comprehension in Kindergarten Through 3rd Grade. Recommendations from the guide that align with Benchmark Advance include: • Recommendation 1: Teach students how to use reading comprehension strategies (Level of Evidence: Strong) • Recommendation 2: Teach students to identify and use the text's organizational structure to comprehend, learn, and remember content (Level of Evidence: Moderate) • Recommendation 4: Establish an engaging and motivating context in which to teach reading comprehension (Level of Evidence: Moderate) These recommendations are built into the program design through: • Explicit instruction in comprehension

Grades K-5 Decision Tree

		strategies such as asking and answering questions, making predictions, visualizing, summarizing, and making inferences. ● Text-dependent questioning and tasks that require students to analyze the structure and purpose of texts, including nonfiction and informational content. ● A variety of high-interest texts, interactive read-alouds, and collaborative learning structures designed to increase student engagement and motivation to read. The district will support and monitor implementation of this program by: ● Providing ongoing professional learning focused on the use of comprehension strategy instruction, modeling, and guided practice during whole group and small group reading instruction. ● Utilizing instructional coaches and administrators to conduct classroom walkthroughs and provide feedback aligned to the WWC-aligned practices embedded in Benchmark Advance. ● Supporting PLCs in using student work and assessment data to adjust instruction and identify areas for reteaching and enrichment. ● Offering professional development sessions at the start of the year and during district PD days that reinforce evidence-based practices for comprehension and text analysis.
Magnetic Reading	Moderate	
iReady Personalized Instruction (paired with Reading Diagnostic)	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)
Not applicable - same programs and practices as listed above		Students with disabilities, including those with IEPs, receive instruction using the same evidence-based programs and practices implemented schoolwide. Accommodations, scaffolds, and instructional supports are provided as outlined in each student's IEP to ensure access

Grades K-5 Decision Tree		
		and progress within the general education curriculum.
English Language Learners		
Name of Program	ESSA Evidence Level	Verbiage (as needed)
Not applicable - same programs and practices as listed above		English Language Learners (ELLs) receive instruction using the same evidence-based programs and practices implemented schoolwide. To support their language acquisition and academic progress, accommodations, scaffolds, and targeted instructional strategies are embedded within the general education framework. These supports are designed to ensure ELL students have equitable access to the curriculum and can make meaningful progress alongside their peers.
For K-3 students who have a substantial deficiency in reading or characteristics of dyslexia, identify the multisensory strategies provided. The district provides structured, multisensory strategies aligned with the Science of Reading. These include: • Increased dosage of UFLI Foundations, a systematic, explicit, and multisensory phonics program that integrates auditory, visual, and kinesthetic modalities to support foundational reading development. • Phonemic awareness instruction in grades K–1 that helps students develop awareness of speech sounds and their connection to letters, using multisensory strategies such as tapping, tracing, and oral segmenting/blending. • Explicit instruction in decoding, word analysis, and spelling in grades K–2, incorporating visual aids, sound boxes, and manipulatives to support multisensory engagement. • Daily practice with connected text to build fluency, accuracy, and comprehension, using methods such as repeated reading and oral guided reading with teacher feedback. These interventions are delivered in small-group settings and aligned with Tier 2 or Tier 3 support, depending on the intensity needed. Instruction is led by reading endorsed (or those with a literacy microcredential) educators.		
Additional performance criteria that prompt Tier 3 interventions for students not meeting expectations/benchmarks during the school year: K student scores at/below 10th percentile or is unable to complete practice items on the FAST STAR early literacy assessment Grades 1 and 2 - student scores at/below 10th percentile or is unable to complete the practice items on the FAST STAR reading assessment Grades 3 - 5 - student scores at/below 20th percentile on the FAST assessment at the beginning or middle of the school year In addition to FAST progress monitoring data, students may also be identified for Tier 3 support if: • They receive a D or F in grade-level, standards-based ELA coursework; • i-Ready Diagnostic scores show no growth or regression across two consecutive administrations (same or lower placement level and/or less than 5 scaled score points gained between diagnostics); • During Tier 2 support, they demonstrate no measurable improvement across two consecutive progress monitoring periods, defined as: ○ STAR CBM or STAR Reading Student Growth Percentile (SGP) below 35 in two back-to-back bi-weekly PMs; ○ Or a flat or declining trend on CBM passage reading rate over a 4-week period		
Tier 1 Instruction + Tier 2 Interventions + Tier 3 Intensive Interventions		

Grades K-5 Decision Tree**Beginning of Year Data****Students who meet the following criteria at the beginning of the school year:**

At the beginning of the school year, students who meet any of the following criteria are flagged for further review and possible Tier 3 intervention:

Grade K

- Student scores below the 10th percentile or is unable to complete the practice items on the FAST Star Early Literacy assessment
- Student was retained in the previous year

Grades 1 and 2

- Student scored below the 10th percentile on the prior year PM3 FAST Star Early Literacy or PM3 FAST Star Reading assessment
- Student was retained in the previous year

OR if two of the following are true:

- Student scored at/below the 10th percentile on current year PM1 FAST Star Early Literacy or PM1 FAST Star Reading
- Student scored 2 or more grade levels below on prior year iReady diagnostic 3 or current year iReady diagnostic 1
- Student scored at/below 10th percentile on Star CBM Oral Reading Fluency measure (prior year spring measure or current year fall measure)

Grade 3

- Student was retained in the previous year
 - Students scored Level 1 on the prior year PM3 FAST ELA assessment
- OR if two of the following are true:
- Student scored at/below the 20th percentile on PM1 FAST ELA assessment
 - Student scored 2 or more grade levels below on prior year iReady diagnostic 3 or on current year iReady diagnostic 1
 - Student scored at/below 10th percentile on Star CBM Oral Reading Fluency measure (prior year spring measure or current year fall measure)
 - Student scored level 1 on Star Reading assessment (prior year spring measure or current year fall measure)

Grades 4-5

Two of the following must be true:

- Student scored at/below the 20th percentile on PM1 FAST ELA assessment
- Student scored level 1 on prior year PM3 FAST ELA assessment
- Student scored 2 or more grade levels below on prior year iReady diagnostic 3 or on current year iReady diagnostic 1
- Student scored at/below 10th percentile on Star CBM Oral Reading Fluency measure (prior year spring measure or current year fall measure)
- Student scored level 1 on Star Reading assessment (prior year spring measure or current year fall measure)

In addition to FAST, all students in grades K–5 take the iReady diagnostic at the beginning of the year. Students scoring two grades below on iReady are flagged as at-risk and used as supporting data in triangulation to ensure FAST is not the sole indicator of need.

Grades K-5 Decision Tree

For students flagged by these screeners, a tiered diagnostic process is initiated to determine the root cause of reading deficiencies:

- Initial Screening (Grades 2–4): Star CBM Oral Reading Fluency (ORF) is administered.
- Phonics Screening (Grades 1–4): Students who do not meet ORF benchmarks are given the Core Phonics Screener.
- Phonemic Awareness Screening (Grades K–2 as needed): If Core Phonics results show gaps in foundational skills, the UF Lastinger Flamingo Phonemic Awareness Assessment is administered, beginning with phoneme segmentation.

Number of times per week interventions are provided:

2-3 times per week, initially (up to daily as needed). A 30 minute daily intervention block is provided for all grades.

Number of minutes per intervention session:

This may vary depending on the intervention needed, 15-30 minutes per session.

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)
UFLI Foundations	On state approved list	
Florida Benchmark Advance 2026 Core ELA Program		Florida Benchmark Advance 2026 Core ELA Program does not meet strong, moderate, or promising levels of evidence; however, the following WWC Practice Guide supports the program: Improving Reading Comprehension in Kindergarten Through 3rd Grade. Recommendations from the guide that align with Benchmark Advance include: ● Recommendation 1: Teach students how to use reading comprehension strategies (Level of Evidence: Strong) ● Recommendation 2: Teach students to identify and use the text’s organizational structure to comprehend, learn, and remember content (Level of Evidence: Moderate) ● Recommendation 4: Establish an engaging and motivating context in which to teach reading comprehension (Level of Evidence: Moderate) These recommendations are built into the program design through: ● Explicit instruction in comprehension strategies such as asking and answering questions, making predictions, visualizing, summarizing, and making inferences.

Grades K-5 Decision Tree

		● Text-dependent questioning and tasks that require students to analyze the structure and purpose of texts, including nonfiction and informational content. ● A variety of high-interest texts, interactive read-alouds, and collaborative learning structures designed to increase student engagement and motivation to read. The district will support and monitor implementation of this program by: ● Providing ongoing professional learning focused on the use of comprehension strategy instruction, modeling, and guided practice during whole group and small group reading instruction. ● Utilizing instructional coaches and administrators to conduct classroom walkthroughs and provide feedback aligned to the WWC-aligned practices embedded in Benchmark Advance. ● Supporting PLCs in using student work and assessment data to adjust instruction and identify areas for reteaching and enrichment. ● Offering professional development sessions at the start of the year and during district PD days that reinforce evidence-based practices for comprehension and text analysis.
Magnetic Reading	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)
Not applicable - same programs and practices as listed above		Students with disabilities, including those with IEPs, receive instruction using the same evidence-based programs and practices implemented schoolwide. Accommodations, scaffolds, and instructional supports are provided as outlined in each student's IEP to ensure access and progress within the general education curriculum.
English Language Learners		
Name of Program	ESSA Evidence Level	Verbiage (as needed)
Not applicable - same programs and practices as		English Language Learners (ELLs) receive instruction using the same evidence-based

Grades K-5 Decision Tree		
listed above		programs and practices implemented schoolwide. To support their language acquisition and academic progress, accommodations, scaffolds, and targeted instructional strategies are embedded within the general education framework. These supports are designed to ensure ELL students have equitable access to the curriculum and can make meaningful progress alongside their peers.
For K-3 students who have a substantial deficiency in reading or characteristics of dyslexia, identify the multisensory strategies provided. The district provides structured, multisensory strategies aligned with the Science of Reading. These interventions include: ● Increased dosage of UFLI Foundations, a systematic, explicit, and multisensory phonics program that integrates auditory, visual, and kinesthetic modalities to support foundational reading development. ● Phonemic awareness instruction in grades K–1 that helps students develop awareness of speech sounds and their connection to letters, using multisensory strategies such as tapping, tracing, and oral segmenting/blending. ● Explicit instruction in decoding, word analysis, and spelling in grades K–2, incorporating visual aids, sound boxes, and manipulatives to support multisensory engagement. ● Daily practice with connected text to build fluency, accuracy, and comprehension, using methods such as repeated reading and oral guided reading with teacher feedback. These strategies are delivered in small-group settings and aligned with Tier 2 or Tier 3 support, depending on the intensity needed. Instruction is led by reading endorsed (or those with a literacy microcredential) educators.		

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: 3 weeks/ 4 day per week/ 8:00-1:00 starting June 1- 18, 2026
Evidence-Based Instructional Materials to be used, as defined in 20 U.S.C. s. 7801(21)(A)(i) :

When serving 3rd grade specifically, the district ensures that a highly-qualified, reading endorsed staff member teaches the Summer Reading class. Magnetic Reading, Benchmark Advance and i-Ready (both individual paths and 3rd-grade pathways). An additional i-Ready assessment is given at the end of June when Summer Reading Camp has been completed.

Alternative Assessment Used: iReady Diagnostic 4th assessment

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

Grades 6-12

13. Grades 6-12 Assessments

FAST				
Name of the Assessment	Target Audience (Grades 6-12)	What component of reading is assessed?	Assessment Type	How often is the data collected?
FAST ELA Reading	☒ Grade 6 ☒ Grade 7 ☒ Grade 8 ☒ 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 6-12 students. Add additional rows as needed.

Additional Assessment(s)				
Name of the Assessment	Target Audience (Grades 6-12) (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?
District ELA Benchmark Assessment	☒ Grade 6 ☒ Grade 7 ☒ Grade 8 ☒ 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
Read180 - Map Growth Assessment	☒ Grade 6 ☒ Grade 7 ☒ Grade 8	☐ Oral Language ☒ Phonological Awareness	☒ Screening ☒ Progress Monitoring	☐ Weekly ☐ 2 x Month ☐ Monthly

Additional Assessment(s)				
Name of the Assessment	Target Audience (Grades 6-12) (Select all that apply.)	What component of reading is assessed? (Select all that apply.)	Assessment Type (Select all that apply.)	How often is the data collected?
	☒ Grade 9 ☒ Grade 10 ☒ Grade 11 ☒ Grade 12 ☐ All Students ☒ Select Students	☒ Phonics ☒ Fluency ☒ Vocabulary ☒ Comprehension	☒ Diagnostic ☐ Summative	☐ Quarterly ☒ 3 x Year ☐ Annually ☐ As Needed ☐ Other
Intensive Reading Benchmark Assessments	☒ Grade 6 ☒ Grade 7 ☒ Grade 8 ☒ 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
DAR Assessment	☒ Grade 6 ☒ Grade 7 ☒ Grade 8 ☒ 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 6-12 students in need of Tier 2/Tier 3 interventions.

Student FAST data is reviewed after each administration. After FAST PM3, student data is analyzed to determine which students need to receive Tier 2/Tier 3 intervention. During the school year, teachers and administrators look at the Read180 Map Growth data, district created ELA benchmark assessment data, and district created Intensive Reading benchmark assessment data to determine students in need of Tier 2/Tier 3 interventions.

15. For grades 6-12, what processes and procedures are in place to identify and solve problems to improve effectiveness of Tier 1 instruction?

Teachers analyze student performance data from progress monitoring assessments, which is then shared and discussed with the Reading Coach and administrative team during scheduled data chat meetings.

16. For grades 6-12, what processes and procedures are in place to identify and solve problems to improve effectiveness of Tier 2 interventions?

The effectiveness of Tier 2 interventions is monitored and improved through a structured process of data collection, instructional observations, and collaborative data analysis. Tier 2 interventions are monitored through regular administrator observations, instructional coach walkthroughs, FAST Progress Monitoring, monthly District Benchmark Assessment data, and NWEA MAP Growth data. Data is reviewed at PLC meetings with the reading coaches to identify student needs, evaluate the effectiveness of interventions, and make instructional adjustments as needed. Additionally, quarterly data chats with school administrators are used to identify trends, or problems / gaps in intervention effectiveness.

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

The effectiveness of Tier 3 interventions is monitored and improved through a structured process of data collection, instructional observations, and collaborative data analysis. Tier 3 interventions are monitored through regular administrator observations, instructional coach walkthroughs, FAST Progress Monitoring, monthly District Benchmark Assessment data, and NWEA MAP Growth data. Data is reviewed at PLC meetings with the reading coaches to identify student needs, evaluate the effectiveness of interventions, and make instructional adjustments as needed. Additionally, quarterly data chats with school administrators are used to identify trends, or problems / gaps in intervention effectiveness.

Grades 6-12 Decision Tree	
Tier 1 (Core) Only	
Beginning of Year Data	
Students must meet the following criteria at the beginning of the school year: All Grades 6-12 2026 FAST ELA Reading Progress Monitoring 3 Data: Level 3, 4, or 5 6th Grade - and/or PM1 FAST score at or above 41st percentile 7th Grade - and/or PM1 FAST score at or above 44th percentile 8th Grade - and/or PM1 FAST score at or above 46th percentile 9th Grade - and/or PM1 FAST score at or above 46th percentile 10th Grade - and/or PM1 FAST score at or above 44th percentile	
List performance criteria that indicate Tier 1 is sufficient for at least 80% of students. 80% or more of students are scoring level 3, 4, or 5 on FAST ELA Reading Progress Monitoring throughout the school year. 80% of our students will show mastery of the benchmarks on each quarterly District Benchmark Assessment with a score of 70% or higher.	
Core Instruction	
Indicate the core instructional materials utilized. Add additional rows as needed.	
Name of Program	Year of Program Adoption
	2026

Grades 6-12 Decision Tree		
McGraw Hill Florida StudySync		
Additional performance criteria that prompt Tier 2 interventions for students not meeting expectations/benchmarks during the school year: A decrease of one or more performance levels on statewide progress monitoring assessments (e.g., from Level 3 to Level 2 between PM1 and PM2); AND/OR Tier 2 interventions will be provided if students score below proficiency levels (60% or less) on their District Benchmark Assessments.		
Tier 1 Instruction + Tier 2 Interventions		
Beginning of Year Data		
Students who meet the following criteria at the beginning of the school year: All Grades 6-12 2026 FAST ELA Reading Progress Monitoring 3 Data: Level 2 6th Grade - and/or PM1 FAST between 20th and 40th percentile 7th Grade - and/or PM1 FAST between 23rd and 43rd percentile 8th Grade - and/or PM1 FAST between 23rd and 45th percentile 9th Grade - and/or PM1 FAST between 22nd and 45th percentile 10th Grade - and/or PM1 FAST between 20th and 43rd percentile 11th and 12th Grade - FAST ELA Retake Data: Level 2 - and/or ACT/SAT/CLT/PSAT Concordant Scores (as defined by FLDOE graduation requirements)		
Number of times per week interventions are provided: 2-3 Number of minutes per intervention session: 15-30 Course(s) where interventions take place: Intensive Reading (1000010, 1000412, 1000414, 1000416, 1000418)		
Supplemental Instruction/Interventions Indicate the evidence-based programs and/or practices used for Tier 2 interventions and how the programs and practices are supported by strong, moderate or promising levels of evidence. Add additional rows as needed.		
Name of Program	ESSA Evidence Level	Verbiage (as needed)
Read 180 Flex Program		Read 180 Flex does not meet strong, moderate, or promising levels of evidence; however, the following WWC Practice Guide Recommendation(s) support the program: Improving Adolescent Literacy: Effective Classroom and Intervention Practices, Recommendation 1: Providing explicit vocabulary instruction, Promising Evidence; Recommendation 5: Make available intensive and individualized interventions for struggling readers that can be provided by trained specialists,

Grades 6-12 Decision Tree

		Promising Evidence. These recommendations were built into the program by the use of diagnostic testing to build individual learning paths. The program includes an adaptive assessment tool, administered three times per year, that identifies the correct literacy level and generates a personalized action plan. This plan drives instruction by placing students either in the Code (phonics instruction) or Comprehension, and provides them with an individualized action plan. Teachers also use this data to create groups / targeted lessons to provide small group instruction. The district will support and monitor implementation of this program by conducting data chats and observational walkthroughs, and bi-weekly meetings with the Reading coach.
Florida Practice Profile Core Instructional Components with Florida BEST Standards		The Florida Practice Profile Core Instructional Components do not meet strong, moderate, or promising levels of evidence; however, the following What Works Clearinghouse (WWC) Practice Guide Recommendations support the program: Improving Adolescent Literacy: Effective Classroom and Intervention Practices, Recommendation 1: Providing explicit vocabulary instruction, Promising Evidence; Recommendation 2: Provide direct and explicit comprehension strategy instruction; Recommendation 3: Provide opportunities for extended discussion of text meaning and interpretations; Recommendation 4: Increase student motivation and engagement in literacy learning; Recommendation 5: Make available intensive and individualized interventions for struggling readers that can be provided by trained specialists, Promising Evidence. These recommendations were built into the program by incorporating explicit and systematic instruction, scaffolded instruction, differentiated small-group support, opportunities for student discussion and engagement, and immediate corrective feedback to address student misconceptions and skill deficits. These recommendations were built into the program by utilizing the core instructional components outlined in the Florida Practice Profile to ensure instruction is data-driven, targeted, and responsive to student needs. The district will support and monitor implementation of this

Grades 6-12 Decision Tree		
		conducting walkthroughs to determine effectiveness of practices to determine where additional coaching supports/cycles are needed. Professional learning opportunities will include district-provided professional development on explicit instruction, differentiation, scaffolding strategies, corrective feedback, adolescent literacy best practices, and implementation of the Florida Practice Profile instructional components.
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: A decrease of one or more performance levels on statewide progress monitoring assessments (e.g., from Level 2 to Level 1 between PM1 and PM2); AND/OR A lack of proficiency (60% or higher) on their District Benchmark Assessments compared to their peers will qualify for additional Tier 3 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:**

All Grades 6-12

- 2026 FAST ELA Reading Progress Monitoring 3 Data: Level 1

6th Grade

- and/or PM1 FAST below the 19th percentile

7th Grade

- and/or PM1 FAST below the 22nd percentile

8th Grade

- and/or PM1 FAST below the 22nd percentile

9th Grade

- and/or PM1 FAST below the 21st percentile

10th Grade

- and/or PM1 FAST below the 19th percentile

11th and 12th Grade

- FAST ELA Retake Data: Level 1
- and/or ACT/SAT/CLT/PSAT Concordant Scores (as defined by FLDOE graduation requirements)

Number of times per week interventions are provided: 2-3**Number of minutes per intervention session: 15-30****Course(s) where interventions take place:** Intensive Reading (1000010, 1000412, 1000414, 1000416, 1000418)**Intensive, Individualized Instruction/Interventions****Indicate the evidence-based programs and/or practices used for Tier 3 interventions and how the programs and practices are supported by strong, moderate or promising levels of evidence. Add additional rows as needed.**

Name of Program	ESSA Evidence Level	Verbiage (as needed)
Read 180 Flex Program		Read 180 Flex does not meet strong, moderate, or promising levels of evidence; however, the following WWC Practice Guide Recommendation(s) support the program: Improving Adolescent Literacy: Effective Classroom and Intervention Practices, Recommendation 1: Providing explicit vocabulary instruction, Promising Evidence; Recommendation 5: Make available intensive and individualized interventions for struggling readers that can be provided by trained specialists, Promising Evidence. These recommendations were built into the program by the use of diagnostic testing to build individual learning paths. The program includes an adaptive assessment tool, administered three times per year, that identifies the correct literacy level and generates a personalized action plan. This plan drives instruction by placing students either in the Code (phonics instruction) or

		Comprehension, and provides them with an individualized action plan. Teachers also use this data to create groups / targeted lessons to provide small group instruction. The district will support and monitor implementation of this program by conducting data chats and observational walkthroughs, and bi-weekly meetings with the Reading coach.
Florida Practice Profile Core Instructional Components with Florida BEST Standards		The Florida Practice Profile Core Instructional Components do not meet strong, moderate, or promising levels of evidence; however, the following What Works Clearinghouse (WWC) Practice Guide Recommendations support the program: Improving Adolescent Literacy: Effective Classroom and Intervention Practices, Recommendation 1: Providing explicit vocabulary instruction, Promising Evidence; Recommendation 2: Provide direct and explicit comprehension strategy instruction; Recommendation 3: Provide opportunities for extended discussion of text meaning and interpretations; Recommendation 4: Increase student motivation and engagement in literacy learning; Recommendation 5: Make available intensive and individualized interventions for struggling readers that can be provided by trained specialists, Promising Evidence. These recommendations were built into the program by incorporating explicit and systematic instruction, scaffolded instruction, differentiated small-group support, opportunities for student discussion and engagement, and immediate corrective feedback to address student misconceptions and skill deficits. These recommendations were built into the program by utilizing the core instructional components outlined in the Florida Practice Profile to ensure instruction is data-driven, targeted, and responsive to student needs. The district will support and monitor implementation of this conducting walkthroughs to determine effectiveness of practices to determine where additional coaching supports/cycles are needed. Professional learning opportunities will include district-provided professional development on explicit instruction, differentiation, scaffolding strategies, corrective feedback, adolescent literacy best practices, and implementation of the Florida Practice Profile instructional components.

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)

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
In-house training with certified reading coaches - 4 PL days during the 26-27 SY	PreK-12th ELA teachers	Through informal observations and data trends, coaches determine professional learning and the need for modeling
Rural Connect (NEFEC)	6-8th grade staff	Goals of Rural Connect: Increase achievement and literacy engagement of high-need rural students, increase collective efficacy and motivation of rural teachers, and refine an innovative, replicable model for rural professional learning, collaboration and support.
Summer Literacy Institute	District, school-based and reading coaches	Training in literacy, practice profile, Tiered instruction, progress monitoring and accountability

Summer Leadership	District and school-based admins	NEFEC will provide a variety of trainings around data disaggregation, Tier 1 instruction, etc.
Kaleb Watkins, SRLD	Leadership teams at elementary and secondary	Disaggregate data, develop a strategic plan to refine and enhance instructional practices
Instructional Personnel and Certified PreK Teachers Describe how professional learning is provided to help instructional personnel and certified PreK teachers funded in the FEPF earn a certification, a credential or credentials, an endorsement or an advanced degree in scientifically researched and evidence-based reading instruction. PreK teachers and instructional support staff are encouraged to participate in micro-credential programs in phonological awareness, vocabulary development, and emergent literacy. These programs are aligned with Florida's B.E.S.T. Standards and grounded in the science of reading, offering teachers evidence-based strategies to support young learners. Literacy coaches, supported by Title I and II funds, deliver job-embedded professional development focused on implementing evidence-based reading practices. Our state representative, Lexi Langieri, provides teachers with individualized training on district PL day. She provides coaching aligned with their endorsement progress, student data, and classroom needs.		
Differentiated Professional Learning Describe how professional learning is differentiated and intensified for teachers based on progress monitoring data. Teachers are provided with ongoing, differentiated support that is responsive to student data, classroom walkthrough trends, and individual teacher needs. Progress monitoring results, formative assessments, and observational data are analyzed collaboratively by school and district leadership teams to identify instructional strengths and areas for growth. This analysis is supported by our partnership with the State Regional Literacy Director (SRLD), who helps prioritize areas for targeted support. Differentiation of professional learning is achieved by tailoring the type, frequency, and intensity of support based on the data. Teachers demonstrating specific instructional gaps may receive more intensive, individualized coaching, while others may participate in small-group sessions focused on common needs. Instructional support is delivered through a variety of formats including job-embedded coaching cycles, co-planning sessions, modeling of effective instructional practices, and focused professional development workshops. Reading Coaches play a critical role in providing this differentiated support, using data to guide the content and structure of coaching interactions. New teachers receive enhanced support, including mentoring, onboarding sessions focused on core instructional strategies, and regular check-ins to ensure a strong foundation for success. By aligning support with real-time student and teacher data, we ensure professional learning is purposeful, relevant, and designed to build teacher capacity in ways that directly impact student achievement.		
Mentor Teachers Describe how mentor teachers are identified and how model classrooms are established and utilized within the school. Mentor teachers are identified based on a combination of factors, including classroom observation data, student performance, and demonstrated strengths in specific instructional areas. Teachers who consistently		

implement high-impact strategies, show strong classroom management, and contribute to student growth are recommended by school and district leadership to serve as mentors.

Model classrooms are established by strategically placing these mentor teachers in visible and accessible roles, where they can serve as demonstration sites for effective instructional practices. These classrooms are open for peer observation, allowing other teachers to observe targeted strategies aligned with their professional goals or areas for growth.

Opportunities for classroom visits are arranged based on individual teacher needs, with support from instructional coaches or administrators. Following observations, debriefs are conducted to reflect on observed practices and plan for implementation. This system fosters a culture of collaboration, continuous learning, and shared expertise across the school.

Professional Learning Time

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

Time is intentionally scheduled each week to ensure that teachers have dedicated opportunities for professional learning and collaboration. This time is embedded into the school schedule in one of the following ways:

1. Four professional learning days:
Schools implement specific professional learning based on data results from FAST progress monitoring assessments and historical data within subgroups at each school.
2. Common Planning Periods:
Common planning allows teachers to meet regularly for data analysis, lesson planning, instructional strategies, and reflection.
3. Protected Meeting Time:
Administrative leadership ensures that a specific time each week is set aside exclusively for professional learning. This time is protected from other meetings or non-instructional duties.
4. Use of Professional Learning Communities (PLCs):
The elementary school organizes their professional learning around PLCs. These teams follow a structured process to focus on student learning outcomes, examine student work, and implement instructional improvements collaboratively.

In all cases, school leadership plays a key role in prioritizing and supporting this time, ensuring it is focused, purposeful, and aligned with school improvement goals and student learning needs.

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
UF Florida Tutoring Advantage	K-5	Forty-two high school students will be trained through UF and separately by our Reading Coaches to engage in supportive activities with Level 1 and 2 students.

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.

In accordance with s. 1008.25(5)(d), F.S., when a student at Lake Butler Elementary School is identified with a substantial reading deficiency, the district ensures timely written notification is sent to the parent or guardian. This notification outlines the nature of the deficiency, the specific interventions the student will receive, and strategies families can use at home to support reading development.

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).

To further support family engagement in literacy, the district partners with the New Worlds Reading Initiative in collaboration with the Union County Education Foundation. Through this partnership, the school hosts family literacy nights that provide hands-on activities, resources, and guidance to help families support reading at home. Families also receive information about how to enroll in the New Worlds Reading Initiative, which offers free books and reading tips tailored to each child's reading level.

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.

In accordance with s. 1012.34(2)(e), F.S., the district identifies highly effective teachers annually based on a comprehensive evaluation system that includes student growth, instructional practice, and additional performance indicators.

To support early literacy and ensure strong foundational instruction, the district prioritizes the assignment of highly effective teachers in kindergarten through grade 2 through the following practices:

- **Data-Driven Placement**
Each year, the HR and instructional leadership teams collaborate to identify priority K-2 classrooms. Teacher placement decisions are guided by evaluation data to ensure alignment with legislative intent and to maximize student impact during these critical early learning years.
- **Support for All Teachers**
While highly effective teachers are prioritized for key K-2 placements, the district also strategically assigns mentors and instructional coaches to support teachers who have not yet earned a highly effective rating. This ensures that all students have access to high-quality instruction, and that teachers are provided with the tools they need to grow.
- **Mentorship and Professional Development**
Highly effective K-2 teachers often serve as peer mentors within grade-level teams and PLCs. They model effective instructional practices and provide job-embedded professional development.
- **Equity and Continuous Monitoring**
School leaders and instructional teams regularly review student outcome data and staff

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

DATE: July 14, 2026

Mike Ripplinger, Superintendent	
Signature: <i>Mike Ripplinger</i>	Date: July 7, 2026