District Comprehensive Evidence-Based Reading Plan

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

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

1) Contact Information

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

Point of Contact	Name	Email	Phone
Main Reading Contact	Nannette Dell	dellnt@gm.sbac.edu	352-955-7812
Data Element	David Shelnutt	shelnudc@gm.sbac.edu	352-955-7300 Ext.1227
Third Grade Promotion	Nannette Dell	dellnt@gm.sbac.edu	352-955-7812
Multi-Tiered System of Supports	Dr. Anntwanique Edwards	edwardad@gm.sbac.edu	352-955-7517
Other Literacy Coaching Support	Heather Harbour	harbourh@gm.sbac.edu	352-955-7630

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 (where applicable)
Elementary Expenses		
Literacy coaches		
Intervention teachers		
Scientifically researched and evidence-based supplemental instructional materials	**375,000**	
Third grade summer reading camps	**175,000**	
Summer reading camps		
Secondary Expenses		
Literacy coaches		
Intervention teachers		
Scientifically researched and evidence-based supplemental instructional materials	**339,093**	
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	**5,000**	
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	**2,000**	
Other – Please Describe (Add additional rows as needed.)		
Estimated Sum of Expenditures	**896,093**	

3) Literacy Leadership – District and School

A. **Measurable Student Achievement Goals (Rule 6A-6.053(9)(b)3.d., F.A.C.)**
Goals for the plan year should increase from the previous year in order to meet statewide literacy achievement goals.

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

FAST				
Grade	Previous School Year – % of Students Scoring	Goal for Plan Year – % of Students Scoring	Previous School Year – % of Students Scoring	Goal for Plan Year – % of Students Scoring
	Urgent Intervention <10th percentile	Urgent Intervention <10th percentile	At & Above Benchmark 40th percentile & above	At & Above Benchmark 40th percentile & above
VPK	6%	4%	82%	85%

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

The district will improve VPK literacy outcomes by using FAST assessment data to guide whole-group and individualized instruction aligned to student needs. Teachers follow a district-developed pacing guide using the research-based Frog Street for Four-Year Olds curriculum which supports differentiated, standards-based instruction. Inclusive classrooms have access to an alternate pacing plan and assessment results are reviewed within 10-days to adjust instruction so as to address performance gaps. Additionally, FAST a will be analyzed to guide whole-group and individualized instruction aligned to student needs. Ongoing professional learning sessions will ensure teachers are equipped to deliver high-quality, data-driven literacy instruction that meets the needs of all learners.

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 Level 1	Goal for Plan Year – % of Students Scoring Level 1	Previous School Year – % of Students Scoring Levels 3-5	Goal for Plan Year – % of Students Scoring Levels 3-5
K	28%	23%	48%	53%
1	33%	28%	52%	57%
2	31%	26%	50%	55%
3	26%	21%	53%	58%
4	26%	21%	54%	59%
5	25%	20%	52%	57%
6	24%	19%	55%	60%
7	24%	19%	56%	61%
8	27%	22%	54%	59%
9	21%	16%	55%	60%
10	20%	15%	58%	63%

B. **Plan Implementation and Monitoring ([Rule 6A-6.053(10), F.A.C.](#))**
   Districts must monitor the implementation of the District CERP at the district and school level, including charter schools sponsored by a district.

1. **Provide an explanation of the following:**

Grades K-5	District Level	School Level
Data that will be collected and frequency of review	● School-by-school usage data of high-quality, core Tier 1 curriculum using Benchmark Advance measured by Rigor Walk data ● School, grade, region and subgroup progress monitoring data of Tier 1 curriculum using	● Grade and classroom usage data of high-quality, core Tier 1 curriculum using Benchmark Advance measured by Rigor Walk data ● Grade and classroom progress monitoring data of Tier 1 curriculum using

	Benchmark Advance & FAST. ● Amira Learning data ● District-based ELA assessment (DBA) three times a year	Benchmark Advance & FAST. ● Amira Learning data ● District-based ELA assessment (DBA) three times a year
Actions for continuous support and improvement	● Analyze school data to assign support tiers and identify the appropriate level of district assistance ● Plan and implement district level professional learning based upon the data and trends ● Create literacy and launch leadership teams to support the areas of growth. ● Create and train school-based literacy teams on how to use data and effective PLCs ● Implement a district wide rigor walk tool focused on the 5Cs	● Differentiate coaching support for teachers based on data-driven tiering ● Leadership team to plan, develop and implement support for specific needs through professional learning, coaching, or PLCs ● Conduct rigor walks with feedback aligned to instructional goals to identify trends and plan for improvement ● Establish a structure for common planning and utilize the district resources to support teachers' understanding
Grades 6-8	**District Level**	**School Level**
Data that will be collected and frequency of review	● School-by-school usage data of high-quality, core Tier 1 curriculum Advance measured by Rigor Walks data ● School, grade, region and subgroup progress monitoring data of Tier 1 curriculum using Benchmark Advance & FAST. ● iReady data ● District-based ELA assessment (DBA) three times a year	● Grade and classroom usage data of high-quality, core Tier 1 curriculum using measured by Rigor Walk data ● Walks and walkthroughs ● Grade and classroom progress monitoring data of Tier 1 curriculum using Benchmark Advance & FAST. ● iReady data ● District-based ELA assessment (DBA) three times a year
Actions for continuous support and improvement	● Analyze school data to assign support tiers and identify the	● Differentiate coaching support for teachers based on data-driven tiering

	● appropriate level of district assistance ● Plan and implement district level professional learning based upon the data and trends ● Create and launch literacy leadership teams to support the areas of growth ● Create and train school-based literacy teams on how to use data and effective PLCs ● Implement a district wide rigor walk tool focused on the 5Cs	● Leadership team to plan and develop support for specific needs through professional learning, coaching, or PLCs. ● Conduct rigor walks to determine trends and provide feedback aligned to instructional goals ● Establish and implement a structure for common planning and utilize the district resources to support teachers' understanding
Grades 9-12	**District Level**	**School Level**
Data that will be collected and frequency of review	● School-by-school usage data of high-quality, core Tier 1 curriculum measured by Rigor Walk data ● School, grade, region and subgroup progress monitoring data of Tier 1 curriculum using Benchmark Advance & FAST. ● Reading Plus data ● District-based ELA assessment (DBA) three times a year	● Grade and classroom usage data of high-quality, core Tier 1 curriculum measured by Rigor Walk data ● Grade and classroom progress monitoring data of Tier 1 curriculum using Benchmark Advance & FAST. ● Reading Plus data ● District-based ELA assessment (DBA) three times a year
Actions for continuous support and improvement	● Analyze school data to assign support tiers and identify the appropriate level of district assistance ● Plan and implement district level professional learning based upon the data and trends. ● Create and launch literacy leadership teams to support the areas of growth. ● Create and train school-based literacy	● Differentiate coaching support for teachers based on data-driven tiering ● Leadership team to plan and develop support for specific needs through professional learning, coaching, or PLCs ● Conduct rigor walks to determine trends and provide feedback aligned to instructional goals ● Establish a structure for common planning and

	teams on how to use data and effective PLCs ● Implement a district wide rigor walk tool focused on the 5Cs	utilize the district resources to support teachers' understanding.

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

Strengthened Literacy Leadership: Establish clear expectations and deliverables for school-based and district-level Literacy Leadership Teams. A District Literacy Leadership Team will be created to review student data, identify trends, guide instructional planning, and align professional learning across schools. Regular support and collaboration will ensure teams are data-driven and solution-focused.

Redefined Literacy Coaching: Literacy specialist roles and responsibilities will prioritize time on high-impact activities—such as modeling, mentoring, and classroom coaching. A district-designed screener will help identify strong coaching candidates, and a Literacy Specialist Academy will provide monthly professional learning, implementation support, and collaborative problem-solving. Literacy Specialists will a work alongside principals to implement research-based strategies known to improve student outcomes

Instructional Focus Using the 5 C's: Implementation of a districtwide rigor walk tool focused on:
Common Instructional Focus Board Configuration
Collaborative Planning
Core Curriculum
Critical Thinking and Student Engagement
Classroom Communities

Districtwide Writing Plan: Develop a comprehensive writing plan utilizing explicit instruction, embedment of writing across content areas, and provide professional learning and targeted school support to ensure writing instruction is consistently taught, reinforced, and aligned to B.E.S.T. Standards.

Enhanced MTSS Implementation: Continued development of a strong Multi-Tiered System of Supports with data-driven decision-making, aligned instruction, and targeted interventions. The district will provide professional learning to ensure teachers understand how to interpret data, implement tiered interventions, and deliver instruction that matches student needs. Ongoing support will also focus on strengthening problem-solving teams and improving consistency in MTSS practices across all schools.

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

Principals will regularly monitor the implementation of the reading plan through instructional walkthroughs using the Instructional Empowerment Rigor Walk tool. These walkthroughs are consistently and repeatedly conducted at least once every two weeks with intentionality by school administrators to observe reading instruction and ensure alignment with evidence-based practices outlined in the district's reading plan.

The data collected from the Rigor Walks will be reviewed during principal and assistant principal meetings and used to facilitate discussions and action steps around instructional trends, strengths, and areas for growth. This information guides both school-based decision-making and district-level planning, particularly in identifying needs for targeted professional learning and support.

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

Principals and assistant principals will routinely monitor student progress using the district's data platforms, including Clearsight and PowerBI. In addition, several supplemental intervention programs—such as Amira

Learning, i-Ready, and Reading Plus—provide program-specific reports that provide further insight into student academic performance.

School leaders will facilitate regular data chats with teachers to review student progress, identify trends, and inform instructional planning. At the district level, principals and assistant principals will participate in three "Data Dialogues" throughout the school year. These districtwide sessions will focus on analyzing school and district data, identifying areas of need, and developing action plans to guide targeted interventions and improve student achievement.

C. **Literacy Coaches (Rule 6A-6.053(4), F.A.C.)**
The Just Read, Florida! literacy coach model delineates the roles and responsibilities of literacy coaches.

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

   Ⓧ **Yes**   ☐**No**

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

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

The district's literacy specialist model is introduced and explained in depth to principals during a designated principal meeting at the start of the hiring season. During this meeting, district leaders outline the purpose of the specialists' role, key responsibilities, and expectations for impact, grounded in the Just Read, Florida! model and aligned with district priorities. This communication provides clear guidance to ensure that principals recommend candidates who meet the established criteria and understand the expectations for coaching effectiveness and instructional leadership. District staff from the Teaching and Learning Department select the highest qualified candidates for team interviews and make the final selection in the hiring and assignment of literacy specialists.

Additionally, the job description—including specific qualifications and role responsibilities—is shared with potential applicants via an email from Human Resources. This consistent messaging supports a shared understanding of the literacy specialist role across schools and helps align hiring decisions to the district's strategic literacy goals.

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

The district will establish well-defined and consistent roles for literacy specialists to ensure their work is aligned with both district instructional priorities and the unique needs of individual schools. To support the development of a strong pipeline of future literacy specialists, a district-created screening tool is used to identify individuals who demonstrate the knowledge, skills, and dispositions essential for effective literacy coaching.

To further support literacy specialists, the district will implement a Literacy Specialist Academy offering monthly professional learning sessions and starting with a two-day summer institute. These sessions will emphasize evidence-based instructional practices, collaborative problem-solving, and implementation

strategies. Literacy specialists will also receive guidance on how to effectively collaborate with principals to support school-wide use of research-based practices that enhance student achievement.

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 literacy specialists in prioritizing high-impact activities by providing ongoing professional learning, coaching tools, and structured collaboration protocols. Literacy specialists engage in monthly district-led coaching meetings designed to enhance their skills in data analysis, goal setting, and instructional planning. These meetings provide a consistent forum for professional growth, collaborative problem-solving, and the sharing of best practices across schools.

During these sessions, these specialists analyze student performance trends, review coaching cycles, and refine strategies for delivering targeted feedback and modeling instruction. They also collaborate on how to use assessment data to support teachers in creating actionable plans that improve student outcomes. By dedicating time each month for focused coaching development, the district ensures that literacy specialists remain aligned with district priorities and are equipped to drive impactful literacy instruction in their schools.

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

District staff will conduct on-site school visits; conduct classroom observations; gather feedback from teachers and administrators; and review coaching logs. Mid-year and end-of-year reflection processes will be completed providing district staff to access the fidelity of implementation and adjust support, as needed.

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

Efficacy is measured by the review and analysis of the reading achievement levels at each school level; examination of individual student literacy data; and the level of implementation fidelity by teachers of evidence-based practices. The contributions of the literacy specialists are reviewed through goal-setting and progress monitoring sessions with reflection on individual professional growth.

4) Assessment, Curriculum and Reading Instruction

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

K-12 reading instruction will align with Florida's Formula for Reading Success, 6 + 4 + T1 +T2 + T3, which includes:
- **Six components of reading**: oral language, phonological awareness, phonics, fluency, vocabulary and comprehension.
- **Four types of classroom assessments**: screening, progress monitoring, diagnostic and summative assessment.
- **Three tiers of instruction that are standards-aligned**; include accommodations for students with a disability, students with an Individual Educational Plan (IEP) and students who are English language learners; and incorporate the principles of Universal Design for Learning as defined in 34 Code of Federal Regulations 200.2(b)(2)(ii).

- o **Core Instruction (Tier 1)**: provides print-rich explicit and systematic, scaffolded, differentiated instruction and corrective feedback; builds background and content knowledge; incorporates writing in response to reading.
- o **Supplemental Instruction/Interventions (Tier 2)**: provides explicit, systematic, small group teacher-led instruction matched to student need, targeting gaps in learning to reduce barriers to students' ability to meet Tier 1 expectations; provides multiple opportunities to practice the targeted still(s) and receive corrective feedback; occurs in addition to core instruction.
- o **Intensive, Individualized Instruction/Interventions (Tier 3)**: provides explicit, systematic individualized instruction based on student need, one-on-one or very small group instruction with more guided practice, immediate corrective feedback and frequent progress monitoring; occurs in addition to core instruction and Tier 2 interventions. Tier 3 interventions must be provided to students identified as having a substantial deficiency in reading. All intensive reading interventions must be delivered by instructional personnel who are certified or endorsed in reading or possess a literacy micro-credential as provided in [s. 1003.485, F.S.](#)

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

The district's strategic plan is tightly aligned with Florida's Formula for Reading Success, ensuring that all students—including students with disabilities (SWD) and English language learners (ELLs)—receive high-quality, evidence-based reading instruction grounded in the science of reading.

At the core of our literacy framework is the Benchmark Advance curriculum (K–5), which delivers comprehensive, explicit instruction across the six components of reading: oral language, phonological awareness, phonics, fluency, vocabulary, and comprehension. This Tier 1 resource includes scaffolded support and language development strategies designed to meet the needs of diverse learners, including ELLs and students receiving ESE services.

To further strengthen foundational skills, the district implements UFLI Foundations as a core instructional resource in grades K–2. UFLI's systematic and explicit approach to phonemic awareness and phonics ensures that all students—including those with reading difficulties—build a strong foundation for literacy. Moreover, UFLI is used across K–5 as a supplemental intervention to address instructional gaps and reinforce phonological awareness and decoding skills identified through ongoing data monitoring.

The district also emphasizes strategic, data-informed decision-making. Teachers use multiple data sources, including screeners, diagnostic assessments, and progress monitoring tools, to inform instruction and ensure early identification and targeted intervention for struggling readers. Instructional supports, such as small group intervention, differentiated tasks, and language-rich scaffolds, are embedded into daily practice.

Professional learning is another critical lever in the district's plan. Teachers, literacy specialists, and support staff participate in ongoing training aligned with the Reading Endorsement competencies, MTSS implementation, and effective practices for serving students with disabilities and ELLs.

This multi-layered approach reflects the district's commitment to ensuring that every child, regardless of background or ability, has access to high-quality literacy instruction that promotes proficiency and long-term academic success.

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.**

The Alachua County Public Schools (ACPS) Voluntary Pre-K (VPK) program has established a detailed plan for (1) conducting assessments, (2) implementing a state approved, research-based preschool curriculum, and (3) ensuring that the classroom instruction is based on the Florida Early Learning and Developmental Standards. District VPK staff ensure that classroom staff have access to resources and support that will aid in their daily instruction of all students with varying needs. The current plan provides consistency, continuity, and structure throughout all public school VPK locations in Alachua County so that all VPK students receive a preschool experience that gives them a strong foundation and sets them up for success in kindergarten and beyond. In addition, the local Early Learning Coalition monitors the ACPS VPK Program through annual monitoring site visits as well as CLASS Observations to ensure that the students are being taught the curriculum and standards with fidelity in a high-quality preschool environment.

 - **CURRICULUM:** The ACPS VPK Program utilizes the research-based Frog Street Curriculum for 4-year olds which is on the approved curriculum list by the Florida Department of Education Division of Early Learning and aligns with the Florida Early Learning and Developmental Standards.

The ACPS Summer BRIDGE Program utilizes the research-based Jump Into Kindergarten summer curriculum by Teacher Created Materials, Inc. This curriculum is based on the Science of Reading and aligns with the FELDS.

 - **STANDARDS:** The ACPS VPK Program bases all instruction on the Florida Early Learning and Developmental Standards (FELDS) which are based on the Science of Reading and align with the B.E.S.T. K-3 Standards for English Language Arts (ELA) and Math. All ACPS VPK program staff have completed the required 5-hour training course called "Implementing the Florida Standards in Preschool Classrooms: 3 years old to Kindergarten". In addition, staff are provided with numerous resources to help them implement these standards in their daily lessons including 2 correlation charts that connect the Frog Street Curriculum to the FELDS as well as supplemental activity/lessons based on the domains from the FELDS

- **INSTRUCTION:** The ACPS VPK Program provides instruction with a strong literacy focus from teachers trained in the science of reading. The program utilizes an established Pacing Guide and Curriculum Map. Teachers also have access to customizable Frog Street Lesson Plans that combine the objective, learning goals, and provide lessons for all aspects of the preschool day (from circle time, centers, outdoor play, etc.). The Frog Street curriculum also provides guidance on how to modify the lesson for a wide range of learners. In addition, the ACPS VPK program has established an alternative plan for weekly letters, numbers, colors, and shapes that provides a slower introduction of these concepts for classes that may need this accommodation (i.e. the ESE/VPK Inclusion Classes). Another unique aspect to the ACPS VPK Program is that a variety of inclusion opportunities are provided through collaboration with the Pre-K ESE department (VPK Blended Model, ESE Blended Model, and inclusion activities).

- **STUDENT ASSESSMENT:** All VPK Students are tested using the FAST: Star Early Literacy Assessment for PM1, PM2, and PM3 during the school year as well as PM1 and PM3 during the summer program. The ACPS VPK program staff attend annual FAST training and are well-versed on conducting this progress monitoring assessment. In addition, trained District VPK Staff provide hands-on support to the classroom staff so that testing can be completed in small groups while maintaining appropriate adult-student ratio as required by

state VPK rules. The results of these assessments are shared with parents within seven days in writing. Staff also use these results to monitor progress as well as plan future instruction for the class as a whole and for individual students. While monitoring FAST progress, staff are also providing early identification and evaluation referrals for students with potential disabilities. Individualized support is provided for students with low FAST scores in ELA and Math.

School year and Summer VPK Students use the FAST assessment while Summer BRIDGE students use an alternative assessment from the Jump into Kindergarten curriculum that monitors progress in various literacy components.

- **PROGRAM ASSESSMENT:** All classrooms are observed by the state each year with an assessment called CLASS Observation (TeachStone) to ensure that the students are being taught the curriculum and standards with fidelity in a high-quality preschool environment. In addition, this score is combined with the FAST Student Assessment Scores which results in a Performance Metric for each VPK site. A passing Performance Metric score is required for future VPK state contracting, affects probation status and possible additional funds.

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

The Alachua County Public Schools (ACPS) Voluntary Pre-K (VPK) Program uses the following curriculum and standards in all VPK classrooms to provide consistent and high-quality instructional materials to VPK students:

- **STANDARDS:** The ACPS VPK Program bases all instruction on the Florida Early Learning and Developmental Standards (FELDS) which are based on the Science of Reading and align with the B.E.S.T. K-3 Standards for ELA and Math. All ACPS VPK program staff have completed the required 5-hour training course called "Implementing the Florida Standards in Preschool Classrooms: 3 years old to Kindergarten". In addition, staff are provided with numerous resources to help them implement these standards in their daily lessons including 2 correlation charts that connect the Frog Street Curriculum to the FELDS as well as supplemental activity/lessons based on the domains from the FELDS.

- **CURRICULUM:** The ACPS VPK School Year and Summer Program utilize the research-based Frog Street Curriculum for 4-year olds which is on the approved curriculum list by the FLDOE Division of Early Learning and aligns with the Florida Early Learning and Developmental Standards.

The ACPS Summer BRIDGE Program utilizes the research-based Jump Into Kindergarten summer curriculum by Teacher Created Materials, Inc. This curriculum is based on the Science of Reading and aligns with the FELDS.

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.**

Voluntary Pre-K (VPK) students who are identified as having a substantial deficiency in early literacy and early math skills are provided with various interventions in order to support them with the foundation needed for success in kindergarten and beyond. These interventions include:

- Individualized instruction – based on the student's specific areas of needed growth
- Small group instruction – peer modeling with other students and small group by same level
- On-going progress monitoring – using data from FAST or other progress monitoring tracking methods, staff will narrow down areas that the student is deficient in so that targeted instruction can be provided
- Evidence-based literacy interventions – All VPK teachers have been trained in emergent literacy and can provide instruction on specific sub areas like: phonological awareness, phonemic awareness, alphabetic and print knowledge, vocabulary, onset & rime, rhyming, syllable, segmenting, and blending sounds
- Supplemental materials – In addition to the curriculum and activities recommended by the FELDS, the VPK instructor will also supply additional materials to teach alphabet knowledge and letter sounds, to build comprehension and vocabulary, and provide awareness of print concepts
- Partner with Families – VPK teachers strive to build relationships and rapport with families early in the year so that harder conversations on such topics as deficiencies can be relayed and received better. The instructor always keeps the families informed of any concerns, offers strategies for use at home, and provides on-going feedback on progress. Parents are the child's first and most important teacher and thus this partnership is essential to supporting a child's needs
- Further Evaluation – If a deficiency is linked to other developmental concerns, the family will be referred to FDLRS for screenings in areas like speech, language, vision, and hearing
- Based on the evaluation results, the student may be referred to the Pre-K ESE Department for further evaluation and possible IEP services
- If a student scores below the 40th Percentile Rank on the FAST VPK, staff refer the family to the New World's Reading (NWR) program that provides additional literacy materials and books at no cost
- If a student scores below the 10th Percentile Rank on the FAST, the student is eligible to attend the new Summer BRIDGE Program that started June 2025 through Just Read Florida. Students are provided with an additional 100 hours of instruction over the summer focusing on emergent literacy

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

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

The Decision Trees must contain the following information:

- Name of each assessment, targeted audience, component(s) of reading assessed, type of assessment, the frequency of data collection and the method and timeframes by which assessment data will be provided to teachers and parents. For students in VPK through grade 10, the FAST must

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

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

(A) …an activity, strategy or intervention that –
(i) demonstrates a statistically significant effect on improving student outcomes or other relevant outcomes based on –
(I) strong evidence from at least 1 well-designed and well-implemented experimental study;
(II) moderate evidence from at least 1 well-designed and well-implemented quasi-experimental study; or
(III) promising evidence from at least 1 well-designed and well-implemented correlational study with statistical controls for selection bias.

Grades VPK-5

1. Grades VPK-5 Assessments

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

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

	Additional Assessment(s)			
Name of the Assessment	**Target Audience (Grades PreK-5) (Select all that apply.)**	**What component of reading is assessed? (Select all that apply.)**	**Assessment Type (Select all that apply.)**	**How often is the data collected?**
Amira Assess	☐ VPK ☐ PreK ☒ Grade K ☒ Grade 1 ☒ Grade 2 ☒ Grade 3 ☒ Grade 4 ☒ Grade 5 ☐ All Students ☐ Select Students	☒ Oral Language ☐ Phonological Awareness ☐ Phonics ☒ Fluency ☒ Vocabulary ☒ Comprehension	☒ Screening ☒ Progress Monitoring ☒ Diagnostic ☐ Summative	☐ Weekly ☒ 2 x Month Monthly ☐ Quarterly ☐ 3 x Year ☐ Annually ☐ As Needed ☐ Other
DIBELS	☐ VPK ☐ PreK ☒ Grade K ☒ Grade 1 ☒ Grade 2 ☒ Grade 3 ☒ Grade 4 ☒ Grade 5 ☐ All Students ☐ Select Students	☐ Oral Language ☒ Phonological Awareness ☒ Phonics ☒ Fluency ☐ Vocabulary ☐ Comprehension	☒ Screening ☒ Progress Monitoring ☒ Diagnostic ☐ Summative	☐ Weekly ☐ 2 x Month ☐ Monthly ☐ Quarterly ☒ 3 x Year ☐ Annually ☐ As Needed ☐ Other
District-based ELA Assessments (DBA)	☐ VPK ☐ PreK ☒ Grade K ☒ Grade 1 ☒ Grade 2 ☒ Grade 3 ☒ Grade 4 ☒ Grade 5 ☐ All Students ☐ Select Students	☐ Oral Language ☒ Phonological Awareness ☒ Phonics ☐ Fluency ☒ Vocabulary ☒ Comprehension	☐ Screening ☒ Progress Monitoring ☐ Diagnostic ☐ Summative	☐ Weekly ☐ 2 x Month ☐ Monthly ☐ Quarterly ☒ 3 x Year ☐ Annually ☐ As Needed ☐ Other

2. **Students with a Substantial Deficiency in Reading (Rule 6A-6.053(6), F.A.C.)**
   Students identified with a substantial deficiency in reading must have an individualized progress monitoring plan that is designed to address the student's specific reading deficiency and that meets the minimum requirements set forth in s. 1008.25(4)(c), F.S. The individualized progress monitoring plan must be developed within forty-five (45) days after the results of the coordinated screening and progress monitoring system become available, and parents must be consulted in the development of the plan.

   Students with qualifying disabilities covered by an IEP or a 504 Plan are exempt from the requirement to have a progress monitoring plan, if the IEP or 504 Plan addresses the student's reading deficiency.

Nothing in Rule 6A-6.053, F.A.C., should be construed to require or prohibit an IEP or 504 Plan or the contents of the CERP.

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

- The student is identified as in need of Tier 3 interventions;
- A student in grades K-3 demonstrates through progress monitoring, formative assessments or teacher observation data, minimum skill levels for reading competency in one or more of the six (6) components of reading; and
    - For kindergarten, the student scores below the tenth (10th) percentile or is unable to complete the practice items on the designated grade-level assessment at the beginning, middle or end of the year on the coordinated screening and progress monitoring system pursuant to s. 1008.25(9), F.S.;
    - For grades 1 and 2, the student scores below the tenth (10th) percentile or is unable to complete the practice items on the designated grade-level assessment for the specified testing window of the coordinated screening and progress monitoring system pursuant to s. 1008.25(9), F.S.; or
    - For grade 3, the student scores below the twentieth (20th) percentile at the beginning or middle of the year on the coordinated screening and progress monitoring system pursuant to s. 1008.25(9), F.S.
- A student in grade 3 scores Level 1 on the end-of-year statewide, standardized ELA assessment pursuant to s. 1008.22(3)(a), F.S.

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

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

School administrators and data teams routinely analyze student performance data to identify those who may require additional Tier 2 or Tier 3 support. Screening measures include FAST ELA Progress Monitoring 1, 2 and 3 (PM1, PM2 and PM3), DIBELS Benchmark Assessments. Students performing at Level 1 on FAST ELA PM1, PM2 and PM3 or identified as needing Strategic or Intensive support are considered eligible for targeted interventions. Refer to the decision trees below for further guidance.

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

The district utilizes a structured Multi-Tiered System of Supports (MTSS) to identify students in grades 4–5 who require additional academic interventions. School administrators, including principals and assistant principals, collaborate with school-based data teams to conduct regular reviews of student performance data.

Screening measures used to determine the need for Tier 2 or Tier 3 support include the FAST ELA Progress Monitoring 1, 2 and 3 (PM1, PM2 and PM3) assessments and DIBELS Benchmark Assessments. Students who score a Level 1 on the FAST ELA PM1, PM2 or PM3 are identified as requiring Strategic or Intensive support based on screening results are considered eligible for targeted interventions.

This data-driven process ensures early identification and timely support for students at risk. Additional criteria and decision-making guidance are outlined in the district's MTSS decision trees provided below.

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. If not included within the Decision Tree, 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.

The district employs a comprehensive, Multi-tiered System of Support (MTSS) to identify students in grades K–3 who exhibit characteristics of dyslexia. All students are universally screened using Florida's FAST Progress Monitoring assessments and DIBELS 8 Benchmark Assessments.

Students demonstrating significant risk—such as receiving a Level 1 on FAST PM1, PM2 or PM3, or identified as needing intensive support on DIBELS—are considered for Tier 3 intervention. These criteria serve as initial indicators of potential characteristics of dyslexia.

Additional screening measures are conducted to gather more targeted data. Students who meet the criteria are provided Tier 3 interventions aligned with evidence-based practices for addressing dyslexia-related needs.

3b. Describe the district's process for providing additional screening to students with characteristics of dyslexia pursuant to s. 1008.25(9), F.S. Name the screener(s) utilized.

Students who meet the criteria for Tier 3 support based on FAST ELA PM1, PM2 or PM3 and DIBELS results undergo further screening using the Core Phonics Survey. In addition, the district utilizes the Amira Dyslexia Screener (Amira ISIP), an AI-powered tool that provides a Risk Index—a specialized measure that identifies signals and markers of profound reading risk. This screener enhances the district's ability to identify characteristics of dyslexia with speed and accuracy. Further assessments may also be recommended by the student's Educational Planning Team to ensure comprehensive data is used to inform individualized intervention planning.

4. **Explain how the effectiveness of Tier 1 instruction is monitored.**

The effectiveness of Tier 1 instruction is monitored through a combination of classroom observations, student performance data, and collaborative data analysis. School administrators conduct regular walkthroughs using tools such as the Instructional Empowerment Rigor Walk to observe instructional delivery and determine alignment with Florida's B.E.S.T. Standards and the district's evidence-based reading plan.

Student data from state and district assessments—including FAST Progress Monitoring (PM1–PM3), ISIP/Amira, and other approved screeners—is analyzed at the classroom, grade, and school levels. Administrators facilitate ongoing data chats with teachers to review trends, identify students in need of support, and evaluate the impact of Tier 1 instruction. Principals and instructional teams use this data to determine whether Tier 1 instruction is meeting the needs of at least 80% of students.

District staff support schools by Data Dialogues three times a year to review student outcomes and instructional practices. When Tier 1 instruction is found to be ineffective based on observation and outcome data, schools develop action plans, including adjustments to core instruction and targeted professional development, to improve overall instructional quality and student achievement.

5. **Explain how the effectiveness of Tier 2 interventions is monitored.**

The effectiveness of Tier 2 interventions is monitored through ongoing data collection, regular Educational Planning Team (EPT) reviews, and administrator oversight to ensure interventions are implemented with fidelity and are producing measurable results.

Students receiving Tier 2 support participate in targeted, small-group interventions in addition to core instruction. Their progress is monitored every 2–6 weeks using district-approved tools such as IStation/Amira, or FAST Progress Monitoring. This frequent progress monitoring allows schools to closely track student growth and determine whether the interventions are helping students close skill gaps.

School-based intervention teams—made up of teachers, administrators, and support staff—meet regularly to review student data and assess how well the interventions are working. During these meetings, teams evaluate individual student progress, identify needed adjustments, and determine whether students should continue, intensify, or exit Tier 2 support.

Administrators also conduct observations and review intervention documentation to verify that interventions are being delivered as intended—in the correct group size, frequency, and with consistent instructional strategies. Fidelity checks help ensure that any lack of student progress is not due to inconsistent implementation.

If students are not making adequate progress, the team may revise the intervention plan or consider more intensive Tier 3 support. This process ensures that Tier 2 instruction remains responsive to student needs and is aligned with Florida's Multi-Tiered System of Supports and the district's reading goals.

6. **Explain how the effectiveness of Tier 3 interventions is monitored.**

School administrators, in collaboration with Literacy Specialists, will conduct ongoing classroom observations to monitor instructional practices. Observation findings will be analyzed alongside student performance data to assess the effectiveness of instruction and its influence on student achievement.

In addition, members of the Curriculum Team will systematically review data from common assessments, FAST progress monitoring, and ISIP/Amira to identify instructional trends and determine the level of support needed to strengthen the implementation of high-quality Tier 1 instruction across classrooms.

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: Scores Level 3 or above on statewide assessment and/or Scores at **Benchmark** (≥ 40th percentile) on DIBELS 8
List performance criteria that indicate Tier 1 instruction is sufficient for at least 80% of students. At least 80% of students are performing at or above grade-level benchmarks, as demonstrated by the following indicators: ● 80% of students in grades score Level 3 or higher on the FAST ELA assessment ● 80% of students achieve **Benchmark** or higher composite score (≥ 40th percentile) on DIBELS 8. ● 80% of students score 70% or higher on district-based (DBA) ELA Assessments.
What processes and procedures are in place to identify and solve problems to improve effectiveness of Tier 1 instruction? School administrators will conduct regular classroom observations and walkthroughs to monitor instructional practices. Observation data, including findings from the Rigor Walk tool, are reviewed alongside student performance data—such as common assessments and FAST results—to evaluate instructional effectiveness and identify areas for support. Administrators and Literacy Specialists collaborate to analyze this data, identify instructional trends, and develop targeted support plans. Literacy Specialists meet regularly with school leaders to review findings and provide direct coaching to teachers through modeling, co-teaching, feedback, and lesson planning support.

Core Instruction **Indicate the core curriculum utilized. Add additional rows as needed.**	
Name of Program	**Year of Program Adoption**
Benchmark Advance	2020
UFLI Foundations	2020
Performance criteria that prompt the addition of Tier 2 interventions for students not meeting expectations/benchmarks during the school year: Students scoring Level 2 on FAST ELA Students scoring **Strategic** range (between the 20th and 40th percentile) on DIBELS 8 Students consistently scoring below 60% on District-based (DBA) ELA Assessments	

Tier 1 Instruction + Tier 2 Interventions
Beginning of Year Data

Students who meet the following criteria at the beginning of the school year: Scores a Level 2 on the statewide FAST ELA assessment Scores in the **Strategic** range (between the 20th and 40th percentile) on DIBELS 8	
Number of times per week interventions are provided: 4 **Number of minutes per intervention session:** 20-30 minutes	

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

Name of Program	ESSA Evidence Level	Verbiage (as needed)
University of Florida Literacy Institute (UFLI) Foundations		**UFLI Foundations** does not meet strong, moderate, or promising levels of evidence; however, the following WWC Practice Guide recommendations support the program: *Foundational Skills to Support Reading for Understanding in Kindergarten Through 3rd Grade.* • **Recommendation 3 (Strong Evidence):** Teach students to decode words, analyze word parts, and write and recognize words. • **Recommendation 4 (Moderate Evidence):** Ensure that each student reads connected text every day to support reading accuracy, fluency, and comprehension. These recommendations were built into the program by providing explicit, systematic instruction in phonics and word analysis, coupled with structured opportunities for students to practice fluency and comprehension through connected text reading. The district will support and monitor implementation of this program by providing regular professional learning sessions, facilitating professional learning communities (PLCs), and conducting ongoing classroom observations and coaching cycles. Monitoring will also include the use of progress monitoring data, fidelity checks, and teacher feedback surveys. Professional learning opportunities will focus on lesson delivery, differentiation strategies, and data-driven instructional decision-making to ensure

		consistent and high-quality implementation across schools.
Systematic Instruction in Phonological Awareness and Sight Words (SIPPS)	Moderate	
Amira Learning	Promising	
IStation Reading - Elementary	Moderate	

Students with Disabilities

Name of Program	ESSA Evidence Level	Verbiage (as needed)

English Language Learners

Name of Program	ESSA Evidence Level	Verbiage (as needed)

For K-3 students who have a substantial deficiency in reading or characteristics of dyslexia, identify the multisensory interventions provided.

The UFLI Foundations program is grounded in the principles of structured literacy and incorporates a multisensory, explicit, and systematic approach to teaching foundational reading skills. Each lesson actively engages students in learning by integrating visual, auditory, kinesthetic, and tactile modalities to strengthen the connection between sounds, symbols, and word patterns.

- **Visual** – Students see letters, patterns, and words during direct instruction and practice.
- **Auditory** – Students hear sounds and words as teachers model and as they produce phonemes aloud.
- **Kinesthetic/Tactile** – Students use movement and touch to reinforce learning, such as tracing letters, manipulating sound chips, or tapping out phonemes.

This multisensory design ensures that students process new information through multiple pathways, which enhances memory, builds automaticity, and supports learners who benefit from additional reinforcement. The approach is especially powerful for students with reading difficulties, including dyslexia, because it makes the structure of the English language explicit, concrete, and memorable.

Performance criteria that prompt the addition of Tier 3 interventions for students not meeting expectations/benchmarks during the school year:
Kindergarten – Grade 3: Scores below the 10th percentile on FAST ELA or is unable to complete; or obtains a Level 1 on end-of-year FAST ELA
Grades 3-5: Scores below the 20th percentile at the beginning or middle of the year; or obtains a Level 1 on end-of-year FAST ELA
Scores in the **Intensive** range (below the 20th percentile) on DIBELS 8
District-based ELA assessment (DBA) data consistently below 50%

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: **Kindergarten – Grade 3**: Scores below the 10th percentile on FAST ELA or is unable to complete; or obtains a Level 1 on end-of-year FAST ELA **Grades 3-5**: Scores below the 20th percentile at the beginning or middle of the year; or obtains a Level 1 on end-of-year FAST ELA Scores in the **Intensive** range (below the 20th percentile) on DIBELS 8 District-based ELA assessment (DBA) data consistently below 50%		
Number of times per week interventions are provided: 5 **Number of minutes per intervention session:** 30-45 minutes		

Intensive, Individualized Instruction/Interventions		
Indicate the evidence-based programs and/or practices used for Tier 3 interventions and how the programs and practices are supported by strong, moderate or promising levels of evidence. Add additional rows as needed.		
Name of Program	**ESSA Evidence Level**	**Verbiage (as needed)**
Systematic Instruction in Phonological Awareness and Sight Words (SIPPS)	Moderate	
University of Florida Literacy Institute (UFLI) Foundations		**UFLI Foundations** does not meet strong, moderate, or promising levels of evidence; however, the following WWC Practice Guide recommendations support the program: *Foundational Skills to Support Reading for Understanding in Kindergarten Through 3rd Grade.* • **Recommendation 3 (Strong Evidence):** Teach students to decode words, analyze word parts, and write and recognize words. • **Recommendation 4 (Moderate Evidence):** Ensure that each student reads connected text every day to support reading accuracy, fluency, and comprehension. These recommendations were built into the program by providing explicit, systematic instruction in phonics and word analysis, coupled with structured opportunities for students to practice fluency and comprehension through connected text reading. The district will support and monitor implementation of this program by providing regular professional learning sessions, facilitating professional learning communities (PLCs), and conducting ongoing classroom observations and

		coaching cycles. Monitoring will also include the use of progress monitoring data, fidelity checks, and teacher feedback surveys. Professional learning opportunities will focus on lesson delivery, differentiation strategies, and data-driven instructional decision-making to ensure consistent and high-quality implementation across schools.

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)

For K-3 students who have a substantial deficiency in reading or characteristics of dyslexia, identify the multisensory interventions provided.

The UFLI Foundations program is grounded in the principles of structured literacy and incorporates a multisensory, explicit, and systematic approach to teaching foundational reading skills. Each lesson actively engages students in learning by integrating visual, auditory, kinesthetic, and tactile modalities to strengthen the connection between sounds, symbols, and word patterns.

- **Visual** – Students see letters, patterns, and words during direct instruction and practice.
- **Auditory** – Students hear sounds and words as teachers model and as they produce phonemes aloud.
- **Kinesthetic/Tactile** – Students use movement and touch to reinforce learning, such as tracing letters, manipulating sound chips, or tapping out phonemes.

This multisensory design ensures that students process new information through multiple pathways, which enhances memory, builds automaticity, and supports learners who benefit from additional reinforcement. The approach is especially powerful for students with reading difficulties, including dyslexia, because it makes the structure of the English language explicit, concrete, and memorable**.**

What processes and procedures are in place to identify and solve problems to improve effectiveness of Tier 3 interventions?
School teams are responsible for gathering data on the effectiveness of instructional resources and monitoring their implementation for fidelity. Administrators have been trained to conduct fidelity observations using established protocols and will document fidelity ratings during classroom visits. These ratings, along with student attendance and participation records, will be analyzed in conjunction with district progress monitoring data to evaluate the overall impact on student outcomes.

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: Any third-grade student who is not yet meeting grade level expectations in reading by January as well as all students who score a 1 on FAST ELA PM3 are invited to attend our district's summer reading camp. Principals choose teachers for the program based on previous successful experience working with third grade students who need additional support in reading, and only select teachers who hold the reading endorsement or certification and are rated highly effective.
Evidence-Based Instructional Materials to be used, as defined in <u>20 U.S.C. s. 7801(21)(A)(i)</u>: The curriculum team develops and implements guidance to support teachers in the use of evidence-based practices embedded within our curriculum resources. UFLI Foundations, Istation, and Scholastic LitCamp are curriculum resources used during our summer programs. Curriculum team members visit summer programs to provide feedback and support. LitCamp does not meet strong, moderate, or promising levels of evidence; however, the following WWC Practice Guide recommendations support the program: *Foundational Skills to Support Reading for Understanding in Kindergarten Through 3rd Grade.* - Recommendation 1 (Minimal Evidence): Teach students academic language skills, including the use of inferential and narrative language, and vocabulary knowledge. - Recommendation 4 (Moderate Evidence): Ensure that each student reads connected text every day to support reading accuracy, fluency, and comprehension. These recommendations are built into the program by providing a literacy-rich summer learning model that integrates daily reading of connected texts, explicit vocabulary instruction, and opportunities for students to engage in collaborative discussions and writing activities tied to thematic units. The district will support and monitor implementation of this program by ensuring fidelity to the LitCamp structure, collecting student attendance and progress data, and conducting site visits to observe instruction and student engagement. Monitoring will also include feedback from teachers and administrators to adjust supports as needed. Professional learning opportunities will be provided for teachers to prepare them in delivering the LitCamp model effectively, with emphasis on strategies for vocabulary development, student engagement, and supporting reading fluency and comprehension.
Alternative Assessment Used: ISIP, Amira, Stanford 10
Additional Information (optional):

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

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

Grades 6-8

8. Grades 6-8 Assessments

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

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

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

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

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

Students' FAST ELA data from the prior school year serves as an initial indicator for identifying those who may require Tier 2 or Tier 3 interventions. School-based teams analyze this data alongside additional sources, such as state assessment results and district-based assessments ((DBA), to determine final eligibility for targeted support.

10. **Explain how the effectiveness of Tier 1 instruction is monitored.**

School administrators, in collaboration with Literacy Specialists, will conduct regular observations of classroom instruction. These observations will be aligned with student progress data to evaluate the effectiveness of instructional strategies on learning outcomes.

Members of the Curriculum Team will analyze common assessment results along with FAST data to identify trends and determine the level of support needed to strengthen the implementation of high-quality Tier 1 instruction across classrooms.

11. **Explain how the effectiveness of Tier 2 interventions is monitored.**

District, school, and classroom teams routinely monitor i-Ready usage and student lesson pass rates to ensure consistent implementation and engagement. Mid-year i-Ready Diagnostic results are reviewed to assess student progress toward established growth targets. In addition, students complete FAST Progress Monitoring assessments and district common assessments to evaluate their alignment with grade-level standards and the effectiveness of adaptive online reading instruction.

12. **Explain how the effectiveness of Tier 3 interventions is monitored.**

Ongoing and systematic reviews of i-Ready usage and lesson pass rates are conducted at the district, school, and classroom levels to monitor student engagement and instructional fidelity. Mid-year i-Ready Diagnostic data is analyzed to evaluate progress toward individual growth goals. Additionally, students participate in FAST Progress Monitoring and district common assessments to ensure alignment with grade-level standards

and to assess the effectiveness of both core instruction and adaptive online reading programs. The effectiveness of Tier 3 i-Ready interventions is monitored through progress monitoring data, lesson performance, and growth on targeted skills. Teachers use these results to adjust small-group or one-on-one instruction, while ongoing checks and observations ensure interventions are responsive and improving student outcomes.

Grades 6-8 Decision Tree
Tier 1 (Core) Only

Beginning of Year Data

Students must meet the following criteria at the beginning of the school year:
Scores Level 3 or above on statewide assessment.
Schools use multiple measures such as district common assessments, unit tests, and classroom-based evidence including grades, essays, and formative checks for understanding. Instructional quality is monitored through observations, lesson plan reviews, and PLC data analysis, while attendance, engagement, and subgroup performance data ensure Tier 1 instruction is effective for all learners. This combination of data points provides a comprehensive view of instructional appropriateness.

List performance criteria that indicate Tier 1 is sufficient for at least 80% of students.
  80% of students are scoring Level 3 or above on FAST ELA
  80% of students are scoring 70% or above on district-based ELA assessments

What procedures are in place to identify and solve problems to improve effectiveness of Tier 1 instruction?

District, school, and classroom-level teams regularly analyze FAST ELA and district-based assessment data to identify standards requiring re-teaching and to determine which students may need additional support beyond Tier I instruction. Teachers collaborate with district curriculum specialists to review assessment reports and evaluate the effectiveness of instruction in promoting standards mastery.

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

Name of Program	Year of Program Adoption
My Perspectives	**2020**
Discovery Education Common Lit	**2020**

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

Students scoring Level 2 on FAST ELA
Students consistently scoring below 60% on District-based (DBA) ELA Assessments

Tier 1 Instruction + Tier 2 Interventions

Beginning of Year Data

Students who meet the following criteria at the beginning of the school year:
Student scores Level 2 on the previous year FAST ELA PM3.
Students scoring below a 70% on the District Based Assessment

Number of times per week interventions are provided: 2

Number of minutes per intervention session: 30-50

Course(s) where interventions take place:
- 1000010 M/J INTENS READ 1
- 1000012 M/J INTENS READ 2
- 1000014 M/J INTENS READ 3

OR

- 1700000 M/J Research I
- 1700010 M/J Research 2
- 1700002 M/J Research 3

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

Name of Program	ESSA Evidence Level	Verbiage (as needed)
i-Ready Diagnostic, Performance	Promising	

Indicate the evidence-based programs and/or practices implemented for students with a disability, students with an IEP and students who are English language learners, as applicable. Add additional rows as needed.

Students with Disabilities

Name of Program	ESSA Evidence Level	Verbiage (as needed)

English Language Learners

Name of Program	ESSA Evidence Level	Verbiage (as needed)

Performance criteria that prompt the addition of Tier 3 interventions for students not meeting expectations/benchmarks during the school year:
Data indicating lack of student progress as reflected on FAST ELA PM1 and/ or PM2 and/or the district-based assessments may prompt the addition of Tier 3 interventions. i-Ready mid-year diagnostic data showing the student is not on track to meet Stretch Growth goal is also used.

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:
Student scores a Level 1 on 2024-2025 FAST ELA PM3
Students scoring lower than 50% on District Based Assessments

Number of times per week interventions are provided: 2

Number of minutes per intervention session: 30-50

Course(s) where interventions take place:

- 1000010 M/J INTENS READ 1
- 1000012 M/J INTENS READ 2
- 1000014 M/J INTENS READ 3

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

Name of Program	ESSA Evidence Level	Verbiage (as needed)
i-Ready Diagnostic, Performance, and Teacher Toolbox	Promising	

Indicate the evidence-based programs and/or practices implemented for students with a disability, students with an IEP and students who are English language learners, as applicable. Add additional rows as needed.

Students with Disabilities

Name of Program	ESSA Evidence Level	Verbiage (as needed)

English Language Learners

Name of Program	ESSA Evidence Level	Verbiage (as needed)

What procedures are in place to identify and solve problems to improve effectiveness of Tier 3 interventions?
The effectiveness of i-Ready Tier 3 interventions is monitored through progress data and lesson performance, with teachers and intervention teams meeting regularly to adjust instruction based on student needs. Classroom observations, fidelity checks, and MTSS/RTI meetings ensure consistent implementation, and instructional strategies are revised when students show limited progress.Using data to determine areas of greatest need, Secondary Literacy Specialists provide school-site support to teachers and students not meeting expectations with Tier 3 support.

13. Grades 9-12 Assessments

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

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

Additional Assessment(s)				
Name of the Assessment	**Target Audience (Grades 9-12) (Select all that apply.)**	**What component of reading is assessed? (Select all that apply.)**	**Assessment Type (Select all that apply.)**	**How often is the data collected?**
Reading Plus Assessments	☒ 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
District Based Assessment (DBA)	☒ 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
Reading Plus InSight Adaptive Assessment	☐ Grade 9 ☐ Grade 10 ☐ Grade 11 ☐ Grade 12 ☐ All Students ☐ Select Students	☒ Oral Language ☒ Phonological Awareness ☒ Phonics ☐ Fluency ☐ Vocabulary ☐ Comprehension	☒ Screening ☒ Progress Monitoring ☒ Diagnostic ☒ Summative	☐ Weekly ☐ 2 x Month ☐ Monthly ☐ Quarterly ☒ 3 x Year ☐ Annually ☐ As Needed ☐ Other
Phonics for Reading	☒ Grade 9 ☒ Grade 10	☐ Oral Language ☒ Phonological	☐ Screening ☒ Progress	☐ Weekly ☐ 2 x Month

	Awareness	Monitoring	☐ Monthly
☒ Grade 11 ☒ Grade 12 ☐ All Students ☒ Select Students	☒ Phonics ☐ Fluency ☐ Vocabulary ☐ Comprehension	☒ Diagnostic ☐ Summative	☐ Quarterly ☐ 3 x Year ☐ Annually ☒ As Needed ☐ Other

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

Students' prior-year FAST ELA results are used as an initial indicator to identify those who may require Tier 2 or Tier 3 interventions. School-based teams then review additional data sources, including state assessment results and district-based assessment (DBA) data, to make informed decisions regarding students' eligibility for targeted intervention support.

15. Explain how the effectiveness of Tier 1 instruction is monitored.

School administrators will conduct regular observations of classroom instruction, with the support of Literacy Specialists. These observations will be associated with student progress data to determine the impact of instructional practice on student learning.
Curriculum Team members will review common assessment data as well as FAST data to determine any support teachers may need to implement high quality Tier 1 instruction.

16. Explain how the effectiveness of Tier 2 interventions is monitored.

District personnel perform a weekly review of Reading Plus usage and growth data and work with teachers and school administrators to create support plans for students whose usage and mastery performance is off track. Using data to determine areas of greatest need, literacy specialists provide school-site support to teachers and students not meeting expectations with Tier 2 support.

17. Explain how the effectiveness of Tier 3 interventions is monitored.

District, school, and classroom teams regularly and consistently review Reading Plus usage and student growth data to monitor implementation and progress. Mid-year diagnostic results from Reading Plus are analyzed to ensure students are on track to meet their individualized growth goals. In addition, students complete the FAST ELA assessment and district common assessments to evaluate their progress toward standards-based learning goals and the effectiveness of adaptive online reading instruction. Tier 3 teacher-led interventions with Reading Plus are monitored through diagnostic and progress data, as well as lesson performance results. Teachers adjust instruction in small groups or individually, while classroom observations and MTSS/RTI reviews ensure fidelity and effectiveness of the interventions.

Grades 9-12 Decision Tree
Tier 1 (Core) Only
Beginning of Year Data
Students must meet the following criteria at the beginning of the school year: Student scores Level 3 on the previous year FAST ELA PM3.

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

The effectiveness of Tier I instruction is indicated by students scoring a 3 or higher achievement level on FAST ELA Progress Monitoring (PM) 1, 2, and 3 data, along with standards-based, grade-level district common assessments. School administrators further evaluate Tier I instructional quality through formal classroom observations and Rigor Walks.

What processes and procedures are in place to identify and solve problems to improve effectiveness of Tier 1 instruction and/or curriculum provided to students?

District, school, and teacher teams analyze FAST ELA and district common assessment data to identify standards requiring re-teaching and to determine which students are not responding to Tier I instruction. Teachers collaborate with district curriculum specialists to review FAST ELA and district common assessment reports and assess the effectiveness of instruction in supporting standards mastery.

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

Name of Program	Year of Program Adoption
McGraw Hill StudySync Core English Language Arts	2020

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

Students scoring below proficiency level 3 on FAST ELA PM1, PM2, and or the district common assessments prompt the addition of Tier 2 interventions.

Tier 1 Instruction + Tier 2 Interventions

Beginning of Year Data

Students who meet the following criteria at the beginning of the school year:
Student scores Level 2 on the previous year FAST ELA PM3.

Number of times per week interventions are provided: 3

Number of minutes per intervention session: 30-50

Course(s) where interventions take place:

- 1000412 INTENS READ 1
- 1000414 INTENS READ 2
- 1000416 INTENS READ 3
- 1000418 INTENS READ 4

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)
Reading Plus	Strong	

Indicate the evidence-based programs and/or practices implemented for students with a disability, students with an IEP and students who are English language learners, as applicable. Add additional rows as needed.		
Students with Disabilities		
Name of Program	ESSA Evidence Level	Verbiage (as needed)
English Language Learners		
Name of Program	ESSA Evidence Level	Verbiage (as needed)

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

Tier 1 Instruction + Tier 2 Interventions + Tier 3 Intensive Interventions
Beginning of Year Data

Students who meet the following criteria at the beginning of the school year:
(Enter assessment criteria that will be used.)
Student scores Level 2 on the previous year FAST ELA PM3.
Reading Plus growth data is below expectations. Student scores inadequate (scoring level 1) in the previous school year.

Number of times per week interventions are provided: 5

Number of minutes per intervention session: 15-50

Course(s) where interventions take place: Intensive Reading

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)
Reading Plus w/phonics including: Diagnostic, Foundational Skills Support,Teacher-Led Comprehension Lessons and Vocabulary Development	**Strong**	Teacher-led Tier 3 interventions supported by Reading Plus meet **ESSA Level 1: Strong Evidence** through randomized control trials showing significant gains in reading comprehension and fluency. These studies demonstrate positive impacts for ESSER subgroups, including ELL, SWD, and economically disadvantaged students, confirming the effectiveness of intensive, teacher-led support.
Indicate the evidence-based programs and/or practices implemented for students with a disability, students with an IEP and students who are English language learners, as applicable. Add additional rows as needed.		

Students with Disabilities		
Name of Program	**ESSA Evidence Level**	**Verbiage (as needed)**
English Language Learners		
Name of Program	**ESSA Evidence Level**	**Verbiage (as needed)**

What processes and procedures are in place to identify and solve problems to improve effectiveness of Tier 3 interventions?

District personnel perform a weekly review of Reading Plus usage and growth data and work with teachers and school administrators to create support plans for students whose usage and mastery performance is off track. Using data to determine areas of greatest need, Secondary Literacy Specialists provide school-site support to teachers and students not meeting expectations with Tier 3 support.

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

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

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

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

Name of Professional Learning	Target Audience	Description
University of Florida Literacy Institute (UFLI)	Teachers and Administrators	The UFLI team provides multiple learning opportunities including yearlong professional learning sessions for administrators, coaches, teachers, staff, and families. The sessions are also available through Canvas for anyone who misses a session.
Literacy Academy	Literacy Specialists and Curriculum Specialists	The literacy specialist professional learning is designed to build foundational knowledge and skills for effective instructional coaching. Objectives include clarifying the roles and responsibilities, emphasizing support over evaluation, and highlighting how coaches' model best practices, facilitate collaboration, and align their work with school-wide literacy goals. The learning sessions emphasize how to use classroom evidence to provide non-evaluative, actionable feedback that promotes teacher learning as well as relationship building, goal setting, observation, feedback, and reflection. This professional learning will be in collaboration with staff from the Bureau of School Improvement.
Rigor Walk Training	Principals, Assistant Principals and District Administrators	The Instructional Empowerment Rigor Walk Tool is a classroom observation instrument designed to help school and district leaders evaluate the level of instructional rigor occurring during lessons. It is used to collect data on how effectively instruction aligns

		with grade-level standards and engages students in high-level thinking.
Instructional Empowerment - Model of Instruction	Administrators and teachers at eight elementary schools, one middle school and one middle/high school	The Instructional Empowerment Model of Instruction is a student-centered framework that promotes high-quality, standards-based teaching by ensuring that students do the thinking, talking, and problem-solving in the classroom.
Collaborative Planning	All teachers in state assessed grade levels and subject areas in elementary, middle and high schools	Teachers meet weekly or bi-weekly with Literacy Specialists to engage in collaborative planning focused on strengthening Tier 1, standards-based instruction. These sessions support alignment to grade-level expectations, data-informed decision-making, and the integration of evidence-based literacy strategies to ensure high-quality instruction for all students.

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

Instructional personnel, including certified PreK teachers funded through the Florida Education Finance Program (FEFP), are supported in multiple pathways to earn certifications, endorsements, and advanced degrees in scientifically researched and evidence-based reading instruction.

Teachers seeking initial certification may participate in the district's Professional Learning Certification Program (PLCP). This competency-based program is aligned to the Florida Educator Accomplished Practices (FEAPs) and includes the completion of 20 performance tasks. Each participant is paired with a trained mentor who provides individualized support, feedback, and guidance throughout the certification process.

For those pursuing the Reading Endorsement, the district offers access to state-approved online coursework. Educators may complete these courses at their own pace, and each course is facilitated by a qualified instructor who supports participants with content understanding, application of research-based practices, and timely feedback.

Educators pursuing an advanced degree in reading (e.g., a master's degree in reading education or literacy studies) typically do so independently through accredited institutions of higher education. While this pathway is self-directed, the district encourages continuous learning and recognizes advanced degrees as part of its professional growth.

Differentiated Professional Learning
Describe how professional learning is differentiated and intensified for teachers based on progress monitoring data.
Professional learning is differentiated and intensified for teachers based on progress monitoring data through a collaborative and data-informed approach. School principals regularly review multiple data sources, including student progress monitoring results, classroom observation data, and Rigor Walk findings, to identify instructional areas requiring additional support. Principals then share the instructional needs of their schools, along with the names of teachers needing targeted assistance, with district literacy specialists.

Based on these needs, literacy specialists provide tailored support through coaching cycles, collaborative planning, and differentiated professional learning opportunities. The intensity and focus of support are aligned with both school-level priorities and individual teacher needs, ensuring that professional development is responsive, relevant, and designed to accelerate student outcomes.

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

Mentor teachers are identified by the school principal based on clearly defined qualifications and demonstrated instructional effectiveness. To be eligible, mentor teachers must have a minimum of three years of successful teaching experience, consistently earn *Effective* or *Highly Effective* ratings on their annual performance evaluations, and complete the state-required Clinical Educator Training, effectively preparing them to support adult learners.

Mentor teachers serve a vital role in supporting novice educators, including those in the Beginning Teacher Program and the Professional Learning Certification Program (PLCP). They guide beginning teachers in aligning instructional practices to the Florida Educator Accomplished Practices (FEAPs), model high-quality instruction, and provide ongoing feedback and coaching.

Principals are responsible for selecting mentor teachers and for monitoring the quality and consistency of the support provided to beginning teachers. In addition to school-based oversight, the Professional Learning Department also monitors mentor teacher effectiveness. To ensure accountability and documentation of support, mentor teachers are required to submit Time and Effort Forms to the Professional Learning Department on a regular basis.

Model classrooms are designated by the school leadership team and literacy specialist. Model classrooms serve as sites where other teachers can observe effective teaching strategies, reflect on practice, and engage in peer learning.

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

Each school provides dedicated time for teachers to engage in professional learning. One of the primary structures supporting this is the district's implementation of collaborative planning time at all levels, which is embedded within the school day schedule. This time is designed to allow teachers to meet regularly in grade-level or content-area teams to analyze data, plan instruction, and share effective practices.

Additionally, early release Wednesdays are designated across the district to provide elementary schools with protected time for professional learning. Schools may use this time for a variety of learning activities, including data analysis, instructional planning, or participation in professional learning sessions aligned to school improvement goals.

At the school level, Literacy Specialists will play a key role. They will work closely with teachers during collaborative planning to support the implementation of high-quality, evidence-based literacy instruction. This includes guiding teams in reviewing standards, analyzing student work, identifying instructional next steps, and integrating effective strategies into core instruction. Literacy Specialists also provide job-embedded support and model lessons to strengthen Tier 1 literacy instruction across classrooms.

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
Title 1 Extended Day Intervention	Students in grades 2-5	After school tutoring for students not meeting grade level expectations in reading.
Florida Tutoring Advantage	Targeted elementary schools (based on data)	In-person, virtual or online program support for targeted students who are not proficient in reading. Funds are provided by a grant from the Lastinger Center.

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

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

Families are notified when a student is identified with a substantial reading deficiency, based on assessments, teacher input, and classroom performance. A personalized support plan is developed to address the student's reading needs, which may include a Progress Monitoring Plan or Individualized Education Plan. The plan outlines school-based interventions and provides suggestions for at-home support. Families also receive information about the New Worlds Reading Initiative.

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).

Families are notified about multiple literacy support programs, the New Worlds Reading Initiative (NWRI), and the Alachua County Public Schools (ACPS) Read-at-Home Plan. The Read-at-Home Plan, which is accessible on the district website, provides grade-level recommendations and strategies to help families support literacy development at home.

Alachua County Public Schools also actively participates in the Florida Grade-Level Reading Campaign, a statewide initiative that brings together a network of community partners focused on improving third-grade reading proficiency. This collaborative effort includes organizations such as the Lastinger Center for Learning, which oversees the New Worlds Reading Initiative.

Our Communications Office employs a variety of outreach strategies to raise awareness among families of eligible students and ensure they are informed about the New Worlds Reading Initiative (NWRI).

Some school sites also host family learning sessions in partnership with *Books and Cooks*, a collaborative program between UF/IFAS Extension and the New Worlds Reading Initiative that promotes literacy and healthy habits.

Furthermore, the district maintains a strong partnership with the University of Florida Literacy Institute (UFLI) and provides families with online resources—particularly for students in grades K–2—to support early literacy at home.

8) Assurances (Rule 6A-6.053(9)(b)2., F.A.C.)

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

Initials	Assurance
	a. All reading instruction and professional learning is grounded in the science of reading; uses instructional strategies that includes phonics instruction for decoding and encoding as the primary strategy for word reading; and does not employ the three-cueing system model of reading or visual memory as a basis for teaching word reading.
	b. All students identified with a substantial deficiency in reading are covered by an individualized progress monitoring plan that meets the requirements of s. 1008.25(4)(c), F.S., to address their specific reading deficiency, unless they have an IEP or 504 plan that addresses their reading deficiency, or both in accordance with Rule 6A-6.053(6)(c), F.A.C.
	c. All intensive reading interventions provided in Summer Reading Camps to students in grade 3 who score Level 1 on the statewide, standardized ELA assessment are delivered by instructional personnel who are certified or endorsed in reading and rated highly effective as determined by the teacher's performance evaluation under s. 1012.34, F.S. All other intensive reading interventions are delivered by instructional personnel who are certified or endorsed in reading, or by instructional personnel who possess the elementary or secondary literacy micro-credential and who are supervised by an individual certified or endorsed in reading.
	d. Each school has a literacy leadership team consisting of a school administrator, literacy coach, media specialist and a lead teacher, as applicable.
	e. All literacy specialists in the district meet the minimum qualifications described in Rule 6A-6.053(4), F.A.C.
	f. Literacy coaches are prohibited from performing administrative functions that will detract from their role as a literacy coach and spend limited time administering or coordinating assessments.
	g. Literacy coaches are assigned to schools with the greatest need based on student performance data in reading.
	h. Time is provided for teachers to meet weekly for professional learning, including lesson study and professional learning communities.
	i. The CERP will be shared with stakeholders, including school administrators, literacy leadership teams, literacy coaches, classroom instructors, support staff and parents.

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

Signature:	Date:

House Bill 1255 amends section 1003.4201, Florida Statutes, and adds a component of the reading instruction plan to provide a description of how the district prioritizes the assignment of highly effective teachers from kindergarten to grade 2.

9) Highly Effective Teachers

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

To strengthen foundational literacy, ACPS is committed to hiring highly effective K–2 teachers through targeted, data-driven strategies, including:

- Early contract offers at spring job fairs to secure top candidates before peak hiring season
- School-based recruitment events to attract mission-driven educators to fragile schools
- Incentivized placements at high-need schools through signing bonuses or relocation assistance
- Screening for reading credentials, prioritizing candidates with reading endorsements, certificates, or micro-credentials aligned to K–2 instruction
- Retention supports such as mentoring, instructional coaching, and professional learning communities focused on early literacy
- Ongoing performance monitoring to align staffing decisions with student outcomes in reading

These efforts reflect Alachua County Public Schools' commitment to ensuring every K–2 student has access to high-quality, evidence-based reading instruction from day one.

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

Signature: *Kamela Patton*	Date: 8/1/25