2025-2026
Calhoun County
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	Tracie Taylor	tracie.taylor@calhounflschools.org	850-674-8734 ext.232
Data Element	Tracie Taylor	tracie.taylor@calhounflschools.org	850-674-8734 ext.232
Third Grade Promotion	Tracie Taylor	tracie.taylor@calhounflschools.org	850-674-8734 ext.232
Multi-Tiered System of Supports	Tracie Taylor, Staci Williams, Zoe Tatum, Kaye Lewis, Rebecca Stanley, Nicole Purvis, Wendy Guilford	tracie.taylor@calhounflschools.org, staci.williams@calhounflschools.org, zoe.tatum@calhounflschools.org, kaye.lewis@calhounflschools.org, rebecca.stanley@calhounflschools.org, nicole.purvis@calhounflschools.org, wendy.guilford@calhounflschools.org	850-674-8734 ext.232, 850-674-8734 ext. 229
Curriculum Coaches	Paulette Bryant, Cindy Alday	paulette.bryant@calhounflschools.org, cindy.alday@calhounflschools.org,	850-674-8734

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 reading 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	**N/A**	
Intervention teachers	**$200,075.00**	**4**
Scientifically researched and evidence-based supplemental instructional materials	**$20,500.00**	
Third grade summer reading camps	**$18,425.00**	**4**
Summer reading camps		
Secondary Expenses		
Literacy coaches		
Intervention teachers		
Scientifically researched and evidence-based supplemental instructional materials		
PreK-Grade 12 Expenses		
Professional learning to help K-12 instructional personnel and certified PreK teachers earn a certification, a credential, an endorsement or an advanced degree in scientifically researched and evidence-based reading instruction	**$7,500.00**	
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	**4,000.00**	
Other – Please Describe (Add additional rows as needed.)		
Estimated Sum of Expenditures	**$250,500.00**	

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 2024-2025 – % of Students Scoring	Goal for Plan Year 2025-2026 – % of Students Scoring	Previous School Year 2024-2025 – % of Students Scoring	Goal for Plan Year 2025-2026 – % of Students Scoring
	Urgent Intervention <10th percentile	Urgent Intervention <10th percentile	At & Above Benchmark 40th percentile & above	At & Above Benchmark 40th percentile & above
VPK	3%	2%	75%	80%

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

The district will prioritize training for VPK teachers. Teachers will receive the CLASS training, curriculum implementation training(FrogStreet), behavior strategy training, curriculum mapping on how to integrate the FELDS, as well as other trainings identified as a need throughout the school year. There will also be an increased emphasis on providing information to parents throughout the school year.

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

FAST				
Grade	Previous School Year 2024-2025 – % of Students Scoring	Goal for Plan Year 2025-2026 – % of Students Scoring	Previous School Year 2024-2025 – % of Students Scoring	Goal for Plan Year 2025 – 2026 – % of Students Scoring
	Level 1	Level 1	Levels 3-5	Levels 3-5
K	18%	15%	59%	65%
1	23%	20%	57%	65%
2	27%	24%	50%	70%
3	14%	11%	68%	70%
4	17%	14%	62%	65%
5	17%	14%	55%	60%
6	13%	10%	62%	65%
7	12%	9%	55%	60%
8	14%	11%	55%	60%
9	16%	13%	55%	60%
10	17%	14%	55%	60%

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	K-2nd Grade - FAST STAR Early Literacy, FAST STAR Reading(PM1, PM2, PM3) 3rd – 5th Grade FAST ELA Assessment – PM1, PM2, and PM3 K – 5th Grade – iReady – Diag. 1, Diag. 2, and Diag. 3	K-2nd Grade - FAST STAR Early Literacy, FAST STAR Reading(PM1, PM2, PM3) 3rd – 5th Grade FAST ELA Assessment – PM1, PM2, and PM3 K – 5th Grade – iReady – Diag. 1, Diag. 2, and Diag. 3 3rd – 5th Grade - STAR Reading – Quarterly
Actions for continuous support and improvement	The Continuous Improvement Model will be used to analyze data after each progress monitoring check and the steps below will be followed and implemented. * Plan: Identify an opportunity and plan for change. * Do: Implement the change on a small scale. * Check: Use data to analyze the results of the change and determine whether it made a difference. * Act: If the change was successful, implement it on a wider scale and continuously assess the results. * The district collaborates with State Regional Literacy Directors (SRLDs) assigned to Calhoun to identify and plan professional learning for administrators, curriculum coaches, and teachers.	The Continuous Improvement Model will be used to analyze data after each progress monitoring check and the steps below will be followed and implemented. * Plan: Identify an opportunity and plan for change. * Do: Implement the change on a small scale. * Check: Use data to analyze the results of the change and determine whether it made a difference. * Act: If the change was successful, implement it on a wider scale and continuously assess the results. * School level administrators, curriculum coaches, and district personnel will conduct walkthroughs to identify strengths and weaknesses.
Grades 6-8	**District Level**	**School Level**
Data that will be collected and frequency of review	6th – 8th Grade FAST ELA Assessment – PM1, PM2, and PM3 6th – 8th Grade – iReady – Diag. 1 and Diag. 2 6th-8th - STAR Reading – Quarterly	6th – 8th Grade FAST ELA Assessment – PM1, PM2, and PM3 6th – 8th Grade – iReady – Diag. 1 and Diag. 2 6th-8th - STAR Reading – Quarterly
Actions for continuous support and improvement	The Continuous Improvement Model will be used to analyze	The Continuous Improvement Model will be used to analyze

	data after each progress monitoring check and the steps below will be followed and implemented. * Plan: Identify an opportunity and plan for change. * Do: Implement the change on a small scale. * Check: Use data to analyze the results of the change and determine whether it made a difference. * Act: If the change was successful, implement it on a wider scale and continuously assess the results. * School level administrators, curriculum coaches, and district personnel will conduct walkthroughs. Data chats will be scheduled after FAST PM monitoring with school administrators to determine strengths and weaknesses as well as identify the need for additional professional learning.	data after each progress monitoring check and the steps below will be followed and implemented. * Plan: Identify an opportunity and plan for change. * Do: Implement the change on a small scale. * Check: Use data to analyze the results of the change and determine whether it made a difference. * Act: If the change was successful, implement it on a wider scale and continuously assess the results. * School level administrators, curriculum coaches, and district personnel will conduct walkthroughs to identify strengths and weaknesses.
Grades 9-12	**District Level**	**School Level**
Data that will be collected and frequency of review	9th – 10th Grade FAST ELA Assessment – PM1, PM2, and PM3 9th-10th – STAR Reading – Quarterly 11th – 12^{th}(who do not have a concordant score to graduate) – STAR Reading – Quarterly/As needed	9th – 10th Grade FAST ELA Assessment – PM1, PM2, and PM3 9th – 10th - STAR Reading – Quarterly 11th – 12th - STAR Reading – 3 times a year/as needed
Actions for continuous support and improvement	The Continuous Improvement Model will be used to analyze data after each progress monitoring check and the steps below will be followed and implemented. * Plan: Identify an opportunity and plan for change. * Do: Implement the change on a small scale. * Check: Use data to analyze the results of the change and determine whether it made a	The Continuous Improvement Model will be used to analyze data after each progress monitoring check and the steps below will be followed and implemented. * Plan: Identify an opportunity and plan for change. * Do: Implement the change on a small scale. * Check: Use data to analyze the results of the change and determine whether it made a

		difference. * Act: If the change was successful, implement it on a wider scale and continuously assess the results. * School level administrators, curriculum coaches, and district personnel will conduct walkthroughs. Data chats will be scheduled after FAST PM monitoring with school administrators to determine strengths and weaknesses as well as identify the need for additional professional learning.	difference. * Act: If the change was successful, implement it on a wider scale and continuously assess the results. * School level administrators conduct walkthroughs as well as literacy coaches, and district personnel.

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

Based on the results of the District CERP Reflection Tool, as well as an in-depth data review, the district will meet in grade alike groups after each PM to discuss data and determine strengths and weaknesses that need to be addressed prior to the next PM. The district will offer learning opportunities during each meeting that focus on specific topics, teacher interest, and teacher need. We will encourage and provide support for collaborative learning communities for K-2nd and 3rd – 5th where teachers can share practices, discuss challenges, and problem solve in order to increase student engagement and student achievement. We will partner with our SRLD and PAEC to provide trainings based on the Science of Reading and evidence-based literacy instruction. Curriculum Coaches will meet with teachers to discuss how to use assessment data effectively to inform instruction, identify ways to strengthen Tier I instruction, identify student needs, and track progress over time.

School based administrators, curriculum coaches, and district personnel will conduct walkthroughs using the district "Literacy Walkthrough Tool", analyze data, and meet with 6th-12th grade teachers. This information will be used to determine strengths, weaknesses, and next steps. The information will also be used to determine professional learning needs.

Professional learning was provided to school administrators this summer on Tier I instruction, Tier 2 instruction, Tier 3 instruction, and how to use the "Literacy Walkthrough Tool". Professional learning will continue to be provided throughout the school year to school administrators.

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

School administrators conduct weekly classroom visits to gather data utilizing the district designed Literacy Walkthrough tool and the state Literacy Walkthrough tool. The school-based Literacy Leadership Team meets quarterly, at a minimum, to analyze the data provided via both Literacy Walkthrough tools and to review the Comprehensive Evidence-Based Reading plan to ensure that it is being implemented with fidelity.

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, assistant principals, and school assessment coordinators ensure that all students have been tested. School administrators meet in grade group meetings to review progress monitoring data as well as classroom data. School administrators along with teachers analyze data, review the B.E.S.T. standards, and examine the clarifications to ensure that students are receiving instruction to meet the needs of all students.

C. **Literacy Coaches (Rule 6A-6.053(4), F.A.C.)**

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

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

   ☐Yes   ☒No

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

The Calhoun Coaching Model is used by the district.

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

The Calhoun County Coaching Model is reviewed and discussed each summer with principals during staff meetings.

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

The district supports curriculum coaches by providing opportunities to attend various professional development courses in which strategies, expertise, and support is shared. The district also supports the curriculum coaches through book studies and time to collaborate with other coaches in surrounding districts.

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 coaches with prioritizing high impact activities. Curriculum Coaches provide professional learning to teachers based on need according to progress monitoring data, walkthrough data, and/or request from administration or teachers. Coaches conduct data analysis with teachers and assist with goal setting and planning based on data results reviewed. Goal setting sheets are created and follow-up meetings are scheduled. Curriculum Coaches initially meet with teachers and establish a plan prior to going into classrooms to provide intense professional learning. The "co-teaching model" is implemented beginning with Curriculum Coaches spending multiple days at a time in the teacher's classroom observing. Curriculum Coaches then provide professional learning based on observations and student data. Curriculum Coaches then provide detailed next steps for the teacher/teachers following the implementation of the professional learning. Curriculum Coaches will continue to conduct walkthroughs to ensure that implementation of the professional learning is being implemented with fidelity.

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

The Curriculum and Instruction Director will monitor coaching time and assignments. Data is reviewed after each progress monitoring assessment at the district level. Coaching time and tasks, as well as school assessment data, are reviewed to identify strengths as well as to identify where additional support is needed based on the results of progress monitoring data. Coaching time is prioritized by schools with the

greatest need and can change during the school year after data has been reviewed. RAISE Schools are considered to be HIGH priority schools.

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

Stakeholder feedback and data analysis is used to measure the effectiveness of literacy coaches.

4) Assessment, Curriculum and Reading Instruction

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

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

- **Six components of reading**: oral language, phonological awareness, phonics, fluency, vocabulary and comprehension.
- **Four types of classroom assessments**: screening, progress monitoring, diagnostic and summative assessment.
- **Three tiers of instruction that are standards-aligned**; include accommodations for students with a disability, students with an Individual Educational Plan (IEP) and students who are English language learners; and incorporate the principles of Universal Design for Learning as defined in [34 Code of Federal Regulations 200.2(b)(2)(ii)](#).
    - 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 aligns with *Florida's Formula for Reading Success* by embedding its core components into key guiding documents, including the District MTSS/Response to Intervention (RtI) Handbook, School Improvement Plans, and the Comprehensive Evidence-Based Reading Plan. These documents use consistent language and emphasize increasing student achievement and closing achievement gaps for all students, including Students with Disabilities and English Language Learners.

Florida's Formula for Reading Success includes the six components of reading, four types of assessment, and a multi-tiered system of support (Tiers I, II, and III). The district ensures these elements are implemented through a comprehensive approach by providing a core, state-adopted reading curriculum at each grade

level as well as ensuring that the district's assessment system is comprised of screeners, progress monitoring assessments, formative, and summative assessments.

Tier I instruction is provided to ALL students by classroom teachers. Tier II intervention targets students identified with reading deficiencies based on multiple data sources. Tier III intervention targets students with substantial reading deficiencies, as outlined in the Comprehensive Evidence-Based Reading Plan.

The District MTSS/RtI Handbook explains the step-by-step process for putting MTSS/RtI into practice. The handbook provides a plan to improve reading outcomes for all students.

2. **Describe your public school PreK (VPK, Exceptional Student Education (ESE) and other PreK) program's plan for assessment, standards, instruction and support to meet the needs of all learners.**

VPK students will take the required FAST STAR Early Literacy Assessment three times a year. The data will be analyzed by teachers, school administrators, and district administrators to identify strengths and weaknesses. FAST STAR Early Literacy Data as well as the FELDS will be used to guide instruction in regards to curriculum planning to ensure that gaps are closed and that the standards are being implemented throughout the year.   Professional learning will be scheduled based on need after looking at data. District administrators will work closely with the Division of Early Learning and the Early Learning Coalition of Northwest Florida to provide professional learning to teachers.

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

Frog Street and *Phonemic Awareness by Heggerty* are the instructional programs that are used in VPK as well as PreK. These programs will focus on emergent literacy grounded in the Science of Reading that is aligned to the FELDS. There will be an emphasis on phonemic awareness, letter-sound relationships, vocabulary development, print awareness, and early comprehension strategies. The instruction will utilize interactive read-alouds, multisensory activities, and intentional language interactions that occur daily.

3. **Describe the interventions provided to public school VPK students identified as having a substantial deficiency in early literacy skills as defined in Rule 6A-6.053(5), F.A.C.**

VPK students who are identified in PM2 or PM3 as having a substantial deficiency in early literacy skills will receive small group intervention 3 to 4 times a week. These students either scored below the 10th percentile on the FAST STAR Early Literacy Assessment or were unable to complete the practice test items on the FAST STAR Early Literacy Assessment. The PM2 and PM3 FAST STAR Early Literacy report/reports will be utilized to determine each student's strengths and weaknesses. The teachers will use *Frog Street and Phonemic Awareness by Heggerty* to provide interventions that are intensive, explicit, systematic, and multisensory.

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				
Name of the Assessment	**Target Audience**	**What component of reading is assessed?**	**Assessment Type**	**How often is the data collected?**
FAST Star Reading	☒ Grade 1 ☒ Grade 2	☒ Vocabulary ☒ Comprehension	☒ Screening ☒ Progress Monitoring ☒ Summative	☒ 3 x Year
FAST ELA Reading	☒ Grade 3 ☒ Grade 4 ☒ Grade 5	☒ Vocabulary ☒ Comprehension	☒ Screening ☒ Progress Monitoring ☒ Summative	☒ 3 x Year

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

Additional Assessment(s)				
Name of the Assessment	**Target Audience (Grades PreK-5) (Select all that apply.)**	**What component of reading is assessed? (Select all that apply.)**	**Assessment Type (Select all that apply.)**	**How often is the data collected?**
iReady	☐ 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
STAR Reading	☐ 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
Amira	☐ VPK ☐ PreK ☒ Grade K ☒ Grade 1 ☒ Grade 2 ☒ Grade 3 ☒ Grade 4 ☒ Grade 5 ☒ All 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 – Students that receive Tier 3

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?
	☐ Select Students			intervention may test more frequently.

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
     - o 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.;
     - o 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
     - o 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.**

The district identifies students with a deficiency in reading following the state's criteria. The decision trees are utilized to identify students in K-3rd in need of Tier2/Tier3 interventions. Guidance Counselors, Student Support Services, teachers, and school administrators(MTSS Team Members) are provided training on the CERP and how to use the decision trees for proper student placement among the tiers. Early identification and placement of students requiring reading intervention for each upcoming school year is encouraged.

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 identifies students with a substantial deficiency in reading for grades 4-5 if they have been retained, scored two or more grade levels below on the iReady Diagnostic, or scored a Level 1 or Level 2 on the PM3 FAST ELA Reading Assessment(previous year). Decision trees identify criteria that guidance counselors/student support service coordinators, teachers, and school administrators(MTSS Team Members) use to identify and place students in Tier 2/Tier 3 reading intervention. Guidance Counselors, Student Support Service Coordinators, and school administrators are provided training on the CERP and how to use the decision trees for proper student placement among the tiers.

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.

All students in K-3rd are given the Amira screener for Dyslexia 3x times a year. Students showing signs of dyslexia are pulled in small groups and provided instruction using the S.P.I.R.E. program. These students are moved to Tier 3 and receive instruction 4 to 5 days a week for 30 minutes a day.

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.

The CCSD will utilize multiple resources and data points to identify students in K-3 as displaying characteristics of dyslexia as well as indicating students with a significant reading deficiency. The Amira program, by HMH, will be used to identify students that display characteristics of dyslexia on the initial screener. Other data points may be gathered from the FAST STAR Early Literacy/STAR Reading Assessment, or the iReady diagnostic assessment. The iReady program provides an extra "Dyslexia Screener" for students that were identified as "at-risk" on the Amira screener. After analyzing all data points students will receive Tier 3 instruction 4-5 times a week using the Amira program(teacher led instruction) and/or the S.P.I.R.E. program. Both programs are based on the Science of Reading and listed on the approved Intervention list. The Amira program, by HMH, is a complement to the Orton-Gillingham approach to reading. The S.P.I.R.E. program utilizes the Orton-Gillingham approach. Students that do not currently have an IEP will be provided with an IPMP. Teachers will review the student's progress monitoring plan with parents to explain data points that indicate a substantial reading deficiency and/or characteristics of dyslexia. Teachers will provide parents with a copy of the Read at Home Plan as well as explain how to sign up for the New Worlds Reading Initiative. Teachers work with parents to come up with things they can do at home to help throughout the school year to help close the achievement gap in reading for his/her child. Intervention Teachers send home progress reports monthly with students that receive Tier 3 interventions to notify parents of ongoing progress.

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

Tier 1 is considered to be effective if 80–85% of students are meeting benchmark expectations with evidenced based core instruction. (SAVVAS)

Tier 1 is considered to be effective if students' multiple data points do not go backwards. Data will be analyzed to ensure that students are showing growth after multiple data points.

The following ways will be utilized in between data collection to ensure Tier 1 is being implemented with fidelity.

- Weekly administrative walkthroughs
- Formative and Summative classroom assessments (weekly assessments (daily/test, final grade) (each grading period)
- Analysis of iReady diagnostic data – Monthly monitoring of iReady lessons passed
- Analysis of VPK-10th FAST Progress Monitoring Data
- District walkthroughs
- Grade Level Meetings

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

Tier 2 interventions are considered to be effective if interventions are evidenced based, aligned to students' need, and multiple data points indicate that students' are showing growth. **AND**
Tier 2 interventions are considered to be effective if students' are receiving consistent interventions, (3-4 times a week, 15-20 minutes, small group setting)

The following ways will be utilized in between data collection to ensure Tier 2 is being implemented with fidelity.

- Small group lesson plans
- Multiple data points for students
- Walkthrough data
- Attendance data

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

Tier 3 interventions are considered to be effective if interventions are evidence based, aligned to students' needs, and multiple data points indicate that students' are showing growth. **AND**
Tier 3 interventions are considered to be effective if students' are receiving consistent interventions, (4-5 times a week, 30 minutes a week, small group setting)

The following ways will be utilized in between data collection to ensure Tier 3 is being implemented with fidelity.

- Small group lesson plans
- Multiple data points for students
- Walkthrough data
- Attendance data

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:

Kindergarten:
- FAST ELA Assessment percentile rank of 40th or above OR 707 scale score or greater OR
- iReady Green Zone(362-479)

First Grade:
- FAST ELA Assessment percentile rank of 40th or above OR
- iReady Green Zone(434-536) OR
- Scored Level 3 or higher on the Kindergarten 2025 FAST STAR Early Literacy PM3 Assessment

Second Grade:
- FAST percentile rank of 40th or above OR
- iReady Green Zone(489-560)
- Scored Level 3 or higher on the First Grade 2025 FAST STAR Reading PM3 Assessment

Third Grade:
- FAST ELA PM Assessment - Student scores a level 3 or above OR
- iReady Green Zone(511-602) OR
- Student scores >40th percentile on the PM1 FAST ELA Assessment

Fourth Grade:
- FAST ELA PM Assessment- Student scores a level 3 or above OR
- iReady Green Zone(557-602) OR
- Student scores >40th percentile on the PM1 FAST ELA Assessment

Fifth Grade:
- FAST ELA PM Assessment - Student scores a level 3 or above OR
- iReady Green Zone(581-640) OR
- Student scores >40th percentile on the PM1 FAST ELA Assessment

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List performance criteria that indicate Tier 1 instruction is sufficient for at least 80% of students.
Assessment Tools: FAST ELA PM Assessments, iReady
Performance Criteria: 80% of students score a Level 3 or higher on the FAST ELA PM Assessments; 80% of students score in the green on iReady diagnostics(scale score ranges listed above)

What processes and procedures are in place to identify and solve problems to improve effectiveness of Tier 1 instruction?
Administrators use walkthrough data, progress monitoring data, and individual daily student performance data to identify strengths and weaknesses in classroom instruction. The following steps are taken to identify and solve instructional issues:
- Targeted feedback to teachers based on administrative walkthroughs/observations
- School-based Literacy Leadership Teams monitor, analyze, and problem solve school, grade level, and classroom Tier 1 data
- District level leadership monitors, analyzes, and problem solves based on district and individual school data trends, walkthroughs, and feedback. Use data to implement change and then monitor changes to ensure success.
- Curriculum Coaches utilize walkthrough data to identify trends and teacher professional learning needs

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

Name of Program	Year of Program Adoption
myView Literacy by SAVVAS – state adopted	2021-2022
Reading Horizons – supplemental phonics program	2022-2023

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

* Student scores in the Yellow Zone on the iReady diagnostic(K-5th) and/or

* Student scores a Level 2 on FAST ELA Assessment – (3rd – 5th) and/or

*Student scores:

Kindergarten – STAR EARLY Literacy – 20th – 40th percentile and/or Level 2

First Grade – STAR EARLY Literacy/STAR Reading – 20th - 40th percentile and/or Level 2

Second Grade – STAR Reading – 20th – 40th percentile and/or Level 2

Tier 1 Instruction + Tier 2 Interventions

Beginning of Year Data

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

Kindergarten:

• 2025 FAST STAR Early Literacy ELA Assessment - Student scores a percentile rank of 20th -40th AND/OR FAST STAR EARLY Literacy Level 2 AND/OR iReady Yellow Zone(100-361)

First Grade:

• 2025 FAST ELA STAR Early Literacy Assessment - Student scores a percentile rank of 20th -40th AND/OR FAST STAR EARLY Literacy Level 2 AND/OR

• iReady Yellow Zone(347-433)

Second Grade:

• 2025 FAST ELA STAR Reading Assessment - Student scores a percentile rank of 20th - 40th AND/OR FAST STAR EARLY Literacy Level 2 AND/OR

• iReady Yellow Zone(419-488)

Third Grade:

• 2025 FAST ELA Assessment- Student scores a Level 2 AND/OR

• iReady Yellow Zone(474-510)

Fourth Grade:

• 2025 FAST ELA Assessment - Student scores a Level 2 AND/OR

• iReady Yellow Zone(496-556)

Fifth Grade:

• 2025 FAST ELA Assessment - Student scores a Level 2 AND/OR

• iReady Yellow Zone(542-580)

Number of times per week interventions are provided: Interventions are provided 3 to 4 times a week.

Number of minutes per intervention session: Interventions are provided 15 to 20 minutes per session.

Supplemental Instruction/Interventions

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

Name of Program	ESSA Evidence Level	Verbiage (as needed)
Amira *also used as a Dyslexia screener	Promising	
iReady Personalized Instruction	Moderate	
iReady Magnetic Reading (3rd-5th)	Moderate	
iReady Teacher Toolkit	No evidence	The iReady Teacher Toolkit by Curriculum Associates does not meet strong, moderate, or promising levels of evidence; however, the following WWC Practice Guide Recommendation(s) support the program:

		Foundational Skills to Support Reading for Understanding in K-3rd grade, Improving Reading Comprehension in K-3rd grade, and Assisting Students Struggling with Reading: Response to Intervention and Multi-Tier Interventions in the Primary Grades. The WWC Practice Guide, "Foundational Skills to Support Reading for Understanding in Kindergarten Through 3rd Grade" recommends to: • Teach students academic language skills, including the use of inferential and narrative language, and vocabulary knowledge. • Develop awareness of the segments of sounds in speech and how they link to letters. • Teach students to decode words, analyze word parts, and write and recognize words. The WWC Practice Guide, "Improving Reading Comprehension in Kindergarten Through 3rd Grade recommends to: • Teach students how to use reading comprehension strategies. • Teach students to identify and use the text's organizational structure to comprehend, learn, and remember content. • Guide students through focused, high-quality discussion on the meaning of text. • Select texts purposefully to support comprehension development. • Establish an engaging and motivating context in which to teach reading comprehension. The WWC Practice Guide, "Assisting Students Struggling with Reading: Response to Intervention (RtI) and Multi-Tier Intervention in the Primary Grades" recommends to: • Screen all students for potential reading problems at the beginning of the year and regularly thereafter. • Provide differentiated reading instruction for all students based on assessments of student performance and needs. • Provide intensive, systematic instruction on foundational reading skills using a multi-tier intervention model. • Monitor the progress of students receiving Tier 2 and Tier 3 interventions. • Ensure that interventions are implemented with fidelity.

		The iReady Teacher Toolkit incorporates these evidence-based recommendations into its design by offering: • Explicit instruction in foundational skills including phonemic awareness, phonics, vocabulary, and fluency • Scaffolding and instructional routines aligned with comprehension strategy instruction • Systematic intervention resources suitable for Tier 1, Tier 2, and Tier 3 supports • Tools for progress monitoring and data-driven decision making • Embedded guidance for high-quality discussion, text selection, and student engagement These elements reflect a direct alignment with the practices outlined in the WWC guides, even though the program itself does not independently meet ESSA evidence tiers. The district will support and monitor implementation of this program by providing professional learning, conducting walkthroughs, providing feedback, and having frequent data chats.
Reading Horizons Discovery(K-3rd)	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, if used instead of or in addition to programs above. Add additional rows as needed.

The CCSD implements the Inclusion Model with SWD and ELL learners. The evidenced-based programs listed above are used with Students with Disabilities and English Language Learners.

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 Amira program provides 60+ micro-interventions designed to engage multiple senses – sound, sight, and touch.   The Reading Horizons Discovery program is an explicit, systematic, sequential, and multisensory approach that incorporates visual, auditory, tactile, and kinesthetic pathways in the brain that are essential for learners with dyslexia. White boards, letter tiles, Elkonin boxes, decodable text, finger tapping, and sky writing, tile manipulation, that engage multiple senses.

Performance criteria that prompt the addition of Tier 3 interventions for students not meeting expectations/benchmarks during the school year:
*Grades K-5 – Students score 59% or below on SAVVAS assessments(Core Curriculum/Tier I Instruction)
*Grades K-2nd – Students score < 10th percentile or less on the FAST STAR Early Literacy Assessment or FAST STAR Reading Assessment AND/OR Score a Level 1 on the FAST STAR Early Literacy Assessment or FAST STAR Reading Assessment
*Grades 3rd-5th – Students score a Level 1 on the FAST PM3 ELA Assessment

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

Beginning of Year Data

Performance criteria that prompt the addition of Tier 3 interventions for students not meeting expectations/benchmarks during the school year:
Kindergarten:
• Previous year FAST PM3 Level 1 AND/OR the student was retained in the previous grade
• FAST STAR Early Literacy Assessment - Student scores < 20th percentile(state uses the < 10th percentile) rank or below AND/OR Student scores Level 1
• iReady Red Zone AND/OR
• FAST PM1 STAR Early Literacy scale score below 707 AND/OR
First Grade:
• Previous year FAST PM3 Level 1 AND/OR the student was retained in the previous grade
• FAST STAR EARLY Literacy Assessment - Student scores < 20th percentile(state uses the < 10th percentile) rank or below AND/OR Student scores Level 1
• iReady Red Zone(100-346)
Second Grade:
• Previous year FAST PM3 Level 1 AND/OR the student was retained in the previous grade
• FAST STAR Reading Assessment - Student scores < 20th percentile(state uses the <10th percentile) rank or below AND/OR Student scores Level 1
• iReady Red Zone(100-418)
Third Grade:
• Previous year FAST PM3 Level 1 AND/OR the student was retained in the previous grade
• FAST PM ELA Assessment - Student scores a Level 1 AND/OR Student scores <20th percentile rank or below
• iReady Red Zone(100-418)
Fourth Grade:
• 2025 FAST PM3/2025 FAST PM1 ELA Assessment - Student scores a Level 1 AND/OR
• iReady Red Zone(100-473) AND/OR
• Retained students
Fifth Grade:
• 2025 FAST PM3/2025 FAST PM1 ELA Assessment - Student scores a Level 1 AND/OR
• iReady Red Zone(100-495)
• Retained students

Number of times per week interventions are provided:
Tier 3 intervention is provided 4 to 5 times a week.
Number of minutes per intervention session:
Tier 3 will be 30 minutes per session.

Intensive, Individualized Instruction/Interventions Indicate the evidence-based programs and/or practices used for Tier 3 interventions and how the programs and practices are supported by strong, moderate or promising levels of evidence. Add additional rows as needed.		
Name of Program	**ESSA Evidence Level**	**Verbiage (as needed)**
S.P.I.R.E. – K-5th grade	Promising	
QuickReads for Struggling Readers- Grades 2nd-4th	Strong	
Sound Sensible	No Evidence	Sound Sensible does not meet strong, moderate, or promising levels of evidence; however, the following WWC Practice Guide Recommendation(s) support the program: Foundational Skills to Support Reading for Understanding in K-3rd grade, Improving Reading Comprehension in K-3rd grade, and Assisting Students Struggling with Reading: Response to Intervention and Multi-Tier Interventions in the Primary Grades. The WWC Practice Guide, "Foundational Skills to Support Reading for Understanding in Kindergarten Through 3rd Grade" recommends to: • Teach students academic language skills, including the use of inferential and narrative language, and vocabulary knowledge. • Develop awareness of the segments of sounds in speech and how they link to letters. • Teach students to decode words, analyze word parts, and write and recognize words. The WWC Practice Guide, "Improving Reading Comprehension in Kindergarten Through 3rd Grade recommends to: • Teach students how to use reading comprehension strategies. • Teach students to identify and use the text's organizational structure to comprehend, learn, and remember content. • Guide students through focused, high-quality discussion on the meaning of text. • Select texts purposefully to support comprehension development. • Establish an engaging and motivating context in which to teach reading comprehension. Sound Sensible incorporates these evidence-based recommendations into its design by offering: • Explicit instruction in foundational skills including phonemic awareness, phonics, vocabulary, and fluency

		• Scaffolding and instructional routines aligned with comprehension strategy instruction • Systematic intervention resources suitable for Tier 1, Tier 2, and Tier 3 supports • Tools for progress monitoring and data-driven decision making • Embedded guidance for high-quality discussion, text selection, and student engagement These elements reflect a direct alignment with the practices outlined in the WWC guides, even though the program itself does not independently meet ESSA evidence tiers. The district will support and monitor implementation of this program by providing professional learning, conducting walkthroughs, providing feedback, and having frequent data chats.
Amira Learning – Teacher led	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, if used instead of or in addition to programs above. Add additional rows as needed.

The CCSD implements the Inclusion Model with SWD and ELL learners. The evidenced-based programs listed above are used with Students with Disabilities and English Language Learners.

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.

Students in K-3rd grade that have been identified as having a substantial deficiency in reading or characteristics of dyslexia receive Tier 3 instruction using the following:

Kindergarten – Sounds Sensible and then move into the S.P.I.R.E. program
First Grade – S.P.I.R.E Program
Second Grade – S.P.I.R.E. Program and/or Amira
Third Grade – S.P.I.R.E. Program and/or Amira
Fourth Grade – S.P.I.R.E. Program and/or Amira
Fifth Grade – S.P.I.R.E. Program and/or Amira

The *Amira* program provides 60+ micro-interventions designed to engage multiple senses – sound, sight, and touch.

The S.P.I.R.E. program is an Orton-Gillingham based program that uses magnetic boards, phoneme cards, word cards, white boards, and sound manipulatives such as magnetic letters, sound circles, and rectangles to enable students to see, touch, move, and hear the building blocks of words.

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

The effectiveness of Tier 3 interventions are monitored regularly through data collection, walkthroughs, and individual daily student performance. Data is gathered and analyzed at least every 3-4 weeks to determine whether the intervention(s) provided should be continued, adjusted, or terminated. The Tier 3 intervention list is fluid and students move on, move off, or stay on based on assessment data. Parents receive progress reports monthly.

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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: Students will attend four days a week beginning on June 1, 2026. The camp will last for four weeks.

Third Grade Summer Reading Camp Schedule

8:00a.m. – 8:15a.m. – Warm-up – Phonemic awareness routines, word-building, sight word review

8:15a.m. – 9:00a.m. – Whole group instruction – Teacher led lesson focused on phonics, fluency, vocabulary, and comprehension

9:00a.m. – 9:45a.m. – Small group rotations – Tiered instruction based on student needs

9:45a.m. – 10:00a.m. – Break

10:00a.m. – 10:45a.m. – Small group rotations continued

10:45a.m. – 11:30a.m. – Writing Block – Writing linked to text, response to reading, summarizing, sentence development

11:30a.m. – 12:00p.m. – Lunch

12:00p.m. – 12:45p.m. – Read Aloud – Read alouds will come from the B.E.S.T. list for third grade.

12:45p.m. – 1:15p.m. – iReady, Fluency checks

1:15p.m. – 1:45p.m. – Reading Games and Literacy Centers

1:45p.m. – 2:00p.m. – Wrap-up and dismiss

Evidence-Based Instructional Materials to be used, as defined in 20 U.S.C. s. 7801(21)(A)(i):
Teachers will utilize the instructional materials listed below:
*S.P.I.R.E.
*iReady/iReady Toolkit
*FCRR activities
*QuickReads for Struggling Readers
*Amira
*myViewLiteracy by SAVVAS

Alternative Assessment Used:
The following assessments will be given at the end of Summer Reading Camp to give students an opportunity to obtain a concordant score.
*iReady
*STAR Reading
*SAT10

Additional Information (optional):
The CCSD will also provide an additional opportunity for third grade students to pass the 3rd grade FAST ELA Assessment. The dates will fall during the state mandated window in either June or July of 2026.

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

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

Grades 6-8

8. **Grades 6-8 Assessments**

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

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

Additional Assessment(s)				
Name of the Assessment	Target Audience (Grades 6-8) (Select all that apply.)	What component of reading is assessed? (Select all that apply.)	Assessment Type (Select all that apply.)	How often is the data collected?
iReady	☒ 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 *Students will test 2x a year for progress monitoring purposes unless data indicates a need for 3x a year.
STAR Reading	☒ Grade 6 ☒ Grade 7 ☒ Grade 8 ☒ All Students ☐ Select Student	☐ Oral Language ☐ Phonological Awareness ☐ Phonics ☐ Fluency ☒ Vocabulary ☒ Comprehension	☐ Screening ☒ Progress Monitoring ☐ Diagnostic ☐ Summative	☐ Weekly ☐ 2 x Month ☐ Monthly ☒ Quarterly ☐ 3 x Year ☐ Annually ☒ As Needed ☐ Other
CELF-5	☒ Grade 6 ☒ Grade 7 ☒ Grade 8 ☐ All Students ☒ Select Student	☒ Oral Language ☐ Phonological Awareness ☐ Phonics	☒ Screening ☒ Diagnostic	☒ As Needed

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

Tier 2: Students who scored a Level 2 on the FAST ELA Assessment on the 2025 PM3 ELA Assessment. Data is reviewed multiple times during the school year to determine if a student needs additional support based on most recent data points.

Tier 3: Students who scored a Level 1 on the FAST ELA Assessment on the 2025 PM3 ELA Assessment. Data is reviewed multiple times during the school year to determine if a student needs additional support based on most recent data points.

MTSS Team Members: Guidance Counselors, Student Support Services Coordinators, Teachers, and School Administrators meet to review student data and determine next steps based on the decision trees outlined in the CERP.

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

Administrators use walkthrough data, progress monitoring data, and individual daily student performance data to identify strengths and weaknesses in classroom instruction. The following steps are taken to identify and solve instructional issues:
• Targeted feedback to teachers based on administrative walkthroughs/observations
• School-based Literacy Leadership Teams monitor, analyze, and problem solve school, grade level, and classroom Tier 1 data
• District level leadership monitors, analyzes, and problem solves based on district and individual school data trends, walkthroughs, and feedback. Use data to implement change and then monitor changes to ensure success.
•Curriculum Coaches utilize walkthrough data to identify trends and determine teacher professional learning needs.

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

The effectiveness of Tier 2 interventions is monitored regularly through data collection, walkthroughs, and individual daily student performance. Data is gathered and analyzed each grading period. The data is used to determine whether students still require the intervention and decide if changes need to be made to the intervention provided.

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

The effectiveness of Tier 3 interventions is monitored regularly through data collection, walkthroughs, and individual daily student performance. Data is gathered and analyzed each grading period to determine whether the intervention(s) provided should be continued, adjusted, or terminated.

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: Students who scored Level 3 or above on the PM3 FAST ELA Assessment in May 2025 AND/OR Students who score within the ranges listed below on the iReady Diagnostic: 6th grade – (598-800)iReady Green Zone 7th grade – (609-800)iReady Green Zone 8th grade – (620-800)iReady Green Zone AND/OR Students who score >40th percentile on PM1 FAST ELA Assessment
List performance criteria that indicate Tier 1 instruction is sufficient for at least 80% of students. **Assessment Tools:** FAST ELA PM Assessments, iReady **Performance Criteria:** 80% of students score a Level 3 or higher on the FAST ELA PM Assessments; 80% of students score in the green on iReady diagnostics(scale score ranges listed above)
What procedures are in place to identify and solve problems to improve effectiveness of Tier 1 instruction? Administrators use walkthrough data, progress monitoring data, and individual student performance data to identify strengths and weaknesses in classroom instruction. The following steps are taken to identify and solve instructional issues: • Targeted feedback to teachers based on administrative walkthroughs/observations • School-based Literacy Leadership Teams monitor, analyze, and problem solve school, grade level, and classroom Tier 1 data • District level leadership monitors, analyzes, and problem solves based on district and individual school data trends, walkthroughs, and feedback. Use data to implement change and then monitor changes to ensure success.

•School administrators, district administrators, and Curriculum Coaches utilize walkthrough data to identify trends and teacher professional learning needs

Core Instruction Indicate the core curriculum utilized. Add additional rows as needed.	
Name of Program	**Year of Program Adoption**
myPerspectives by SAVVAS	2021-2022

Performance criteria that prompt the addition of Tier 2 interventions for students not meeting expectations/benchmarks during the school year:
* Student scores in the Yellow Zone on the iReady diagnostic:
6th grade – (566-597)
7th grade – (583-608)
8th grade – (594-619) AND/OR
* Student scores a Level 2 on FAST ELA Assessment – (6th - 8th)

Tier 1 Instruction + Tier 2 Interventions

Beginning of Year Data

Students who meet the following criteria at the beginning of the school year:
Students who scored Level 2 on the PM3 FAST ELA Assessment in May 2025 AND/OR
* Student scores in the Yellow Zone on the iReady diagnostic:
6th grade – (566-597)
7th grade – (583-608)
8th grade – (594-619)

Number of times per week interventions are provided:
Interventions are provided 2-3 times per week.
Number of minutes per intervention session:
Interventions last between 15 to 20 minutes per intervention.
Course(s) where interventions take place:
M/J Language Arts 1, M/J Language Arts 2, M/J Language Arts 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)**
myPerspectives/SAVVAS – Core ELA Program(State Adopted list)		SAVVAS does not meet strong, moderate, or promising levels of evidence, however; the following WWC Practice Guide Recommendation(s) support the program: Providing Reading Interventions for Students in grades 4-9, Recommendation(s): o Routinely use a set of comprehension building practices

		to help students make sense of text(Strong level of Evidence).
		○ Provide students with opportunities to practice making sense of stretch text(i.e. challenging text) that will expose them to complex ideas and information (Moderate Level of Evidence)
		These recommendations were built into the program by structured lesson planning. The district will support and monitor implementation of this program by providing opportunities to reflect on student data and provide best teaching practices. Professional learning examples include but are not limited to: SRLD support, UF Literacy Micro-credentials course, district Curriculum Coach support, and PAEC targeted teacher cohort participation.
iReady Pro Personalized Instruction	Moderate	
iReady Teacher Toolkit	No evidence	The iReady Teacher Toolkit by Curriculum Associates does not meet strong, moderate, or promising levels of evidence; however, the following WWC Practice Guide Recommendation(s) support the program: Improving Reading Comprehension in Grades 4-8, and Teaching Academic Content and Literacy to English Learners in Elementary and Middle School. The WWC Practice Guide, "Improving Reading Comprehension in Grades 4-8" recommends to: • Teach students how to use reading comprehension strategies; • Guide students through focused, high quality discussion on the meaning of text through modeling and questioning The WWC Practice Guide, "Teaching Academic Content and Literacy to English Learners in Elementary and Middle School" recommends to: • Teach academic vocabulary using a variety of instructional strategies • Integrate oral and written English language instruction into content-area teaching • Provide regular, structured opportunities to develop written language skills The iReady Teacher Toolkit incorporates these evidence-based recommendations into its design by offering:

| | | - Structured reading comprehension lessons that include teacher-guided discussions and close reading routines
- Opportunities for text-based questioning, scaffolding, and vocabulary development
- Instructional prompts and student talk opportunities in both print and digital formats with used with the iReady Toolkit
- Embedded guidance for high-quality discussion, text selection, and student engagement

These elements reflect a direct alignment with the practices outlined in the WWC guides, even though the program itself does not independently meet ESSA evidence tiers.

The district will support and monitor implementation of this program by providing professional learning, conducting walkthroughs, providing feedback, and having frequent data chats. |
| | | |

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.
The CCSD implements the Inclusion Model with SWD and ELL learners. The evidenced-based programs listed above are used with Students with Disabilities and English Language Learners.

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:
● Student demonstrates evidence of low or minimal response to interventions by moving to the Red
Zone on the iReady diagnostic:
6th grade – (100-565)
7th grade – (100-582)
8th grade – (100-593) AND/OR
● Student demonstrates evidence of low or minimal response to Tier II interventions according to PM FAST ELA
Progress Monitoring Assessment – Level 1 on the PM FAST ELA Progress Monitoring Assessment

Tier 1 Instruction + Tier 2 Interventions + Tier 3 Intensive Interventions		
Beginning of Year Data		
Students who meet the following criteria at the beginning of the school year: Students who scored Level 1 on the PM3 FAST ELA Assessment in May 2025 AND/OR Students who scored in the Red Zone on the iReady Diagnostic: 6th – (100-565)iReady Red Zone 7th grade – (100-582)iReady Red Zone 8th grade – (100-593)iReady Red Zone		
Number of times per week interventions are provided: Interventions will be provided 4-5 days a week. **Number of minutes per intervention session:** Interventions will be 20 to 30 minutes each session. **Course(s) where interventions take place:** M/J Intensive Reading 1, M/J Intensive Reading 2, M/J Intensive Reading 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)**
iLit45 by SAVVAS	No evidence	iLit45 by SAVVAS does not meet strong, moderate, or promising levels of evidence according to ESSA. However, the following WWC Practice Guide Recommendations support the program: Improving Reading Comprehension in Grades 4-8. This practice guide specifically focuses on strategies for adolescents in grades 4–12. It provides evidence-based recommendations for improving literacy skills in middle and high school students, particularly those who are struggling. The guide emphasizes: • Teach students how to use comprehension strategies • Modeling/Guiding students through focused, high-quality discussion on the meaning of text • Establish engaging and motivating contexts in which to teach reading • Teaches students to identify and use the structure of texts These elements reflect a direct alignment with the practices outlined in the WWC guides, even though the program itself does not independently meet ESSA evidence tiers. iLit45 incorporates these evidence-based recommendations into its design by offering: • Explicit instruction in reading comprehension strategies • Direct teaching of structures

		• Interactive academic vocabulary instruction, using word study, review, and context-based assignments • Structured high-quality discussions that include teacher modeling, and focused questions • Engaging texts are used in this program to create interest among students • Writing is incorporated and very structured with feedback that focuses on comprehension and academic language • Scaffolding is provided via audio support, translations, and real-time feedback The district will support and monitor implementation of this program by providing professional learning, conducting walkthroughs, providing feedback, and having frequent data chats.
iReady Pro Personalized Instruction	Moderate	
iReady Teacher Toolkit	No evidence	The iReady Teacher Toolkit by Curriculum Associates does not meet strong, moderate, or promising levels of evidence; however, the following WWC Practice Guide Recommendation(s) support the program: Improving Reading Comprehension in Grades 4-8, and Teaching Academic Content and Literacy to English Learners in Elementary and Middle School. The WWC Practice Guide, "Improving Reading Comprehension in Grades 4-8" recommends to: • Teach students how to use reading comprehension strategies; • Guide students through focused, high quality discussion on the meaning of text through modeling and questioning The WWC Practice Guide, "Teaching Academic Content and Literacy to English Learners in Elementary and Middle School" recommends to: • Teach academic vocabulary using a variety of instructional strategies • Integrate oral and written English language instruction into content-area teaching • Provide regular, structured opportunities to develop written language skills The iReady Teacher Toolkit incorporates these evidence-based recommendations into its design by offering:

		- Structured reading comprehension lessons that include teacher-guided discussions and close reading routines - Opportunities for text-based questioning, scaffolding, and vocabulary development - Instructional prompts and student talk opportunities in both print and digital formats with used with the iReady Toolkit - Embedded guidance for high-quality discussion, text selection, and student engagement These elements reflect a direct alignment with the practices outlined in the WWC guides, even though the program itself does not independently meet ESSA evidence tiers. The district will support and monitor implementation of this program by providing professional learning, conducting walkthroughs, providing feedback, and having frequent data chats.

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.
***The CCSD implements the Inclusion Model with SWD and ELL learners. The evidenced-based programs listed above are used with Students with Disabilities and English Language Learners.**

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?
Teachers and school administrators will meet each grading period to determine individual progress of the student intervention implemented in order to close the achievement gap. Based on data, decisions will be made whether to continue, discontinue, or intensify the intervention.
The team will:
• Identify the discrepancy/gap
• Determine why there is a discrepancy/gap (instruction, curriculum, environment, learner)
• Ask: Is additional academic engaged time needed?

- Use data to implement changes
- Monitor changes to ensure student success

Grades 9-12

13. Grades 9-12 Assessments

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

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

Additional Assessment(s)				
Name of the Assessment	**Target Audience (Grades 9-12) (Select all that apply.)**	**What component of reading is assessed? (Select all that apply.)**	**Assessment Type (Select all that apply.)**	**How often is the data collected?**
STAR Reading Assessment	☒ Grade 9 ☒ Grade 10 ☒ Grade 11 ☒ Grade 12 ☐ All Students ☒ Select Students – 11th or 12th grade students with no graduation concordant score	☐ 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
TOWRE	☒ Grade 9 ☒ Grade 10 ☒ Grade 11 ☒ Grade 12 ☐ All Students ☒ Select Students	☒ Phonological Awareness ☒ Phonics ☒ Fluency	☒ Screening ☒ Diagnostic	☒ As Needed ☐ Other
CELF-5	☒ Grade 9	☒ Oral Language	☒ Screening	☒ 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?
	☒ Grade 10 ☒ Grade 11 ☒ Grade 12 ☐ All Students ☒ Select Students		☒ Diagnostic	

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

Tier 2: Students who scored a Level 2 on the FAST ELA Assessment on the 2025 PM3 ELA Assessment. Data is reviewed multiple times during the school year to determine if a student needs additional support based on most recent data points.

Tier 3: Students who scored a Level 1 on the FAST ELA Assessment on the 2025 PM3 ELA Assessment. Data is reviewed multiple times during the school year to determine if a student needs additional support based on most recent data points.

MTSS team members: Guidance Counselors, Student Support Services Coordinators, Teachers, and School Administrators meet to review student data and determine next steps based on the decision trees outlined in the CERP.

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

Administrators use walkthrough data, progress monitoring data, and individual student performance data to identify strengths and weaknesses in classroom instruction. The following steps are taken to identify and solve instructional issues:
• Targeted feedback to teachers based on administrative walkthroughs/observations
• School-based Literacy Leadership Teams monitor, analyze, and problem solve school, grade level, and classroom Tier 1 data
• District level leadership monitors, analyzes, and problem solves based on district and individual school data trends, walkthroughs, and feedback. Use data to implement change and then monitor changes to ensure success.
•School administrators, district administrators, and Curriculum Coaches utilize walkthrough data to identify trends and teacher professional learning needs

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

The effectiveness of Tier 2 interventions are monitored regularly through data collection, walkthroughs, and individual daily student performance. Data is gathered and analyzed each nine weeks. The data is used to determine whether students still require the intervention and decide if changes need to be made to the intervention provided.

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

The effectiveness of Tier 3 interventions are monitored regularly through data collection, walkthroughs, and individual daily student performance. Data is gathered and analyzed each nine weeks to determine whether the intervention(s) provided should be continued, adjusted, or terminated.

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: Students who scored a Level 3, Level 4, or Level 5 on the PM 3 FAST ELA Assessment in May 2025 AND/OR Students who score >40th percentile on PM1 FAST ELA Assessment
List performance criteria that indicate Tier 1 is sufficient for at least 80% of students. 80% of students score a Level 3 or higher on the PM FAST ELA Assessment
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? Administrators use walkthrough data, progress monitoring data, and individual student performance data to identify strengths and weaknesses in classroom instruction. The following steps are taken to identify and solve instructional issues: • Targeted feedback to teachers based on administrative walkthroughs/observations • School-based Literacy Leadership Teams monitor, analyze, and problem solve school, grade level, and classroom Tier 1 data • District level leadership monitors, analyzes, and problem solves based on district and individual school data trends, walkthroughs, and feedback. Use data to implement change and then monitor changes to ensure success. •School administrators, district administrators, and Curriculum Coaches utilize walkthrough data to identify trends and teacher professional learning needs

Core Instruction	
Indicate the core curriculum utilized. Add additional rows as needed.	
Name of Program	**Year of Program Adoption**
SAVVAS	2021-2022
Performance criteria that prompt the addition of Tier 2 interventions for students not meeting expectations/benchmarks during the school year: Students who score a Level 1 or Level 2 on the PM2 FAST ELA Assessment	

Tier 1 Instruction + Tier 2 Interventions
Beginning of Year Data
Students who meet the following criteria at the beginning of the school year: Students who scored a Level 2 on the PM3 FAST ELA Assessment in May 2025.
Number of times per week interventions are provided: **T**he intervention is provided 3-4 times a week. **Number of minutes per intervention session:** The duration is 20 to 30 minutes each session. **Course(s) where interventions take place:** Research - 9th grade students who score Level 2 Intensive Reading - 10th-12th grade students who score Level 2
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.**

The CCSD implements the Inclusion Model with SWD and ELL learners. The evidenced-based programs listed above are used with Students with Disabilities and English Language Learners.		
Name of Program	**ESSA Evidence Level**	**Verbiage (as needed)**
myPerspectives/SAVVAS – Core ELA Program(State Adopted list)		SAVVAS does not meet strong, moderate, or promising levels of evidence, however; the following WWC Practice Guide Recommendation(s) support the program: Providing Reading Interventions for Students in grades 4-9, Recommendation(s): - Routinely use a set of comprehension building practices to help students make sense of text(Strong level of Evidence). - Provide students with opportunities to practice making sense of stretch text(i.e. challenging text) that will expose them to complex ideas and information (Moderate Level of Evidence) These recommendations were built into the program by structured lesson planning. The district will support and monitor implementation of this program by providing opportunities to reflect on student data and provide best teaching practices. Professional learning examples include but are not limited to: SRLD support, UF Literacy Micro-credentials course, district Curriculum Coach support, and PAEC targeted teacher cohort participation.
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:		

Students who score a Level 1 on the PM FAST ELA Assessment

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

Students who meet the following criteria at the beginning of the school year:
Students who scored a Level 1 on the PM3 FAST ELA Assessment in May 2025.

Number of times per week interventions are provided:
The intervention is provided 4-5 days a week.

Number of minutes per intervention session:
20 to 30 minutes per session

Course(s) where interventions take place:
Intensive Reading - 9th grade students who score Level 1

Intensive Reading - 10th grade students who score Level 1

Intensive Reading - 11th and 12th grade students who do not have a graduation concordant score

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)
iLit45 by SAVVAS	No evidence	iLit45 by SAVVAS does not meet strong, moderate, or promising levels of evidence according to ESSA. However, the following WWC Practice Guide Recommendations support the program: Improving Reading Comprehension in Grades 4-8. This practice guide specifically focuses on strategies for adolescents in grades 4–12. It provides evidence-based recommendations for improving literacy skills in middle and high school students, particularly those who are struggling. The guide emphasizes: • Teach students how to use comprehension strategies • Modeling/Guiding students through focused, high-quality discussion on the meaning of text • Establish engaging and motivating contexts in which to teach reading • Teaches students to identify and use the structure of texts These elements reflect a direct alignment with the practices outlined in the WWC guides, even though

| | | the program itself does not independently meet ESSA evidence tiers.

iLit45 incorporates these evidence-based recommendations into its design by offering:

• Explicit instruction in reading comprehension strategies
• Direct teaching of structures
• Interactive academic vocabulary instruction, using word study, review, and context-based assignments
• Structured high-quality discussions that include teacher modeling, and focused questions
• Engaging texts are used in this program to create interest among students
• Writing is incorporated and very structured with feedback that focuses on comprehension and academic language
• Scaffolding is provided via audio support, translations, and real-time feedback

The district will support and monitor implementation of this program by providing professional learning, conducting walkthroughs, providing feedback, and having frequent data chats. |
| SIM: Xtreme Reading – Struggling Readers | 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.
The CCSD implements the Inclusion Model with SWD and ELL learners. The evidenced-based programs listed above are used with Students with Disabilities and English Language Learners.

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?
The Intervention Team will meet regularly to determine individual student intervention need(s) in order to close the achievement gap. For students who have not responded to interventions, the following steps will be taken:

- Identify the discrepancy/gap
- Determine why there is a discrepancy gap (instruction, curriculum, environment, learner)
- Ask: Is additional academic engaged time needed?
- Use data to implement changes and the team will continue to monitor changes to ensure success.

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
Tier I Instruction	K-5 ELA teachers	The training will focus on helping teachers ensure that they are providing Tier I instruction that integrates 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.
Fluency	K-5 ELA Teachers	This training will focus on strategies to increase fluency.
B.E.S.T. ELA Standards	6th – 12th Teachers	This training will focus on the B.E.S.T. ELA Standards and the Achievement Level Descriptors.

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.
- Universal Design for Learning (UDL)
- iReady
- HMH- Amira/Dyslexia
- SRLD – Science of Reading, Evidenced-based Reading Instruction, and Exploring Authentic, Decodable and Leveled Texts
- UF Lastinger Center Reading Resources

Teachers are encouraged to participate in the trainings listed above when they are offered either in- house, at PAEC, or through the UF Lastinger Center.

Differentiated Professional Learning
Describe how professional learning is differentiated and intensified for teachers based on progress monitoring data.
Teachers, school administrators, school-based Literacy Leadership Teams, curriculum coaches, and district administrators will collaborate to identify professional learning based on FAST ELA progress monitoring data, iReady data, classroom walkthroughs, and STAR Reading data. Professional learning is tiered for teachers based on experience and progress monitoring data(student & teacher), with support tailored to specific areas of need through mentoring, modeling, PLCs, and structured coaching. Curriculum coaches, SRLDs, and PAEC will be utilized to provide targeted professional learning.

Mentor Teachers
Describe how mentor teachers are identified and how model classrooms are established and utilized within the school.
Administrators select mentor teachers based on grade alike assignments. Calhoun is working towards establishing official "model classrooms" for teachers to visit.

Professional Learning Time
Describe how time is provided for teachers to meet weekly for professional learning.
Teachers are encouraged to participate in professional learning during planning or afterschool.

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
ELA Morning Tutoring	3rd grade	All students will have the opportunity to attend morning tutoring.
High School Tutors	K-2nd Grade	These students are trained at the beginning of the year, by District Curriculum Coaches, to help teachers with reading instruction during the reading block.

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.

Pre-K through 5th teachers will invite parents to attend parent conferences after progress monitoring assessments have been completed in August and September. Progress monitoring data will be shared with parents identifying strengths and weaknesses based on data. Parents of students that are identified as having a substantial deficiency in reading, according to data points described in the Comprehensive Evidence-Based Reading Plan or 2025 FAST ELA data, are notified of the student's deficiency during the conference. They will receive an individualized progress monitoring plan/intervention plan that will be implemented at school as well as at home. All students identified as having a reading deficiency will receive intensive intervention/interventions. Tier 2 instruction will be provided by the classroom teacher and Tier 3 instruction will be provided by a teacher that is Reading Endorsed. Classroom teachers will provide parents with a copy of the Read-At-Home plan as well as strategies or tasks that can be practiced at home in order

to help close the gap in reading. Teachers will also share with parents how to sign up for the New Worlds Reading Initiative if his or her child is eligible for the program. The relationship between home and school is critical to the child's success in school.

The Renaissance Accelerated Reading Program is used at all schools in Calhoun County to promote and encourage independent reading at home in the child's zone of proximal development level. Computer-based Accelerated Reader quizzes are administered at school to ensure reading comprehension is monitored and mastered. Teachers encourage parents at the beginning of school to be an integral part of the AR program throughout the school year by checking the Renaissance Home Connect site to monitor his/her child's progress. The Renaissance Home Connect site provides real time access to his or her child's account. Information regarding the Renaissance Accelerated Reading Program is communicated during parent conferences, weekly newsletters, and through ParentSquare. Parents of Kindergarten through fifth grade students are given a copy of his or her child's current reading level during the initial parent conference. Teachers send Accelerated Reader books home with students in order for them to practice reading at home with reading materials that are on his or her reading level. Schools participate in Celebrate Literacy Week, Florida! and hold literacy events throughout the school year to encourage family involvement.

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

The CCSD promotes the New Worlds Reading Initiative during parent conferences, family nights, via ParentSquare, and Facebook to ensure that students who are eligible for the program have books available to close the gaps at home.

Literacy breakfasts/afternoon activities/nights are held at each school site once during the first semester and once during second semester to promote literacy and engage families with literacy activities.

The schools also invite the Calhoun County Public Library to special breakfasts/afternoon activities/nights to encourage families to sign up for library cards and different activities that they offer as an additional way to engage families with literacy.

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
$\mathcal{TT}$	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.
$\mathcal{TT}$	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.
$\mathcal{TT}$	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.
𝒯𝒯	d.	Each school has a literacy leadership team consisting of a school administrator, literacy coach, media specialist and a lead teacher, as applicable.
𝒯𝒯	e.	All literacy coaches in the district meet the minimum qualifications described in Rule 6A-6.053(4), F.A.C.
𝒯𝒯	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.
𝒯𝒯	g.	Literacy coaches are assigned to schools with the greatest need based on student performance data in reading.
𝒯𝒯	h.	Time is provided for teachers to meet weekly for professional learning, including lesson study and professional learning communities.
𝒯𝒯	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: *Tracie Taylor*	Date: *September 4, 2025*

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.

The assignment of highly effective teachers to kindergarten through grade 2 is prioritized through a comprehensive review of teacher effectiveness data, as outlined in s. 1012.34(2)(e). This includes performance evaluation ratings based on student learning growth, instructional practice, and professional responsibilities. Teachers who consistently earn "Highly Effective" ratings and demonstrate strong student achievement trends – particularly in early literacy and numeracy – are prioritized for early grade assignments. Recognizing the critical role that K-2 instruction plays in long-term academic success, principals intentionally match teacher strengths to foundational learning needs, ensuring that students in these early grades receive the strongest instructional support. Teachers with experience or training in early childhood pedagogy are also favored for these roles. Finally, all staffing decisions are aligned with the goals outlined in each school's Improvement Plan, particularly those aimed at increasing early literacy rates and reducing achievement gaps in the primary grades.