

## 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	Bob Bedford	<a href="mailto:bob.bedford@yourcharlotteschools.net">bob.bedford@yourcharlotteschools.net</a>	941-255-0808
Data Element	Darrell Milstead	<a href="mailto:darrell.milstead@yourcharlotteschools.net">darrell.milstead@yourcharlotteschools.net</a>	941-255-0808
Third Grade Promotion	Sheila Brown	<a href="mailto:sheila.brown@yourcharlotteschools.net">sheila.brown@yourcharlotteschools.net</a>	941-255-0808
Multi-Tiered System of Supports	Rebecca Marazon	<a href="mailto:rebecca.marazon@yourcharlotteschools.net">rebecca.marazon@yourcharlotteschools.net</a>	941-255-0808
Other (Director of Professional Learning)	Laura Blunier	<a href="mailto:laura.blunier@yourcharlotteschools.net">laura.blunier@yourcharlotteschools.net</a>	941-255-0808
Director of Secondary Teaching and Learning	Matt Kunder	<a href="mailto:matthew.kunder@yourcharlotteschools.net">matthew.kunder@yourcharlotteschools.net</a>	941-255-0808
Director of K-12 Curriculum	Lisa Oberdier	<a href="mailto:lisa.oberdier@yourcharlotteschools.net">lisa.oberdier@yourcharlotteschools.net</a>	941-255-0808
Exceptional Student Education	Nicole Cox	<a href="mailto:nicole.cox@yourcharlotteschools.net">nicole.cox@yourcharlotteschools.net</a>	941-255-0808
Data Analysis	Doug Dunakey	<a href="mailto:doug.dunakey@yourcharlotteschools.net">doug.dunakey@yourcharlotteschools.net</a>	941-255-0808
6-12 Reading Curriculum & Instruction Specialist	Heather Garcia	<a href="mailto:heather.garcia@yourcharlotteschools.net">heather.garcia@yourcharlotteschools.net</a>	941-255-0808
K-5 Reading Curriculum & Instruction Specialist	Na'Shara Tyson	<a href="mailto:nashara.tyson@yourcharlotteschools.net">nashara.tyson@yourcharlotteschools.net</a>	941-255-0808

## 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)
<b>Elementary Expenses</b>		
Literacy coaches	850,000	10
Intervention teachers	2,500,000	55
Scientifically researched and evidence-based supplemental instructional materials	35,000	
Third grade summer reading camps	175,000	
Summer reading camps		
<b>Secondary Expenses</b>		
Literacy coaches	440,000	5
Intervention teachers	1,500,000	35
Scientifically researched and evidence-based supplemental instructional materials	260,000	
<b>PreK-Grade 12 Expenses</b>		
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	40,000	
Incentives for K-12 instructional personnel and certified PreK teachers who obtain the Reading Endorsement or Certification	500,000	
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		
<b>Other – Please Describe (Add additional rows as needed.)</b>		
<b>Estimated Sum of Expenditures</b>	<b>6,300,000</b>	

### 3) Literacy Leadership – District and School

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

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

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

FAST				
Grade	Previous School Year – % of Students Scoring	Goal for Plan Year – % of Students Scoring	Previous School Year – % of Students Scoring	Goal for Plan Year – % of Students Scoring
	Urgent Intervention <10 <sup>th</sup> percentile	Urgent Intervention <10 <sup>th</sup> percentile	At & Above Benchmark 40 <sup>th</sup> percentile & above	At & Above Benchmark 40 <sup>th</sup> percentile & above
VPK	2%	1%	90%	95%

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

To improve literacy outcomes, we're offering a summer bridge program targeting language and literacy (using Benchmark Ready to Advance Pre-K) for the 10% of VPK students who scored below the 40th percentile on the end-of-year FAST assessment. Next year, reading-endorsed teachers will provide individualized support for students below the 10th percentile, while classroom teachers, guided by literacy coaches, will offer small group interventions for those below the 40th percentile.

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

FAST				
Grade	Previous School Year – % of Students Scoring	Goal for Plan Year – % of Students Scoring	Previous School Year – % of Students Scoring	Goal for Plan Year – % of Students Scoring
	Level 1	Level 1	Levels 3-5	Levels 3-5
K	16	13	64	66
1	20	17	63	65
2	21	18	58	60
3	16	13	60	62
4	20	17	56	58
5	17	14	57	59
6	18	15	56	58
7	24	21	54	56
8	21	18	53	55
9	18	15	56	58
10	22	19	53	55

**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	<u>Tier 1 Data</u> School, grade band, and grade level data will be reviewed after each testing window closes <ul style="list-style-type: none"> <li>FAST (STAR, CAI) PM1, PM2, PM3</li> <li>District Common Assessment Data (Benchmark, UFLI)</li> </ul>	<u>Tier 1 Data</u> Grade level, by teacher, and by student after each testing window closes <ul style="list-style-type: none"> <li>FAST (STAR, CAI) PM1, PM2, PM3</li> <li>District Common Assessment Data (Benchmark, UFLI)</li> </ul>
	School, grade band, and grade level data will be reviewed at the end of each quarter <ul style="list-style-type: none"> <li>District Common Assessment Data (Benchmark, UFLI)</li> </ul>	Grade level, by teacher, and by student at the end of each quarter <ul style="list-style-type: none"> <li>District Common Assessment Data (Benchmark, UFLI)</li> </ul>
	<u>Tier 2 &amp; 3 Data</u>	<u>Tier 2 &amp; 3 Data</u>

	<p>School, grade band, and grade level data will be reviewed monthly</p> <ul style="list-style-type: none"> <li>Intervention Data – District MTSS Committee</li> </ul>	<p>As part of the individual MTSS meetings for students School-based Literacy Leadership teams look at all data that is available (core and intervention) every time they meet.</p> <ul style="list-style-type: none"> <li>Intervention Data – School MTSS Committee</li> </ul>
Actions for continuous support and improvement	<p>District Learning Communities (DLCs) are held for grade-level teams and literacy coaches to analyze and respond to data.</p> <p>Professional learning opportunities for teachers, coaches, and school leaders are driven by the School Improvement Plan and their School Literacy Leadership Team Initiatives.</p> <p>Evidence-based instructional materials are monitored for fidelity of usage and standards-based instruction.</p> <p>Progress monitoring (district, school) is facilitated through guidance documents, data report-outs, school site visits, and other measures of accountability as necessary.</p>	<p>Regularly scheduled time for teacher collaboration (to include coaches as needed) will be used for PLCs to analyze and respond to data – including identifying opportunities for coaching and ongoing professional learning opportunities.</p>
<b>Grades 6-8</b>	<b>District Level</b>	<b>School Level</b>
Data that will be collected and frequency of review	<p><u>Tier I and II Data</u>  School, grade band, and grade level data will be reviewed after each testing window closes</p> <ul style="list-style-type: none"> <li>FAST (PM1, PM2, PM3)</li> <li>Savvas Florida Customizable Assessment Data for Each of the Four Quarters of Instruction</li> </ul> <p><u>Tier III Data</u>  School, grade band, and grade level</p> <ul style="list-style-type: none"> <li>Language! Live assessment results for Middle School</li> <li>CORE ORF, CORE Phonics Survey, and PAST</li> </ul>	<p><u>Tier I and II Data</u>  Grade level, by teacher, and by student after each testing window closes</p> <ul style="list-style-type: none"> <li>FAST (PM1, PM2, PM3)</li> <li>Savvas Florida Customizable Assessment Data for Each of the Four Quarters of Instruction</li> </ul> <p><u>Tier III Data</u>  School, grade band, and grade level</p> <ul style="list-style-type: none"> <li>Language! Live assessment results for Middle School</li> <li>CORE ORF, CORE Phonics Survey, and PAST assessment data collected as needed.</li> <li><i>School-based Literacy Leadership teams look at</i></li> </ul>

	assessment data collected as needed.	<i>all data that is available (core and intervention) every time they meet.</i>
Actions for continuous support and improvement	<p>District Learning Communities (DLCS) are held for grade-level teams and literacy coaches to analyze and respond to data.</p> <p>Professional learning opportunities for teachers, coaches, and school leaders are driven by the School Improvement Plan and their School Literacy Leadership Team Initiatives.</p> <p>Evidence-based instructional materials are monitored for fidelity of usage and standards-based instruction.</p> <p>Progress monitoring (district, school) is facilitated through guidance documents, data report-outs, school site visits, and other measures of accountability as necessary.</p>	Regularly scheduled time for teacher collaboration (to include coaches as needed) will be used for PLCs to analyze and respond to data – including identifying opportunities for coaching and ongoing professional learning opportunities.
<b>Grades 9-12</b>	<b>District Level</b>	<b>School Level</b>
Data that will be collected and frequency of review	<p><u>Tier I and II Data</u> School, grade band, and grade level data will be reviewed after each testing window closes</p> <ul style="list-style-type: none"> <li>FAST (PM1, PM2, PM3)</li> <li>Savvas Florida Customizable Assessment Data for Each of the Four Quarters of Instruction</li> </ul> <p><u>Tier III Data</u> School, grade band, and grade level</p> <ul style="list-style-type: none"> <li>Lexia assessment results for High School</li> <li>CORE ORF, CORE Phonics Survey, and PAST assessment data collected as needed.</li> </ul>	<p><u>Tier I and II Data</u> Grade level, by teacher, and by student after each testing window closes</p> <ul style="list-style-type: none"> <li>FAST (PM1, PM2, PM3)</li> <li>Savvas Florida Customizable Assessment Data for Each of the Four Quarters of Instruction</li> </ul> <p><u>Tier III Data</u> School, grade band, and grade level</p> <ul style="list-style-type: none"> <li>Lexia assessment results for High School</li> <li>CORE ORF, CORE Phonics Survey, and PAST assessment data collected as needed.</li> <li><i>School-based Literacy Leadership teams look at all data that is available (core and intervention) every time they meet.</i></li> </ul>

<p>Actions for continuous support and improvement</p>	<p>District Learning Communities (DLCS) are held for grade-level teams and literacy coaches to analyze and respond to data.</p> <p>Professional learning opportunities for teachers, coaches, and school leaders are driven by the School Improvement Plan and their School Literacy Leadership Team Initiatives.</p> <p>Evidence-based instructional materials are monitored for fidelity of usage and standards-based instruction.</p> <p>Progress monitoring (district, school) is facilitated through guidance documents, data report-outs, school site visits, and other measures of accountability as necessary.</p>	<p>Regularly scheduled time for teacher collaboration (to include coaches as needed) will be used for PLCs to analyze and respond to data – including identifying opportunities for coaching and ongoing professional learning opportunities.</p>
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**2. Describe what has been revised to improve literacy outcomes for students in the district’s CERP based upon the District CERP Reflection Tool and a root-cause analysis of student performance data.**

After reflecting on the implementation of the CERP, the Division of Learning, with support from the Superintendent of Schools, had decided to change our staffing model regarding literacy coaches in the district. During year two implementation, new literacy coaches will be enrolled in the literacy coach endorsement program that was provided to coaches in the 2024-2025 school year. There will continue to be opportunities for embedded professional learning for principals to support data-based decision-making, instruction on the Science of Reading, implementation of the CERP and its alignment to the School Improvement Plan. Instructional classroom strategies will be a focus of job-embedded professional learning and coaching throughout the 2025-2026 school year to build teacher capacity to provide research and evidence-based instruction across all grade levels in the districts.

We will also enhance the guidance and support that is offered to schools as they hold their School Literacy Leadership Teams meetings and determine goals and action plans that align with the CERP and their School Improvement Plans.

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

Principals will share aggregated data from the walkthroughs during their School Literacy Leadership Team Meetings to improve all tiers of literacy instruction. Literacy Coaches will participate in non-evaluative walkthroughs and report overall findings to the school administrative team to support the implementation of the coaching model as well as the School Improvement Plan and alignment with the CERP. Literacy focused walkthroughs will occur weekly at all schools.

**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.**

School principals will lead and/or review agendas from School Literacy Leadership team meetings,

and collaborative planning meetings to monitor the collection and utilization of assessment data. When such meetings occur, the meeting participants will analyze the progress monitoring data, district interim data, unit assessments data, intervention data, and data gathered from literacy walk-through tools to inform instructional needs of all students. Principals will utilize the District Data Protocol while analyzing data from Educlimber, state testing platforms, and the district psychometrician, as they make instructional leadership decisions. Principals, in collaboration with their School Literacy Leadership teams, look for grade-level and school trends regarding strengths and weaknesses in both the state testing data as well as the district formative assessment data. State and district data will drive analysis to determine where additional support is needed for both students and staff, and troubleshoot ways to provide the necessary support, resources, and/or coaching. Coaches will support teachers as they analyze grade/student level data and align the results with upcoming instructional strategies. Coaching cycles are offered to individual teachers in response to data or upon teacher request.

Additional support may come in the form of:

- peer observations of model classrooms to observe evidence-based reading strategies
- additional professional learning provided by the Curriculum and Instruction coaches
- additional professional learning organized by the Professional Development Center
- a targeted book study conducted by a school-based PLCs

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

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

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

☐ Yes

☐ No

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

N/A

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

The literacy coach model is embedded within CCPS' Literacy Coach job description. In June, principals and coaches will meet to collaboratively plan literacy and teacher support for the 2025-2026 school year. The coach and the principal would write a principal/coach partnership agreement to help set goals and expectations. Then, during the initial principal meeting of the school year, the Just Read, Florida! Literacy Coach Model (roles and responsibilities) will be explained by the Division of Learning. In addition, the Division of Learning will share the FDOE's Definition of a Literacy Coach (Appendix D) with all principals and literacy coaches. Training on coach implementation and support will be provided by a literacy coach-endorsed FDOE Trained Trainer(s). We will also have supplemental coaching training provided by the Instructional Coaching Group (ICG).

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

The Division of Learning provides regular training to principals to support their role in the implementation of literacy coaches, and job-embedded professional learning in the form of a Principal's Coach and guidance from the Division of Learning. In addition, the Division of Learning will host monthly coaching collaboratives for the literacy coaches which will occur in the format of a District Learning Community (DLC) and will employ a train-the-trainer model.

Training agendas will focus on (but not be limited to) the following elements:



- ✓ Science of Reading
- ✓ Florida's Formula for Reading Success/ Practice Profiles
- ✓ Impact Cycles
- ✓ Evidence-based reading intervention strategies
- ✓ Effective scaffolding and differentiation techniques
- ✓ Alignment of Tier I instruction to the B.E.S.T. Standards
- ✓ Foundational Literacy Benchmarks and Tier II and III Intervention
- ✓ Proper implementation of evidence-based instructional materials
- ✓ Analysis of walk-through and coaching data
- ✓ Barriers to effective literacy coaching
- ✓ Celebrations of effective literacy coaching
- ✓ Evidence-based best practices (i.e. What Works Clearing House)
- ✓ Coaching strategies from the FCRR Literacy Coaching program and the Flamingo Literacy Playbooks
- ✓ Developing and facilitating professional learning.

The literacy playbooks provide foundational knowledge, strategies, and sample lessons for the domains of reading including:

- Phonological Awareness
- Early Decoding, Advanced Decoding
- Fluency
- Vocabulary
- Comprehension

Newly onboarded coaches, by the end of the 2025-2026 school year, will also be Literacy Coach Endorsed through the FCRR FDOE's Literacy Coach Endorsement Program.

Membership of the Literacy Coach District Learning Community (LC-DLC) consists of the following, at minimum:

- Elementary ELA Curriculum & Instruction Specialists
- Secondary ELA Curriculum & Instruction Specialists
- Professional Learning Specialists
- Director of Elementary Learning
- Director of Secondary Learning
- Director of Professional Learning
- Director of K-12 Curriculum

**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?**

Coaches will implement focused coaching cycles, conduct data analysis, support PLCs, and utilize several methods of coaching models such as collaborative planning, instructional rounds, and modeling lessons. The district will support these high-impact activities through monthly coaching meetings with members of the Division of Learning.

Coaches will be trained on the District Data Protocol and how to use it with teachers they are coaching as well as how to use the data to guide School Literacy Leadership Meetings and conversations about the School Improvement Plan.

As coaches work through the FCRR Florida Coaching Endorsement Program, there is a module which focuses on conducting data analysis, creating goals and action plans, and implementation of the coaching cycle. All CCPS Literacy Coaches will be participating in (or have completed) this Endorsement Program.

The Division of Learning hosts a shared Google Drive to include instructional and coaching resources as well as to provide a place where coaches have ongoing peer support.

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

Coaches will be expected to meet weekly/ bi-weekly with the school principal (or principal designee) to review the coach's list of priorities in response to his or her coaching. The coach will keep a log of meetings with administrators. The coach will track evidence of impact within an electronic coaching platform. At the monthly principal meetings, the Division of Learning Leadership will work with principals to identify strengths and weaknesses within the coaching models at their schools and collaborate to find solutions when necessary.

Curriculum and Instruction Specialists and Professional Learning Specialists will meet with school-based literacy coaches once a month to provide training and to assist with coaching struggles that may arise.

Literacy coaches will collaborate with district staff members to develop a non-evaluative feedback survey to measure the impact of the CCPS Coaching model and its support of Tiered Instruction within the various disciplines. This survey will be distributed at each school site.

Survey results will be shared with the coaches, the school administration, and the Division of Learning so we can celebrate success and provide support.

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

Throughout the school year, the district administers impact surveys to staff. The resulting data is reviewed collaboratively with each building principal and their coaches. Furthermore, during the past school year, 7 coaches piloted Connecthub.io, a coaching platform designed to support coaches in tracking and measuring their impact. The district intends to implement Connecthub.io for all coaches in the fall of 2025.

### 4) Assessment, Curriculum and Reading Instruction

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

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

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

provided to students identified as having a substantial deficiency in reading. All intensive reading interventions must be delivered by instructional personnel who are certified or endorsed in reading or possess a literacy micro-credential as provided in [s. 1003.485, F.S.](#)

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

All students, including those with an identified disability and those who are English Language learners, will follow the CCPS Instructional Framework which is consistent with Florida's Formula for Success.

The district instructional framework has 6 domains: Assessment & Data, Standards-Based Instruction, Curriculum, Environment, Literacy and Professional Learning. Each domain includes key terms which outline expectations within each domain. Explicit and systematic instruction, differentiation and scaffolded instruction are all tied to the Standards Based-Instruction domain. An additional lesson structure is a provided resource in our instructional framework with is consistent with language outlined in Florida's Formula for Success. It chunks the lesson into 5 parts similar to the 5 E model which includes differentiated core instruction, modeling and guided practice and both formative and summative assessment of student learning. In addition, the updated literacy block is aligned to the six components of literacy instruction.

Additionally, students with a federal plan (IEP, 504, or LEP) will have the additional supports required by their plan to include accommodations, specialized instruction, and related services.

**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.**

For VPK:

Within the first 45 days of school, preferably prior to the child's first day, the teacher and parent work together to administer the ASQ-3, a developmental screening tool and the ASQ-SE a social emotional screening tool. Data collected provides a baseline that assists teachers in planning for and supporting children's learning.

- The AIM Assessment system is used throughout the year as an ongoing progress monitoring tool. Using observation and documentation, teachers track each child's development and create individual learning plans accordingly. PreK students also complete STAR assessments three times throughout the year. This tool gauges kindergarten readiness and provides teachers with additional data to support children regardless of developmental level.
- Programs use the research-based Frog Street curriculum which is aligned with both state and national early learning standards. Teachers are expected to refer to and use the standards when planning lessons. Frog Street provides alternative activities, lessons and resources for children below, at, and above expected developmental levels. Conscious Discipline is used as a social-emotional curriculum. This system helps create a "school family" grounded in respect and kindness. In order to best ensure that the curricula are being implemented as intended, each team is assigned an Educational Specialist who acts as a coach/mentor and provides support and feedback. Specialists utilize a coaching-to-fidelity tool which is aligned with the curricula as a means to guide observations and support improvement planning.
- The CLASS observation tool is administered twice each year to assess teacher-child interactions and instructional quality. Ed Specialists are trained and reliable CLASS observers and conduct one administration per year. The program hires an outside agency to administer the second CLASS to ensure reliable and accurate data is being collected. Information gathered is shared with teachers and indicated coaching and support follows.

For ESE Pre-K:

- CCPS staff members complete the Child Outcome Summary (COS) when they enter pre-kindergarten
- For progress monitoring, teachers use the Hawaii Early Learning Profile (HELP).
- ESE Pre-K program uses Creative Curriculum which is aligned with both state and national early learning standards. Teachers are expected to refer to and use the standards when planning lessons. The Creative

Curriculum provides alternative activities, lessons and resources for children below, at, and above expected developmental levels.

- When the students exit the ESE Pre-K program, a final COS is completed to determine the student's growth over the course of time.

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

- Frog Street: A research-based program designed to support the holistic development of four year olds, encompassing social emotional, physical, language, and cognitive growth.
- Creative Curriculum: A whole-child, play-based curriculum that emphasizes hands-on exploration and discovery. It aims to nurture children's curiosity, promote development, and foster critical thinking skills.
- Conscious Discipline: A social emotional learning curriculum that focuses on building self-regulation, positive relationships, and problem-solving skills in children.

**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.](#)**

For students without a PM3 score from the FAST/STAR assessments, percentile rankings from PM1 will be used (less than the 10th percentile for Tier 3 and less than the 20th percentile for Tier 2).

- Teachers utilize the Individual Instructional Strategies provided within the FAST/STAR Assessment system. They are included in individual learning plans implemented throughout the day.
- Teachers utilize the instructional strategies provided in the Florida Early Learning and Developmental Standards. They are included in individual learning plans implemented throughout the day.
- Teachers implement the Heggerty curriculum with more intensity for students identified as having substantial deficiency in early literacy skills.
- Classrooms combine, organizing students into literacy learning groups based on ability. Partnering lower performing students with teachers skilled in remediation.
- Teachers utilize Frog Street's Differentiated Learning Guide to individualize according to each student's developmental level.

**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	<input checked="" type="checkbox"/> VPK <input checked="" type="checkbox"/> Grade K <input checked="" type="checkbox"/> Grade 1	<input checked="" type="checkbox"/> Oral Language <input checked="" type="checkbox"/> Phonological Awareness <input checked="" type="checkbox"/> Phonics <input checked="" type="checkbox"/> Fluency <input checked="" type="checkbox"/> Vocabulary <input checked="" type="checkbox"/> Comprehension	<input checked="" type="checkbox"/> Screening <input checked="" type="checkbox"/> Progress Monitoring <input checked="" type="checkbox"/> Summative	<input checked="" type="checkbox"/> 3 x Year
FAST Star Reading	<input checked="" type="checkbox"/> Grade 1 <input checked="" type="checkbox"/> Grade 2	<input checked="" type="checkbox"/> Vocabulary <input checked="" type="checkbox"/> Comprehension	<input checked="" type="checkbox"/> Screening <input checked="" type="checkbox"/> Progress Monitoring <input checked="" type="checkbox"/> Summative	<input checked="" type="checkbox"/> 3 x Year
FAST ELA Reading	<input checked="" type="checkbox"/> Grade 3 <input checked="" type="checkbox"/> Grade 4 <input checked="" type="checkbox"/> Grade 5	<input checked="" type="checkbox"/> Vocabulary <input checked="" type="checkbox"/> Comprehension	<input checked="" type="checkbox"/> Screening <input checked="" type="checkbox"/> Progress Monitoring <input checked="" type="checkbox"/> Summative	<input checked="" type="checkbox"/> 3 x Year
FAST B.E.S.T Writing	<input checked="" type="checkbox"/> Grade 4 <input checked="" type="checkbox"/> Grade 5	<input checked="" type="checkbox"/> Vocabulary <input checked="" type="checkbox"/> Comprehension <input checked="" type="checkbox"/> Communication	<input checked="" type="checkbox"/> Summative	<input checked="" type="checkbox"/> Annually

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?
<b>Mondo Oral Language</b>	<input type="checkbox"/> VPK <input type="checkbox"/> PreK <input checked="" type="checkbox"/> <b>Grade K</b> <input checked="" type="checkbox"/> <b>Grade 1</b> <input type="checkbox"/> Grade 2 <input type="checkbox"/> Grade 3 <input type="checkbox"/> Grade 4 <input type="checkbox"/> Grade 5 <input checked="" type="checkbox"/> All Students <input type="checkbox"/> Select Students	<input checked="" type="checkbox"/> <b>Oral Language</b> <input type="checkbox"/> Phonological Awareness <input type="checkbox"/> Phonics <input type="checkbox"/> Fluency <input type="checkbox"/> Vocabulary <input type="checkbox"/> Comprehension	<input type="checkbox"/> Screening <input checked="" type="checkbox"/> <b>Progress Monitoring</b> <input type="checkbox"/> Diagnostic <input type="checkbox"/> Summative	<input type="checkbox"/> Weekly <input type="checkbox"/> 2 x Month <input type="checkbox"/> Monthly <input type="checkbox"/> Quarterly <input checked="" type="checkbox"/> <b>3 x Year</b> <input type="checkbox"/> Annually <input checked="" type="checkbox"/> <b>As Needed</b> <input type="checkbox"/> Other
<b>Heggerty Phonemic Awareness Quick Checks</b>	<input type="checkbox"/> VPK <input type="checkbox"/> PreK <input checked="" type="checkbox"/> <b>Grade K</b> <input checked="" type="checkbox"/> <b>Grade 1</b> <input type="checkbox"/> Grade 2 <input type="checkbox"/> Grade 3 <input type="checkbox"/> Grade 4 <input type="checkbox"/> Grade 5 <input type="checkbox"/> All Students <input type="checkbox"/> Select Students	<input type="checkbox"/> Oral Language <input checked="" type="checkbox"/> <b>Phonological Awareness</b> <input type="checkbox"/> Phonics <input type="checkbox"/> Fluency <input type="checkbox"/> Vocabulary <input type="checkbox"/> Comprehension	<input checked="" type="checkbox"/> <b>Screening</b> <input type="checkbox"/> Progress Monitoring <input type="checkbox"/> Diagnostic <input type="checkbox"/> Summative	<input type="checkbox"/> Weekly <input type="checkbox"/> 2 x Month <input type="checkbox"/> Monthly <input type="checkbox"/> Quarterly <input checked="" type="checkbox"/> <b>3 x Year</b> <input type="checkbox"/> Annually <input checked="" type="checkbox"/> <b>As Needed</b> <input type="checkbox"/> Other
<b>Core Phonics Survey</b>	<input type="checkbox"/> VPK <input type="checkbox"/> PreK <input checked="" type="checkbox"/> <b>Grade K</b> <input checked="" type="checkbox"/> <b>Grade 1</b> <input checked="" type="checkbox"/> <b>Grade 2</b> <input checked="" type="checkbox"/> <b>Grade 3</b> <input type="checkbox"/> Grade 4 <input type="checkbox"/> Grade 5 <input type="checkbox"/> All Students <input checked="" type="checkbox"/> Select Students	<input type="checkbox"/> Oral Language <input type="checkbox"/> Phonological Awareness <input checked="" type="checkbox"/> <b>Phonics</b> <input type="checkbox"/> Fluency <input type="checkbox"/> Vocabulary <input type="checkbox"/> Comprehension	<input type="checkbox"/> Screening <input checked="" type="checkbox"/> <b>Progress Monitoring</b> <input type="checkbox"/> Diagnostic <input type="checkbox"/> Summative	<input type="checkbox"/> Weekly <input type="checkbox"/> 2 x Month <input type="checkbox"/> Monthly <input type="checkbox"/> Quarterly <input checked="" type="checkbox"/> <b>3 x Year</b> <input type="checkbox"/> Annually <input type="checkbox"/> As Needed <input type="checkbox"/> Other
<b>Oral Reading Fluency (ORF) DIBELS</b>	<input type="checkbox"/> VPK <input type="checkbox"/> PreK <input type="checkbox"/> Grade K <input checked="" type="checkbox"/> <b>Grade 1</b> <input checked="" type="checkbox"/> <b>Grade 2</b> <input checked="" type="checkbox"/> <b>Grade 3</b> <input checked="" type="checkbox"/> <b>Grade 4</b> <input checked="" type="checkbox"/> <b>Grade 5</b> <input type="checkbox"/> All Students <input checked="" type="checkbox"/> Select Students	<input type="checkbox"/> Oral Language <input type="checkbox"/> Phonological Awareness <input type="checkbox"/> Phonics <input checked="" type="checkbox"/> <b>Fluency</b> <input type="checkbox"/> Vocabulary <input type="checkbox"/> Comprehension	<input type="checkbox"/> Screening <input checked="" type="checkbox"/> <b>Progress Monitoring</b> <input type="checkbox"/> Diagnostic <input type="checkbox"/> Summative	<input type="checkbox"/> Weekly <input type="checkbox"/> 2 x Month <input type="checkbox"/> Monthly <input type="checkbox"/> Quarterly <input checked="" type="checkbox"/> <b>3 x Year</b> <input type="checkbox"/> Annually <input type="checkbox"/> As Needed <input type="checkbox"/> Other

Additional Assessment(s)				
Name of the Assessment	Target Audience (Grades PreK-5) (Select all that apply.)	What component of reading is assessed? (Select all that apply.)	Assessment Type (Select all that apply.)	How often is the data collected?
Benchmark Advance Unit Assessments	<input type="checkbox"/> VPK <input type="checkbox"/> PreK <input checked="" type="checkbox"/> Grade K <input checked="" type="checkbox"/> Grade 1 <input checked="" type="checkbox"/> Grade 2 <input checked="" type="checkbox"/> Grade 3 <input checked="" type="checkbox"/> Grade 4 <input checked="" type="checkbox"/> Grade 5 <input checked="" type="checkbox"/> All Students <input type="checkbox"/> Select Students	<input type="checkbox"/> Oral Language <input type="checkbox"/> Phonological Awareness <input type="checkbox"/> Phonics <input checked="" type="checkbox"/> Fluency <input checked="" type="checkbox"/> Vocabulary <input checked="" type="checkbox"/> Comprehension	<input type="checkbox"/> Screening <input checked="" type="checkbox"/> Progress Monitoring <input type="checkbox"/> Diagnostic <input checked="" type="checkbox"/> Summative	<input type="checkbox"/> Weekly <input type="checkbox"/> 2 x Month <input type="checkbox"/> Monthly <input checked="" type="checkbox"/> Quarterly <input type="checkbox"/> Annually <input type="checkbox"/> As Needed <input type="checkbox"/> Other

## 2. Students with a Substantial Deficiency in Reading ([Rule 6A-6.053\(6\), F.A.C.](#))

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

Students with qualifying disabilities covered by an IEP or a 504 Plan are exempt from the requirement to have a progress monitoring plan, if the IEP or 504 Plan addresses the student's reading deficiency. Nothing in [Rule 6A-6.053, F.A.C.](#), should be construed to require or prohibit an IEP or 504 Plan or the contents of the CERP.

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

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

**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.**

Students in K-3 are identified for tiered support initially based on their PM3 assessment scores. STAR/FAST assessment results, along with district interim assessments, formative assessments, and classroom performance data, collectively inform the identification of K–3 students who require interventions or exhibit substantial reading deficiencies (See attached Elementary ELA Progress Monitoring Guidance Document). For students without a PM3 score from the FAST/STAR assessments, percentile rankings from PM1 will be used (less than the 10th percentile for Tier 3 and less than the 20th percentile for Tier 2).

1. During **MTSS Core Team** and **grade-level teacher meetings**, occurring at least three times yearly, administrators, teachers, and staff review a combination of FAST, FAST/STAR, district interim assessments, formative assessments, gradebook grades, and other available classroom performance data to determine students in need of Tier 2/Tier 3 interventions.
  - a. Students scoring at a level 2 on FAST/STAR assessments and/or consistently below grade level on district interim assessments, formative assessments, or as evidenced by classroom performance data will be assigned to a Tier 2 intervention aligned to their area of need as determined by the district decision tree.
  - b. Students scoring at a level 3 on FAST/STAR assessments and/or consistently below grade level on district interim assessments, formative assessments, or as evidenced by classroom performance data will be assigned to Tier 2 and Tier 3 interventions aligned to their area of need as evidenced by the district decision rules.

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

Students in grades 4–5 are identified for tiered support initially based on their PM3 FAST assessment scores. Those scoring at Level 1 receive both Tier 2 and Tier 3 interventions, while students scoring at Level 2 are provided Tier 2 interventions. Formative assessments and classroom performance are also used to guide students' need for intervention. For students without a PM3 score from the FAST assessments, percentile rankings from PM1 will be used.

1. During **MTSS Core Team** and **grade-level teacher meetings**, occurring at least three times yearly, administrators, teachers, and staff review a combination of FAST, district interim assessments, formative assessments, gradebook grades, and other available classroom performance data to determine students in need of Tier 2/Tier 3 interventions.
  - a. Students scoring at a level 2 on FAST assessments and/or consistently below grade level on district interim assessments, formative assessments, or as evidenced by classroom performance data will be assigned to a Tier 2 intervention aligned to their area of need as determined by the district decision tree.
  - b. Students scoring at a level 3 on FAST assessments and/or consistently below grade level on district interim assessments, formative assessments, or as evidenced by classroom performance data will be assigned to Tier 2 and Tier 3 interventions aligned to their area of need as evidenced by the district decision rules.

**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.**

Charlotte County Public Schools begins by identifying students that have a substantial reading deficiency as defined in 6A.6.053.

For kindergarten through grade 3, students are identified as having a substantial deficiency in reading if the student demonstrates through progress monitoring, formative assessments or teacher observation data, minimum skill levels for reading competency in one or more of the six (6) components of reading; and

1.The student is identified as in need of Tier 3 interventions; or

2.The student was retained in the previous year; or

3.For kindergarten through grade 2, the student scores:

a. Below the tenth (10th) percentile or is unable to complete the practice items on the designated grade-level assessment at the beginning or middle of the year test administration of the coordinated screening and progress monitoring system pursuant to section (s.) 1008.25(9), Florida Statutes (F.S.), or;

b. Level 1 at the end of the year test administration of the coordinated screening and progress monitoring system pursuant to s. 1008.25(9), F.S.; or

4. For grade 3, the student scores:

a. Below the twentieth (20th) percentile at the beginning or middle of the year test administration of the coordinated screening and progress monitoring system pursuant to s. 1008.25(9), F.S.; or

b. Level 1 on the statewide, standardized English Language Arts (ELA) assessment pursuant to s. 1008.22(3)(a), F.S.

Students who are identified as having a substantial reading deficiency are then administered additional screenings to determine the specific area(s) of skill deficit. **Students that fall below grade level expectations in either phonological awareness or phonics are identified as having characteristics of dyslexia. Students are provided with dyslexia-specific interventions, such as structured literacy approaches, that are intensive, explicit, systematic, and multisensory.**

**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.**

Grades: K-1

If a student is identified as having a substantial reading deficiency as defined above using state assessment data, then a **phonological awareness diagnostic assessment** and **letter identification diagnostic**

**assessment** are administered to determine the appropriate focus for interventions. Screeners include (1) Heggerty Phonological Awareness Screener. 2) Core Phonics Survey A&B Letter Identification. If grade level phonological skills are demonstrated on the phonological awareness and letter identification assessment, then a **phonics assessment** is administered to determine specific target goals for interventions. The assessment identified for this is the CORE Phonics Survey. (3) Mondo Oral Language Assessment. **Students that fall below grade level expectations in either phonological awareness or phonics are identified as having characteristics of dyslexia.**

Grades: 2-12

If a student is identified as having a substantial reading deficiency, as defined above using state assessment data, then a grade level **oral reading fluency** curriculum-based measure (CBM) assessment is administered. The ORF CBM's are used to measure both reading accuracy and reading rate. If the student has a reading rate below the 50th percentile and an accuracy score below 96 percent on the grade level ORF, then the Core Phonics Survey is administered to determine specific target goals for intervention in the area of **phonics**. If the student performs in the "intensive level" on the Phonics Survey, then a phonological awareness assessment is given. **Students that fall below grade level expectations in either phonological awareness or phonics are identified as having characteristics of dyslexia.**

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

The effectiveness of Tier 1 instruction is evaluated by school-based core teams/literacy teams at least three times per year. These teams review data from state and district interim assessments, district formative assessments, and walk-through data, within the context of the Multi-Tiered System of Supports (MTSS) framework.

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

The effectiveness of Tier 2 interventions are monitored using the Educlimber data system by school-based core teams/literacy teams and grade level teams on regular intervals throughout the school year, within the context of the Multi-Tiered System of Supports (MTSS) framework.

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

The effectiveness of Tier 3 interventions are monitored using the Educlimber data system by individual classroom teachers and school-based teacher support teams (TST) every six to eight weeks, within the context of the Multi-Tiered System of Supports (MTSS) framework.

## Grades K-5 Decision Tree

### Kindergarten

The "Literacy Decision Rules for Kindergarten (K)" flowchart outlines the process for determining appropriate literacy interventions based on students' FAST PM1 (STAR EL) assessment scores. Students are divided into three groups: those scoring at or above the 20th percentile, those scoring between the 10th and 19th percentiles, and those scoring at or below the 9th percentile. Students at or above the 20th percentile require no further diagnostic assessment and continue with differentiated Tier 1 instruction. Students scoring between the 10th and 19th percentiles require Tier 2 interventions and are administered the CORE Phonics Survey to identify specific phonics needs, following a progress monitoring guide. Students scoring at or below the 9th percentile undergo an initial diagnostic assessment using the Heggerty Phonological Awareness Screener. If they score in the "Beginning" range for any skill, they receive phonemic awareness interventions; if they are "Proficient," they proceed to the CORE Phonics Survey. Based on the CORE Phonics Survey, students are further categorized as "Strategic" or "Intensive" (requiring targeted phonics interventions) or "Benchmark" (requiring ongoing monitoring). The chart also notes that families of students receiving Tier 3 interventions must be notified, and student progress is monitored monthly, with possible movement between tiers based on progress. This structured approach ensures that each student receives tailored support according to their specific literacy needs.

## 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 - Grade 2: Scored "OnWatch" (25-39PR) or "At/Above Benchmark" (40 PR) criteria on the FAST STAR Early Literacy or Reading Assessment for 2025-2026 PM1.
- Grade 3-5: Scored a level 3 or above on the 2024-2025 FAST assessment PM 3 or 2025-2026 PM1.
- CORE Phonics Survey and DIBELS Oral Reading Fluency (ORF) (see table below)

	Kindergarten	First Grade	Second Grade	Third Grade	Fourth Grade	Fifth Grade
<b>CORE Phonics Survey</b>	N/A	Parts A-D: 83	Parts A-D: 83	Parts A-D: 83	Parts A-D: 83	Parts A-D: 83
	N/A	Parts E-I: 10-13	Parts E-I: 10-13	Parts E-I: 10-13	Parts E-I: 10-13	Parts E-I: 10-13
	N/A	N/A	N/A	Part L: 15-20	Part L: 15-20	Part L: 15-20
<b>DIBELS ORF</b>	N/A	N/A	ORF 29-48 WPM	ORF 55-72 WPM	ORF 62-86 WPM	ORF 81-102 WPM

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

- **Assessments:** Weekly Assessments (formative and informative), foundational skills progress monitoring (UFLI) and comprehension assessments (Benchmark Advance)
- **Performance Criteria:** Students demonstrate mastery on daily and weekly progress monitoring checks; Item analysis of standards-based comprehension assessments (70% or higher on each benchmark reporting category; 70% or higher on Benchmark Unit assessment)

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

- Grade-level PLCs analyze student data through item analysis of common assessments
- Teacher observations are conducted, with timely feedback provided
- Teacher professional learning is provided (school and district level)

### Core Instruction

**Indicate the core curriculum utilized. Add additional rows as needed.**

Name of Program	Year of Program Adoption
Benchmark Advance	2021
UFLI Foundations	2024 (Supplemental material purchase)

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

Students demonstrate lack of proficiency on weekly and unit checks (formative & informative assessments); Item analysis of standards-based comprehension assessments (59% or lower on each benchmark reporting category; 59% or lower on Benchmark Unit assessment); teacher observations

### Tier 1 Instruction + Tier 2 Interventions

#### Beginning of Year Data

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

- Kindergarten - Grade 2: Scored 20th - 40th PR criteria on the FAST STAR Early Literacy or Reading Assessment for 2025-2026 PM1.
- Grade 3-5: Scored a level 2 on the 2025-2026 PM1 or PM 2.
- CORE Phonics Survey and DIBELS Oral Reading Fluency (ORF) (see table below)

	Kindergarten	First Grade	Second Grade	Third Grade	Fourth Grade	Fifth Grade
<b>CORE Phonics Part A-Survey</b>	N/A	Parts A-D: 65-82	Parts A-D: 65-82	Parts A-D: 65-82	Parts A-D: 65-82	Parts A-D: 65-82
	N/A	Parts E-I: 10-13	Parts E-I: 10-13	Parts E-I: 10-13	Parts E-I: 10-13	Parts E-I: 10-13
	N/A	N/A	N/A	Part L: 15-20	Part L: 15-20	Part L: 15-20
<b>DIBELS ORF</b>	N/A	N/A	ORF 29-48 WPM	ORF 55-72 WPM	ORF 62-86 WPM	ORF 81-102 WPM

**Number of times per week interventions are provided:**

2-3 sessions

**Number of minutes per intervention session:**

15-20 minutes

**Supplemental Instruction/Interventions**

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

Name of Program	ESSA Evidence Level	Verbiage (as needed)
<b>Targeted Small-Group Instruction</b>	Strategies have both strong and moderate evidence	<p>There is not a specific program in place; however, the following WWC Practice Guide Recommendation(s) support the indicated strategies: “Foundational Skills to Support Reading for Understanding in Kindergarten Through 3rd Grade”.</p> <p>Recommendation(s):</p> <ul style="list-style-type: none"> <li>- Teach students to decode words, analyze word parts, and write and recognize words. (strong)</li> <li>- Ensure that each student reads connected text every day to support reading accuracy, fluency, and comprehension. (moderate)</li> </ul> <p>These recommendations are built into the structure of the instructional practices of the classroom. The district will support and monitor implementation of this program by ensuring that literacy walk-throughs focus on effective Tier 2 interventions, ensuring that literacy-focused instructional coaches focus heavily on supporting Tier 2 interventions in the core ELA course including, and providing additional professional learning opportunities for Tier 2 support in these strategies.</p>
<b>Amira (with teacher-led lessons)</b>	<u><a href="#">Moderate</a></u>	<b>N/A</b>
<b>Benchmark Advance Comprehension Intervention</b>	Strategies have moderate evidence	<p>There is not a specific program in place; however, the following WWC Practice Guide Recommendation(s) support the indicated strategies: “Providing Reading Interventions for Students in Grades 4–9”.</p> <p>Recommendation(s):</p> <ul style="list-style-type: none"> <li>- Ensure that each student reads connected text every day to support reading accuracy, fluency, and comprehension. (Moderate)</li> </ul> <p>These recommendations are built into the structure of the instructional practices of the classroom. The district will support and monitor implementation of this program by ensuring that literacy walk-throughs focus on effective Tier 2 interventions, ensuring that literacy-focused instructional coaches focus heavily on supporting Tier 2 interventions in the core ELA course including, and providing additional professional learning opportunities for Tier 2 support in these strategies.</p>
<b>Imagine Learning (ELLs)</b>	<u><a href="#">Promising</a></u>	<b>N/A</b>

<b>SIPPS</b> (Systematic Instruction in Phonological Awareness, Phonics, and Sight Words)	<u>Moderate</u>	N/A
<b>UFLI Foundations</b>	Strategies have strong evidence	<p>UFLI Foundations does not meet strong, moderate, or promising levels of evidence; however, the following WWC Practice Guide Recommendation(s) support the indicated strategies: “Foundational Skills to Support Reading for Understanding in Kindergarten Through 3rd Grade”.</p> <p>Recommendation(s):</p> <ul style="list-style-type: none"> <li>- Develop awareness of the segments of sound in speech and how they link to letters. (strong)</li> <li>- Teach students to decode words, analyze word parts, and write and recognize words. (strong)</li> </ul> <p>These recommendations are built into the structure of the instructional practices of the classroom. The district will support and monitor implementation of this program by ensuring that literacy walk-throughs focus on effective Tier 2 interventions, ensuring that literacy-focused instructional coaches focus heavily on supporting Tier 2 interventions in the core ELA course including, and providing additional professional learning opportunities for Tier 2 support in these strategies.</p>
<b>Heggerty’s Phonemic Awareness and Bridge to Reading Curriculum</b>	<u>Promising</u>	N/A
<b>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.</b>		
<b>Students with Disabilities</b>		
<b>Name of Program</b>	<b>ESSA Evidence Level</b>	<b>Verbiage (as needed)</b>
See list above		
<b>English Language Learners</b>		
<b>Name of Program</b>	<b>ESSA Evidence Level</b>	<b>Verbiage (as needed)</b>
See list above		
<p><b>For K-3 students who have a substantial deficiency in reading or characteristics of dyslexia, identify the multisensory interventions provided.</b></p> <p>UFLI, SIPPS, and Heggerty are structured, Science of Reading-aligned resources that strongly emphasize multisensory learning and include explicit and systematic instruction. Their lessons follow a consistent, interactive routine that engages students' senses to strengthen decoding, encoding, and word recognition skills. Visual elements, such as letter cards with picture cues and decodable text, are paired with auditory components like systematic phonemic awareness and phonics instruction. To reinforce sound-symbol connections, students engage in kinesthetic activities like sky writing and finger tapping, as well as tactile</p>		

experiences with whiteboards and letter tiles. These strategies are so effective that teachers often apply them when using other intervention resources, ensuring a comprehensive and cohesive approach to literacy instruction.

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

Additional criteria if needed to triangulate data: DIBELS- Instructional reading performance below grade level expectancy, CORE Phonics Survey, or other common formative assessments. Students that consistently score in the “intensive” level of support as measured by the DIBELS 8th Edition Benchmark Goals based on the progress monitoring measure, time of year, and grade level showing there is a poor response to the intervention.

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

**Beginning of Year Data**

**Students who meet the following criteria at the beginning of the school year:**  
(Enter assessment criteria that will be used.)

- Kindergarten - Grade 2: Percentile Rank (PR) on STAR Reading or Early Literacy is below the tenth percentile previous school year PM3 or 2025-2026 PM1.
- Grade 3-5: Grades 3-5 -Percentile Rank on STAR Reading is 1-9 and/or F.A.S.T PM3 standardized English Language Arts assessment the previous year- Level 1 or below.
- CORE Phonics Survey and DIBELS Oral Reading Fluency (ORF) (see table below)

Additional criteria if needed to triangulate data: DIBELS- Instructional reading performance below grade level expectancy, CORE Phonics, or other common formative assessments, such as Benchmark Advance unit assessments.

	Kindergarten	First Grade	Second Grade	Third Grade	Fourth Grade	Fifth Grade
<b>CORE Phonics Survey</b>	N/A	Parts A-D: 0-64	Parts A-D: 0-64	Parts A-D: 0-64	Parts A-D: 0-64	Parts A-D: 0-64
	N/A	Parts E: 0-9	Parts E: 0-9	Parts E: 0-9	Parts E: 0-9	Parts E: 0-9
	N/A	N/A	N/A	Part L: 0-14	Part L: 0-14	Part L: 0-14
<b>DIBELS ORF</b>	N/A	N/A	ORF < 28 WPM	ORF < 54 WPM	ORF < 61 WPM	ORF < 80 WPM

**Number of times per week interventions are provided:**

4-5 times per week

**Number of minutes per intervention session:**

20-30 minutes

**Intensive, Individualized Instruction/Interventions**

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

Name of Program	ESSA Evidence Level	Verbiage (as needed)
See list above		

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.		
<b>Students with Disabilities</b>		
<b>Name of Program</b>	<b>ESSA Evidence Level</b>	<b>Verbiage (as needed)</b>
See list above		
<b>English Language Learners</b>		
<b>Name of Program</b>	<b>ESSA Evidence Level</b>	<b>Verbiage (as needed)</b>
See list above		
<p><b>For K-3 students who have a substantial deficiency in reading or characteristics of dyslexia, identify the multisensory interventions provided.</b></p> <p>UFLI, SIPPS, and Heggerty are structured, Science of Reading-aligned resources that strongly emphasize multisensory learning and include explicit and systematic instruction. Their lessons follow a consistent, interactive routine that engages students' senses to strengthen decoding, encoding, and word recognition skills. Visual elements, such as letter cards with picture cues and decodable text, are paired with auditory components like systematic phonemic awareness and phonics instruction. To reinforce sound-symbol connections, students engage in kinesthetic activities like sky writing and finger tapping, as well as tactile experiences with whiteboards and letter tiles. These strategies are so effective that teachers often apply them when using other intervention resources, ensuring a comprehensive and cohesive approach to literacy instruction.</p>		
<p><b>What processes and procedures are in place to identify and solve problems to improve effectiveness of Tier 3 interventions?</b></p> <p>All Tier 3 instructional options are already listed in the Tier 2 chart. Instead of assigning resources to a specific tier, instruction will be <b>intensified and targeted</b> for students who haven't responded to a particular reading intervention. We'll analyze data to create a more focused instructional plan, which will continue the targeted instruction while incorporating one or more of the following adjustments:</p> <ul style="list-style-type: none"> <li>• Smaller group size</li> <li>• Increased frequency of intervention</li> <li>• Change in resource</li> </ul>		

## 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.](#)

<b>Schedule:</b> Camp will run Monday-Thursday from 8:00 AM-3:00 PM for 3-4 weeks.
<b>Evidence-Based Instructional Materials to be used, as defined in <u>20 U.S.C. s. 7801(21)(A)(i)</u>:</b>  Grade 3 students that score a Level 1 on the FAST on PM3 will be invited to attend Summer Reading Camp. The evidence-based explicit, systematic, and multisensory reading instruction in phonemic awareness, phonics, fluency, and vocabulary is provided by a highly effective teacher endorsed or certified in reading. The programs utilized included: <ul style="list-style-type: none"> <li>● Benchmark Advance – Moderate to Promising Evidence: Unit 10 and ACT NOW – Accessing Complex Text a close reading resource for 3rd grade</li> <li>● Amira</li> <li>● UFLI</li> <li>● Phonics Skills Bags (Benchmark)</li> <li>●</li> </ul>
<b>Alternative Assessment Used:</b> <ul style="list-style-type: none"> <li>● Amira</li> <li>● SAT10</li> </ul>
<b>Additional Information (optional):</b> N/A

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

<b>Will the district implement this option?</b> <ul style="list-style-type: none"> <li>● Yes</li> <li>● No</li> </ul>
<b>If yes, please describe the grade level(s) that will be invited to participate.</b>

## 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	<input checked="" type="checkbox"/> Grade 6 <input checked="" type="checkbox"/> Grade 7 <input checked="" type="checkbox"/> Grade 8	<input checked="" type="checkbox"/> Vocabulary <input checked="" type="checkbox"/> Comprehension	<input checked="" type="checkbox"/> Screening <input checked="" type="checkbox"/> Progress Monitoring <input checked="" type="checkbox"/> Summative	<input checked="" type="checkbox"/> 3 x Year
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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?
Savvas Customizable Assessments	<input checked="" type="checkbox"/> Grade 6 <input checked="" type="checkbox"/> Grade 7 <input checked="" type="checkbox"/> Grade 8 <input checked="" type="checkbox"/> All Students <input type="checkbox"/> Select Students	<input type="checkbox"/> Oral Language <input type="checkbox"/> Phonological Awareness <input type="checkbox"/> Phonics <input type="checkbox"/> Fluency <input checked="" type="checkbox"/> Vocabulary <input checked="" type="checkbox"/> Comprehension	<input type="checkbox"/> Screening <input checked="" type="checkbox"/> Progress Monitoring <input type="checkbox"/> Diagnostic <input type="checkbox"/> Summative	<input type="checkbox"/> Weekly <input type="checkbox"/> 2 x Month <input type="checkbox"/> Monthly <input checked="" type="checkbox"/> Quarterly <input type="checkbox"/> 3 x Year <input type="checkbox"/> Annually <input type="checkbox"/> As Needed <input type="checkbox"/> Other
Language! Live Benchmarks	<input checked="" type="checkbox"/> Grade 6 <input checked="" type="checkbox"/> Grade 7 <input checked="" type="checkbox"/> Grade 8 <input type="checkbox"/> All Students <input checked="" type="checkbox"/> Select Student	<input type="checkbox"/> Oral Language <input checked="" type="checkbox"/> Phonological Awareness <input checked="" type="checkbox"/> Phonics <input checked="" type="checkbox"/> Fluency <input checked="" type="checkbox"/> Vocabulary <input checked="" type="checkbox"/> Comprehension	<input checked="" type="checkbox"/> Screening <input checked="" type="checkbox"/> Progress Monitoring <input type="checkbox"/> Diagnostic <input type="checkbox"/> Summative	<input type="checkbox"/> Weekly <input type="checkbox"/> 2 x Month <input type="checkbox"/> Monthly <input type="checkbox"/> Quarterly <input checked="" type="checkbox"/> 3 x Year <input type="checkbox"/> Annually <input type="checkbox"/> As Needed <input type="checkbox"/> Other

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

During **MTSS Core Team** and **grade-level teacher meetings**, occurring at least three times yearly, administrators, teachers, and staff review a combination of FAST, district interim assessments, formative assessments, gradebook grades, and other available classroom performance data to determine students in need of Tier 2/Tier 3 interventions.

- c. Students scoring at a level 2 on FAST assessments and/or consistently below grade level on district interim assessments, formative assessments, or as evidenced by classroom

performance data will be assigned to a Tier 2 intervention aligned to their area of need as determined by the district decision tree.

- d. Students scoring at a level 3 on FAST assessments and/or consistently below grade level on district interim assessments, formative assessments, or as evidenced by classroom performance data will be assigned to Tier 2 and Tier 3 interventions aligned to their area of need as evidenced by the district decision rules.

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

The effectiveness of Tier 1 instruction is evaluated by school-based core teams/literacy teams at least three times per year. These teams review data from state and district interim assessments, district formative assessments, and walk-through data, within the context of the Multi-Tiered System of Supports (MTSS) framework.

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

The effectiveness of Tier 2 interventions are monitored using the Educlimber data system by school-based core teams/literacy teams and content area teams on regular intervals throughout the school year, within the context of the Multi-Tiered System of Supports (MTSS) framework.

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

The effectiveness of Tier 3 interventions are monitored using the Educlimber data system by individual classroom teachers and school-based teacher support teams (TST) every six to eight weeks, within the context of the Multi-Tiered System of Supports (MTSS) framework.

Grades 6-8 Decision Tree	
Tier 1 (Core) Only	
Beginning of Year Data	
<p><b>Students must meet the following criteria at the beginning of the school year:</b></p> <ul style="list-style-type: none"> <li>- FAST level 3 or above from the 2025 May administration of the FAST (PM3)</li> <li>- If a student does not have a FAST score, the following criteria will be used: 2025-2026 FAST PM1 score of level 3 or higher</li> </ul>	
<p><b>List performance criteria that indicate Tier 1 is sufficient for at least 80% of students.</b></p> <ul style="list-style-type: none"> <li>- All students will take a quarterly standards-based comprehension assessment within Savvas. These assessments come from the Florida Test Prep Reading Banks. Tier 1 instruction is sufficient when 80% of students are earning 70% or higher on these assessments.</li> </ul>	
<p><b>What procedures are in place to identify and solve problems to improve effectiveness of Tier 1 instruction?</b></p> <p>Literacy-focused instructional coaches are in place at each school and support grade-levels teams as they plan during PLC time and implement instruction, implementing coaching cycles when Tier 1 instruction could use additional support.</p>	
Core Instruction	
<p><b>Indicate the core curriculum utilized. Add additional rows as needed.</b></p>	

Name of Program	Year of Program Adoption
<b>Savvas <i>Myperspectives</i></b>	2021
<b>Performance criteria that prompt the addition of Tier 2 interventions for students not meeting expectations/benchmarks during the school year:</b> <ul style="list-style-type: none"> <li>- Students who score below a 70% on the Savvas Florida Test Prep Reading Bank assessments may require Tier II interventions for certain skills.</li> <li>- Students who consistently under-perform on the Savvas Exit Tickets may require Tier II interventions for skill deficits.</li> <li>- On PM1 or PM2 assessments, students who score a Level 1, Level 2, or who go down a level from their previous PM score, may require Tier II interventions for certain skills.</li> </ul>	

Tier 1 Instruction + Tier 2 Interventions		
Beginning of Year Data		
<b>Students who meet the following criteria at the beginning of the school year:</b> <ul style="list-style-type: none"> <li>- FAST Level 2 from the 2025 May administration of the FAST (PM3)</li> <li>- If a student does not have a FAST score, the following criteria will be used: 2025-2026 FAST PM1 score of Level 2</li> </ul>		
<b>Number of times per week interventions are provided:</b> <ul style="list-style-type: none"> <li>- 2-3</li> </ul> <b>Number of minutes per intervention session:</b> <ul style="list-style-type: none"> <li>- 15-20 minutes</li> </ul> <b>Course(s) where interventions take place:</b> <ul style="list-style-type: none"> <li>- The ELA Credit-Bearing Course (M/J Language Arts 6,7, and 8)</li> </ul>		
Supplemental Instruction/Interventions		
Indicate the evidence-based programs and/or practices used for Tier 2 interventions FOR ALL STUDENT SUBGROUPS 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)
Teachers will: <ul style="list-style-type: none"> <li>- Provide explicit vocabulary instruction</li> <li>- Provide direct and explicit comprehension strategy instruction</li> <li>- provide opportunities for extended discussion of text meaning and interpretation</li> </ul>	Strategies have both strong and moderate evidence	There is not a specific program in place; however, the following WWC Practice Guide Recommendation(s) support the indicated strategies: "Improving Adolescent Literacy: Effective Classroom and Intervention Practices". Recommendation(s): <ul style="list-style-type: none"> <li>- Provide explicit vocabulary instruction (strong)</li> <li>- Provide direct and explicit comprehension strategy instruction (strong)</li> <li>- provide opportunities for extended discussion of text meaning and interpretation (moderate)</li> </ul> These recommendations are built into the structure of the instructional practices of the

		classroom. The district will support and monitor implementation of this program by ensuring that literacy walk throughs focus on effective Tier II interventions, ensuring that literacy-focused instructional coaches focus heavily on supporting Tier II interventions in the core ELA course including, and providing additional professional learning opportunities for Tier II support in these strategies.
<p>Teachers will:</p> <ul style="list-style-type: none"> <li>- Space learning over time</li> <li>- Combine graphics with verbal descriptions</li> </ul>	Strategies have moderate levels of evidence	<p>There is not a specific program in place; however, the following WWC Practice Guide Recommendation(s) support the indicated strategies: "Organizing Instruction and Study to Improve Student Learning".</p> <p>Recommendation(s):</p> <ul style="list-style-type: none"> <li>- Space learning over time (moderate)</li> <li>- Combine graphics with verbal descriptions (moderate)</li> </ul> <p>These recommendations are built into the structure of the instructional practices of the classroom. The district will support and monitor implementation of this program by ensuring that literacy walk throughs focus on effective Tier II interventions, ensuring that literacy-focused instructional coaches focus heavily on supporting Tier II interventions in the core ELA course including, and providing additional professional learning opportunities for Tier II support in these strategies.</p>
<p><b>Performance criteria that prompt the addition of Tier 3 interventions for students not meeting expectations/benchmarks during the school year:</b></p> <ul style="list-style-type: none"> <li>- Standards-based grades will be reviewed to determine areas for additional instructional focus.</li> <li>- Data from Tier 1: Florida Test Prep Reading Banks (Standards-based assessments) will be reviewed through a Tier II lens and used to offer strategic support if students do not reach the goal of 70% average on these exams or higher.</li> <li>- On PM1 or PM2 assessments, students who score a Level 1, or who go down a level from their previous PM score, may require Tier III interventions.</li> </ul>		
<b>Tier 1 Instruction + Tier 2 Interventions + Tier 3 Intensive Interventions</b>		
<b>Beginning of Year Data</b>		
<p><b>Students who meet the following criteria at the beginning of the school year:</b></p> <ul style="list-style-type: none"> <li>- FAST Level 1 from the 2025 May administration of the FAST (PM3)</li> <li>- If a student does not have a FAST score, the following criteria will be used: 2025-2026 FAST PM1 or PM2 score of Level 1</li> <li>- Students with an IEP with Reading Goals</li> <li>- Students enrolled in an ACCESS ELA course</li> </ul>		

**Number of times per week interventions are provided:**

- 5

**Number of minutes per intervention session:**

- 50

**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)
Language! Live (Teacher-Led Lessons)	N/A	<p>Language! Live does not meet strong, moderate, or promising levels of evidence; however, the following WWC Practice Guide Recommendation(s) support the program: “Improving Adolescent Literacy: Effective Classroom and Intervention Practices”, Recommendation(s):</p> <ul style="list-style-type: none"> <li>● Provide explicit vocabulary instruction (strong)</li> <li>● Provide direct and explicit comprehension strategy instruction (strong)</li> <li>● Provide opportunities for extended discussion of text meaning and interpretation (moderate)</li> <li>● Increase student motivation and engagement in literacy learning (moderate)</li> <li>● Make available intensive and individualized interventions for struggling readers that can be provided by trained specialists (strong).</li> </ul> <p>These recommendations were built into the program by utilizing the blended model of the independent online student pathway and the small group instruction provided by the reading certified teacher. The district will support and monitor implementation of this program by reviewing student level, teacher level, and grade level data for implementation fidelity and effectiveness and will support teachers with intervention implementation through coaching cycles with a reading certified literacy coach and continuous professional learning about reading interventions and the Language! Live program.</p>

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

- If Tier III interventions are proving to be ineffective at FAST PM2 time, or at any point in the school year, teachers will administer the CORE ORF assessment to determine oral reading fluency.
  - If the student scores below the 50th percentile and has accuracy below 96%, then the teacher will administer the CORE Phonics Survey to determine where specific interventions can be implemented. If the CORE Phonics Survey reveals that the student is labeled as “intensive”, then the teacher will administer the PAST assessment to determine if phonemic awareness interventions are needed.
  - If the student scores below the 50th percentile and has an accuracy at or above a 96% on the ORF, then the teacher will implement oral reading fluency interventions
  - If the student scores above the 50th percentile and has an accuracy score at or above a 96%, then the teacher will implement vocabulary and comprehension intervention.

**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	<input checked="" type="checkbox"/> Grade 9 <input checked="" type="checkbox"/> Grade 10	<input checked="" type="checkbox"/> Vocabulary <input checked="" type="checkbox"/> Comprehension	<input checked="" type="checkbox"/> Screening <input checked="" type="checkbox"/> Progress Monitoring <input checked="" type="checkbox"/> Summative	<input checked="" type="checkbox"/> 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?
Savvas Florida Customizable Assessments	<input checked="" type="checkbox"/> Grade 9 <input checked="" type="checkbox"/> Grade 10 <input checked="" type="checkbox"/> Grade 11 <input checked="" type="checkbox"/> Grade 12 <input checked="" type="checkbox"/> All Students <input type="checkbox"/> Select Students	<input type="checkbox"/> Oral Language <input type="checkbox"/> Phonological Awareness <input type="checkbox"/> Phonics <input type="checkbox"/> Fluency <input checked="" type="checkbox"/> Vocabulary <input checked="" type="checkbox"/> Comprehension	<input type="checkbox"/> Screening <input checked="" type="checkbox"/> Progress Monitoring <input type="checkbox"/> Diagnostic <input type="checkbox"/> Summative	<input type="checkbox"/> Weekly <input type="checkbox"/> 2 x Month <input type="checkbox"/> Monthly <input checked="" type="checkbox"/> Quarterly <input type="checkbox"/> 3 x Year <input type="checkbox"/> Annually <input type="checkbox"/> As Needed <input type="checkbox"/> Other
Lexia Power Up Literacy	<input checked="" type="checkbox"/> Grade 9 <input checked="" type="checkbox"/> Grade 10 <input checked="" type="checkbox"/> Grade 11 <input checked="" type="checkbox"/> Grade 12 <input type="checkbox"/> All Students	<input type="checkbox"/> Oral Language <input checked="" type="checkbox"/> Phonological Awareness <input checked="" type="checkbox"/> Phonics <input checked="" type="checkbox"/> Fluency	<input checked="" type="checkbox"/> Screening <input checked="" type="checkbox"/> Progress Monitoring <input type="checkbox"/> Diagnostic <input type="checkbox"/> Summative	<input type="checkbox"/> Weekly <input type="checkbox"/> 2 x Month <input type="checkbox"/> Monthly <input type="checkbox"/> Quarterly <input checked="" type="checkbox"/> 3 x Year

	<input type="checkbox"/> Select Students	<input checked="" type="checkbox"/> Vocabulary <input checked="" type="checkbox"/> Comprehension		<input type="checkbox"/> Annually <input type="checkbox"/> As Needed <input type="checkbox"/> Other

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

During **MTSS Core Team** and **grade-level teacher meetings**, occurring at least three times yearly, administrators, teachers, and staff review a combination of FAST, district interim assessments, formative assessments, gradebook grades, and other available classroom performance data to determine students in need of Tier 2/Tier 3 interventions.

- Students scoring at a level 2 on FAST assessments and/or consistently below grade level on district interim assessments, formative assessments, or as evidenced by classroom performance data will be assigned to a Tier 2 intervention aligned to their area of need as determined by the district decision tree.
- Students scoring at a level 3 on FAST assessments and/or consistently below grade level on district interim assessments, formative assessments, or as evidenced by classroom performance data will be assigned to Tier 2 and Tier 3 interventions aligned to their area of need as evidenced by the district decision tree.

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

The effectiveness of Tier 1 instruction is evaluated by school-based core teams/literacy teams at least three times per year. These teams review data from state and district interim assessments, district formative assessments, and walk-through data, within the context of the Multi-Tiered System of Supports (MTSS) framework.

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

The effectiveness of Tier 2 interventions are monitored using the Educlimber data system by school-based core teams/literacy teams and content area teams on regular intervals throughout the school year, within the context of the Multi-Tiered System of Supports (MTSS) framework.

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

The effectiveness of Tier 3 interventions are monitored using the Educlimber data system by individual classroom teachers and school-based teacher support teams (TST) every six to eight weeks, within the context of the Multi-Tiered System of Supports (MTSS) framework.

**Grades 9-12 Decision Tree**

**Tier 1 (Core) Only**



<b>Beginning of Year Data</b>	
<b>Students must meet the following criteria at the beginning of the school year:</b> <ul style="list-style-type: none"> <li>- FAST level 3 or above from the 2025 May administration of the FAST (PM3)</li> <li>- If a student does not have a FAST score, the following criteria will be used: 2025-2026 FAST PM1 score of level 3 or higher</li> </ul>	
<b>List performance criteria that indicate Tier 1 is sufficient for at least 80% of students.</b> All students will take a quarterly standards-based comprehension assessment within Savvas. These assessments come from the Florida Test Prep Reading Banks. Tier 1 instruction is sufficient when 80% of students are earning 70% or higher on these assessments.	
<b>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?</b> Literacy-focused instructional coaches are in place at each school and support grade-levels teams as they plan during PLC time and implement instruction, implementing coaching cycles when Tier 1 instruction could use additional support.	
<b>Core Instruction</b>	
<b>Indicate the core curriculum utilized. Add additional rows as needed.</b>	
<b>Name of Program</b>	<b>Year of Program Adoption</b>
Savvas <i>MyPerspectives</i>	2021
<b>Performance criteria that prompt the addition of Tier 2 interventions for students not meeting expectations/benchmarks during the school year:</b> <ul style="list-style-type: none"> <li>- Students who score below a 70% on the Savvas Florida Test Prep Reading Bank assessments may require Tier II interventions for certain skills.</li> <li>- Students who consistently under-perform on the Savvas Exit Tickets may require Tier II interventions for skill deficits.</li> <li>- On PM1 or PM2 assessments, students who score a Level 1, Level 2, or who go down a level from their previous PM score, may require Tier II interventions for certain skills.</li> </ul>	
<b>Tier 1 Instruction + Tier 2 Interventions</b>	
<b>Beginning of Year Data</b>	
<b>Students who meet the following criteria at the beginning of the school year:</b> <ul style="list-style-type: none"> <li>- FAST Level 2 from the 2025 May administration of the FAST (PM3)</li> <li>- If a student does not have a FAST score, the following criteria will be used: 2025-2026 FAST PM1 score of Level 2</li> <li>- 11th/12th grade students who have not yet met the 10th grade FAST ELA graduation requirement and are working towards concordant scores on either the ACT, SAT, CLT, or PSAT</li> </ul>	
<b>Number of times per week interventions are provided:</b> <ul style="list-style-type: none"> <li>- 2-3</li> </ul> <b>Number of minutes per intervention session:</b> <ul style="list-style-type: none"> <li>- 15-20 minutes</li> </ul> <b>Course(s) where interventions take place:</b> <ul style="list-style-type: none"> <li>- The ELA Credit-Bearing Course (English I,II,III,IV, and corresponding AICE and AP courses)</li> </ul>	
<b>Supplemental Instruction/Interventions</b> <b>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.</b>	

Name of Program	ESSA Evidence Level	Verbiage (as needed)
<p>Teachers will:</p> <ul style="list-style-type: none"> <li>- Provide explicit vocabulary instruction</li> <li>- Provide direct and explicit comprehension strategy instruction</li> <li>- provide opportunities for extended discussion of text meaning and interpretation</li> </ul>	<p>Strategies have both strong and moderate evidence</p>	<p>There is not a specific program in place; however, the following WWC Practice Guide Recommendation(s) support the indicated strategies: “Improving Adolescent Literacy: Effective Classroom and Intervention Practices”.</p> <p>Recommendation(s):</p> <ul style="list-style-type: none"> <li>- Provide explicit vocabulary instruction (strong)</li> <li>- Provide direct and explicit comprehension strategy instruction (strong)</li> <li>- provide opportunities for extended discussion of text meaning and interpretation (moderate)</li> </ul> <p>These recommendations are built into the structure of the instructional practices of the classroom. The district will support and monitor implementation of this program by ensuring that literacy walk throughs focus on effective Tier II interventions, ensuring that literacy-focused instructional coaches focus heavily on supporting Tier II interventions in the core ELA course including, and providing additional professional learning opportunities for Tier II support in these strategies.</p>
<p>Teachers will:</p> <ul style="list-style-type: none"> <li>- Space learning over time</li> <li>- Combine graphics with verbal descriptions</li> </ul>	<p>Strategies have moderate levels of evidence</p>	<p>There is not a specific program in place; however, the following WWC Practice Guide Recommendation(s) support the indicated strategies: “Organizing Instruction and Study to Improve Student Learning”.</p> <p>Recommendation(s):</p> <ul style="list-style-type: none"> <li>- Space learning over time (moderate)</li> <li>- Combine graphics with verbal descriptions (moderate)</li> </ul> <p>These recommendations are built into the structure of the instructional practices of the classroom. The district will support and monitor implementation of this program by ensuring that literacy walk throughs focus on effective Tier II interventions, ensuring that literacy-focused instructional coaches focus heavily on supporting Tier II interventions in the core ELA course including, and providing additional professional learning opportunities for Tier II support in these strategies.</p>
<p><b>Performance criteria that prompt the addition of Tier 3 interventions for students not meeting expectations/benchmarks during the school year:</b></p> <ul style="list-style-type: none"> <li>- Standards-based grades will be reviewed to determine areas for additional instructional focus.</li> <li>- Data from Tier 1: Florida Test Prep Reading Banks (Standards-based assessments) will be reviewed through a Tier II lens and used to offer strategic support if students do not reach the goal of 70% average on these exams or higher.</li> </ul>		

- On PM1 or PM2 assessments, students who score a Level 1, or who go down a level from their previous PM score, may require Tier III interventions.

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

#### **Beginning of Year Data**

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

- FAST Level 1 from the 2025 May administration of the FAST (PM3)
- If a student does not have a FAST score, the following criteria will be used: 2025-2026 FAST PM1 or PM2 score of Level 1
- 11th/12th grade students who have not yet met the 10th grade FAST ELA graduation requirement and are working towards concordant scores on either the ACT, SAT, CLT, or PSAT
- Students with an IEP with Reading Goals
- Students enrolled in an ACCESS ELA course

##### **Number of times per week interventions are provided:**

- 5

##### **Number of minutes per intervention session:**

- 50

##### **Course(s) where interventions take place:**

- Intensive Reading 1
- Intensive Reading 2
- Intensive Reading 3
- Intensive Reading 4
- Personal Career School Development 1
- Personal Career School Development 2
- Personal Career School Development 3
- Personal Career School Development 4
- Learning Strategies 9-12

#### **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.**

<b>Name of Program</b>	<b>ESSA Evidence Level</b>	<b>Verbiage (as needed)</b>
Lexia Power Up Literacy (Teacher-Led Lessons)	Promising	Lexia Power Up Literacy has a +.36 average effect size according to the website Evidenceforessa.org

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

If Tier III interventions are proving to be ineffective at FAST PM2 time, or at any point in the school year, teachers will administer the CORE ORF assessment to determine oral reading fluency.

- If the student scores below the 50th percentile and has accuracy below 96%, then the teacher will administer the CORE Phonics Survey to determine where specific interventions can be implemented. If the CORE Phonics Survey reveals that the student is labeled as “intensive”, then the teacher will administer the PAST assessment to determine if phonemic awareness interventions are needed.
- If the student scores below the 50th percentile and has an accuracy at or above a 96% on the ORF, then the teacher will implement oral reading fluency interventions
- If the student scores above the 50th percentile and has an accuracy score at or above a 96%, then the teacher will implement vocabulary and comprehension intervention.

### 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
Reading Endorsement Coursework	K-12 teachers who are not already reading endorsed/certified	Reading Endorsement modules are available gratis to all teachers through the following FLDOE approved pathways: Flamingo Literacy Matrix, FCRR F2F, and Beacon Educator
Literacy Micro-Credential	Pre-K-12 teachers and paraprofessionals who are not already reading endorsed/certified	The Literacy Micro-Credential is available free of charge through the Florida Literacy Matrix
Beacon: Reading Challenges	Pre-K-12 reading endorsed/certified teachers	Coursework that meets the recertification needs of teachers with certifications requiring the 40-hour renewal credits are available gratis through Beacon Educator
Assorted Educational Impact courses aligned with best practices in reading instruction and intervention	All teachers and paraprofessionals interested in enhancing their craft	Online asynchronous coursework for ongoing professional learning and recertification in the area of reading is available through Educational Impact
FCRR Literacy Coach Endorsement Training	All new literacy coaches and additional school personnel	Available within the district facilitated by two CCPS educators trained through FCRR and is provided to all literacy and other coaches with the prerequisite reading endorsement
<b>Instructional Personnel and Certified PreK Teachers</b>		

**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.**

FLDOE approved Reading endorsement pathways and literacy micro-credential coursework is available free to our teachers through a variety of providers including district trained personnel in a multitude of delivery methods including on-line, synchronous and self-paced asynchronous as well as live face to face. Reading endorsement coursework is included in our FLDOE approved Professional Learning Certification Program (PLCP) available to temporarily certified teachers to earn certification.

#### **Differentiated Professional Learning**

**Describe how professional learning is differentiated and intensified for teachers based on progress monitoring data.**

Literacy coaches provide personalized, differentiated and intensified job-embedded professional learning and tiered support based on progress monitoring data under the direction of their site-based administrators as well as at the request of individual teachers. At monthly Coaching Collaboratives, ongoing PL on B.E.S.T. ELA standards are provided by our Elementary and Secondary Curriculum and Instruction Specialists to our Literacy Coaches who then provide the training at the building level.

#### **Mentor Teachers**

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

Mentor teachers are identified at the school level by the principal according to the following criteria:

- Instructional staff with at least three years in the district
- A member of the mentee's department/subject area/grade level unless there are no qualified or willing candidates
- Accomplished in the use of listening techniques, reflective questioning, collaborative planning, reflection and the use of case studies
- Understands the content requirements of the Charlotte County NET Program
- Completion of the most recent version of FLDOE Clinical Educator training or planned completion of the most recent version during the year in which the coach receives the supplement
- Rated as "effective" or "highly effective" in his or her most recent evaluation
- Has had no disciplinary offenses or ethical lapses in the previous five years of CCPS service.

Reading endorsed mentor teachers are paired with newly hired ELA teachers, whenever possible. Principals identify model classrooms at the school level based on student performance data and teacher evaluation data. As part of coaching impact cycles Literacy Coaches facilitate instructional rounds to model classrooms within the school and district.

#### **Professional Learning Time**

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

At the building level, PLC time is built into the master schedule for teachers to work collaboratively on data mining, lesson planning, curriculum, assessment and job embedded professional learning.

District Learning Communities (DLC) will be offered after Progress Monitoring Window Number Two to help address gaps in student learning with grade-level teachers. These DLCs will allow teachers to share ideas and collaborate as they work towards student success in the second semester of the school year.

### **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
N/A		

## 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.

Parents are notified in writing with the criteria that determine their child's deficiency along with the specific area of reading where the deficit lies. Additionally, parents are provided with access to our website Charlotte County Public Schools Read at Home Plan, and an invitation to participate in the New World's Reading Initiative. Parents are also updated monthly on their child's progress with the intervention. The district partners with the Patterson Foundation to offer literacy learning events across the district, which are communicated to parents from both the school site and through social media.

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).

- **Izzy Book Bus-** The book bus visits elementary school family events and students have the opportunity to receive free books from the bus when they participate with their families
- **Family Reading Center-** A resource room for parents to gain valuable insight in how to assist their student at home academically
- **Remake Learning Days-** Kindergarten readiness bags were provided by the Patterson Foundation, and literacy focused family and community events
- **New Worlds Reading Initiative-** We encourage all eligible families to register to receive free books to read at home
- **Imagination Library-** We encourage parents to register for this program to receive free books to read at home
- **Public Libraries:** The district will enhance the connections with the local public libraries
- **YMCA/ Boys and Girls Club with Charlotte County Reads -** Provide before and after school (and summer) tutoring Pre-K through Grade 3 so all students are reading on grade level
- **Informational One-Pagers-** These are distributed electronically to families at all elementary schools, and they provide strategies and activities to prevent "summer slide"

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

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

Initials	Assurance
	a. All reading instruction and professional learning is grounded in the science of reading; uses instructional strategies that includes phonics instruction for decoding and encoding as the primary strategy for word reading; and does not employ the three-cueing system model of reading or visual memory as a basis for teaching word reading.
	b. All students identified with a substantial deficiency in reading are covered by an individualized progress monitoring plan that meets the requirements of <a href="#">s. 1008.25(4)(c)</a> ,

	<a href="#">F.S.</a> , to address their specific reading deficiency, unless they have an IEP or 504 plan that addresses their reading deficiency, or both in accordance with <a href="#">Rule 6A-6.053(6)(c), F.A.C.</a>
	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 <a href="#">s. 1012.34, F.S.</a> All other intensive reading interventions are delivered by instructional personnel who are certified or endorsed in reading, or by instructional personnel who possess the elementary or secondary literacy micro-credential and who are supervised by an individual certified or endorsed in reading.
	d. Each school has a literacy leadership team consisting of a school administrator, literacy coach, media specialist and a lead teacher, as applicable.
	e. All literacy coaches in the district meet the minimum qualifications described in <a href="#">Rule 6A-6.053(4), F.A.C.</a>
	f. Literacy coaches are prohibited from performing administrative functions that will detract from their role as a literacy coach and spend limited time administering or coordinating assessments.
	g. Literacy coaches are assigned to schools with the greatest need based on student performance data in reading.
	h. Time is provided for teachers to meet weekly for professional learning, including lesson study and professional learning communities.
	i. The CERP will be shared with stakeholders, including school administrators, literacy leadership teams, literacy coaches, classroom instructors, support staff and parents.

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

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

## 9) Highly Effective Teachers

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

The district understands that strong early literacy skills are crucial for long-term student success. To support this,

the district collaborates with principals to prioritize highly effective teachers for kindergarten through second-grade classrooms.

Teacher placements are based on several factors:










- Performance evaluation ratings
- District and state test scores
- Student growth data
- Teacher certification areas

If a highly effective teacher isn't available, the district uses its coaching model to provide ongoing support. This includes personalized coaching with a focus on explicit and systematic instruction in foundational literacy skills.



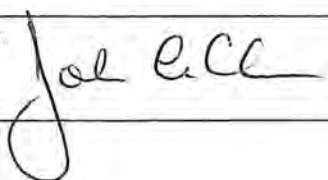
**8) Assurances (Rule 6A-6.053(9)(b)2., F.A.C.)**

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

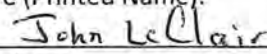
Initials	Assurance
	a. All reading instruction and professional learning is grounded in the science of reading; uses instructional strategies that includes phonics instruction for decoding and encoding as the primary strategy for word reading; and does not employ the three-cueing system model of reading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

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

Signature:



Date:

  
7/31/25