

Comprehensive Evidence-Based Reading Plan

School Year 2025-2026

Clay County District Schools



Mr. David Broskie
Superintendent

The School Board of Clay County

Erin Skipper	District 1
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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.

Point of Contact	Name	Email	Phone
Main Reading Contact	Melanie McIver	melanie.mciver@myoneclay.net	(904) 336-6965
Data Element	Jarrold Eason	jarrod.eason@myoneclay.net	(904) 336-6301
Third Grade Promotion	Melanie McIver	melanie.mciver@myoneclay.net	(904) 336-6965
Multi-Tiered System of Supports	Robin Rae	robin.rae@myoneclay.net	(904) 336-6593

2) District Expenditures

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

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

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

Comprehensive System of Reading Instruction Expenditures	Amount	FTE (where applicable)
Elementary Expenses		
Literacy coaches	628,967	10
Intervention teachers	136,000	29
Scientifically researched and evidence-based supplemental instructional materials	300,000	
Third grade summer reading camps	200,000	
Secondary Expenses		
Literacy coaches	275,000	3
Intervention teachers	93816.5	15
Scientifically researched and evidence-based supplemental instructional materials	200,000	
PreK-Grade 12 Expenses		
Professional learning to help K-12 instructional personnel and certified PreK teachers earn a certification, a credential, an endorsement or an advanced degree in scientifically researched and evidence-based reading instruction	225,000	
Incentives for K-12 instructional personnel and certified PreK teachers who obtain the Reading Endorsement or Certification	50,000	
Incentives for PreK-12 instructional personnel who obtain an Emergent, Elementary or Secondary Literacy Micro-Credential	50,000	
Additional time per day of evidence-based intensive reading instruction for extended literacy learning (before or after school, summer, etc.)	21,000	
Tutoring programs to accelerate literacy learning	54,954	
Family engagement activities	5,000	
Other – Please Describe (Add additional rows as needed.)		
Estimated Sum of Expenditures	2,239,737.50	

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).

2025 PM3 FAST				
Grade	Previous School Year – % of Students Scoring	Goal for Plan Year – % of Students Scoring	Previous School Year – % of Students Scoring	Goal for Plan Year – % of Students Scoring
	Urgent Intervention <10 th percentile	Urgent Intervention <10 th percentile	At & Above Benchmark 40 th percentile & above	At & Above Benchmark 40 th percentile & above
VPK	0%	0%	95%	96%

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

Based on the Performance Metrics System (50% of CLASS Observation, 30% Learning Gains, and 20% Achievement), the areas for improvement have been identified as Instructional Support Domain and Regard for Child Perspectives Indicator. Action steps will include professional learning specifically around concept development, quality of feedback and language modeling. In order to ensure theory to practice, coaching models will be provided for school that indicate need in these domains.

A crosswalk between Prekindergarten/VPK standards, curriculum and district teacher evaluation will center professional learning in order to best align student expectations and instructional practice. Professional learning will include: Summer Learning Sessions, In-Service Day, and on-going cohorts throughout the school year.

To meet class size and ensure we maximize the availability of VPK, the district will create an attendance policy with monitoring and accountability procedures. This will be monitored monthly by the VPK Specialist and Elementary Education office.

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

2025 FAST PM3				
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	15%	12%	60%	63%
1	23%	20%	62%	64%
2	21%	18%	59%	62%
3	15%	13%	65%	67%
4	19%	17%	60%	62%
5	17%	15%	55%	58%
6	11%	9%	66%	68%
7	17%	14%	60%	62%
8	16%	14%	61%	63%
9	13%	11%	63%	64%
10	14%	11%	64%	66%

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-12	District Level	School Level
Data that will be collected and frequency of review	District Literacy Leadership Team	
	Collected Data	Review Frequency
	FAST/STAR	3 times per year
	Acadience Elementary K-6	3 times per year
	School Literacy Leadership Team	
	Collected Data	Review Frequency
	FAST/STAR	BOY, MOY, & EOY
	Acadience K-5	3 times per year

	<table><tr><td>Student Grades</td><td>Quarterly</td></tr><tr><td>District Level Data Meetings (Tier 1) Common Assessments by grade level</td><td>Monthly</td></tr><tr><td>MTSS (Tier 2 and Tier 3 Intervention Implementation)</td><td>Monthly</td></tr><tr><td>Attendance</td><td>Monthly</td></tr><tr><td>Discipline</td><td>Monthly</td></tr><tr><td>Computer Assisted Instruction (CAI)</td><td>Monthly</td></tr><tr><td>Classroom Walkthrough Data</td><td>Monthly</td></tr></table>	Student Grades	Quarterly	District Level Data Meetings (Tier 1) Common Assessments by grade level	Monthly	MTSS (Tier 2 and Tier 3 Intervention Implementation)	Monthly	Attendance	Monthly	Discipline	Monthly	Computer Assisted Instruction (CAI)	Monthly	Classroom Walkthrough Data	Monthly		<table><tr><td>Student Grades</td><td>Quarterly</td></tr><tr><td>Grade Level Data Meetings (Tier 1) using Common Assessments</td><td>Monthly</td></tr><tr><td>MTSS (Tier 2 and Tier 3 Intervention Progress Monitoring) (3rd Grade Portfolio)</td><td>Monthly</td></tr><tr><td>Attendance</td><td>Monthly</td></tr><tr><td>Discipline</td><td>Monthly</td></tr><tr><td>Computer Assisted Instruction (CAI)</td><td>Monthly</td></tr><tr><td>Classroom Walkthrough Data</td><td>Monthly</td></tr></table>	Student Grades	Quarterly	Grade Level Data Meetings (Tier 1) using Common Assessments	Monthly	MTSS (Tier 2 and Tier 3 Intervention Progress Monitoring) (3rd Grade Portfolio)	Monthly	Attendance	Monthly	Discipline	Monthly	Computer Assisted Instruction (CAI)	Monthly	Classroom Walkthrough Data	Monthly	
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Actions for continuous support and improvement	For continuous support and improvement, the DLLT will communicate, collaborate, critically think, and problem-solve to respond and create solutions with the following state education agencies and district-contracted vendors: ● Just Read, Florida ● FLDOE Regional Literacy Coordinator ● FLDOE Assessment and Accountability ● Florida’s PS/RtI Project ● Lexia Learning (Core5 and PowerUp) ● Intensive Reading Data Warehouse ● Renaissance ● Cambium ● Florida Inclusion Network ● FCRR/UFLI The District Literacy Team collaborates with the above agencies and vendors monthly to discuss data, initiatives for professional learning, and determine needs and resources for schools. The DLT utilizes data from the above agencies/vendors to determine areas of strength and opportunities for growth to create a systematic plan and determine school/student needs.	For continuous support and improvement, the SLLT will communicate, collaborate, critically think, and problem-solve to respond and create solutions with the following agencies and district-contracted vendors: ● District Leadership Literacy Team ● Just Read, Florida ● FLDOE Regional Literacy Coordinator ● FLDOE Assessment and Accountability ● Florida’s PS/RtI Project ● Lexia Learning (Core 5 and PowerUp) ● Intensive Reading Data Warehouse of Corrective Decoding Mastery Assessments ● Renaissance ● Cambium ● Florida Inclusion Network ● FCRR/UFLI The School Literacy Leadership team receives information from state agencies through the District Literacy Team and Assessments department to assist in decision making. Data is utilized to determine student deficits and teacher professional learning needs. SLLT collaborates with DLT in creating systems of support based on their determined needs.																														

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.

Define Problem: With a 62% for 2025 proficiency rate for students in grades 3-10, Clay County is not meeting the Multi-Tiered System of Support's goal of 80% of students demonstrating proficiency on grade-level reading assessments. While Clay County continues to make gains in literacy (2023 at 56%, 2024 at 60%), root cause analysis has led to the implementation of the following changes and recommendations to further improve these results.

Gather Data: FAST Progress Monitoring, Acadience Data, Coaching Data, Administrator Input, Teacher Input, and District Literacy Team

Causal Factors: K-5 2024-2025 curriculum does not support rigorous, benchmark-aligned instructional tasks; foundational skills instruction is provided through multiple supplemental materials to align with science of reading, but does not offer embedded application in core curriculum; 6-12 curriculum has been supplemented through tasks provided by the district literacy team to provide rigorous, benchmark-aligned tasks, but lacks vocabulary development, and professional learning has been consistently provided; however, data is not available to determine level of theory to practice.

Root Cause: A lack of a cohesive and vertically aligned reading curriculum between elementary and secondary that consistently embeds rigorous, benchmark-aligned instructional tasks and provides explicit, integrated application of foundational skills across all grade levels.

Recommended to Implement:

- Refine CERP for 2025-2026 Decision Trees based on data, determined needs, and new curriculum.
- Analyze and implement data protocols to assist schools in school-wide, grade level, and classroom teacher/student needs
- Communication will be increased regarding the K-12 CERP to all stakeholders
- Monitor the universal screener (Acadience) to assist in determining the health of our literacy system, identifying students with substantial reading deficiency, and progress monitoring
- Adopt and implement ELA Curriculum K-5, plan professional learning, and creating curriculum guides to intentionally align benchmarks and core curriculum
- Plan and structure all K-12 literacy trainings to showcase how the work is grounded in the science of reading
- Align the Florida's Formula for Reading Success and the One Clay Decision Tree during professional learning opportunities to deepen the connection for literacy outcomes across all tiers of instruction
- Restructure Literacy Department to create a cohesive mission, vision, and supports across VPK-12
- Implement Lesson Study Cycles aligned to Collaboratives to move from theory to practice

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

Monitoring System for Implementation of the CCDS K-12 CERP:

- District School Leader's Classroom Walkthrough Log: District communication for administrator expectation is to complete walkthroughs weekly, including literacy classrooms. Walkthroughs are documented by administrators and reviewed by district administrators. The digital platform for walkthrough information is the CCDS Walkthrough Dashboard.
- School administrators attend grade level Professional Learning Communities.
- Administrators lead discussions through problem solving protocols at the School Based Literacy Leadership Teams which includes ongoing progress monitoring for Tier 1 and Tier 2, and Tier 3.
- District K-12 CERP Implementation Rubric (Survey)

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

Principals use multiple monitoring systems to inform instruction and support needs of students which include:

- the District Data Warehouse to include multiple data sources
- District's Student Data System
- Renaissance PK-2
- Florida Reporting System for Grades 3-10 (FDOE)
- PK-20 Education Data Warehouse (FDOE)

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?

Coaching expectations are discussed at the annual Summer Leadership Institute with administrators and are revisited as needed at the monthly principal professional learning meetings. Updates are shared monthly during a virtual administration meeting and/or in-person training. Weekly updates are shared digitally as needed via the district

communication system (Superintendent's Weekly Briefing). Coaching resources in alignment with the expectations are made available to all school leaders in the One Clay portal.

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

Literacy coaches meet on a bi-monthly basis for professional learning around literacy coaching, collective problem-solving, and engaging in inquiry practices in alignment with their coaching experiences. During these meetings, coaches review the coaching logs and teacher support dashboards to monitor progress, reflect on support, and make coaching adjustments as needed. Coaches also review student achievement data in alignment with walkthrough data reflective of instructional practices to identify next steps in alignment with teacher and student needs. Literacy coaches attend JRF, FCRR, and other conferences to provide opportunities to learn at the state level. The District Literacy Team meets monthly with district administration to discuss supports, noticing's, and action steps.

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?

Literacy coaches engage in data conversations with teachers, teams, and school leaders on an ongoing basis. Coaches and specialists attend weekly Professional Learning Communities with schools identified as RAISE. During coaching cycles with teachers, coaching logs are used in alignment with the district instructional vision for literacy to set goals for the coaching cycle and create action plans for achieving the goals. The coaching logs ensure a cycle of multiple visits, rather than a single conversation, to foster continuous improvement. With learning teams within the school's professional learning community, literacy coaches engage in data analysis and guide teams in using student data to intensify Tier 1 support and plan for responsive instruction based on student needs. Literacy coaches also work alongside school leaders to plan for school-based professional learning experiences, as well as use district data to inform district-wide professional learning experiences throughout the school year.

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

District coaching logs are utilized to document the nature and duration of the ongoing support and are collected into a digital dashboard. This allows for both aggregated and individual review of the coaching support. These dashboards are reviewed bi-monthly for recalibration of focus as well as to identify trends and patterns to plan for future needs. Weekly collaboration with specialists occurs every Friday. Specialists share monthly at District Literacy Leadership the number of minutes, types of support, and trend data.

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

The district utilizes a multi-faceted approach to measure the effectiveness of literacy coaches, primarily relying on the systematic collection and analysis of coaching activities and collaborative interactions. Systems in place assist in: quantifying their activity through detailed logging and digital dashboards; analyzing trends and patterns in their support to inform future planning; facilitating ongoing dialogue and sharing of insights through regular collaboration with specialists; providing a comprehensive overview of coaching efforts and impact to district leadership.

This data-driven approach, combined with collaborative feedback mechanisms, allows the district to gain a comprehensive understanding of the reach, focus, and ultimately, the effectiveness of its literacy coaching program in supporting teachers and improving student literacy outcomes.

4) Assessment, Curriculum and Reading Instruction

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

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

- **Six components of reading:** oral language, phonological awareness, phonics, fluency, vocabulary and comprehension.

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

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

Florida's Formula for Reading Success, 6 + 4 + T1 + T2 + T3, will provide Clay County District Schools a framework for sustaining student growth and evaluating the effectiveness of instruction and intervention for all students during the 2025-2026 school year. Clay County's vision for instruction focuses on high expectations, strong instruction, student engagement, rigorous tasks aligned to benchmarks. The district supports the alignment of the six components of reading through the use of professional learning opportunities. Each grade level is offered on-going professional learning at the district level at minimum 3 times per year (in-person), school-based training, district coaching, school-based coach training, and on-line components. District created curriculum guides and resources are created from the Reading Decision Trees. The ELA guides for VPK-10 support teachers using systematic, explicit, and multisensory instruction in foundational skills, comprehension, communication, and vocabulary development.

The four types of assessment described in section 3(B)(1) of this plan create a system for data-driven instructional decisions to inform teaching and intervention. Assessment includes: FAST Progress Monitoring VPK-10, Acadience universal screening, additional diagnostics and screeners to determine component(s) for intervention, and classroom assessment with teacher observation.

All students receive Tier 1 instruction and are provided with accommodations as identified in an IEP or 504 as determined by the team. All students are provided with differentiation and scaffolds at Tier 1 based on their demonstration of learning. Along with Tier 1 progress monitoring additional screeners and diagnostics are administered to students with gaps in their demonstration of learning. Tier 2 intervention and support is provided based on the most foundational component of need. Tier 2 is provided in addition to Tier 1. Instruction is increasingly intensive and matched to instructional needs on the basis of progress monitoring and observation. Tier 3 Intensive Instruction is provided in addition to Tier 1 and Tier 2 instruction only to students who are significantly below grade level in the development of critical reading skills. This instruction will be guided by a specific intervention program that focuses on one or more of the key components of reading development.

Students in grades 6-12 identified by FAST Progress Monitoring 3 assessment as scoring a level 1 or 2, may be enrolled in Intensive Reading. Students are screened using Corrective Reading Decoding assessment and scheduled into the course best matched to meet the learning needs of the student. Students' progress through the levels of decoding

instruction to offer a more personalized approach to ensure each student receives the necessary support to underpin his or her reading gaps and increase academic success. Once decoding gaps are ameliorated, students will receive explicit instruction in specific strategies for reading comprehension. Students are monitored through the School Literacy Leadership Team and District Literacy Team progress monitoring systems in collaboration with teachers and school staff. If a student does not demonstrate increased mastery of fundamental reading skills, a problem-solving protocol will be completed and additional interventions will be provided.

English Language Learners (ELLs) are provided comprehensible instruction founded in the science of reading, coupled with interventions that address both their content knowledge and their language barriers. ELLs are provided scaffolded supports and instructional strategies aligned to the student's level of English Language Proficiency (ELP) to ensure the all-content instruction is comprehensible. ELLs with an oral ELP of 1.0-2.9 will receive explicit English Language Instruction through the Vista curriculum, which provides English instruction in all four language domains- listening, reading, speaking, and writing.

Students with disabilities (SWD) are provided Specially Designed Instructional strategies that are designed to meet the individual needs of each student, as well as intensive interventions if needed. Strong Tier I Core instruction using the science of reading is provided to ensure that students master Florida's ELA standards. Clay County District Schools currently uses several evidence-based supplemental programs that often aid in providing Specially Designed Instruction.

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.

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

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

VPK Program Description	Voluntary Prekindergarten (VPK) is a program that is funded by the Office of Early Learning at the Florida Department of Education. During the school year, scholars must receive 540 of instructional hours during a 3-hour instructional block designed for early learning within the framework of the ESE Preschool class for four-year-olds. To complement the VPK program, the school district also offers extended day opportunities conforming to the ESE Preschool full-day schedule. *300 instructional hours are required during the summer VPK program. **Lunch and resources are scheduled outside of the 3-hour instructional block. Outdoor activities are required to be structured and aligned with the standards for 4-year-olds.
Instructional Resources	● Oral Language and Vocabulary Development: <i>Story Champs, FrogStreet</i> ● Emergent Literacy (Reading and Writing): <i>FrogStreet</i>, Additional supports: <i>Heggergty, Tools4Reading: Kid Lips</i>, FCRR, and DEL Lessons, <i>Wilson Foundations</i>, and <i>Phoneme Recognition Instruction Developing Empowerment (P.R.I.D.E)</i>. ● Emergent Math: <i>FrogStreet</i> ● Science/Social Studies/Arts: <i>FrogStreet</i>
Teachers, CDA, and Paraprofessional Professional Development	● All VPK/PK teachers must have the following courses on their DCF transcript: Emergent Literacy and Implementing the Florida Standards in Preschool Classrooms: 3 Years Old to Kindergarten (VFSP). Recent legislative changes to section (s.) 1002.55, Florida Statutes (F.S.), and s. 1002.63, F.S. requires all VPK instructors, including those holding a valid Florida educator certificate, as well as public school VPK instructors to complete three 5-hour emergent literacy courses for a total of 15 hours. After completing the first three emergent literacy courses, Voluntary Prekindergarten (VPK) instructors must complete one emergent literacy course every five years. ● Annually, or as required by the state, VPK teachers are to receive training for the F.A.S.T. VPK assessment. ● Assistants are to assist with academic and behavioral activities in the classroom and meet the needs of individual students. The assistant should be an integral part of small group instruction and should lead a center. **Note: General Health Assistants must have CPR, First Aid, and Medication Management Training. Behavioral Health Assistants must have CPR, First Aid, Medication Management, and Safe Crisis Management Training.

Interventions Provided for VPK Substantial Deficiency Identified Students	Any VPK student in our district who exhibits a substantial deficiency in early literacy skills or math must have an individualized progress monitoring plan (PMP) developed no later than 45 days after the results of the STAR assessment become available. • Early Literacy determination of intervention needed: The VPK student scores below the tenth (10th) percentile or is unable to complete the practice items at the middle or end of the year administration of the coordinated screening and progress monitoring system. • Intervention and responsibility VPK Teacher: Notifying the parent/family about the identified deficiency, creating the progress monitoring plan (PMP), providing the intervention for the student, using District Approved interventions, updating the PMP monthly with student data, notifying the parent/family monthly regarding the student's progress • Intervention Materials based on specifically identified need through diagnostics: ○ Kid Lips: Tools for Reading ○ VPK Heggerty
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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-12

1. Grades VPK-12 Assessments

FAST				
Name of the Assessment	Target Audience	What component of reading is assessed?	Assessment Type	How often is the data collected?
FAST Star Early Literacy	☒ VPK ☒ Grade K ☒ Grade 1	☒ Oral Language ☒ Phonological Awareness ☒ Phonics ☒ Fluency ☒ Vocabulary ☒ Comprehension	☒ Screening ☒ Progress Monitoring ☒ Summative	☒ 3 x Year
FAST Star Reading	☒ Grade 1 ☒ Grade 2	☒ Vocabulary ☒ Comprehension	☒ Screening ☒ Progress Monitoring ☒ Summative	☒ 3 x Year
FAST ELA Reading	☒ Grade 3 ☒ Grade 4 ☒ Grade 5 ☒ Grade 6 ☒ Grade 7 ☒ Grade 8 ☒ Grade 9 ☒ Grade 10	☒ Vocabulary ☒ Comprehension	☒ Screening ☒ Progress Monitoring ☒ Summative	☒ 3 x Year

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

Additional Assessment(s)				
Name of the Assessment	Target Audience (Grades PreK-5) (Select all that apply.)	What component of reading is assessed? (Select all that apply.)	Assessment Type (Select all that apply.)	How often is the data collected?
Other District Assessment Acadience Benchmark universal screener (Elementary K-6)	☐ VPK ☐ PreK ☒ Grade K ☒ Grade 1 ☒ Grade 2 ☒ Grade 3 ☒ Grade 4 ☒ Grade 5	☒ Oral Language ☒ Phonological Awareness ☒ Phonics ☒ Fluency ☒ Vocabulary ☒ Comprehension	☒ Screening ☒ Progress Monitoring ☐ Diagnostic ☐ Summative	☐ Weekly ☐ 2 x Month ☐ Monthly ☐ Quarterly ☒ 3 x Year ☐ Annually

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?
Acadience Progress Monitoring, at intervention level, for students who have a PMP, Tier 2, and/or Tier 3 reading intervention plan	☒ All Students ☒ Grade 6 ☒ Grade 7 ☒ Grade 8 ☒ Grade 9 ☒ Grade 10 ☒ Select Students	☐ Oral Language ☐ Phonological Awareness ☐ Phonics ☒ Fluency ☒ Vocabulary ☒ Comprehension	☐ Screening ☒ Progress Monitoring ☒ Diagnostic ☐ Summative	6-12 ☒ As Needed Intervention Level ☒ Other, as determined by intervention plan
Other District Assessment LETRS Spelling and Phonics Screeners	☐ VPK ☐ PreK ☒ Grade K ☒ Grade 1 ☒ Grade 2 ☒ Grade 3 ☒ Grade 4 ☒ Grade 5 ☐ All Students ☒ Select Students	☐ Oral Language ☐ Phonological Awareness ☒ Phonics ☐ Fluency ☐ Vocabulary ☐ Comprehension	☐ Screening ☐ Progress Monitoring ☒ Diagnostic ☐ Summative	☐ Weekly ☐ 2 x Month ☐ Monthly ☐ Quarterly ☐ 3 x Year ☐ Annually ☒ As Needed ☐ Other
Other District Assessment Informal Decoding Inventory	☐ VPK ☐ PreK ☒ Grade K ☒ Grade 1 ☒ Grade 2 ☒ Grade 3 ☒ Grade 4 ☒ Grade 5 ☒ Grade 6 ☒ Grade 7 ☒ Grade 8 ☒ Grade 9 ☒ Grade 10 ☒ Select Students	☐ Oral Language ☐ Phonological Awareness ☒ Phonics ☐ Fluency ☐ Vocabulary ☐ Comprehension	☒ Screening ☒ Progress Monitoring ☐ Diagnostic ☐ Summative	☐ Weekly ☐ 2 x Month ☐ Monthly ☐ Quarterly ☐ 3 x Year ☐ Annually ☒ As Needed
Other District Assessment Early Phonological Awareness Screening Test (PAST)	☒ VPK ☒ PreK ☒ Grade K ☒ Grade 1 ☒ Grade 2 ☐ Grade 3 ☐ Grade 4 ☐ Grade 5 ☐ All Students	☒ Oral Language ☒ Phonological Awareness ☐ Phonics ☐ Fluency ☐ Vocabulary ☐ Comprehension	☐ Screening ☐ Progress Monitoring ☒ Diagnostic ☐ Summative	☐ Weekly ☐ 2 x Month ☐ Monthly ☐ Quarterly ☐ 3 x Year ☐ Annually ☒ As Needed ☐ Other

Additional Assessment(s)				
Name of the Assessment	Target Audience (Grades PreK-5) (Select all that apply.)	What component of reading is assessed? (Select all that apply.)	Assessment Type (Select all that apply.)	How often is the data collected?
	☒ Select Students			
Phonological Awareness Screening Test (PAST)	☐ VPK ☐ PreK ☐ Grade K ☐ Grade 1 ☐ Grade 2 ☒ Grade 3 ☒ Grade 4 ☒ Grade 5 ☒ Grade 6 ☒ Grade 7 ☒ Grade 8 ☒ Grade 9 ☒ Grade 10 ☒ Select Students	☐ Oral Language ☒ Phonological Awareness ☐ Phonics ☐ Fluency ☐ Vocabulary ☐ Comprehension	☒ Screening ☒ Progress Monitoring ☐ Diagnostic ☐ Summative	☐ Weekly ☐ 2 x Month ☐ Monthly ☐ Quarterly ☐ 3 x Year ☐ Annually ☒ As Needed

2. Students with a Substantial Deficiency in Reading ([Rule 6A-6.053\(3\)\(a\), 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 progress monitoring plan, if the IEP or 504 Plan addresses the student's reading deficiency. Nothing in [Rule 6A-6.053, F.A.C.](#), should be construed to require or prohibit an IEP or 504 Plan or the contents of the CERP.

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

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

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

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

Step 1: Clay County District Schools will implement the Coordinated Screening and Progress Monitoring (CSPM) Program known as Florida's Assessment of Student Thinking (FAST). All students enrolled in Voluntary Pre-Kindergarten (VPK) through 10th grade will be administered the FAST in the fall, winter,

and spring of each program year. In addition, Acadience screeners will be administered as a universal screener to assist in the triangulation of data. All students in elementary schools K-6 will be administered the Acadience screener in the fall, winter, and spring of each program year.

Step 2: The School Literacy Leadership Team will analyze the screening data from the fall administration of the FAST (K-10) and Acadience (elementary school K-6) to determine which students have been identified at the lowest achievement level/benchmark.

Step 3: The School Literacy Leadership Team will use a triangulation of data including communication (parent and student input), observation (teacher input), and product (assessment) to determine the effectiveness of Tier 1 Evidence-Based Reading Instruction (EBRI) through a structured literacy approach.

Examples of Product Data (Assessment)

- The students scoring at the lowest achievement level/benchmark on the coordinated screening and progress monitoring system pursuant to Section 1008.25(8), F.S.;
- The students (if elementary school K-6) scoring at the lowest achievement level/benchmark as identified by Acadience benchmark assessment at any time during the school year;
- The students who have demonstrated, through consecutive formative assessments or teacher observation data, minimum skill levels for reading competency in one or more of the areas of phonological awareness; phonics; vocabulary, including oral language skills; reading fluency; and reading comprehension.

Step 4: Strengthening Tier 1 and Identifying Individual Needs

Instruction must be provided at the most foundational level of deficiency, and response to instruction must be monitored and reviewed by the School Literacy Leadership Team. Additionally, the School Literacy Leadership Team will determine if the appropriate course of action is Tier 1 instruction and intervention at an individual, class-wide, or grade-wide level based on student data.

Once initial EBRI is provided, the School Literacy Leadership Team will meet again to determine students' response to Tier 1 instruction and intervention. The team will formulate the next steps in alignment with the B.E.S.T. Foundational Benchmarks and the individual needs of the identified students.

If it is determined that a student demonstrates characteristics of dyslexia or meets criteria for substantial deficiency in reading, a diagnostic assessment should be administered to identify the most foundational area(s) of deficit and need. Using the Comprehensive Evidence-Based Reading Plan Decision Trees as a guide, an instructional and intervention plan will be created to provide more individualized and frequent instruction and intervention to include explicit, systematic, and multisensory reading interventions. All determinations must be made in compliance with current state statutes regarding the identification of students with a substantial deficiency in reading and/or characteristics of dyslexia (s 1008.25 F.S.).

Step 5: The school will immediately provide written notification to the parent of any student determined to have a substantial deficiency in reading and/or characteristics of dyslexia, and a plan will be created within 45 days of the notification.

Step 6: Instruction and intervention will be implemented and progress monitored in alignment with Comprehensive Evidence-Based Reading Plan Decision Trees and any individualized reading intervention plan. After initial notification, the school will communicate to the parent through monthly updates of the student's progress in response to the intensive interventions and support. Such communications must be in writing and must explain any additional interventions or supports that will be implemented to accelerate the student's progress if the interventions and supports already being implemented have not resulted in improvement.

Step 7: The School Literacy Leadership Team will continue to meet to review progress monitoring data and make determinations based on the students' response to instruction and intervention. All instruction and intervention will be provided until the identified reading deficiency has been ameliorated.

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

Step 1: Clay County District Schools will implement the Coordinated Screening and Progress Monitoring (CSPM) Program known as Florida's Assessment of Student Thinking (FAST). All students enrolled in Voluntary Pre-Kindergarten (VPK) through 10th grade will be administered the FAST in the fall, winter, and spring of each program year. In addition, Acadience screeners will be administered as a universal screener to assist in the triangulation of data. All students in elementary schools K-6 will be administered the Acadience screener in the fall, winter, and spring of each program year.

Step 2: The School Literacy Leadership Team will analyze the screening data from the fall administration of the FAST (K-10) and Acadience (elementary school K-6) to determine which students have been identified at the lowest achievement level/benchmark.

Step 3: The School Literacy Leadership Team will use a triangulation of data including communication (parent and student input), observation (teacher input), and product (assessment) to determine the effectiveness of Tier 1 Evidence-Based Reading Instruction (EBRI) through a structured literacy approach.

Examples of Product Data (Assessment)

- The students scoring at the lowest achievement level/benchmark on the coordinated screening and progress monitoring system pursuant to Section 1008.25(8), F.S.;
- The students (if elementary school K-6) scoring at the lowest achievement level/benchmark as identified by Acadience benchmark assessment at any time during the school year;
- The students who have demonstrated, through consecutive formative assessments or teacher observation data, minimum skill levels for reading competency in one or more of the areas of phonological awareness; phonics; vocabulary, including oral language skills; reading fluency; and reading comprehension.

Step 4: Strengthening Tier 1 and Identifying Individual Needs

Instruction must be provided at the most foundational level of deficiency, and response to instruction must be monitored and reviewed by the School Literacy Leadership Team. Additionally, the School Literacy Leadership Team will determine if the appropriate course of action is Tier 1 instruction and intervention at an individual, class-wide, or grade-wide level based on student data.

Once initial EBRI is provided, the School Literacy Leadership Team will meet again to determine students' response to Tier 1 instruction and intervention. The team will formulate the next steps in alignment with the B.E.S.T. Foundational Benchmarks and the individual needs of the identified students.

If it is determined that a student demonstrates characteristics of dyslexia or meets criteria for substantial deficiency in reading, a diagnostic assessment should be administered to identify the most foundational area(s) of deficit and need. Using the Comprehensive Evidence-Based Reading Plan Decision Trees as a guide, an instructional and intervention plan will be created to provide more individualized and frequent instruction and intervention to include explicit, systematic, and multisensory reading interventions. All determinations must be made in compliance with current state statutes regarding the identification of students with a substantial deficiency in reading and/or characteristics of dyslexia (s 1008.25 F.S.).

Step 5: The school will immediately provide written notification to the parent of any student determined to have a substantial deficiency in reading and/or characteristics of dyslexia, and a plan will be created within 45 days of the notification.

Step 6: Instruction and intervention will be implemented and progress monitored in alignment with Comprehensive Evidence-Based Reading Plan Decision Trees and any individualized reading intervention plan. After initial notification, the school will communicate to the parent through monthly updates of the student's progress in response to the intensive interventions and support. Such communications must be in writing and must explain any additional interventions or supports that will be implemented to accelerate the student's progress if the interventions and supports already being implemented have not resulted in improvement.

Step 7: The School Literacy Leadership Team will continue to meet to review progress monitoring data and make determinations based on the students' response to instruction and intervention. All instruction and intervention will be provided until the identified reading deficiency has been ameliorated.

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. Steps in the process of identifying individual student needs (2-3a)

Step 1: Clay County District Schools will implement the Coordinated Screening and Progress Monitoring (CSPM) Program known as Florida's Assessment of Student Thinking (FAST). All students enrolled in Voluntary Pre-Kindergarten (VPK) through 10th grade will be administered the FAST in the fall, winter, and spring of each program year. In addition, Acadience screeners will be administered as a universal screener to assist in the triangulation of data. All students in elementary schools K-6 will be administered the Acadience screener in the fall, winter, and spring of each program year.

Step 2: The School Literacy Leadership Team will analyze the screening data from the fall administration of the FAST (K-10) and Acadience (elementary school K-6) to determine which students have been identified at the lowest achievement level/benchmark.

Step 3: The School Literacy Leadership Team will use a triangulation of data including communication (parent and student input), observation (teacher input), and product (assessment) to determine the effectiveness of Tier 1 Evidence-Based Reading Instruction (EBRI) through a structured literacy approach.

Examples of Product Data (Assessment)

- The students scoring at the lowest achievement level/benchmark on the coordinated screening and progress monitoring system pursuant to Section 1008.25(8), F.S.;
- The students (if elementary school K-6) scoring at the lowest achievement level/benchmark as identified by Acadience benchmark assessment at any time during the school year;
- The students who have demonstrated, through consecutive formative assessments or teacher observation data, minimum skill levels for reading competency in one or more of the areas of phonological awareness; phonics; vocabulary, including oral language skills; reading fluency; and reading comprehension.

Step 4: Strengthening Tier 1 and Identifying Individual Needs

Instruction must be provided at the most foundational level of deficiency, and response to instruction must be monitored and reviewed by the School Literacy Leadership Team. Additionally, the School Literacy Leadership Team will determine if the appropriate course of action is Tier 1 instruction and intervention at an individual, class-wide, or grade-wide level based on student data.

Once initial EBRI is provided, the School Literacy Leadership Team will meet again to determine students' response to Tier 1 instruction and intervention. The team will formulate the next steps in alignment with the B.E.S.T. Foundational Benchmarks and the individual needs of the identified students.

If it is determined that a student demonstrates characteristics of dyslexia or meets criteria for substantial deficiency in reading, a diagnostic assessment should be administered to identify the most foundational area(s) of deficit and need. Using the Comprehensive Evidence-Based Reading Plan Decision Trees as a guide, an instructional and intervention plan will be created to provide more individualized and frequent instruction and intervention to include explicit, systematic, and multisensory reading interventions. All determinations must be made in compliance with current state statutes regarding the identification of students with a substantial deficiency in reading and/or characteristics of dyslexia (s 1008.25 F.S.).

Step 5: The school will immediately provide written notification to the parent of any student determined to have a substantial deficiency in reading and/or characteristics of dyslexia, and a plan will be created within 45 days of the notification.

Step 6: Instruction and intervention will be implemented and progress monitored in alignment with Comprehensive Evidence-Based Reading Plan Decision Trees and any individualized reading intervention plan. After initial notification, the school will communicate to the parent through monthly updates of the student's progress in response to the intensive interventions and support. Such communications must be in writing and must explain any additional interventions or supports that will be implemented to accelerate the student's progress if the interventions and supports already being implemented have not resulted in improvement.

Step 7: The School Literacy Leadership Team will continue to meet to review progress monitoring data and make determinations based on the students' response to instruction and intervention. All instruction and intervention will be provided until the identified reading deficiency has been ameliorated.

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.

As outlined in state statute and in alignment with professional standards, multiple data sources must be considered rather than utilizing a single assessment to make high-stakes decisions such as the determination of characteristics of dyslexia. The district has created a data dashboard system to analyze Acadience data alongside FAST Progress Monitoring data at the District, School, Class, and Student levels. This system allows the District-Based Literacy Team, the District MTSS Team, and the School Literacy Leadership Team to determine the needs of all students. CCDS Multi-Tiered System of Supports (MTSS) is a prevention-oriented model, which requires both early and periodic screening to identify students who may be at risk in reading. Every elementary K-6 student will be screened with all grade-appropriate components of the Acadience Benchmark Assessment at the beginning of the year to identify students early so that targeted instruction and/or early intervention can be provided for students identified with characteristics of dyslexia. Secondary students who are suspected of having characteristics of dyslexia will be assessed with the Acadience Benchmark Assessment that most closely aligns to their grade level.

Based on student indicators, the following diagnostics may be implemented for students identified with characteristics of dyslexia: the Early Phonological Awareness Skills Test (PAST) or Phonological Awareness Screening Test (PAST), Language Essentials for Teachers of Reading and Spelling (LETRS) Phonics and Word Reading Survey, and/or Informal Decoding Inventory. The diagnostic results will be used to determine the most foundational areas of deficit(s) to determine targeted instructional support and intervention needed for the student to become a proficient reader. After the determination of characteristics of dyslexia, the CCDS MTSS progress monitoring protocols, including parent communication, as outlined in Steps 4-7 will be implemented and followed.

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

School level, grade level, and content area professional learning communities meet to review Tier 1 data, make adjustments to instruction, and identify what Tier 1 remediation and enrichment is necessary based on the data. School administrators are responsible for classroom walkthroughs, focused on monitoring Tier 1 instruction. Following the classroom walkthrough, the school administrator provides constructive and actionable feedback. School Problem Solving Teams meet monthly to review Tier 1 data, provide feedback on plans, and make any necessary adjustments to support grade level and content area teams in their implementation of Tier 1 instruction.

The District Literacy Team analyzes the effectiveness of Tier 1 through multiple data sources including FAST Progress Monitoring 1, 2, and 3, Acadience (Elementary K-6), RAISE school support data, and internal coaching logs. The team meets monthly to problem solve and address areas of concern. The District Literacy team determines next steps in district initiatives to address areas of opportunity to reach 80% proficiency.

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

Tier 2 reading interventions require progress monitoring two times per month, utilizing the Acadience progress monitoring most closely aligned to the intervention need. This data is entered into the District Student Data System. School-based Student Intervention Teams review this data monthly, with the expectation that 80% of students will respond positively to Tier 2 interventions.

The District MTSS team analyzes all Tier 2 data quarterly to determine the effectiveness of the intervention materials, professional learning, and support. Data are reviewed annually after FAST Progress Monitoring 3 to determine student growth for students receiving Tier 2 Support.

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

Tier 3 reading interventions require progress monitoring two times per week, utilizing the Acadience progress monitoring most closely aligned to the intervention need. This data is entered into the District Student Data System. School based Student Intervention Teams review this data monthly, with the expectation that 80% of students will respond positively to Tier 3 intervention.

The District MTSS team analyzes all Tier 3 data quarterly to determine the effectiveness of the intervention materials, professional learning, and support. Data are reviewed annually after FAST Progress Monitoring 3 to determine student growth for students receiving Tier 3 Support.

Grades K-12 Reading Decision Tree

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

Tier 1 (Core) Only

Beginning of Year Data

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

Beginning of Year Criteria

K-12 FAST PM3 Summative Assessment (May 2025) Level 3 or higher, Acadience Benchmark Assessment Beginning of the Year At/Above Benchmark as listed in the chart (Elementary K-6), historical and current progress monitoring, formative assessment (Benchmark Advance K-5 & SAVVAS Perspectives 6-10) 60%, and teacher observation data.

Tier 1 Considerations: K-6 All Elementary Students

At and Above Benchmark: Reading Composite			
	BOY	MOY	EOY
Kindergarten	26+	122+	119+
1st	113+	130+	155+
2nd	141+	190+	238+
3rd	220+	285+	330+
4th	290+	330+	391+
5th	357+	372+	415+
6th	344+	358+	380+

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

Triangulation of data for consideration includes:

K-12 FAST PM3 Level 3 and above, Acadience Benchmark Assessment At/Above Benchmark Beginning of Year Composite Score (Elementary K-6—chart above), and historical and current progress monitoring, formative assessment (Benchmark Advance K-5 & SAVVAS Perspectives 6-10) 60%, and teacher observation data supports students' meeting grade level expectation for beginning of the year criteria.

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

School Based Literacy Leadership (Problem Solving) Team will analyze

- K-12 FAST PM3 Summative Assessment,
- Acadience Benchmark Assessment Beginning of the Year (Elementary K-6), and
- historical and current progress monitoring,
- formative assessment (K-5 Benchmark Advance @2026 and 6-10 SAVVAS Perspectives and district assessments) and
- teacher observation data

School based grade level and content area professional learning communities (PLCs) meet to review Tier 1 data, make adjustments to instruction, and identify what Tier 1 differentiated instruction, reteaching, and remediation and enrichment is necessary based on the data. School administrators are responsible for classroom walkthroughs, focused on monitoring Tier 1 instruction. Following the classroom walkthrough, the school administrator provides constructive and actionable feedback. School Problem Solving Teams meet monthly to review Tier 1 data, provide feedback on plans, and make any necessary adjustments to support grade level and content area teams in their implementation of Tier 1 instruction.

Core Instruction

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

Name of Program	Year of Program Adoption
K-5: Benchmark Advance @2026	Adopted August 2025
Grades 6-12: SAVVAS, My Perspectives	Adopted August 2021
ELL 1.0-2.9 English Language Development Courses: VISTA-English Language Development	Adopted August 2024
Tier 1 Supplemental	
Grades K-5: Lexia Core5 Teacher resource	Oral Language, Phonological Awareness, Phonics, Fluency, Vocabulary, Language Comprehension
Grades K-5: Benchmark Advance @2026 Intervention Tool Kit and Progress Monitoring	Phonological Awareness, Phonics, Fluency, Vocabulary, Language

	Comprehension																																				
Grades K-12: ELD Course (K-2) Heggerty Early Phonological Awareness or (3-12) Heggerty Phonemic Awareness Primary Extension 3-5 with language supports within the English Language Development	Supports Oral Language Development for ELL 1.0-2.9																																				
Grades K-5: ELD Course extended to 60 minutes to support phonics instruction with language supports utilizing Benchmark Advance Phonics Toolkit and Progress Monitoring	Supports Phonics for ELL 1.0 -2.9																																				
Grades 6-12: ELD/ELA Courses in grades 6-12 UFLI Foundations with language supports within the English Language Development class	Supports Phonological Awareness, Phonics for ELL 1.0 -2.9																																				
Grades 7-12: Vocab.com	Vocabulary, Language Comprehension																																				
Grades 11-12: <i>ChalkTalk</i>	Vocabulary, Language Comprehension																																				
Tier 1 Resources																																					
FCRR Student Center Activities	Oral Language, Phonological Awareness, Phonics, Fluency, Vocabulary, Language Comprehension																																				
Dialogic Reading	Oral Language, Vocabulary, Language Comprehension																																				
Foundational Skills to Support Reading for Understanding in Kindergarten Through 3rd Grade	Oral language, Phonological Awareness, Phonics, Fluency, Vocabulary, Language Comprehension																																				
Teaching Elementary School Students to Be Effective Writers	Oral language, Phonological Awareness, Phonics, Fluency, Vocabulary, Language Comprehension																																				
Strategic Instruction Model (SIM) Tier 1: Strong Evidence	ESE, RAISE, or MTSS Model schools after required training																																				
Performance criteria that prompt the addition of Tier 2 interventions for students not meeting expectations/benchmarks during the school year: K-10 FAST PM3 Summative Assessment (May 2025) Level 1 or 2 and/or <30th percentile, Acadience Benchmark Assessment Beginning of Year (Elementary K-6) Below Benchmark Composite (see table above), Lexia Level is one grade level below, and historical and current progress monitoring (including review of Progress Monitoring Plan data and work samples) formative assessment below 50% K-5 Benchmark Advance @2026 and 6-10 SAVVAS Perspectives, and teacher observation data that indicate below benchmark performance If students demonstrate deficits in reading and below benchmark performance, complete the Problem-Solving Protocol and convene a Student Intervention Team meeting to determine the next steps with intervention.																																					
Tier 2 Considerations: K-6 All Elementary Students																																					
<table><tr><th colspan="4">Below Benchmark</th></tr><tr><th></th><th>BOY</th><th>MOY</th><th>EOY</th></tr><tr><td>Kindergarten</td><td>13-25</td><td>85-121</td><td>89-118</td></tr><tr><td>1st</td><td>97-112</td><td>100-129</td><td>111-154</td></tr><tr><td>2nd</td><td>109-140</td><td>145-189</td><td>180-237</td></tr><tr><td>3rd</td><td>180-219</td><td>235-284</td><td>280-329</td></tr><tr><td>4th</td><td>245-289</td><td>290-329</td><td>330-390</td></tr><tr><td>5th</td><td>258-356</td><td>310-371</td><td>340-414</td></tr><tr><td>6th</td><td>280-343</td><td>285-357</td><td>324-379</td></tr></table>		Below Benchmark					BOY	MOY	EOY	Kindergarten	13-25	85-121	89-118	1st	97-112	100-129	111-154	2nd	109-140	145-189	180-237	3rd	180-219	235-284	280-329	4th	245-289	290-329	330-390	5th	258-356	310-371	340-414	6th	280-343	285-357	324-379
Below Benchmark																																					
	BOY	MOY	EOY																																		
Kindergarten	13-25	85-121	89-118																																		
1st	97-112	100-129	111-154																																		
2nd	109-140	145-189	180-237																																		
3rd	180-219	235-284	280-329																																		
4th	245-289	290-329	330-390																																		
5th	258-356	310-371	340-414																																		
6th	280-343	285-357	324-379																																		
Tier 1 Instruction + Tier 2 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.) • K-10 FAST PM3 Summative Assessment (May 2025) Level 1 or 2, <30th percentile, • Acadience Benchmark Assessment Beginning of Year (Elementary K-6) Below Benchmark Composite (see table above), • Lexia Level is one grade level below, • historical and current progress monitoring (including review of Progress Monitoring Plan data and work samples) • formative assessment below 50% K-5 Benchmark Advance @2026 and 6-10 SAVVAS Perspectives and • teacher observation data that indicate below benchmark performance.		
Number of times per week interventions are provided: 3-5 Times Per Week Number of minutes per intervention session: 15-30 Minutes		
Supplemental Instruction/Interventions		
Indicate the evidence-based programs and/or practices used for Tier 2 interventions and how the programs and practices are supported by strong, moderate or promising levels of evidence. Add additional rows as needed.		
Name of Program	Grade Level and Component of Reading	ESSA Evidence Level or Verbiage (as needed)
Teach Your Child to Read in 100 Easy Lessons	Grades K-2 Phonological Awareness, Phonics, Vocabulary, Language Comprehension	<u>Teach Your Child to Read in 100 Easy Lessons</u> does not meet strong, moderate, or promising levels of evidence; however, the following WWC Practice Guide Recommendation(s) support the program: <u>Foundational Skills to Support Reading for Understanding in Kindergarten through 3rd Grade</u> , Recommendation 2: Develop awareness of segments of sounds in speech and how they link to letters (Strong Evidence); Recommendation 3: Teach students to decode words, analyze word parts, and write and recognize words (Strong Evidence); and Recommendation 4: Ensure that each student reads connected text every day to support reading accuracy, fluency, and comprehension (Moderate Evidence). These recommendations were built into the program by systematically and explicitly teaching phonics (sounds for letters) and the essential skills to blend sounds into words and reading those words in connected text. The district will support and monitor implementation of this program by monitoring the district required Tier 2 intervention portfolios of students who receive instruction/intervention with <u>Teach Your Child to Read in 100 Easy Lessons</u> , by training Intervention Team Facilitators and MTSS Lead Administrators to train teachers at the school level in utilizing this program, including progress monitoring, with follow up and support from the district's Intervention Coach and MTSS Specialist, when necessary.
UFLI Foundations	Grades K-12 Phonological Awareness, Phonics, Vocabulary, Language Comprehension	Alignment to evidence-based instructional practices: <u>UFLI Foundations</u> does not meet strong, moderate, or promising levels of evidence; however, the following WWC Practice Guide Recommendation(s) support the program: <u>Foundational Skills to Support Reading for Understanding in Kindergarten through 3rd Grade</u> , Recommendation 2: Develop awareness of segments of sounds in speech and how they link to letters (Strong Evidence); Recommendation 3: Teach students to decode words, analyze word parts, and write and recognize words (Strong Evidence); and Recommendation 4: Ensure that each student reads connected text every day to support reading accuracy, fluency, and comprehension (Moderate Evidence). These recommendations were built into the program by systematically and explicitly teaching phonics (sounds for letters) and the essential skills to blend sounds into words and reading those words in connected text. and <u>Providing Reading Interventions for Students in Grades 4-9</u> , Recommendation 1: Build students; decoding skills to enable them to read complex multisyllabic words (Strong Evidence); Recommendation 2: Provide purposeful fluency-building activities to help students read effortlessly (Strong Evidence); Recommendation 3: Routinely use a set of comprehension-building practices to help students make sense of the text (Strong Evidence). The district will support and monitor implementation of this program by monitoring the district required Tier 2 intervention portfolios of students who receive instruction/intervention with <u>UFLI Foundations</u> , by training Intervention Team Facilitators and MTSS Lead Administrators to train teachers at the school level in utilizing this program, including progress monitoring, with follow up and support from the district's Intervention Coach and MTSS Specialist, when necessary.
P.R.I.D.E.	Grades K-12	<u>P.R.I.D.E. (Phonemic Recognition Instruction Delivering Empowerment)</u> does not meet strong, moderate, or promising levels of evidence; however, the following WWC Practice Guide Recommendation(s) support the program: <u>Foundational Skills</u>

Phonemic Recognition Instruction Delivering Empowerment Orton-Gillingham Program P.R.I.D.E Comprehensive Reading Assessment	Phonological Awareness, Phonics, Fluency, Vocabulary, Language Comprehension	<u>to Support Reading for Understanding in Kindergarten through 3rd Grade</u>, Recommendation 2: Develop awareness of segments of sounds in speech and how they link to letters (Strong Evidence); Recommendation 3: Teach students to decode words, analyze word parts, and write and recognize words (Strong Evidence); and Recommendation 4: Ensure that each student reads connected text every day to support reading accuracy, fluency, and comprehension (Moderate Evidence). These recommendations were built into the program by use of an Orton-Gillingham structured literacy approach that systematically and explicitly teaches phonics (sounds for letters) and the essential skills to blend sounds into words and reading those words in connected text. The district will support and monitor implementation of this program by monitoring the district required Tier 2 intervention portfolios of students who receive instruction/intervention with <u>P.R.I.D.E.</u>, by training Intervention Team Facilitators and MTSS Lead Administrators to train teachers at the school level in utilizing this program, including progress monitoring, with follow up and support from the district's Intervention Coach and MTSS Specialist, when necessary. PRIDE Reading Program Instructional Design Review Evidence-Based Reading Instruction for Dyslexia
Story Champs	Grades K-5 Oral Language, Vocabulary, Language Comprehension	<u>Story Champs</u> does not meet strong, moderate, or promising levels of evidence; however, the following WWC Practice Guide Recommendation supports the use of the program: <u>Foundational Skills to Support Reading for Understanding in Kindergarten through 3rd Grade</u>, Recommendation 1: Teach students academic language skills, including the use of inferential and narrative language, and vocabulary knowledge (Minimal Evidence). This recommendation is built into the program as it is developed to systematically and explicitly promote oral academic language as the foundation for success in school to foster growth in recalling and sharing information, acquiring word meanings through context, expanding domain knowledge, writing and comprehending. The district will support and monitor implementation of this program by monitoring the district required Tier 2 intervention portfolios of students who receive instruction/intervention with <u>Story Champs</u>, by training Intervention Team Facilitators and MTSS Lead Administrators to train teachers at the school level in utilizing this program, including progress monitoring, with follow up and support from the district's Intervention Coach and MTSS Specialist, when necessary.
Heggerty Early Phonological Awareness Curriculum (Early Prekindergarten Curriculum)	Grades K-3 Oral Language, Phonological Awareness	<u>Heggerty Early Phonological Awareness Curriculum (Early Prekindergarten Curriculum)</u> does not meet strong, moderate, or promising levels of evidence; however, the following WWC Practice Guide Recommendation supports the program: <u>Foundational Skills to Support Reading for Understanding in Kindergarten through 3rd Grade</u>, Recommendation 2: Develop awareness of segments of sounds in speech and how they link to letters (Strong Evidence). This recommendation was built into the design of the program through an intentional and systematic instructional progression of a range of phonological and phonemic awareness skills. The district will support and monitor implementation of this program by monitoring the district required Tier 2 intervention portfolios of students who receive instruction/intervention with <u>Heggerty Early Phonological Awareness Curriculum</u>, by training Intervention Team Facilitators and MTSS Lead Administrators to train teachers at the school level in utilizing this program, including progress monitoring, with follow up and support from the district's Intervention Coach and MTSS Specialist, when necessary.
Heggerty Bridge the Gap	Grades 3-12 Oral Language, Phonological Awareness	<u>Heggerty Bridge the Gap</u> does not meet strong, moderate, or promising levels of evidence; however, the following WWC Practice Guide Recommendations support the use of this program: <u>Foundational Skills to Support Reading for Understanding in Kindergarten through 3rd Grade</u>, Recommendation 2: Develop awareness of segments of sounds in speech and how they link to letters (Strong Evidence) and <u>Providing Reading Interventions for Students in Grades 4-9</u>, Recommendation 1: Build students' decoding skills so that they can read complex, multisyllabic words (Strong Evidence). Further information about this recommendation within the practice guide supports the instruction at the phoneme level as a component of this recommendation. These recommendations were built into the design of the program through an intentional and systematic instructional progression of a range of phonological and phonemic awareness skills. The district will support and monitor implementation of this program by monitoring the district required Tier 2 intervention portfolios of students who receive instruction/intervention with <u>Heggerty Bridge the Gap Curriculum</u>, by training Intervention Team Facilitators and MTSS Lead Administrators to train teachers at the school level in utilizing this program, including progress monitoring, with follow up and support from the district's Intervention Coach and MTSS

		Specialist, when necessary.
Sound Partners	Grades K-2 Oral Language, Phonological Awareness, Phonics	Sound Partners - Struggling Readers: Strong Sound Partners - English Learners: Strong
Spelling Mastery Levels A-F	Grades 3-12 Companion to Corrective Decoding	Spelling Mastery: Tier 3 Promising This curriculum is designed to be paired with Corrective Decoding if Tier 3 is warranted.
Lexia PowerUp Lesson Library	6-10 Phonics, Fluency, Vocabulary, Language Comprehension	Lexia PowerUp Literacy: Evidence for ESSA: Strong
Rewards	6-10 Phonics, Fluency, Vocabulary, Language Comprehension	<u>Rewards</u> does not meet strong, moderate, or promising levels of evidence; however, the following WWC Practice Guide Recommendation(s) support the program: <u>Providing Reading Interventions for Students in Grades 4-9</u> , Recommendation 1: Build students' decoding skills so that they can read complex, multisyllabic words (Strong Evidence); and Recommendation 3: Routinely use a set of comprehension-building practices to help students make sense of text (Strong Evidence). These recommendations were built into the program through explicit and systematic instruction in decoding multi-syllabic words using a "six-step strategy," direct vocabulary instruction (including explicit teaching of content area vocabulary) and fluency and comprehension instruction through repeated readings, and guided practice. The district will support and monitor implementation of this program by monitoring the district required Tier 2 intervention portfolios of students who receive instruction/intervention with <u>REWARDS</u> , by training Intervention Team Facilitators and MTSS Lead Administrators to train teachers at the school level in utilizing this program, including progress monitoring, with follow up and support from the district's Intervention Coach and MTSS Specialist, when necessary.
Indicate the evidence-based programs and/or practices implemented for students with a disability, students with an IEP and students who are English language learners, if used instead of or in addition to programs above. Add additional rows as needed.		
Students with Disabilities: If the student is receiving core instruction, as well as specially designed instruction, then an Amendment IEP meeting will be held so that the IEP team can review current student data to determine if the student needs the addition of a completed Problem Solving Protocol and- targeted, Tier 2 intervention in reading. The IEP team will determine how specially designed instruction will be implemented as a component of the Tier 2 intervention support.		
English Language Learners: If the student is receiving 45 minutes of ELD Vista support and through a collaborative meeting that includes the ESOL Facilitator, parent, ELD teacher(s), content area teachers, Intervention Team Facilitator, and MTSS Lead Administrator, it is determined that the student needs additional targeted, Tier 2 intervention, then the Student Intervention Team will consult with the school's assigned ESOL Specialist to determine additional language supports that may be warranted based on historical and current student data.		
Name of Practice/Program ESE and ELL Considerations		ESSA Evidence Level or Verbiage (as needed)
Add visuals or comprehensible input support to any of the above programs to make it most appropriate to their language level needs.		CEEDAR Center Evidence Based Practices for English Learners <u>Providing visuals and In Comprehensible Input Practices</u> do not meet strong, moderate, or promising levels of evidence; however, the following WWC Practice Guide 6: Assisting Students Struggling with Reading, Recommendation 4: Provide appropriate interventions for English Learners who need support beyond Tier 1 instruction. This includes providing accommodations during interventions, such as "using visuals and gestures, building background knowledge, and clarifying meaning of words". The district will support and monitor implementation of this program by monitoring the district required Tier 2 intervention portfolios of students who receive instruction/intervention with, by training Intervention Team Facilitators and MTSS Lead Administrators to train teachers at the school level in utilizing this program, including progress monitoring, with follow up and support from the district's Intervention Coach and MTSS Specialist, when necessary.
For K-3 students who have a substantial deficiency in reading or characteristics of dyslexia, identify the multisensory interventions provided.		
Teach Your Child to Read in 100 Easy Lessons: incorporates auditory input (hearing letter sounds, words, sentences, and stories, oral blending), visual input (seeing letters, words, sentences, illustrations, and visual cues), kinesthetic/tactile input (finger tracing, physical manipulation), verbal output (practicing letters sounds out loud, reading passages aloud, and repetition)		

UFLI Foundations: incorporates auditory (phonemic awareness drills, auditory drills), visual examples (visual drills), kinesthetic/tactile (finger tracing, sky writing, manipulating letter tiles, Elkonin boxes)

PRIDE (Phonemic Recognition Instruction Delivering Empowerment Orton-Gillingham Program): incorporates auditory (phonological awareness, sound drills, oral blending), visual (grapheme cards, blending boards), kinesthetic/tactile (finger tracing, sky writing, letter tiles)

Story Champs: incorporates auditory (listening comprehension, oral retelling), visual (story grammar icons, visual cues), kinesthetic/tactile (physical gestures and movements, manipulation of the physical icons)

Heggerty Phonemic Awareness: incorporates auditory (oral manipulation of sounds; kinesthetic/tactile (hand motions are used to represent phonological skills, and physical manipulatives like Magnetic Spell Tiles offer hands-on practice)

Sound Partners: utilizes a combination of visual materials (sound cards, texts), auditory drills and oral reading, and kinesthetic interaction (pointing, tracing implicitly, manipulating materials)

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

- K-10 FAST PM3 Summative Assessment (May 2025) Level 1; and/or
- K-2 FAST PM 1 or 2 <10th percentile or is unable to complete the practice items on the designated grade-level assessment; and/or
- 3rd grade FAST PM 1 or 2 or <20th percentile; and/or
- Acadience Benchmark Assessment Beginning of Year (Elementary K-6) Well Below Benchmark Composite (see table above), Lexia Level is two or more grade levels below; and/or
- historical and current progress monitoring indicates unsatisfactory progress (including review of Tier 2 intervention portfolio data and work samples); and/or
- formative assessments below 40% K-5 Benchmark Advance @2026 and 6-10 SAVVAS Perspectives; and/or
- teacher observation data that indicate well below benchmark performance

Students are progress monitored at least two times per month with Acadience Progress Monitoring assessments aligned to the student’s intervention level. An in-program mastery assessment designed to measure the efficacy of the intervention program is administered as directed within the intervention program.

Student Intervention Teams convene monthly to determine the student’s response to intervention (good, questionable, poor) and to develop modifications or intensification of interventions. Parents are notified monthly regarding their student’s progress, and during this meeting, a graph of progress monitoring must be shared with parents, in addition to student intervention work samples.

Tier 3 Considerations: K-6 Elementary

Well Below Benchmark			
	BOY	MOY	EOY
Kindergarten	0-12	0-84	0-88
1st	0-96	0-99	0-110
2nd	0-108	0-144	0-179

3rd	0-179	0-234	0-279
4th	0-244	0-289	0-329
5th	0-257	0-309	0-339
6th	0-279	0-284	0-323
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.) • K-10 FAST PM3 Summative Assessment (May 2025) Level 1 • K-2 FAST PM 1 or 2 <10th percentile or is unable to complete the practice items on the designated grade-level assessment • 3rd grade FAST PM 1 or 2 <20th percentile • Acadience Benchmark Assessment Beginning of Year (Elementary K-6) Well Below Benchmark Composite (see table above), Lexia Level is two or more grade levels below, • historical and current progress monitoring (including review Tier 2 data and student work samples) • formative assessment, and • teacher observation data that indicate well below benchmark performance			
Number of times per week interventions are provided: 4-5 times per week Number of minutes per intervention session: 30 to 45 minutes per session			
Intensive, Individualized Instruction/Interventions Indicate the evidence-based programs and/or practices used for Tier 3 interventions and how the programs and practices are supported by strong, moderate or promising levels of evidence. Add additional rows as needed.			
Name of Program	Component of Reading and Grade Level	ESSA Evidence Level or Verbiage (as needed)	
Early Foundations	Kindergarten* Oral Language, Phonological Awareness, Phonics Early Foundations Tier 3 Intervention requires district support through an individualized plan specific to the student needs. Please submit a MTSS Service and Support Form to request district support.	According to information provided by the publisher, Foundations' study is sufficient for a rating of "Promising Evidence/Tier 3" on the U.S. Department of Education's ESSA evidence scale. The following WWC Practice Guide Recommendations support the use of <u>Foundations</u> program: <u>Foundational Skills to Support Reading for Understanding in Kindergarten Through 3rd Grade</u> , Recommendation 2: Develop awareness of the segments of sounds in speech and how they link to letters (Strong Evidence); Recommendation 3: Teach students to decode words, analyze word parts, and write and recognize words (Strong Evidence); Recommendation 4: Ensure students read connected text every day to support reading accuracy, fluency, and comprehension (Moderate Evidence). The district will support and monitor implementation of this program by monitoring the district required Tier 3 intervention portfolios of students who receive instruction/intervention with <u>Foundations</u> , by training teachers at the school level in utilizing this program, including progress monitoring, with follow up and support from the district's R.A.I.S.E. Specialist, Intervention Coach, and MTSS Specialist, on a monthly basis, and more often, when needed..	

Fundations	Kindergarten - 4th Oral Language, Phonological Awareness, Phonics Fundations Tier 3 Intervention requires district support through an individualized plan specific to the student needs. Please submit a MTSS Service and Support Form to request district support.	According to information provided by the publisher, Foundations' study is sufficient for a rating of "Promising Evidence/Tier 3" on the U.S. Department of Education's ESSA evidence scale. The following WWC Practice Guide Recommendations support the use of <u>Fundations</u> program: <u>Foundational Skills to Support Reading for Understanding in Kindergarten Through 3rd Grade</u>, Recommendation 2: Develop awareness of the segments of sounds in speech and how they link to letters (Strong Evidence); Recommendation 3: Teach students to decode words, analyze word parts, and write and recognize words (Strong Evidence); Recommendation 4: Ensure students read connected text every day to support reading accuracy, fluency, and comprehension (Moderate Evidence). The district will support and monitor implementation of this program by monitoring the district required Tier 3 intervention portfolios of students who receive instruction/intervention with <u>Fundations</u>, by training Intervention Team Facilitators and MTSS Lead Administrators to train teachers at the school level in utilizing this program, including progress monitoring, with follow up and support from the district's R.A.I.S.E. Specialist, Intervention Coach, and MTSS Specialist, on a monthly basis, and more often, when needed.
Equipped for Reading Success	Grades 3-12 Phonological Awareness	Alignment to evidence-based instructional practices: <u>Equipped for Reading Success</u> does not meet strong, moderate, or promising levels of evidence; however, the following WWC Practice Guide Recommendations support the use of the program: <u>Foundational Skills to Support Reading for Understanding in Kindergarten Through 3rd Grade</u>, Recommendation 2: Develop awareness of the segments of sounds in speech and how they link to letters (Strong Evidence); Recommendation 3: Teach students to decode words, analyze word parts, and write and recognize words (Strong Evidence), and <u>Providing Reading Interventions for Students in Grades 4-9</u>, Recommendation 1: Build students' decoding skills so that they can read complex, multisyllabic words (Strong Evidence). Further information about this recommendation within the practice guide supports the instruction at the phoneme level as a component of this recommendation. This recommendation was built into the program by comprehensive and sequential instruction in phonemic awareness and fluent word recognition. The district will support and monitor the implementation of this program by training Intervention Team Facilitators and MTSS Lead Administrators to train teachers at the school level in utilizing this program, including progress monitoring, with follow up and support from the district's Intervention Coach and MTSS Specialist, when necessary..
Corrective Reading Decoding Requires: Corrective Decoding Placement Assessment	Grades 3-12	WWC: Corrective Reading Decoding: Tier 3 Promising
Corrective Reading Language Comprehension	Grades 4-12 Oral Language, Vocabulary, Language Comprehension	WWC: Corrective Reading: Tier 3 Promising
Wilson Reading System Requires: Wilson Assessment of Decoding and Encoding (WADE) program placement assessment AND Word Identification and Spelling Test (WIST)	Grades 3-12 Oral Language, Phonological Awareness, Phonics, Vocabulary, Language Comprehension Wilson Reading System Tier 3 Intervention requires district support	Wilson Reading System: Tier 3 Promising

	through an individualized plan specific to the student needs. Please submit a MTSS Service and Support Form to request district support.	
Indicate the evidence-based programs and/or practices implemented for students with a disability, students with an IEP and students who are English language learners, if used instead of or in addition to programs above. Add additional rows as needed.		
Students with Disabilities: If the student is receiving core instruction, as well as specially designed instruction, then an Amendment IEP meeting will be held so that the IEP team can review current student data to determine if the student needs the addition of a completed Problem-Solving Protocol and-intensive, Tier 3 intervention in reading. The IEP team will determine how specially designed instruction will be implemented as a component of the Tier 3 intervention support.		
English Language Learners: If the student is receiving 45 minutes of ELD Vista support and through a collaborative meeting that includes the ESOL Facilitators, parent, ELD teacher(s), content area teachers, Intervention Team Facilitator, and MTSS Lead Administrator, it is determined that the students' needs additional targeted support, then the school team will consult with the Supervisors of ESOL and MTSS to determine additional Tier 3 interventions.		
Name of Program	ESSA Evidence Level or Verbiage (as needed)	
Add visuals or comprehensible input support to any of the above programs to make it most appropriate to their language level needs.	CEEDAR Center Evidence Based Practices for English Learners <u>Providing visuals and In Comprehensible Input Practices</u> ds not meet strong, moderate, or promising levels of evidence; however, the following WWC Practice Guide 6: Assisting Students Struggling with Reading, Recommendation 4: Provide appropriate interventions for English Learners who need support beyond Tier 1 instruction. This includes providing accommodations during interventions, such as "using visuals and gestures, building background knowledge, and clarifying meaning of words". The district will support and monitor implementation of this program by monitoring the district required Tier 2 intervention portfolios of students who receive instruction/intervention with, by training Intervention Team Facilitators and MTSS Lead Administrators to train teachers at the school level in utilizing this program, including progress monitoring, with follow up and support from the district's Intervention Coach and MTSS Specialist, when necessary.	
For K-3 students who have a substantial deficiency in reading or characteristics of dyslexia, identify the multisensory interventions provided. Early Foundations: incorporates visual (letter cards, keyword cards, visual cues for handwriting, kinesthetic/tactile (sky writing, finger tracing) Foundations: incorporates auditory (letter-keyword-sound drills, oral repetition), visual (letter and keyword cards, handwriting lines, visual cues), kinesthetic/tactile (sky writing, tapping for blending and segmenting, magnetic letter tiles) Wilson Reading: incorporates auditory (letter-keyword-sound drills, phonemic awareness, oral repetition), visual (letter and keyword cards, syllable types and spelling patterns, handwriting lines), kinesthetic/tactile (sky writing, sound tapping, magnetic letter tiles)		
What processes and procedures are in place to identify and solve problems to improve effectiveness of Tier 3 interventions? Students are progress monitored at least two times per week with Acadience Progress Monitoring assessments aligned to the student's intervention level. An in-program mastery assessment designed to measure the efficacy of the intervention program is administered as directed within the intervention program. Student Intervention Teams convene monthly to determine the student's response to intervention (good, questionable, poor) and to develop modifications or intensification of interventions. Parents are notified monthly regarding their student's progress, and during this meeting, a graph of progress monitoring must be shared with parents, in addition to student intervention work samples.		

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.
- o *Note: Instructional personnel who possess a literacy micro-credential **may not** be assigned to these students.*

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

Summer Reading Camps for Retained Grade 3 Students

Schedule: 22 days - June 8, 2026 - July 16, 2026. Student and Teacher Holiday June 29-July 2

Evidence-Based Instructional Materials to be used, as defined in [20 U.S.C. s. 7801\(21\)\(A\)\(i\)](#):

Phonemic Awareness: *Heggerty, FCRR Student Center Activities*

Phonics, Fluency, Vocabulary, and Comprehension: *From Phonics to Reading Multisyllabic Words, LexiaCore5, FCRR*

Comprehension: *P.R.I.D.E. (Phonemic Recognition Instruction Delivering Empowerment Orton-Gillingham Program) Reading Comprehension*

*From Phonics to Reading Building Reading Success does not meet strong, moderate, or promising levels of evidence; however, the following WWC Practice Guide Recommendation(s) support the program: **Foundational Skills to Support Reading for Understanding in Kindergarten through 3rd Grade** (WWC Practice Guide 14): Recommendation 1: Teach students academic language skills, including the use of inferential and narrative language, and vocabulary knowledge; Recommendation 2: Develop awareness of the segments of sounds in speech and how they link to letters (Strong Evidence); Recommendation 3: Teach students to decode words, analyze word parts, and write and recognize words (Strong Evidence); Recommendation 4: Ensure that each student reads connected text every day to support reading accuracy, fluency, and comprehension (Moderate Evidence).*

These recommendations were built into the program by its design as a module-based intervention founded on the latest Science of Reading research and elements of structured literacy. The program explicitly develops foundational literacy skills, with a strong emphasis on phonics and word study (aligning with Recommendations 2 and 3). It promotes fluency through daily reading and writing applications and addresses comprehension (aligning with Recommendation 4). Furthermore, its inclusion of vocabulary and syntax instruction supports the development of academic language skills (aligning with Recommendation 1). The program aims to accelerate learning through additional instruction, small-group or one-on-one intensity, and instruction tailored to individual student needs.

The district will support and monitor implementation of this program by providing professional learning to teachers hired to teach Summer Reading Camp during the initial day of training. The district will monitor use through classroom visits, surveys, and analyzing outcome data at the end of SRC.

Alternative Assessment Used: May, 2025— STAR Reading and SAT 10 Form A, July—FAST 3rd Grade Retake and SAT10 Reading Form H

Additional Information (optional):

The 2025 Summer Reading Camp will be offered at individual elementary school sites for 3rd-grade students scoring a level 1 on the end-of-year FAST Assessment (PM 3). 3rd-grade students attending Summer Reading Camp will receive evidence-based explicit, systematic, and multisensory reading instruction in phonemic awareness, phonics, fluency, vocabulary, and comprehension instruction and intervention from a highly effective teacher who is either endorsed or certified in reading using district-adopted evidence-based intervention materials and instructional practices. The following diagnostics will be implemented for students attending Summer Reading Camp: the Early Phonological Awareness Skills Test (PAST) or Phonological Awareness Screening Test (PAST), and/or Language Essentials for Teachers of Reading and Spelling (LETRS) Phonics and Word Reading Survey. The diagnostics will determine individualized small-group

instruction. School administrators will hire reading endorsed, highly effective teachers to provide instruction during Summer Reading Camp.

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

Summer Reading Camps for Students in Grades K-5

Will the district implement this option?

☐ Yes ☒ No

If yes, please describe the grade level(s) that will be invited to participate.

n/a

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 FEEP 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
Clay County's FCRR Literacy Matrix for Reading Endorsement	K-12 Teachers Seeking Reading Endorsement	The Florida Center for Reading Research at Florida State University has developed the <i>Reading Foundations and Evidence-Based Instructional Practices Pathway</i> to support educators in earning the Reading Endorsement. This pathway requires participants to complete all five reading endorsement competencies. Courses are delivered by certified Literacy Cadre Trainers in Clay County. Competency 1 AND Competency 2 may count toward the 40 hour reading renewal requirement.
Literacy for Leaders	Clay Administrators	School and district leaders receive information and professional learning opportunities throughout the school year starting with Summer Leadership. At Summer Leadership the district's Comprehensive Evidence-Based Reading Plan is reviewed and the implementation plan discussed. Specific training is offered in regards to best practices in analyzing Tier 1, Tier 2, Tier 3 outcomes for school, grade levels, and students. Administrators receive updates weekly through the SWB and monthly via virtual meetings. Specific trainings are offered throughout the year at monthly administrator trainings or in stand alone sessions by topic.
Learning Through Play	VPK-PreK	Discover how purposeful play supports learning and development in VPK classrooms! This professional learning session explores strategies to integrate

		play into daily instruction, helping children build critical thinking, language, and social-emotional skills while meeting Florida Early Learning and Development Standards.
VPK Summer Emergent Literacy	VPK-PreK + ESE Teachers	Growing Florida Strong: Exploring the (FELDS) Standards for Preschoolers Through State Related Activities-Educators will make connections between the Language and Literacy domain of the FELDS and developmentally appropriate activities that foster knowledge building about the State of Florida and discuss strategies for supporting preschoolers as citizens of the State. Domains will include concept development, quality of feedback and language modeling. In order to ensure theory to practice, coaching models will be provided for school that indicate need for further development. Let's Take It Outside: Exploring the(FELDS) Standards Through Nature- This interactive session is designed to inspire preschool educators to use both natural materials and nature-based experiences to promote language and vocabulary development, along with observation and problem-solving skills, while developing a sense of curiosity and creativity within young learners. Participants will be introduced to the many benefits of nature-based inquiry and receive practical strategies for addressing the Language and Literacy domain of the FELDS through interactions with the natural world.
Emergent Literacy Quarterly Cohorts	VPK-PreK	Enhance your teaching practice by joining a VPK Professional Learning Cohort! These cohorts bring educators together for ongoing collaboration, professional development, and hands-on learning. Participants will explore the Florida Early Learning and Development Standards through the Frog Street curriculum, with a special focus on building a strong foundation in emergent literacy. Educators will deepen their understanding of developmentally appropriate practices and inclusive strategies using Universal Design for Learning (UDL) principles. Through coaching, workshops, and shared experiences, teachers will develop effective strategies to support young children's growth, learning, and long-term success in VPK classrooms.
Summer Literacy Learning	Grades K-5 ELA Teachers + ESE Teachers	This annual professional learning opportunity is designed as a full day session with multiple session opportunities. This year sessions will include ½ day Benchmark Advance @2026 (new curriculum), multisensory phonics instruction, and B.E.S.T. Writing Strategies.
K-5 Grade Level Cohorts per grade	Quarters 1-3	Each 9 weeks professional learning is provided to 2 teachers per school, per grade level in a train-the-trainer model. This year's sessions will include ½ day Benchmark Advance @2026 training plus grade level specific training based on feedback, data, and trends. Topics will include instructional strategies that increase capacity in the 5 Practice Profiles to integrate instruction in the 6 components of reading.
Summer Training	6-12 ELA Teachers	ELA teachers in grades 6-12 will be offered the opportunity to attend multiple half day learning sessions during the summer: ● Session 1: From Practice to Assessment: Effective Vocabulary Instruction in 6-12 ELA ● Session 2: Breaking the Silence: Creating a Culture of Discourse in 6-12 ELA ● Session 3: Getting Started in 6-12 ELA: Navigating Curriculum Guides and Resources for Purposeful Instruction

Beyond the ELA Collaborative: Putting Strategies into Action	6-12 ELA Teachers	Selected ELA teachers in grades 6–12 will collaborate with literacy coaches to deepen their implementation of evidence-based literacy instructional practices introduced through middle and high school professional learning collaboratives. This initiative includes opportunities to observe model lessons, engage in reflective discussions with coaches and colleagues, and receive individualized support in integrating these practices into their own instruction. Teachers will convene twice per quarter in after-school sessions.
Middle School Collaboratives	Grades 6-8 ELA Teachers	English Language Arts (ELA) teachers in grades 6–8 will participate in quarterly professional learning sessions focused on enhancing instructional effectiveness. These sessions will address key areas including: explicit vocabulary instruction, targeted benchmark instruction, alignment of classroom tasks to grade-level benchmarks, strategies to increase student discourse, data-driven instructional decision-making, and explicit writing instruction grounded in the six principles of <i>The Writing Revolution</i> by Hochman and Wexler.
High School Collaboratives	Grades 9-12 ELA Teachers	English Language Arts (ELA) teachers in grades 9-12 will participate in quarterly professional learning sessions focused on enhancing instructional effectiveness. These sessions will address key areas including: explicit vocabulary instruction, targeted benchmark instruction, alignment of classroom tasks to grade-level benchmarks, strategies to increase student discourse, data-driven instructional decision-making, and explicit writing instruction grounded in the six principles of <i>The Writing Revolution</i> by Hochman and Wexler.
6-12 ELA BEST and FAST Basics	Grades 6-12 ELA Teachers	This session will provide participants with a foundational understanding of the ELA B.E.S.T. benchmarks and the structure of the ELA F.A.S.T. assessment used to measure student proficiency. It is particularly beneficial for: • First-year teachers • Educators new to secondary ELA content • Secondary ELA teachers who are new to Florida This session will be offered twice during the school year.
Summer Learning - Intensive Reading	6-12 Intensive Reading Teachers	This session facilitates teachers' use of Vocabulary.com to effectively boost our intensive reading students' morphology. This optional session is open to all current 7-12 Intensive Reading teachers and is offered twice per year.
B.E.S.T. Practices in Intensive Reading and Collaboration	7-12 Intensive Reading Teachers	These sessions are designed for secondary Intensive Reading teachers to refine our delivery of direct, explicit, and engaging instruction of our curricula. The purpose of these sessions is to move beyond implementation and enrich our understanding of the science of reading and add engaging strategies that are being leveraged by our colleagues and educators outside of our district to increase the efficacy of our instructional practices.
K-12 Curriculum Guide Input	K-2; 3-5; 6-8; 9-12 ELA Teachers	At the end of each year, a cohort of teachers from the different grade bands are selected to review curriculum guides. Data from progress monitoring and PM3 FAST will help guide where to address needed changes, professional learning, or supplemental material.
Strategic Intervention Models (SIMS) Paraphrasing/Summarizing, Inference Strategy, LINC'S Vocabulary	Grades 4-10 + MTSS Pilot Schools + ESE	Learning Strategies that can help students overcome specific learning difficulties that impede literacy, from identifying words in text to completing assignments on time to writing complete essays. Students use SIM Learning Strategies to help them understand information and solve problems. Students who do not know or use good learning strategies often learn passively and ultimately fail in school. SIM Learning Strategy instruction focuses on making students active learners.

MTSS Training	School Based ITF's and MTSS Lead Administrators	Beginning of the year mandatory training for Intervention Team Facilitators and MTSS Lead Administrators, focused on the district's mission and vision and multi-tiered system of support and led by the multi-disciplinary district MTSS team. Follow up optional training opportunities based on district needs are offered throughout the year.
Instructional Personnel and Certified PreK Teachers Describe how professional learning is provided to help instructional personnel and certified PreK teachers funded in the FEFP earn a certification, a credential or credentials, an endorsement or an advanced degree in scientifically researched and evidence-based reading instruction. District-wide Professional Learning opportunities are coordinated by the reading department and are facilitated by district specialists and coaches. This 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. The PL opportunities are designed to meet the requirements of s. <u>1012.585(3)(f)</u>. Teachers are notified of these opportunities via flyers and Google Classroom announcements and can register for the PL in Elevate, the district's professional learning tracking system. These sessions currently include: Reading Competency Courses through UF Flamingo; LETRS course; <u>Corrective Reading and Spelling Through Morphographs DL Course</u>; BEES Portal courses: Facilitated-- Exploring Structured Literacy, Differentiating Reading Instruction, Self-Paced, Independent-Reading Difficulties, Disabilities and Dyslexia, Structured Literacy through a Multi-Sensory Approach) Developmental Literacy, Literacy Micro-Credentials, and Leveraging Lexia PowerUp for Data-Driven Lesson Planning focused on Florida's B.E.S.T. Benchmarks for Reading. Professional learning in B.E.S.T. ELA standards and evidence-based reading practices and programs are also offered at the district and school levels. District unit-planning sessions are offered five times a year in alignment with the curriculum guides that integrate the B.E.S.T. standards and the district-adopted reading curriculum. Additional district and school-based training is provided for teachers in using the supplemental resources in alignment with the B.E.S.T. standards and identified student needs.		
Differentiated Professional Learning Describe how professional learning is differentiated and intensified for teachers based on progress monitoring data. Student data is reviewed throughout the year and support is prioritized for teachers, grade levels, and schools based on identified students' needs. Individual teachers may receive side-by-side coaching with job-embedded support, teams may receive ongoing support in reviewing data and developing literacy response plans, and school leaders may receive support for reviewing schoolwide data and making strategic plans for enhancing literacy instruction throughout the school. 7 schools have been identified for more intensive support in foundational skills K-3. These schools are implementing Foundations for foundational skills instruction. The district provides training and support as schools are launching this curriculum. Additional supports are provided to assist school-based coaches in monitoring and supporting instruction.		
Mentor Teachers Describe how mentor teachers are identified and how model classrooms are established and utilized within the school. Each school identifies teacher leaders to serve as mentor teachers and may also serve as model classrooms for others. These teachers are selected to demonstrate evidence-based literacy practices and the use of evidence-based literacy programs in ways that can be viewed and replicated by others to strengthen student literacy achievement across the school. Demonstration classroom teachers have been identified in K-10 to provide professional learning and access to classrooms with evidence-based teaching practices. There will be one K-5 and one 6-10 ELA demonstration classroom teacher identified across the district. The teachers will 1) engage in ongoing job-embedded professional learning, 2) implement this learning in the classroom, 3) open their classroom for professional learning observations by other teachers. Demonstration classroom teachers will work closely with a district coach.		

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

As part of the CCEA teacher contract, teachers engage in a minimum of 1 hour of collaborative professional learning each week. Literacy teachers use this time to identify the specific literacy skills and standards that students need to know and be able to do, develop common formative assessments, and use other diagnostic literacy assessments as needed to determine which students are meeting expectations and which need additional support and develop responsive tiered support plans to meet the student needs.

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

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

Name of Tutoring Program	Target Audience	Description
SAI (Supplemental Academic Instruction)	K-5	The district establishes a tutoring program for students who have reading deficiencies with funding provided through SAI (Supplemental Academic Instruction) findings or as funds become available. The district utilizes evidence-based materials included in our Decision Tree for before or after-school tutoring based on individual student needs through additional screenings. Schools develop a data-driven plan that identifies specific students, screenings to determine needs, and evidence-based materials that will be used for instruction. Materials include: The <i>Phonemic Recognition Instruction Delivering Empowerment</i> (P.R.I.D.E.) <i>Orton-Gillingham Program</i>—PAR (Green) Level; Black Grades 4-5 non-Summer Reading Camp students. The P.R.I.D.E. <i>Orton-Gillingham Program</i> is based on scientific research and years of Orton-Gillingham training and teaching experience at P.R.I.D.E. <i>Orton-Gillingham Program</i> Learning Center. P.R.I.D.E. <i>Orton-Gillingham Program</i> Learning Center is world-renowned for its work with students struggling with their reading and spelling due to common language difficulties such as dyslexia, auditory and visual processing disorders, speech deficits, and other learning differences. <i>Spelling Through Morphographs</i> Grades 4-6
RAISE School K-2 Tutoring	K-2	RAISE schools as identified through May, Progress Monitoring 3 outcomes, receive additional funds to prioritize K-2 students with the intention to ameliorate gaps prior to third grade. Screeners will be utilized to determine students' most foundational reading component to begin with a tutoring focus to close gaps. Materials include: <i>Heggerty Phonemic Awareness</i> (ESSA Level 3), <i>From Phonics to Reading Backpack</i> Levels K, A, B, C dependent on student need (ESSA Level 4), <i>Kid Lips Tools4Reading Backpack</i> (meets criteria for ESSA Level 3).

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.

When a student is identified with a substantial reading deficiency, the parents of the student will receive a digital copy of the district's Read At-Home Plan in alignment with s. [1008.25\(5\)\(e\), F.S.](#) The plan is embedded with links to

resources including links to the New Worlds Reading Initiative . The plan is disseminated through school communication, emails to families, posters provided to schools, Google Classrooms to teachers, and on the One Clay website.

Schools receive data to determine which students enroll in the New Worlds Reading Initiative. Students who qualify, but are not enrolled, will receive information through backpack fliers, email messages, and parent conferences. The district provides this information to schools after each Progress Monitoring Assessment.

Back-to-school events are planned for the district’s most at-risk schools to assist in enrolling students in these partnership programs.

Parents will digitally receive a Literacy Newsletter each quarter. The goal of the newsletter is to provide ongoing information to assist in building a stronger partnership between school and home. Parents will be provided with educational articles, activities, and updates about literacy in our district.

Each year, family nights are planned to engage all stakeholders in literacy. OneClay Parent Academies are hosted 3 times per year at locations in each region of the district. A VPK-2 literacy night is held during Florida’s Literacy Week to offer partnership resources and activities for families.

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).

Our school district partners with New Worlds Reading Initiative. Flyers are distributed to schools with the purpose of sharing with qualifying students. The district provides family emails for teachers to send home to specific students. The district contact shares New Worlds information with administrators for direct contact for partnerships of school literacy nights. The district literacy night includes a partnership with CEA to host a New Worlds Reading Initiative table to provide families with information. The district literacy team supports RAISE schools in distributing flyers on orientation day.

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

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

Initials	Assurance
	a. All reading instruction and professional learning is grounded in the science of reading; uses instructional strategies that includes phonics instruction for decoding and encoding as the primary strategy for word reading; and does not employ the three-cueing system model of reading or visual memory as a basis for teaching word reading.
	b. All students identified with a substantial deficiency in reading are covered by an individualized progress monitoring plan that meets the requirements of s. 1008.25(4)(c), F.S. , to address their specific reading deficiency, unless they have an IEP or 504 plan that addresses their reading deficiency, or both in accordance with Rule 6A-6.053(6)(c), F.A.C.
	c. All intensive reading interventions provided in Summer Reading Camps to students in grade 3 who score Level 1 on the statewide, standardized ELA assessment are delivered by instructional personnel who are certified or endorsed in reading and rated highly effective as determined by the teacher’s performance evaluation under s. 1012.34, F.S. All other intensive reading interventions

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

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

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

9) Highly Effective Teachers

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

We recognize the importance of building a strong foundation for students in grades K-2. Considerations for identifying highly effective teachers through multiple measures that can include—teacher evaluations, student data, classroom walkthroughs, and collegial learning. As teachers are identified, administrators work to strategically place teachers based on teacher strength and student needs.

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

Erin Skipper

Signature:



Date:

9.4.25