District Comprehensive Evidence-Based Reading Plan

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

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

1) Contact Information

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

Point of Contact	Name	Email	Phone
Main Reading Contact	Dr. Colleen Fletcher, Coordinator Elementary ELA	fletchco@collierschools.com	(239) 377-0169
Data Element	Matthew Virga Executive Director, Data Management	virgama@collierschools.com	(239) 377-6734
Third Grade Promotion	Dr. Colleen Fletcher Coordinator, Elementary ELA	fletchco@collierschools.com	(239) 377-0169
Multi-Tiered System of Supports	Sonja Samek Director, Exceptional Student Education	sameks@collierschools.com	(239) 377-0135
Secondary ELA	Lidia Camp Coordinator, Secondary ELA	campli@collierschools.com	(239) 377-0099
Summer Reading Camp	Kate Drilling Director, School Choice and Supplemental Programs	drillika@collierschools.com	(239) 377-0149
Assessment	Matt Virga Executive Director, Data Management	virgama@collierschools.com	(239) 377-6734
Reading Endorsement	Lidia Camp Coordinator, Secondary ELA	campli@collierschools.com	(239) 377-0099

2) District Expenditures

Comprehensive System of Reading Instruction Expenditures (Rule 6A-6.053(9)(b)3.b., F.A.C.)
The reading funding included in the Florida Education Finance Program (FEFP) base funding is intended to provide comprehensive reading instruction to students in prekindergarten (PreK) through grade 12. Districts will include salaries and benefits, professional learning, assessment, programs/materials, tutoring and incentives required to effectively implement the district's plan. The expenditures must prioritize Voluntary Prekindergarten (VPK) students who have a substantial deficiency in early literacy skills and K-3 students who have a substantial reading deficiency or characteristics of dyslexia.

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

Comprehensive System of Reading Instruction Expenditures	Amount	FTE (where applicable)
Elementary Expenses		
Literacy coaches	**3,581,353.28**	**33**
Intervention teachers		
Scientifically researched and evidence-based supplemental instructional materials		
Third grade summer reading camps		
Summer reading camps		
Secondary Expenses		
Literacy coaches		
Intervention teachers		
Scientifically researched and evidence-based supplemental instructional materials		
PreK-Grade 12 Expenses		
Professional learning to help K-12 instructional personnel and certified PreK teachers earn a certification, a credential, an endorsement or an advanced degree in scientifically researched and evidence-based reading instruction		
Incentives for K-12 instructional personnel and certified PreK teachers who obtain the Reading Endorsement or Certification		
Incentives for PreK-12 instructional personnel who obtain an Emergent, Elementary or Secondary Literacy Micro-Credential		
Additional time per day of evidence-based intensive reading instruction for extended literacy learning (before or after school, summer, etc.)		
Tutoring programs to accelerate literacy learning		
Family engagement activities		
Other – Please Describe (Add additional rows as needed.)		
Estimated Sum of Expenditures	3,581,353.28	

3) Literacy Leadership – District and School

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

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

FAST				
Grade	Previous School Year – % of Students Scoring	Goal for Plan Year – % of Students Scoring	Previous School Year – % of Students Scoring	Goal for Plan Year – % of Students Scoring
	Urgent Intervention <10th percentile	Urgent Intervention <10th percentile	At & Above Benchmark 40th percentile & above	At & Above Benchmark 40th percentile & above
VPK	3%	1.5%	81%	84%

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

CCPS VPK will improve literacy outcomes for all students throughout the school year by conducting progress monitoring, analysis of student performance data, and facilitating a continuous improvement cycle. Instructional practices will be refined through professional learning and coaching activities with a focus on implementation of the curriculum and refinement of high-yield strategies of Classroom Assessment Scoring System (CLASS).

Data meetings are conducted quarterly that focus on how many children are "on track" in pre-literacy/language development as well as other developmental domains according to Teaching Strategies Gold documentation and Florida's Early Learning and Developmental standards.

After administration of each VPK Progress Monitoring period, the CCPS Pre-K Team analyzes students' data to ensure that students make gains throughout the school year. Progress Monitoring data is also used to identify VPK students with a deficiency in reading who are in need of interventions.

Throughout the school year, a variety of reports are generated for each classroom and provided to instructional staff so that they can make data-based instructional decisions and work together with their practice-based coaches to ensure increased student achievement.

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

FAST				
Grade	Previous School Year – % of Students Scoring	Goal for Plan Year – % of Students Scoring	Previous School Year – % of Students Scoring	Goal for Plan Year – % of Students Scoring
	Level 1	Level 1	Levels 3-5	Levels 3-5
K	22%	19%	51%	54%
1	25%	22%	58%	61%
2	23%	20%	53%	56%
3	17%	14%	62%	65%
4	18%	15%	62%	65%

FAST				
Grade	Previous School Year – % of Students Scoring Level 1	Goal for Plan Year – % of Students Scoring Level 1	Previous School Year – % of Students Scoring Levels 3-5	Goal for Plan Year – % of Students Scoring Levels 3-5
5	16%	13%	61%	64%
6	18%	15%	64%	67%
7	19%	16%	62%	65%
8	20%	17%	60%	63%
9	19%	16%	61%	64%
10	17%	14%	61%	64%

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

1. Provide an explanation of the following:

Grades K-5	District Level	School Level
Data that will be collected and frequency of review	Ongoing Data: • FAST and FAST- STAR Progress Monitoring Data (PM1, PM2, PM3) • iReady Diagnostic Data • MTSS Data • Quarterly data analysis	Ongoing Data: • FAST and FAST- STAR Progress Monitoring Data (PM1, PM2, PM3) • iReady Diagnostic Data • MTSS Data • Classroom-based assessments • Florida Teacher Evaluation Model (FTEM) observations • Monthly PLC meetings • Quarterly Data Analysis
Actions for continuous support and improvement	• Instructional reviews/instructional rounds • Teacher on Special Assignment (TSA) support • Literacy Coach meetings and professional development • District professional development for instructional staff • Principal Dialogue at monthly meetings	• Instructional Rounds • Classroom walkthroughs and observations • Lesson plan review • Collaborative planning • Professional Development- Early Release Days and Professional Development Days • PLC meetings • Progress toward Literacy Leadership Team Goals
Grades 6-8	District Level	School Level
Data that will be collected and frequency of review	Ongoing Data: • FAST Progress Monitoring Data (PM1, PM2, PM3) • MTSS Data • Quarterly data analysis	Ongoing Data: • FAST Progress Monitoring Data (PM1, PM2, PM3) • MTSS Data

		• Classroom-based assessments • Florida Teacher Evaluation Model (FTEM) observations • Monthly PLC meetings • Quarterly data analysis
Actions for continuous support and improvement	• Instructional reviews/instructional rounds • Teacher on Special Assignment (TSA) support • Literacy Coach meetings and professional development • District professional development for instructional staff • Principal Dialogue at monthly meetings	• Instructional Rounds • Classroom walkthroughs and observations • Lesson plan review • Collaborative planning • Professional Development-Early Release Days and Professional Development Days • PLC meetings • Progress toward Literacy Leadership Team Goals
Grades 9-12	**District Level**	**School Level**
Data that will be collected and frequency of review	Ongoing Data: • FAST Progress Monitoring Data (PM1, PM2, PM3) • MTSS Data • Quarterly data analysis	Ongoing Data: • FAST Progress Monitoring Data (PM1, PM2, PM3) • Classroom-based assessments • Florida Teacher Evaluation Model (FTEM) observations • Graduation Report • Monthly PLC meetings • Quarterly data analysis
Actions for continuous support and improvement	• Instructional reviews/instructional rounds • TSA support • Literacy Coach meetings and professional development • District professional development for instructional staff • Principal dialogue at monthly meetings	• Instructional Rounds • Classroom walkthroughs and observations • Lesson plan review • Collaborative planning • Professional Development-Early Release Days and Professional Development Days • PLC meetings • Progress toward Literacy Leadership Team Goals

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.**

- Support and enhancements to a comprehensive K-12 Writing plan using evidence-based resources; additional progress monitoring through Writing Instructional Tools
- Continued professional learning for all stakeholders on Science of Reading focused on Florida's Formula for Success to strengthen Tier 1 instruction

- Focus on enhancing resources for Tier 2 and Tier 3 instruction

Dr. Gladys Vega and Dr. Iris Borghese, our State Regional Literacy Director(s), have continued to be a resource in the implementation of ELA B.E.S.T. Standards. We will continue to capitalize on their knowledge and expertise.

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

Principals will review implementation on a monthly basis with their Literacy Leadership Team. This review will include reflections from classroom visits and data analysis to identify areas of strength and areas for growth beginning with core instruction. An action plan for supporting areas of growth will be created and revisited at each Literacy Leadership Team meeting. The plan will be based on trends and data observed by school leaders and shared with the Literacy Leadership Team, followed by a plan to adjust instruction, planning, and/or provide professional development.

During school leadership meetings, grade levels or course levels are identified for walkthroughs by specific school leadership members. These walkthroughs will occur on a rotating basis allowing each member of the leadership team an opportunity to observe, review, and reflect on multiple classrooms.

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.**

Each school will conduct regular PLC meetings to review student data. Students identified with areas of need will receive intervention support in that specific area. A plan will be developed identifying the specific intervention, materials, duration, and person responsible. The progress of these students will be monitored for growth and adjustments necessary.

Collier County Public Schools conducts a Data Dialogue process three times per year with Principals, Assistant Principals, School Leadership Directors, as well as district Teaching and Learning personnel. During Data Dialogue, a review of assessment data is conducted. Schools also present their plans for enhancing areas of need as well as sharing effective practices. From that information, a district support plan is also developed to provide additional support for teachers and the Literacy Coach.

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?**

   Principals have received in-depth training on the District's literacy instructional coaching model. This has been accompanied by literacy-focused instructional rounds in every school. District expectations will be communicated to principals and assistant principals at beginning of year administrator meetings and reinforced by progress monitoring and discussions at administrator meetings throughout the school year. District staff will conduct instructional reviews at specific schools in need of additional support indicated by data or new administration which includes support for coaches.

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

Literacy coaches are supported in many ways through monthly literacy coach meetings. Each meeting includes professional learning focused on the development of coaching skills and attributes, collaboration with other coaches and District staff, and job-embedded professional learning anchored in the district's curriculum guides and instructional materials. Coaches also receive additional professional development during preservice days.

Schools with an identified need based on student data also receive additional support from a district literacy specialist. This support includes preplanning, professional development, and job-embedded coaching support. New coaches have additional monthly meetings focused on self-identified needs. Finally, new coaches are assigned a district literacy specialist to serve as a mentor.

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

The District supports coaches by conducting professional development at monthly Literacy Coach meetings as well as providing district literacy support to coaches who demonstrate a need. Professional development needs are determined in several ways including coach surveys, teacher surveys, and data analysis. Coaches are trained to conduct high impact activities such as setting PEERS goals, conducting coaching impact cycles, and guiding teachers in reflecting on their practice and adjusting their instruction. Additionally, coaches engage in a collaborative analysis of district and school data during monthly coach meetings. These collaborative sessions also include building capacity within the MTSS framework and processes.

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

During monthly Literacy Coach meetings, coaches engage in discussions of their practice with the goal of sharing best practices and problem-solving areas of need. District literacy specialists work at high-need schools alongside coaches to build their capacity. In this capacity, they model best practices such as coaching cycles and engage in data analysis and planning with coaches.

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

The district monitors Literacy Coach effectiveness by monitoring improvements in instructional practices and corresponding student achievement data. Evidence includes changes in classroom instruction aligned to best practices, teacher growth on observation rubrics, and gains in early literacy assessments such as FAST PM benchmarks. In addition, Coaches are evaluated based on their contribution to achieving schoolwide literacy goals. This includes facilitating data-driven planning, supporting Tier 1 instruction, and strengthening interventions. Their impact is tracked through school improvement plan indicators, team collaboration artifacts, and student growth in targeted literacy areas.

4) Assessment, Curriculum and Reading Instruction

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

K-12 reading instruction will align with Florida's Formula for Reading Success, 6 + 4 + T1 +T2 + T3, which includes:
- **Six components of reading**: oral language, phonological awareness, phonics, fluency, vocabulary and comprehension.
- **Four types of classroom assessments**: screening, progress monitoring, diagnostic and summative assessment.

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

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

The vision for literacy instruction in Collier County centers on cultivating student thinking through meaningful, standards-aligned experiences with texts. Students engage daily in reading, writing, listening, speaking, and interacting with a variety of texts as part of a knowledge-building curriculum grounded in the B.E.S.T. ELA standards. The District supports the alignment of the six components of reading through targeted professional learning focused on instructional application and impact.

District-created curriculum guides and resources support teachers in using systematic, explicit, and multisensory instruction in foundational skills, comprehension, vocabulary development, and written and oral communication. In addition, standards aligned instructional materials are purposefully designed to support the development of reading, writing, listening, and speaking skills from pre-kindergarten through Grade 12, ensuring students interact meaningfully with texts through high-quality instruction.

Our strategic plan prioritizes early literacy and reading achievement for students with disabilities through clearly defined goals. Specifically, the plan includes dedicated objectives aimed at increasing reading proficiency rates among students with disabilities. These goals emphasize the use of evidence-based instructional practices, progress monitoring, and data-driven interventions tailored to individual student needs.

English Language Learners (ELLs) are also a key priority in the Strategic Plan. The targeted objective is to increase the percentage of ELL students in grades 3-10 scoring at or above grade level on the FAST ELA assessment (PM3) from 16% to 19%. To support this goal, the focus is on strengthening vocabulary instruction by implementing consistent, research-based vocabulary strategies across ELA and all content areas. These strategies aim to improve comprehension and build academic language proficiency.

The four types of assessments are utilized to provide specific information for data-driven instructional decisions to inform teaching and benefit students. iReady Diagnostic serves as a pre-screener for students with a reading deficiency, specifically dyslexia. The iReady Diagnostic serves as a diagnostic measure for

identifying students' areas of strength and weakness as well as monitoring their progress throughout the school year for grades K-5 students. Students in grades K-10 participate in the state FAST progress monitoring three times per year. This tool provides valuable information on all students' progress, areas of strength and areas of need. Summative assessments include end of unit/module assessments as well as district course assessments for secondary students. All students receive Tier 1 instruction and are provided with accommodations as identified in an IEP or 504 as relevant. All students are provided with differentiation and scaffolds as appropriate based on their demonstration of learning. Corrective feedback is used as an effective instructional method for all students to improve progress.

For students who are demonstrating a reading deficiency, additional support in the form of Tier 2 or Tier 3 interventions is provided. The Early Warning System is frequently monitored to ensure all students exhibiting a need for more intensive support receive it. Based on student data, students receive either Tier 2 or Tier 3 support in the identified area of need which would include decoding or comprehension.

The District aligns K-12 reading instruction to Florida's formula for success for students with disabilities in the following ways:
- Each school receives allocations for certified ESE Inclusion teachers based on the enrollment of students with disabilities.
- The ESE inclusion teacher provides specially designed instruction according to the student's IEP goals.
- IEP goals in the area of reading focus on one or more of the six components of reading and are identified using screening and diagnostic assessments.
- Once goals are identified, progress is monitored every three weeks using classroom-based measurements and summative assessments.
- Students with IEPs receive specially designed instruction focused on IEP goals in addition to the three tiers of instruction.

The District aligns K-12 reading instruction with Florida's success formula for students identified as English Language Learners (ELL):
- Each elementary school receives allocations for ELL Immersion Resource teachers and ELL Tutors based on the enrollment of LY-identified students.
- Secondary schools receive allocations based on the instructional model at the school: Sheltered classes or Clustered classes.
- The ELL Immersion teacher provides specialized instruction tailored to the student's WIDA Access level.
- Reading support focuses on the four language proficiency domains: listening, speaking, reading, and writing.
- Depending on the number of ELLs, each school chooses an instructional model, either sheltered or immersive.
- After selecting the model, ELL support is provided by an ELL Immersion teacher and tutor.
- Progress is monitored using classroom-based measurements (iReady, Lexia English, Time Zone) and summative assessments (WIDA ACCESS, FAST).

It's important to note that ELL students have access to the same curriculum materials as their non-ELL peers. In addition to the general curriculum, ELL students receive Tier 1 instructional accommodation aligned with the Florida Consent Decree and Programmatic Education Plans to ensure access to core instruction. Secondary Tier 2 ELL students have access to Lexia (English), StudySync Newcomers EL Support, and Time Zones. Elementary Tier 3 students have access to Reading Horizons Discovery or Elevate, a strong evidence-based intervention in which students receive explicit, systematic instruction in phonics and most

common words. The recommended resources are student-centered focusing on the strengths and needs of ELLs and are aligned to the WIDA English Language Development standards.

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.**

All CCPS Pre-K programs use Florida's Early Learning and Developmental Standards (FELDS) to guide their instructional model. Explicit whole group instruction in each program component is extended through practice in teacher-led small group activities and independent use at learning centers. The Creative Curriculum provides teachers with background knowledge of developmentally appropriate instructional practices and classroom setup for preschool age children.

In VPK classrooms, The Early Literacy and Learning Model/Plus (ELLM/Plus) is the research-based curriculum used for instructing Pre-K students. ELLM/Plus is a theme-based, comprehensive literacy-focused curriculum designed to encourage children's creativity, curiosity, and persistence. ELLM/Plus uses conversations to build students' vocabulary knowledge, extend their language skills, and increase their knowledge of the world around them. Language and literacy are developed through read-alouds and focus on print concepts, letter names and sounds, phonological awareness, and writing. Reading aloud to children reinforces their understanding of print and provides opportunities for them to see letters and words and hear the sounds that the letters make. Reading aloud helps children develop vocabulary skills and comprehensive skills as well as knowledge of story structure. The teacher introduces print concepts and models strategies for children to use as they learn about print through reading and writing. It provides children with an opportunity to understand how to access their knowledge in a way that will help them understand the words in a text. Children learn the names and sounds of letters by working with a cluster of letters. Letter clusters are created by assessing children's recognition of upper- and lowercase letters. Children are provided with explicit instruction in letter recognition. Both upper- and lowercase letters are taught at the same time to improve children's recognition of letters and their sounds. Children move through the levels of phonological awareness by starting at the beginning levels (Levels 1-6) to gain a solid foundation and then moving through the more advanced levels (Levels 7-12) as they demonstrate success. Phonics connection activities are provided to give children opportunities to connect phonological awareness with print. Children begin to write by scribbling, drawing, and writing letter-like formations, strings of letters, and then words. Teachers help children move through the characteristics of writing by participating in daily writing experiences.

Pre-K ESE classrooms utilize the Frog Street Pre-K curriculum, which encompasses a wide body of research-based practices and brain-based research to encourage the social and emotional, physical, language, and cognitive development of a child. The curriculum is designed to build students' background knowledge, receptive and expressive language, and early literacy skills through meaningful learning experiences. Read-alouds, aligned with the monthly theme, are used to emphasize vocabulary development. Follow-up activities provide additional practice and opportunities to deepen understanding of the topic and reinforce targeted skills. Through these experiences, students also develop concepts of print as well as alphabet and sound knowledge.

A variety of assessments are used throughout the year to measure students' progress and inform instructional decision-making.

In all Pre-K classrooms, Teaching Strategies Gold (TSG) is used for quarterly monitoring and reporting of student progress across nine learning domains against widely held expectations on the developmental continuum for preschool students. TSG provides teachers with information on what the student is "ready to learn" next based on their current levels. This allows teachers to differentiate and level

instruction for all learners. The Alphabet Letter Recognition Inventory (ALRI) is given five times per year to monitor student progress in recognizing both uppercase and lowercase letters. The Pre-Skills Checklist is completed quarterly to document acquisition of letter and sound knowledge, shapes, colors, number identification, and counting.

In VPK classrooms, monthly phonological awareness checks from the ELLM/Plus curriculum ensure students are acquiring the skills taught for the month. In addition, the statewide, standardized progress monitoring program known as the VPK Florida Assessment of Student Thinking (VPK-FAST) Star Early Literacy is administered three times per year to assess and monitor VPK student achievement of the performance standards in early literacy and mathematics. VPK-FAST results are part of the VPK Provider Performance Metric and used to identify student achievement and learning gains. VPK Program Quality is measured by the Classroom Scoring System (CLASS) program assessment. CLASS is an evidence-based observational tool used to assess the effectiveness of teacher-child interactions in the classroom, focusing on the following domains: Emotional Support, Classroom Organization, and Instructional Support. Research supports that quality interactions between adults and children promote children's social and cognitive development helping them thrive in their learning environments and directly influences student achievement. Results are used to determine areas of need for professional learning to ensure that students are receiving rigorous, developmentally appropriate instruction in all areas, including language development and literacy.

In addition, Pre-K teachers complete the Child Outcomes Summary (COS) in accordance with the state mandated exit assessment for each student with an IEP. The COS is a process used in special education to track a child's development in three key areas: positive social-emotional skills, acquisition and use of knowledge and skills, and use of appropriate behaviors to meet needs. The COS utilizes a team-based process involving discussion about the child's functioning across settings and situations by those who know the child best, such as family members and practitioners to document the progress of each student.

Overall, the data from TSG, ALRI, phonological awareness assessments, VPK-FAST, and COS (when applicable) is used to guide literacy instruction and adjust when needed. Small group composition and content are based on the data of these assessments. These tools, together with CLASS are used by practice-based coaches to support progress toward kindergarten readiness goals. Practice-based coaches assist teachers in identifying adjustments needed in small group composition, targeted skills instruction, pacing, and differentiation.

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

In all Pre-K classrooms, explicit whole group instruction in each program component is extended through practice in teacher-led small group activities and independent use at learning centers. Instructional materials are aligned to Florida's Early Learning and Developmental Standards (FELDS). Teachers follow a District developed instructional calendar to ensure all learning areas are covered. In VPK classrooms, ELLM/Plus is the research-based curriculum used for instructing Pre-K students. ELLM/Plus is a theme-based, comprehensive literacy-focused curriculum designed to encourage children's creativity, curiosity, and persistence. Monthly instructional guides provide structure for students to develop the literacy and language skills students need to become successful readers through high-quality informational and narrative children's books. In addition to teachers' monthly thematic unit guides with accompanying books to support the theme, materials include thematic poems, phonological awareness and phonics connections materials, vocabulary cards, word wall and high frequency word cards, print concepts support materials, alphabet songs and posters, along with an assessment toolkit.

Pre-K ESE classrooms utilize the Frog Street Pre-K curriculum, which is organized around thematic units. Teacher guides and strategy cards are provided so teachers can implement key strategies for phonological awareness, alphabet knowledge, read-alouds, expressive writing, and math concepts. Literature and informational books, along with developmental storybooks that are told at different levels, accompany each monthly theme. In addition, there are various hands-on supports such as letter, vocabulary, and thematic card sets for developing vocation and matching, sorting, and sequencing. Visuals, including, photo cards and posters further support each theme.

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.**

CCPS Pre-K follows guidance from the state's Department of Early Learning (DEL) to support students who demonstrate a Substantial Deficiency in Early Literacy Skills.

After administration of each VPK FAST Progress Monitoring period, the CCPS Pre-K Team analyzes students' data to identify VPK students with a substantial deficiency in reading who need interventions.

When students demonstrate a substantial deficiency in early literacy, teachers and other professionals collaborate with parents to develop an appropriate plan for intervention using a problem-solving process. Student Success Plans (SSPs) are developed and parents are informed monthly of the progress in the interventions.

CCPS Pre-K teachers consistently implement explicit standard-based early literacy interventions in small groups that focus on increasing students' specific early literacy skills that need improvement, such as alphabetic and print knowledge, phonological awareness, language, and/or vocabulary using intensive, explicit, systematic, and multisensory methods. VPK intervention materials consist of developmentally appropriate and research-based supplemental curriculum, which includes Creative Curriculum Intentional Teaching Card and Mighty/More Minutes, along with student centered activities from the Florida Center for Reading Research (FCRR).

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

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

The Decision Trees must contain the following information:

- Name of each assessment, targeted audience, component(s) of reading assessed, type of assessment, the frequency of data collection and the method and timeframes by which assessment data will be provided to teachers and parents. For students in VPK through grade 10, the FAST must be administered pursuant to s. 1008.25(9)(b), F.S., and included as a component of the Assessment/Curriculum Decision Trees.
- Performance criteria used for decision-making for each assessment at each grade level.
- Evidence-based instructional materials and strategies.
- Specific criteria for when a student is identified to receive intensive reading interventions (Tier 3), what intensive reading interventions will be used, how the intensive reading interventions are provided and assurance that intensive reading interventions are delivered by a teacher who is certified or endorsed in reading or instructional personnel who possess a literacy micro-credential.
- Identification of the multisensory interventions provided to students in grades K-3 who have a substantial deficiency in reading or characteristics of dyslexia, including a description of the

intensive, explicit, systematic and multisensory reading interventions which will be provided to students in grades K-3.

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

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

Grades VPK-5

1. **Grades VPK-5 Assessments**

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

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

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

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

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

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

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

o   For grades 1 and 2, the student scores below the tenth (10th) percentile or is unable to complete the practice items on the designated grade-level assessment for the specified testing window of the coordinated screening and progress monitoring system pursuant to s. 1008.25(9), F.S.; or

o   For grade 3, the student scores below the twentieth (20th) percentile at the beginning or middle of the year on the coordinated screening and progress monitoring system pursuant to s. 1008.25(9), F.S.

- A student in grade 3 scores Level 1 on the end-of-year statewide, standardized ELA assessment pursuant to s. 1008.22(3)(a), F.S.

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

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

If a student meets any of the following criteria, the student will be referred to the school's MTSS team to engage in the problem-solving process and triangulate all available student data to consider drafting a Student Success Plan (SSP) that includes Tier 2 and Tier 3 interventions, which will begin immediately and be delivered by a teacher who has reading certification or endorsement. Progress monitoring will occur bi-weekly to address any changes needed to advance closing the achievement gap.

Criteria:
- Non-LY* Student scores significantly below proficiency level on the state accountability assessment and scores below grade level as indicated on the supplemental reading resource diagnostic assessment.
- Non-LY* student who scores two or more grade levels below current grade on oral reading fluency.
- Non-LY* student scores Level 1 on the FAST Progress Monitoring Assessment.
- Teacher recommendation to the school MTSS team based on demonstrated student performance that indicates a substantial reading deficiency (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).

*LY as defined by the FLDOE: The student is classified as limited English proficient and is enrolled in a program or receiving services that are specifically designed to meet the instructional needs of ELL students, regardless of instructional model/approach.

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

If a student meets any of the following criteria, the student will be referred to the school's MTSS team to engage in the problem-solving process and triangulate all available student data to consider drafting a Student Success Plan (SSP) that includes Tier 2 and Tier 3 interventions, which will begin immediately and be delivered by a teacher who has the reading certification or endorsement. Progress monitoring will occur bi-weekly to address any changes needed to advance closing the achievement gap.

Criteria:
- Non-LY* Student scores significantly below proficiency level on the state accountability assessment and scores below grade level as indicated on the supplemental reading resource diagnostic assessment.
- Non-LY* student who scores two or more grade levels below current grade on oral reading fluency.
- Non-LY* student scores Level 1 on the FAST Progress Monitoring Assessment.

- Teacher recommendation to the school MTSS team based on demonstrated student performance that indicates a substantial reading deficiency (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).

*LY as defined by the FLDOE: The student is classified as limited English proficient and is enrolled in a program or receiving services that are specifically designed to meet the instructional needs of ELL students, regardless of instructional model/approach.

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.**

Students who demonstrate characteristics of dyslexia (two or more of the following: weaknesses in phonics, phonological awareness, phonological memory, blending, or fluency) as evidenced by teacher observation or results of formative assessments and who are not demonstrating mastery of the grade level standards are referred to the MTSS problem solving team for development of a student success plan (SSP) and initiation of tier 3 interventions.

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

The district follows a systematic multi-step process to ensure additional screening is provided to students with characteristics of dyslexia as required by s.1008.25(9), F.S. This is part of our Multi-Tiers System of Support (MTSS) process to ensure early identification and appropriate intervention for students with reading deficiencies that may be related to dyslexia.
Students are identified for additional screening through teacher observation and ongoing progress monitoring data from FAST-STAR. When a student struggles to master Tier 1 instruction and shows signs of struggling with phonological awareness and processing and decoding, further screening using iReady Diagnostic Dyslexia Risk Factor Screener is used to investigate possible characteristics of dyslexia for students in grades K-3.

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

School-based Literacy Leadership Teams, Administration, and the Literacy Coach monitor classroom observation, classroom formative assessments, and analysis of student work. Data chats are conducted at each school site during weekly grade level collaborative planning as well as during monthly/quarterly data chats. At the district level, FAST and STAR Progress Monitoring Data, iReady Diagnostic Data and MTSS Data are monitored quarterly and/or following each test administration by Elementary Coordinator, TSAs, Teaching and Learning Directors, Data Management Director, Chief Academic Officer, Deputy Superintended, and Superintendent.

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

MTSS School-based Leadership Teams meet monthly and triangulate individual student data and progress monitoring data to track each student's response to intervention.
Frequent monitoring of MTSS data by District Coordinator and Teachers on Special Assignment (TSA).

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

MTSS School-based Leadership Teams meet monthly and triangulate individual student data and progress monitoring data to track each student's response to intervention.
Frequent monitoring of MTSS data by District Coordinator and Teachers on Special Assignment (TSA)

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

Tier 1 (Core) Only

Beginning of Year Data

Students must meet the following criteria at the beginning of the school year:
Triangulated student data indicators include but are not limited to the following:
iReady score above Quartile 1 (45th percentile)
FAST STAR- Above 40 Percentile Rank (PR)
FAST- Level 3 or higher

List performance criteria that indicate Tier 1 instruction is sufficient for at least 80% of students.
iReady score above Quartile 1 (45th percentile)
FAST STAR- At/Above 40 Percentile Rank (PR)
FAST- Level 3 or higher (including prior year's performance on PM3)

What processes and procedures are in place to identify and solve problems to improve effectiveness of Tier 1 instruction?
To improve the effectiveness of Tier 1 instruction, we have several processes and procedures in place. We purposefully schedule students based on their prior year's performance to ensure they are placed in classrooms where they can receive the necessary supports to access and succeed in Tier 1 instruction. The overarching goal is to create classrooms with a narrower range of performance levels to better support targeted instruction and student learning. Ongoing data monitoring, collaborative planning, and targeted professional development are used to identify instructional gaps, adjust strategies, and ensure alignment to grade-level expectations. This proactive approach allows us to address student needs early and maintain high-quality, inclusive instruction for all learners.
Grade level Data Chats are held regularly to monitor student progress and make instructional adjustments. Additional support from reading coaches and/or other staff is provided where needed.
At weekly PLC meetings, teachers and literacy coaches monitor formative assessment data for student progress. Evaluation of curriculum implementation takes place if decreased student progress is evident.

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

Name of Program	Year of Program Adoption
Houghton Mifflin Harcourt (HMH) *Into Reading* Florida	2021 – 2022 school year
Wilson Fundations is used for foundational skills instruction in grades K-3	2023-2024 school year, supplemental

Performance criteria that prompt the addition of Tier 2 interventions for students not meeting expectations/benchmarks during the school year:
A student who has received Core differentiation with additional scaffolding for a sustained period of time and is not making adequate progress.

Triangulated student data indicators include but are not limited to the following:
Classroom-based measures (Unit/Module assessments, letter and sound identification, high-frequency words, fluency) consistently scoring 60% or below of expected quarterly performance

iReady score below 25th percentile
Grade K-2 FAST- STAR below 25 PR
Grades 3-5 FAST Level 2 or below

Tier 1 Instruction + Tier 2 Interventions

Beginning of Year Data

Students who meet the following criteria at the beginning of the school year:
Decline to a below proficient score or lack of progress from one assessment period to the next.
FAST- STAR- below 40 Percentile Rank (PR)
FAST equivalent Level 1 or 2
iReady score below 25th percentile
Grade K-2 FAST- STAR below 25 PR (including prior year's performance on PM3)
Grades 3-5 FAST Level 2 or below (including prior year's performance on PM3)

Number of times per week interventions are provided:
Minimum 3 times per week or more if determined by MTSS Leadership Team

Number of minutes per intervention session:
Minimum 15 minutes or more if determined by MTSS Leadership Team

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

Name of Program	ESSA Evidence Level	Verbiage (as needed)
HMH Into Reading: Word Study Studio	**None**	HMH Into Reading: Word Study Studio does not meet strong, moderate, or promising levels of evidence; however, the following WWC Practice Guide Recommendation(s) support the program: IES Practice Guide Recommendation(s): *Foundational Skills to Support Reading for Understanding in Kindergarten Through 3rd Grade* - 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 – *Strong Evidence* *Providing Reading Interventions for Students in Grades 4–9* - Recommendation 1: Build students' decoding skills so they can read complex multisyllabic words – *Strong Evidence*

		• Recommendation 3: Routinely use a set of comprehension-building practices to help students make sense of the text – *Strong Evidence* These recommendations were built into the program by embedding explicit, systematic instruction in phonological awareness, phonics, and word recognition strategies. The program integrates practice with decodable texts, structured word study routines, and vocabulary-building activities that align with evidence-based practices in foundational literacy skills. The district will support and monitor implementation of this program through a structured Canvas repository housing materials and indicating use. Assessment data from progress monitoring tools will be analyzed during grade-level or PLC meetings to adjust instruction and identify areas needing additional support. This will include professional learning opportunities such as initial training sessions for coaches who will act as a train-the-trainer at each school site. Additionally, job-embedded support will be provided through modeling lessons, co-teaching, and targeted mentoring for new or struggling teachers.
HMH Into Reading: Rigby Leveled Readings/Read and Respond Journals	**None**	HMH Into Reading: Rigby Leveled Readers / Read and Respond Journals does not meet strong, moderate, or promising levels of evidence; however, the following WWC Practice Guide Recommendation(s) support the program: IES Practice Guide Recommendation(s): *Foundational Skills to Support Reading for Understanding in Kindergarten Through 3rd Grade* • 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 – *Strong Evidence*
		Providing Reading Interventions for Students in Grades 4–9
		- Recommendation 1: Build students' decoding skills so they can read complex multisyllabic words – *Strong Evidence* - Recommendation 3: Routinely use a set of comprehension-building practices to help students make sense of the text – *Strong Evidence*
		These recommendations were built into the program by designing a reading structure that allows students to access appropriately challenging texts daily, thereby promoting fluency, decoding, and comprehension. The Rigby Readers offer structured opportunities for supported reading, with targeted vocabulary and decoding support. The Read and Respond Journals provide structured prompts and scaffolds that encourage students to analyze word parts, respond to text-based questions, and develop written responses aligned with comprehension-building strategies. The design ensures repeated exposure to high-frequency words and multisyllabic vocabulary, supporting both foundational and higher-level reading skills.
		The district will support and monitor implementation of this program through a structured Canvas repository housing materials and indicating use. Assessment data from progress monitoring tools will be analyzed during grade-level or PLC meetings to adjust instruction and identify areas needing additional support.
		This will include professional learning opportunities such as initial training sessions for coaches who will act as a train-the-trainer at each school site. Additionally, job-embedded support will be provided through modeling lessons, co-teaching, and targeted mentoring for new or struggling teachers.

Wilson Fundations K-3		Wilson Fundations does not meet strong, moderate, or promising levels of evidence; however, the following WWC Practice Guide Recommendation(s) support the program:
		IES Practice Guide Recommendation(s): *Foundational Skills to Support Reading for Understanding in Kindergarten Through 3rd Grade*
		• 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*
		These recommendations were built into the program by providing a structured, multisensory, and systematic approach to foundational literacy skills, including phonological awareness, phonics, high-frequency word recognition, handwriting, and spelling. Fundations is designed with daily, explicit instruction in sound-symbol relationships, word structure, and sentence-level skills. Instruction follows a cumulative scope and sequence and includes built-in progress monitoring to ensure mastery before moving forward. The program incorporates direct teaching of phonemic awareness and decoding strategies that align directly with research-based recommendations.
		The district will support and monitor implementation of this program by providing teachers with instructional guides and materials, and using walkthrough tools during regular classroom walkthroughs. Instructional coaches will model lessons, conduct observations with feedback, and facilitate data discussions to monitor student progress. Ongoing use of unit assessments will allow teachers to make informed instructional decisions and plan diagnostically to best meet student needs.
		This will include professional learning opportunities including training in Wilson Fundations for all K–3 educators, ongoing refresher sessions reinforce implementation, and grade-level PLCs focused on analyzing student

		data and aligning instruction to student needs. Teachers will also have access to coaching support, including modeling of lessons and collaborative planning.
Reading Horizons Discovery	**Promising**	
Reading Horizons Elevate		Reading Horizons Elevate does not meet strong, moderate, or promising levels of evidence; however, the following WWC Practice Guide Recommendation(s) support the program: IES Practice Guide Recommendation(s): *Providing Reading Interventions for Students in Grades 4–9* • Recommendation 1: Build students' decoding skills so they can read complex multisyllabic words – *Strong Evidence* • Recommendation 3: Routinely use a set of comprehension-building practices to help students make sense of the text – *Strong Evidence* These recommendations were built into the program by delivering explicit, systematic instruction in advanced phonics, decoding, and word analysis strategies specifically designed for students who have gaps in foundational reading skills. Reading Horizons Elevate incorporates a multisensory approach rooted in the Orton-Gillingham methodology and focuses on teaching students how to break down multisyllabic words, recognize common spelling patterns, and apply strategies for automatic word recognition. The program also includes embedded comprehension exercises, vocabulary instruction, and fluency practice helping students apply skills to connected text. The district will support and monitor implementation of this program through the expertise of the ELL department, ELL teacher on special assignment (ELLL TSA), and ELL immersion teachers. These staff members will be trained to deliver targeted Reading Horizons Elevate lessons during designated intervention blocks and small-group sessions. This will include professional learning opportunities by ELL TSAs initial training

| | | for new staff implementation, ongoing support through job-embedded coaching, and collaborative PLCs focused on the intersection of language development and foundational reading instruction. |

Indicate the evidence-based programs and/or practices implemented for students with a disability, students with an IEP and students who are English language learners, if used instead of or in addition to programs above. Add additional rows as needed.

Students with Disabilities

Name of Program	ESSA Evidence Level	Verbiage (as needed)
IXL (for DHH Students)	**Strong**	IXL does not meet strong, moderate, or promising levels of evidence; however, the following WWC Practice Guide Recommendation(s) support the program: WWC Practice Guide: *Improving Reading Comprehension in Kindergarten Through 3rd Grade* - Recommendation 1: Teach students how to use reading comprehension strategies – *Strong Evidence* - Recommendation 2: Teach students to identify and use the text's organizational structure to comprehend, learn, and remember content – *Moderate Evidence* - Recommendation 3: Guide students through focused, high-quality discussion on the meaning of text – *Moderate Evidence* - Recommendation 4: Select texts purposefully to support comprehension development – *Minimal Evidence* - Recommendation 5: Establish an engaging and motivating context in which to teach reading comprehension – *Minimal Evidence* WWC Practice Guide: *Foundational Skills to Support Reading for Understanding in Kindergarten Through 3rd Grade* - 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*
		WWC Practice Guide: *Providing Reading Interventions for Students in Grades 4–9*
		• Recommendation 1: Build students' decoding skills so they can read complex multisyllabic words – *Strong Evidence*
		• Recommendation 3: Routinely use a set of comprehension-building practices to help students make sense of the text – *Strong Evidence*
		These recommendations were built into the program by offering personalized, skill-specific practice in phonics, vocabulary, fluency, and comprehension through interactive, adaptive technology. IXL's design allows students to engage in scaffolded instruction aligned to state standards and reading frameworks. For DHH students, visual models, immediate feedback, and data tracking support individualized learning and language development across foundational and comprehension skills. While IXL is not specifically designed for DHH learners, the visual and self-paced nature of the platform supports accessibility when paired with appropriate accommodations.
		District Support and Monitoring of Program Implementation **Usage Data** • Monitor IXL analytics (time on task, skills practiced, progress toward standards) for DHH students. • Compare participation and completion rates with district averages to ensure equity. **Progress Monitoring** • Align IXL data with IEP goals and quarterly reports. • Review skill accuracy, growth, and classroom transfer. **Feedback and Evaluation**

- Gather feedback from teachers, interpreters, students, and DHH staff on accessibility and effectiveness.
- Hold quarterly review meetings with DHH instructional teams to analyze data and identify improvements.

Accountability and Adjustment
- Principals and ESE leaders will review implementation progress during school leadership meetings.
- Provide targeted professional learning and adjust resources if outcomes fall short.

Professional Learning Opportunities
Training and Coaching
- Train DHH and general education staff on integrating IXL and using its data for targeted support.
- Offer ongoing coaching and collaborative planning for effective DHH strategies.

Accessibility and Equity
- Configure IXL settings for DHH accessibility (e.g., captions, screen readers, amplification).
- Develop supplemental supports (visuals, ASL tutorials, guides).
- Make individualized program adjustments per IEP accommodations.

English Language Learners		
Name of Program	**ESSA Evidence Level**	**Verbiage (as needed)**
Lexia English- select school(s) Teacher-led lessons (Lexia Lessons)	**Strong**	Lexia English does not meet strong, moderate, or promising levels of evidence; however, the following WWC Practice Guide Recommendation(s) support the program: WWC Practice Guide: *Teaching Academic Content and Literacy to English Learners in Elementary and Middle School* • Recommendation 1: Teach a set of academic vocabulary words intensively across several days using a variety of instructional activities – *Strong Evidence* • Recommendation 2: Integrate oral and written English language instruction into content-area teaching – *Strong Evidence*

		- Recommendation 3: Provide regular, structured opportunities to develop written language skills – *Moderate Evidence* - Recommendation 4: Provide small-group instructional intervention to students struggling in areas of literacy and English language development – *Moderate Evidence* These recommendations were built into the program by delivering a structured, adaptive curriculum that integrates academic vocabulary instruction, listening and speaking practice, and scaffolded language support. Lexia English is designed to accelerate English language development for multilingual learners through interactive, culturally responsive lessons that focus on oral language proficiency, academic discourse, and comprehension. The program supports independent learning and uses speech recognition technology to help students practice and refine pronunciation, while also tracking progress through embedded assessments. The district will support and monitor implementation of this program by systematically monitoring students' online practice activities and assessment results within the LEXIA ENGLISH Learning platform. The data collected will serve as a key accountability measure, ensuring fidelity of program implementation, compliance with district and state requirements, and alignment with performance on WIDA ACCESS. Findings will also be reviewed regularly to evaluate program effectiveness and guide necessary adjustments. This will include professional learning opportunities offered throughout the school year by our ELL Teachers on Special Assignment (ELL, TSA) and LEXIA ENGLISH program representative. These ongoing job-embedded coaching and collaborative PLCs sessions will address effective instructional delivery practices, the use of assessment resources for accurate student placement, and systematically monitoring of

| | | student progress toward established learning outcomes. In addition, ELL TSAs will provide guidance on the implementation of scaffolding strategies designed to support both new and returning teachers implementing the program. |

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

Multisensory instruction is defined as instruction including visual, auditory, and kinesthetic tactile modalities either consecutively or concurrently to improve student's ability to remember and learn literacy skills (International Dyslexia Association).

Our core reading program, HMH *Into Reading* Florida, provides teachers with a bank of targeted lessons for phonemic awareness, phonological awareness, as well as phonics and word study for grades 4-5. Daily Show and Teach Slides are available for grades K-2 to provide students a multisensory opportunity to practice foundational skills they are learning.

In addition, SPIRE (EPS Learning) provides explicit, teacher-led multisensory instruction based on the science of reading in an easy to implement format. The goal of which is to transform beginning and striving students, and those with dyslexia, into successful readers. The intensive, sequential multisensory instruction of SPIRE® helps build skills for struggling readers as well as their understanding of written text.

Although EPS Learning does not meet strong, moderate or promising levels of evidence for grades PreK-3, the program is supported by the following IES Practice Guide Recommendations: Foundational Skills to Support Reading for Understanding in Kindergarten Through 3rd Grade, Recommendation 2: Develop awareness of the segments of sounds in speech and link to letters, Strong Evidence; Recommendation 3: Teach students to decode words, analyze word parts, and write and recognize words, Strong Evidence. The following IES Practice Guide Recommendations also support the program: Assisting Students Struggling with Reading: Response to Intervention (RtI) and Multi-Tier Intervention in the Primary Grades, Recommendation 3: Provide intensive, systematic instruction on up to three foundational reading skills in small groups to students who score below the benchmark score on universal screening. The district will support and monitor implementation of this program by conducting data chats and observational walkthroughs, including 1 initial session (provided by the publisher), an initial six-week checkpoint, and quarterly professional learning supported by literacy coaches.

Multisensory strategies are grounded in the Orton-Gillinham approach according to the International Dyslexia Association. These strategies are often used together to support students acquisition and retention of reading skills.

Auditory strategies helps students develop phonemic awareness by focusing on hearing and processing sounds.
- Phoneme segmentation and blending (breaking apart and combining individual sounds in words)
- Dictation and sound-symbol correspondence

Visual strategies help students link sounds to letters and strengthen orthographic mapping.
- Color-coded letter tiles or word parts to visually distinguish phonemes and morphemes
- Graphic organizers (e.g., sound boxes, syllable charts)
- Posters for sound-symbol correspondence

Kinesthetic strategies use body movement to support learning concepts.
- Skywriting (writing letters in the air using large arm motions)

Tactile strateiges
- Finger tracing

Integrated Multisensory Activities

- Orton-Gillingham-based routines (e.g., tapping, tracing, saying letter sounds while writing them)
- SPIRE 10-Step Lesson Routine, which includes blending, dictation, visual reading, oral reading, and written spelling tasks in an integrated format
- Elkonin Boxes with manipulatives, where students listen to a word, segment sounds, and push tokens into boxes while repeating the sounds

Performance criteria that prompt the addition of Tier 3 interventions for students not meeting expectations/benchmarks during the school year:
iReady score below 15th percentile
Grade K-2 FAST- STAR below 10 PR
Grades 3-5 FAST Level 1

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:
Most recent iReady Diagnostic (scoring one or more grade levels below)
FAST/STAR Progress Monitoring Tool
iReady score below 15th percentile
Classroom-based measures (Unit/Module assessments, letter and sound identification, high-frequency words, fluency) consistently scoring 60% or below of expected quarterly performance
Grade K-2 FAST- STAR below 10 PR (including prior year's performance on PM3) or the student is unable to complete the practice items on PM1 or PM2
Grade K-2 FAST-STAR Level 1 on PM3
Grade 3 FAST below 20 PR on PM1 or PM3
Grades 3-5 FAST Level 1 on PM3 (including prior year's performance on PM3)

Number of times per week interventions are provided:
Daily or 150 minutes per week (the number of days and times can be flexible based on scheduling)

Number of minutes per intervention session:
Minimum 30 minutes daily or 150 minutes weekly

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

Name of Program	ESSA Evidence Level	Verbiage (as needed)
HMH Into Reading: Word Study Studio	**None**	HMH Into Reading: Word Study Studio does not meet strong, moderate, or promising levels of evidence; however, the following WWC Practice Guide Recommendation(s) support the program: IES Practice Guide Recommendation(s): *Foundational Skills to Support Reading for Understanding in Kindergarten Through 3rd Grade* • 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 – *Strong Evidence* *Providing Reading Interventions for Students in Grades 4–9* • Recommendation 1: Build students' decoding skills so they can read complex multisyllabic words – *Strong Evidence* • Recommendation 3: Routinely use a set of comprehension-building practices to help students make sense of the text – *Strong Evidence* These recommendations were built into the program by embedding explicit, systematic instruction in phonological awareness, phonics, and word recognition strategies. The program integrates practice with decodable texts, structured word study routines, and vocabulary-building activities that align with evidence-based practices in foundational literacy skills. The district will support and monitor implementation of this program through a structured Canvas repository housing materials and indicating use. Assessment data from progress monitoring tools will be analyzed during grade-level or PLC meetings to adjust instruction and identify areas needing additional support. This will include professional learning opportunities such as initial training sessions for coaches who will act as a train-the-trainer at each school site. Additionally, job-embedded support will be provided through modeling lessons, co-teaching, and targeted mentoring for new or struggling teachers.
SPIRE EPS Learning	**Promising**	

Indicate the evidence-based programs and/or practices implemented for students with a disability, students with an IEP and students who are English language learners, if used instead of or in addition to programs above. Add additional rows as needed.		
Students with Disabilities		
Name of Program	**ESSA Evidence Level**	**Verbiage (as needed)**
IXL **(for DHH Students)**	**Strong**	IXL does not meet strong, moderate, or promising levels of evidence; however, the following WWC Practice Guide Recommendation(s) support the program: WWC Practice Guide: *Improving Reading Comprehension in Kindergarten Through 3rd Grade* - Recommendation 1: Teach students how to use reading comprehension strategies – *Strong Evidence* - Recommendation 2: Teach students to identify and use the text's organizational structure to comprehend, learn, and remember content – *Moderate Evidence* - Recommendation 3: Guide students through focused, high-quality discussion on the meaning of text – *Moderate Evidence* - Recommendation 4: Select texts purposefully to support comprehension development – *Minimal Evidence* - Recommendation 5: Establish an engaging and motivating context in which to teach reading comprehension – *Minimal Evidence* WWC Practice Guide: *Foundational Skills to Support Reading for Understanding in Kindergarten Through 3rd Grade* - 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* WWC Practice Guide: *Providing Reading Interventions for Students in Grades 4–9*

		• Recommendation 1: Build students' decoding skills so they can read complex multisyllabic words – *Strong Evidence* • Recommendation 3: Routinely use a set of comprehension-building practices to help students make sense of the text – *Strong Evidence* These recommendations were built into the program by offering personalized, skill-specific practice in phonics, vocabulary, fluency, and comprehension through interactive, adaptive technology. IXL's design allows students to engage in scaffolded instruction aligned to state standards and reading frameworks. For DHH students, visual models, immediate feedback, and data tracking support individualized learning and language development across foundational and comprehension skills. While IXL is not specifically designed for DHH learners, the visual and self-paced nature of the platform supports accessibility when paired with appropriate accommodations. **District Support and Monitoring of Program Implementation** **Usage Data** • Monitor IXL analytics (time on task, skills practiced, progress toward standards) for DHH students. • Compare participation and completion rates with district averages to ensure equity. **Progress Monitoring** • Align IXL data with IEP goals and quarterly reports. • Review skill accuracy, growth, and classroom transfer. **Feedback and Evaluation** • Gather feedback from teachers, interpreters, students, and DHH staff on accessibility and effectiveness. • Hold quarterly review meetings with DHH instructional teams to analyze data and identify improvements. **Accountability and Adjustment**

		• Principals and ESE leaders will review implementation progress during school leadership meetings.
		• Provide targeted professional learning and adjust resources if outcomes fall short.
		Professional Learning Opportunities
		Training and Coaching
		• Train DHH and general education staff on integrating IXL and using its data for targeted support.
		• Offer ongoing coaching and collaborative planning for effective DHH strategies.
		Accessibility and Equity
		• Configure IXL settings for DHH accessibility (e.g., captions, screen readers, amplification).
		• Develop supplemental supports (visuals, ASL tutorials, guides).
		• Make individualized program adjustments per IEP accommodations.

English Language Learners		
Name of Program	**ESSA Evidence Level**	**Verbiage (as needed)**
Lexia English- select school(s) Teacher-led lessons (Lexia Lessons)	**Strong**	Lexia English does not meet strong, moderate, or promising levels of evidence; however, the following WWC Practice Guide Recommendation(s) support the program: WWC Practice Guide: *Teaching Academic Content and Literacy to English Learners in Elementary and Middle School* • Recommendation 1: Teach a set of academic vocabulary words intensively across several days using a variety of instructional activities – *Strong Evidence* • Recommendation 2: Integrate oral and written English language instruction into content-area teaching – *Strong Evidence* • Recommendation 3: Provide regular, structured opportunities to develop written language skills – *Moderate Evidence* • Recommendation 4: Provide small-group instructional intervention to students struggling in areas of literacy and English

		language development – *Moderate Evidence*
		These recommendations were built into the program by delivering a structured, adaptive curriculum that integrates academic vocabulary instruction, listening and speaking practice, and scaffolded language support. Lexia English is designed to accelerate English language development for multilingual learners through interactive, culturally responsive lessons that focus on oral language proficiency, academic discourse, and comprehension. The program supports independent learning and uses speech recognition technology to help students practice and refine pronunciation, while also tracking progress through embedded assessments.
		The district will support and monitor implementation of this program by systematically monitoring students' online practice activities and assessment results within the LEXIA ENGLISH Learning platform. The data collected will serve as a key accountability measure, ensuring fidelity of program implementation, compliance with district and state requirements, and alignment with performance on WIDA ACCESS.
		Findings will also be reviewed regularly to evaluate program effectiveness and guide necessary adjustments.
		This will include professional learning opportunities offered throughout the school year by our ELL Teachers on Special Assignment (ELL, TSA) and LEXIA ENGLISH program representative. These ongoing job-embedded coaching and collaborative PLCs sessions will address effective instructional delivery practices, the use of assessment resources for accurate student placement, and systematically monitoring of student progress toward established learning outcomes. In addition, ELL TSAs will provide guidance on the implementation of scaffolding strategies designed to support both new and returning teachers implementing the program.

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

Multisensory instruction is defined as instruction including visual, auditory, and kinesthetic tactile modalities either consecutively or concurrently to improve student's ability to remember and learn literacy skills (International Dyslexia Association).

Our core reading program, HMH *Into Reading* Florida, provides teachers with a bank of targeted lessons for phonemic awareness, phonological awareness, as well as phonics and word study for grades 4-5. Daily Show and Teach Slides are available for grades K-2 to provide students a multisensory opportunity to practice foundational skills they are learning.

In addition, SPIRE (EPS Learning) provides explicit, teacher-led multisensory instruction based on the science of reading in an easy to implement format. The goal of which is to transform beginning and striving students, and those with dyslexia, into successful readers. The intensive, sequential multisensory instruction of SPIRE® helps build skills for struggling readers as well as their understanding of written text.

Although EPS Learning does not meet strong, moderate or promising levels of evidence for grades PreK-3, the program is supported by the following IES Practice Guide Recommendations: Foundational Skills to Support Reading for Understanding in Kindergarten Through 3rd Grade, Recommendation 2: Develop awareness of the segments of sounds in speech and link to letters, Strong Evidence; Recommendation 3: Teach students to decode words, analyze word parts, and write and recognize words, Strong Evidence. The following IES Practice Guide Recommendations also support the program: Assisting Students Struggling with Reading: Response to Intervention (RtI) and Multi-Tier Intervention in the Primary Grades, Recommendation 3: Provide intensive, systematic instruction on up to three foundational reading skills in small groups to students who score below the benchmark score on universal screening. The district will support and monitor implementation of this program by conducting data chats and observational walkthroughs, including 1 initial session (provided by the publisher), an initial six-week checkpoint, and quarterly professional learning supported by literacy coaches.

Multisensory strategies are grounded in the Orton-Gillinham approach according to the International Dyslexia Association. These strategies are often used together to support students acquisition and retention of reading skills.

Auditory strategies helps students develop phonemic awareness by focusing on hearing and processing sounds.
- Phoneme segmentation and blending (breaking apart and combining individual sounds in words)
- Dictation and sound-symbol correspondence

Visual strategies help students link sounds to letters and strengthen orthographic mapping.
- Color-coded letter tiles or word parts to visually distinguish phonemes and morphemes
- Graphic organizers (e.g., sound boxes, syllable charts)
- Posters for sound-symbol correspondence

Kinesthetic strategies use body movement to support learning concepts.
- Skywriting (writing letters in the air using large arm motions)

Tactile strateiges
- Finger tracing

Integrated Multisensory Activities
- Orton-Gillingham-based routines (e.g., tapping, tracing, saying letter sounds while writing them)
- SPIRE 10-Step Lesson Routine, which includes blending, dictation, visual reading, oral reading, and written spelling tasks in an integrated format
- Elkonin Boxes with manipulatives, where students listen to a word, segment sounds, and push tokens into boxes while repeating the sounds.

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

Monthly monitoring at the district level ensures every student on the Early Warning System has an identified plan of support.

Bi-weekly progress monitoring of Tier 3 students and classroom observations ensure the student is making progress.

Grade level Data Chats to monitor student progress and to make instructional adjustments are held regularly. Additional support from reading coaches, District Coordinators, TSA, and/or other staff is provided where needed.

Teachers and literacy coaches monitor formative assessment data at weekly Professional Learning Communities (PLC) meetings. Evaluation of curriculum implementation takes place if decreased student progress is evident.

To support high-quality Tier 3 instruction, ongoing professional learning is provided for new teachers, administrators, and grade-level teams. This includes training on intervention programs, progress monitoring tools, and data-based decision-making. Fidelity checks are conducted regularly to ensure interventions are delivered as intended and meet the intensity and duration required for student success.

7. **Summer Reading Camps (Rule 6A-6.053(8), F.A.C.)**
   Requirements of Summer Reading Camps pursuant to s. 1008.25(8), F.S., include:

   - Providing instruction to grade 3 students who score Level 1 on the statewide, standardized ELA assessment;
   - Implementing evidence-based explicit, systematic and multisensory reading instruction in phonemic awareness, phonics, fluency, vocabulary and comprehension; and
   - Providing instruction by a highly effective teacher endorsed or certified in reading.
     - *Note: Instructional personnel who possess a literacy micro-credential **may not** be assigned to these students.*

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

Summer Reading Camps for Retained Grade 3 Students
Schedule:
Month of June 2025, Monday-Thursday 7:50 am-2:40 pm (approximate)
Evidence-Based Instructional Materials to be used, as defined in 20 U.S.C. s. 7801(21)(A)(i):
HMH Into Reading: Fluency and Foundational Skills (Structured Literacy), Florida Assessment Preparation *Scholastic Lit Camp*
Alternative Assessment Used: iReady Diagnostic
Additional Information (optional):

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

Summer Reading Camps for Students in Grades K-5
Will the district implement this option?
☒Yes   ☐No
If yes, please describe the grade level(s) that will be invited to participate.
Grade 2, Grade 4

Grades 6-8

8. **Grades 6-8 Assessments**

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

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

Additional Assessment(s)				
Name of the Assessment	**Target Audience (Grades 6-8) (Select all that apply.)**	**What component of reading is assessed? (Select all that apply.)**	**Assessment Type (Select all that apply.)**	**How often is the data collected?**
Diagnostic/Placement Assessment - Lexia PowerUp program	☒ Grade 6 ☒ Grade 7 ☒ Grade 8 ☐ All Students ☒ Select Students	☐ Oral Language ☒ Phonological Awareness ☒ Phonics ☒ Fluency ☒ Vocabulary ☒ Comprehension	☐ Screening ☐ Progress Monitoring ☒ Diagnostic ☐ Summative	☐ Weekly ☐ 2 x Month ☐ Monthly ☐ Quarterly ☐ 3 x Year ☒ Annually ☐ As Needed ☐ Other
Ongoing data analysis through the Lexia PowerUp program	☒ Grade 6 ☒ Grade 7 ☒ Grade 8 ☐ All Students ☒ Select Student	☐ Oral Language ☒ Phonological Awareness ☒ Phonics ☒ Fluency ☒ Vocabulary ☒ Comprehension	☐ Screening ☒ Progress Monitoring ☐ Diagnostic ☐ Summative	☐ Weekly ☐ 2 x Month ☒ Monthly ☐ Quarterly ☐ 3 x Year ☐ Annually ☐ As Needed ☐ Other

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

If a student meets any of the following criteria, the student will be referred to the school's MTSS Leadership team to engage in the problem-solving process and triangulate all available student data to consider drafting a Student Success Plan (SSP) that includes Tier 2 and Tier 3 interventions, which will begin immediately and be delivered by a teacher who has Reading Certification or Endorsement. Progress monitoring will occur bi-weekly to address any changes needed to advance closing the achievement gap.

Criteria:
- Non-LY* Student who scores Level 1 or 2 on FAST progress monitoring assessment.
- Non-LY* student who scores two or more grade levels below current grade on oral reading fluency.
- Teacher recommendation to the school MTSS Leadership team based on demonstrated student performance that indicates a substantial reading deficiency (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).

*LY as defined by the FLDOE: The student is classified as limited English proficient and is enrolled in a program or receiving services that are specifically designed to meet the instructional needs of ELL students, regardless of instructional model/approach.

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

School-based Literacy Leadership Teams, Administration, and the Literacy Coach monitor through classroom observation, classroom formative assessments, and analysis of student work. Data chats are conducted at each school site during weekly grade level collaborative planning as well as during monthly/quarterly data chats. At the district level, FAST Progress Monitoring Data, and MTSS Data are monitored quarterly and/or following each test administration by the Secondary ELA Coordinator, TSAs, Teaching and Learning Directors, Data Management Director, Chief Academic Officer, Deputy Superintended, and Superintendent.

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

Effectiveness is monitored by the Literacy Coach and School Literacy Leadership Team using FAST PM1 and PM2 data as well as intervention program progress monitoring data, classroom observations, classroom formative assessments, analysis of student work, and data chats.

MTSS School-based Leadership Teams meet monthly and triangulate individual student data and progress monitoring data to track each student's response to intervention.

Frequent monitoring of MTSS data by District Coordinator and Teachers on Special Assignment (TSA).

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

Effectiveness is monitored by the Literacy Coach and School Literacy Leadership Team using FAST PM1 and PM2 data as well as intervention program progress monitoring data, classroom observations, classroom formative assessments, analysis of student work, and data chats.

MTSS School-based Leadership Teams meet monthly and triangulate individual student data and progress monitoring data to track each student's response to intervention.

Frequent monitoring of MTSS data by District Coordinator and Teachers on Special Assignment (TSA).

Grades 6-8 Decision Tree

Tier 1 (Core) Only

Beginning of Year Data

Students must meet the following criteria at the beginning of the school year:
Students score a Level 3 or higher on previous year's FAST ELA PM3.

List performance criteria that indicate Tier 1 is sufficient for at least 80% of students.
- FAST ELA Level 3 or higher and/or improved score at each assessment period PM1 to PM2
- Classroom-based measures (Unit assessments, comprehension question responses, written responses, vocabulary assignments/assessments) consistently scoring 80% or above of expected performance.

What procedures are in place to identify and solve problems to improve effectiveness of Tier 1 instruction?
To improve the effectiveness of Tier 1 instruction, we have several processes and procedures in place. We purposefully schedule students based on their prior year's performance on the FAST ELA Assessment to ensure they are placed in classrooms where they can receive the necessary supports to access and succeed in Tier 1 instruction. The overarching goal is to create classrooms with a narrower range of performance levels to better support targeted instruction and student learning. Ongoing data monitoring, collaborative planning, and targeted professional development are used to identify instructional gaps, adjust strategies, and ensure alignment to grade-level expectations. This proactive approach allows us to address student needs early and maintain high-quality, inclusive instruction for all learners.

Grade level teachers review results on progress monitoring tools listed in the Assessment Chart regularly during Collaborative Planning to monitor student progress and make instructional adjustments.
Additional support from reading coaches and/or other staff is provided where needed.

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

Name of Program	Year of Program Adoption
McGraw Hill StudySync	**2021 – 2022 school year**

Performance criteria that prompt the addition of Tier 2 interventions for students not meeting expectations/benchmarks during the school year:
A student who has received Core differentiation with additional scaffolding for 3 weeks or more and is not making adequate progress compared to peers.

Triangulated student data indicators include but are not limited to the following:
Classroom-based measures (Unit assessments, comprehension question responses, written responses, vocabulary assignments/assessments) consistently scoring 60% or below of expected performance
Grades 6-8 FAST PM1 and/or PM2 score at Level 2 or below.

Tier 1 Instruction + Tier 2 Interventions

Beginning of Year Data

Students who meet the following criteria at the beginning of the school year:
Students who score Level 1 or 2 on previous year's FAST ELA PM 3 and/or PM1 of the current year.
Student who scores below grade level as indicated on the supplemental reading resource diagnostic assessment as listed on the Assessment Chart.

Number of times per week interventions are provided:
5

Number of minutes per intervention session:
45
Course(s) where interventions take place:
M/J Intensive Reading 1 1000010
M/J Intensive Reading 2 1000012
M/J Intensive Reading 3 1000014

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

Name of Program	ESSA Evidence Level	Verbiage (as needed)
Lexia PowerUp Teacher-led lessons conducted by instructional personnel endorsed or certified in reading or who possess an elementary or secondary literacy micro-credential (Lexia Lessons, Skill Builders)	**Promising**	

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

Students with Disabilities

Name of Program	ESSA Evidence Level	Verbiage (as needed)
IXL **(for DHH Students)**		IXL does not meet strong, moderate, or promising levels of evidence; however, the following WWC Practice Guide Recommendation(s) support the program: WWC Practice Guide: *Providing Reading Interventions for Students in Grades 4–9* • Recommendation 1: Build students' decoding skills so they can read complex multisyllabic words – *Strong Evidence* • Recommendation 3: Routinely use a set of comprehension-building practices to help students make sense of the text – *Strong Evidence* These recommendations were built into the program by offering personalized, skill-specific practice in phonics, vocabulary, fluency, and comprehension through interactive, adaptive technology. IXL's design allows students to engage in scaffolded instruction aligned to state standards and reading frameworks. For DHH students, visual models, immediate feedback, and data tracking support individualized learning

		and language development across foundational and comprehension skills. While IXL is not specifically designed for DHH learners, the visual and self-paced nature of the platform supports accessibility when paired with appropriate accommodations. **District Support and Monitoring of Program Implementation** **Usage Data** - Monitor IXL analytics (time on task, skills practiced, progress toward standards) for DHH students. - Compare participation and completion rates with district averages to ensure equity. **Progress Monitoring** - Align IXL data with IEP goals and quarterly reports. - Review skill accuracy, growth, and classroom transfer. **Feedback and Evaluation** - Gather feedback from teachers, interpreters, students, and DHH staff on accessibility and effectiveness. - Hold quarterly review meetings with DHH instructional teams to analyze data and identify improvements. **Accountability and Adjustment** - Principals and ESE leaders will review implementation progress during school leadership meetings. - Provide targeted professional learning and adjust resources if outcomes fall short. **Professional Learning Opportunities** **Training and Coaching** - Train DHH and general education staff on integrating IXL and using its data for targeted support. - Offer ongoing coaching and collaborative planning for effective DHH strategies. **Accessibility and Equity**

		• Configure IXL settings for DHH accessibility (e.g., captions, screen readers, amplification).
		• Develop supplemental supports (visuals, ASL tutorials, guides).
		• Make individualized program adjustments per IEP accommodations.

English Language Learners		
Name of Program	**ESSA Evidence Level**	**Verbiage (as needed)**
Lexia English Teacher-led lessons conducted by instructional personnel endorsed or certified in reading or who possess an elementary or secondary literacy micro-credential (Lexia Lessons)		Lexia English does not meet strong, moderate, or promising levels of evidence; however, the following WWC Practice Guide Recommendation(s) support the program: WWC Practice Guide: *Teaching Academic Content and Literacy to English Learners in Elementary and Middle School* • Recommendation 1: Teach a set of academic vocabulary words intensively across several days using a variety of instructional activities – *Strong Evidence* • Recommendation 2: Integrate oral and written English language instruction into content-area teaching – *Strong Evidence* • Recommendation 3: Provide regular, structured opportunities to develop written language skills – *Moderate Evidence* • Recommendation 4: Provide small-group instructional intervention to students struggling in areas of literacy and English language development – *Moderate Evidence* These recommendations were built into the program by delivering a structured, adaptive curriculum that integrates academic vocabulary instruction, listening and speaking practice, and scaffolded language support. Lexia English is designed to accelerate English language development for multilingual learners through interactive, culturally responsive lessons that focus on oral language proficiency, academic discourse, and comprehension. The program supports independent learning and uses speech recognition technology to help students practice

		and refine pronunciation, while also tracking progress through embedded assessments. The district will oversee and support the implementation of this program by systematically monitoring students' online practice activities and assessment results within the Spark platform. The data collected will serve as a key accountability measure, ensuring fidelity of program implementation, compliance with district and state requirements, and alignment with performance on WIDA ACCESS. Findings will also be reviewed regularly to evaluate program effectiveness and guide necessary adjustments. This will include comprehensive professional learning opportunities offered throughout the school year by our ELL Teachers on Special Assignment (ELL, TSA) and National Geographic Learning program representative. These ongoing job-embedded coaching and collaborative PLCs sessions will address effective instructional delivery practices, the use of assessment resources for accurate student placement, and systematically monitoring of student progress toward established learning outcomes. In addition, ELL TSAs will provide guidance on the implementation of scaffolding strategies designed to support both new and returning teachers implementing the program.

Performance criteria that prompt the addition of Tier 3 interventions for students not meeting expectations/benchmarks during the school year:
A student who has received Tier 2 differentiation with additional scaffolding for 6 weeks or more and is not making adequate progress compared to peers.

Triangulated student data indicators include but are not limited to the following:
- Classroom-based measures (Unit assessments, comprehension question responses, written responses, vocabulary assignments/assessments) consistently scoring 60% or below of expected performance.
- MTSS/Response to Intervention (RtI) consistently scoring 60% or below of expected performance and/or showing no improvement
- Grades 6-8 FAST PM1 and/or PM2 score at Level 2 or below

Tier 1 Instruction + Tier 2 Interventions + Tier 3 Intensive Interventions
Beginning of Year Data
Students who meet the following criteria at the beginning of the school year: Student scores Level 1 or 2 on the FAST ELA PM3 from the previous year and/or FAST ELA PM1 of the current year   The student performs below grade level as indicated in the ongoing progress monitoring through Lexia PowerUp data and has not made progress with Tier 2 interventions.   Data should be triangulated and include students who have multiple indicators on Florida's Early Warning System.
Number of times per week interventions are provided: 3 -5   **Number of minutes per intervention session:**   20   **Course(s) where interventions take place:**   M/J Intensive Reading 1 1000010   M/J Intensive Reading 2 1000012   M/J Intensive Reading 3 1000014
Intensive, Individualized Instruction/Interventions   **Indicate the evidence-based programs and/or practices used for Tier 3 interventions and how the programs and practices are supported by strong, moderate or promising levels of evidence. Add additional rows as needed.**

Name of Program	ESSA Evidence Level	Verbiage (as needed)
Lexia PowerUp Teacher-led lessons conducted by instructional personnel endorsed or certified in reading or who possess an elementary or secondary literacy micro-credential (Lexia Lessons, Skill Builders)	**Promising**	

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

Name of Program	ESSA Evidence Level	Verbiage (as needed)
IXL **(for DHH Students)**		IXL does not meet strong, moderate, or promising levels of evidence; however, the following WWC Practice Guide Recommendation(s) support the program: WWC Practice Guide: *Providing Reading Interventions for Students in Grades 4–9* • Recommendation 1: Build students' decoding skills so they can read complex multisyllabic words – *Strong Evidence* • Recommendation 3: Routinely use a set of comprehension-building practices to

| | | help students make sense of the text – *Strong Evidence* |
| | | These recommendations were built into the program by offering personalized, skill-specific practice in phonics, vocabulary, fluency, and comprehension through interactive, adaptive technology. IXL's design allows students to engage in scaffolded instruction aligned to state standards and reading frameworks. For DHH students, visual models, immediate feedback, and data tracking support individualized learning and language development across foundational and comprehension skills. While IXL is not specifically designed for DHH learners, the visual and self-paced nature of the platform supports accessibility when paired with appropriate accommodations. **District Support and Monitoring of Program Implementation** **Usage Data** Monitor IXL analytics (time on task, skills practiced, progress toward standards) for DHH students. Compare participation and completion rates with district averages to ensure equity. **Progress Monitoring** Align IXL data with IEP goals and quarterly reports. Review skill accuracy, growth, and classroom transfer. **Feedback and Evaluation** Gather feedback from teachers, interpreters, students, and DHH staff on accessibility and effectiveness. Hold quarterly review meetings with DHH instructional teams to analyze data and identify improvements. **Accountability and Adjustment** Principals and ESE leaders will review implementation progress during school leadership meetings. |

		• Provide targeted professional learning and adjust resources if outcomes fall short.
		Professional Learning Opportunities
		Training and Coaching
		• Train DHH and general education staff on integrating IXL and using its data for targeted support.
		• Offer ongoing coaching and collaborative planning for effective DHH strategies.
		Accessibility and Equity
		• Configure IXL settings for DHH accessibility (e.g., captions, screen readers, amplification).
		• Develop supplemental supports (visuals, ASL tutorials, guides).
		• Make individualized program adjustments per IEP accommodations.

English Language Learners

Name of Program	ESSA Evidence Level	Verbiage (as needed)
Lexia English Teacher-led lessons conducted by instructional personnel endorsed or certified in reading or who possess an elementary or secondary literacy micro-credential (Lexia Lessons)		Lexia English does not meet strong, moderate, or promising levels of evidence; however, the following WWC Practice Guide Recommendation(s) support the program: WWC Practice Guide: *Teaching Academic Content and Literacy to English Learners in Elementary and Middle School* • Recommendation 1: Teach a set of academic vocabulary words intensively across several days using a variety of instructional activities – *Strong Evidence* • Recommendation 2: Integrate oral and written English language instruction into content-area teaching – *Strong Evidence* • Recommendation 3: Provide regular, structured opportunities to develop written language skills – *Moderate Evidence* • Recommendation 4: Provide small-group instructional intervention to students struggling in areas of literacy and English language development – *Moderate Evidence*

		These recommendations were built into the program by delivering a structured, adaptive curriculum that integrates academic vocabulary instruction, listening and speaking practice, and scaffolded language support. Lexia English is designed to accelerate English language development for multilingual learners through interactive, culturally responsive lessons that focus on oral language proficiency, academic discourse, and comprehension. The program supports independent learning and uses speech recognition technology to help students practice and refine pronunciation, while also tracking progress through embedded assessments. The district will oversee and support the implementation of this program by systematically monitoring students' online practice activities and assessment results within the Spark platform. The data collected will serve as a key accountability measure, ensuring fidelity of program implementation, compliance with district and state requirements, and alignment with performance on WIDA ACCESS. Findings will also be reviewed regularly to evaluate program effectiveness and guide necessary adjustments. This will include comprehensive professional learning opportunities offered throughout the school year by our ELL Teachers on Special Assignment (ELL, TSA) and National Geographic Learning program representative. These ongoing job-embedded coaching and collaborative PLCs sessions will address effective instructional delivery practices, the use of assessment resources for accurate student placement, and systematically monitoring of student progress toward established learning outcomes. In addition, ELL TSAs will provide guidance on the implementation of scaffolding strategies designed to support both new and returning teachers implementing the program.

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

Monthly monitoring at the district level ensures every student on the Early Warning System has an identified plan of support.

Bi-weekly progress monitoring of Tier 3 students and classroom observations ensure the student is making progress.

Grade level Data Chats to monitor student progress and to make instructional adjustments are held regularly. Additional support from reading coaches, District Coordinators, TSA, and/or other staff is provided where needed.

Teachers and literacy coaches monitor formative assessment data at weekly Professional Learning Communities {PLC} meetings. Evaluation of curriculum implementation takes place if decreased student progress is evident.

To support high-quality Tier 3 instruction, ongoing professional learning is provided for new teachers, administrators, and grade-level teams. This includes training on intervention programs, progress monitoring tools, and data-based decision-making. Fidelity checks are conducted regularly to ensure interventions are delivered as intended and meet the intensity and duration required for student success.

Grades 9-12

13. **Grades 9-12 Assessments**

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

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

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

Additional Assessment(s)				
Name of the Assessment	**Target Audience (Grades 9-12) (Select all that apply.)**	**What component of reading is assessed? (Select all that apply.)**	**Assessment Type (Select all that apply.)**	**How often is the data collected?**
District-created Summative Assessment/Final Exam	☒ Grade 9 ☒ Grade 10 ☒ Grade 11 ☐ Grade 12 ☒ All Students ☐ Select Students	☐ Oral Language ☐ Phonological Awareness ☐ Phonics ☐ Fluency ☒ Vocabulary ☒ Comprehension	☐ Screening ☐ Progress Monitoring ☐ Diagnostic ☒ Summative	☐ Weekly ☐ 2 x Month ☐ Monthly ☐ Quarterly ☐ 3 x Year ☒ Annually ☐ As Needed ☐ Other
FAST ELA Reading-retake for students who did not score Level 3 the previous year	☐ Grade 9 ☐ Grade 10 ☒ Grade 11 ☒ Grade 12 ☐ All Students ☒ Select Students	☐ Oral Language ☐ Phonological Awareness ☐ Phonics ☐ Fluency ☒ Vocabulary ☒ Comprehension	☐ Screening ☐ Progress Monitoring ☐ Diagnostic ☒ Summative	☐ Weekly ☐ 2 x Month ☐ Monthly ☐ Quarterly ☒ 3 x Year ☐ Annually ☐ As Needed ☐ Other
PSAT, SAT, ACT and CLT Exams for students who did not score Level 3 on the FAST the previous year	☐ Grade 9 ☐ Grade 10 ☒ Grade 11 ☒ Grade 12 ☐ All Students ☒ Select Students	☐ Oral Language ☐ Phonological Awareness ☐ Phonics ☐ Fluency ☒ Vocabulary ☒ Comprehension	☐ Screening ☐ Progress Monitoring ☐ Diagnostic ☒ Summative	☐ Weekly ☐ 2 x Month ☐ Monthly ☐ Quarterly ☐ 3 x Year ☐ Annually ☒ As Needed ☐ Other

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

If a student meets any of the following criteria, the student will be referred to the school's MTSS team to engage in the problem-solving process and triangulate all available student data to consider drafting a Student Success Plan (SSP) that includes Tier 2 and Tier 3 interventions, which will begin immediately and be delivered by a teacher who has the reading certification or endorsement. Progress monitoring will occur bi-weekly to address any changes needed to advance closing the achievement gap.

Criteria:
- Non-LY* Student who scores Level 1 or 2 on FAST progress monitoring assessment.
- Non-LY* Student who scores two or more grade levels below current grade on oral reading fluency.
- Teacher recommendation to the school MTSS Leadership team based on demonstrated student performance that indicates a substantial reading deficiency (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).

> *LY as defined by the FLDOE: The student is classified as limited English proficient and is enrolled in a program or receiving services that are specifically designed to meet the instructional needs of ELL students, regardless of instructional model/approach.

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

School-based Literacy Leadership Teams, Administration, and the Literacy Coach monitor through classroom observation, classroom formative assessments, and analysis of student work. Data chats are conducted at each school site during weekly grade level collaborative planning as well as during monthly/quarterly data chats. At the district level, FAST Progress Monitoring Data, and MTSS Data are monitored quarterly and/or following each test administration by the Secondary ELA Coordinator, TSAs, Teaching and Learning Directors, Data Management Director, Chief Academic Officer, Deputy Superintended, and Superintendent.

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

Effectiveness is monitored by the Literacy Coach and School Literacy Leadership Team using FAST PM1 and PM2 data as well as intervention program progress monitoring data, classroom observations, classroom formative assessments, analysis of student work, and data chats.

MTSS School-based Leadership Teams meet monthly and triangulate individual student data and progress monitoring data to track each student's response to intervention.

Frequent monitoring of MTSS data by District Coordinator and Teachers on Special Assignment (TSA).

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

Effectiveness is monitored by the Literacy Coach and School Literacy Leadership Team using FAST PM1 and PM2 data as well as intervention program progress monitoring data, classroom observations, classroom formative assessments, analysis of student work, and data chats.

MTSS School-based Leadership Teams meet monthly and triangulate individual student data and progress monitoring data to track each student's response to intervention.

Frequent monitoring of MTSS data by District Coordinator and Teachers on Special Assignment (TSA).

Grades 9-12 Decision Tree
Tier 1 (Core) Only

Beginning of Year Data

Students must meet the following criteria at the beginning of the school year:
Students who score Level 3 or higher on FAST ELA PM 3.

List performance criteria that indicate Tier 1 is sufficient for at least 80% of students.
- FAST ELA Level 3 or higher and/or improved score at each assessment period PM1 to PM2
- Classroom-based measures (Unit assessments, comprehension question responses, written responses, vocabulary assignments/assessments) consistently scoring 80% or above of expected performance.

What processes and procedures are in place to identify and solve problems to improve effectiveness of Tier 1 instruction and/or curriculum provided to students?
To improve the effectiveness of Tier 1 instruction, we have several processes and procedures in place. We purposefully schedule students based on their prior year's performance on the FAST ELA Assessment to ensure they are placed in classrooms where they can receive the necessary supports to access and succeed in Tier 1 instruction. The overarching goal is to create classrooms with a narrower

range of performance levels to better support targeted instruction and student learning. Ongoing data monitoring, collaborative planning, and targeted professional development are used to identify instructional gaps, adjust strategies, and ensure alignment to grade-level expectations. This proactive approach allows us to address student needs early and maintain high-quality, inclusive instruction for all learners.

Grade level teachers review results on progress monitoring tools listed in the Assessment Chart regularly during Collaborative Planning to monitor student progress and make instructional adjustments.
Additional support from reading coaches and/or other staff is provided where needed.

Core Instruction	
Indicate the core curriculum utilized. Add additional rows as needed.	
Name of Program	**Year of Program Adoption**
McGraw Hill StudySync	**2021 – 2022 school year**

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

A student who has received Core differentiation with additional scaffolding for 3 weeks or more and is not making adequate progress compared to peers.

Triangulated student data indicators include but are not limited to the following:
Classroom-based measures (Unit assessments, comprehension question responses, written responses, vocabulary assignments/assessments) consistently scoring 60% or below of expected performance
Grades 6-8 FAST PM1 and/or PM2 score at Level 2 or below.

Tier 1 Instruction + Tier 2 Interventions

Beginning of Year Data

Students who meet the following criteria at the beginning of the school year:
Students who score Level 1 or 2 on previous year's FAST ELA PM 3 and/or PM1 of the current year.
Student who scores below grade level as indicated on the supplemental reading resource diagnostic assessment as listed on the Assessment Chart

Number of times per week interventions are provided:
5
Number of minutes per intervention session:
45
Course(s) where interventions take place:
Intensive Reading 1 1000412
Intensive Reading 2 1000414
Intensive Reading 3 1000416
Intensive Reading 4 1000418

Supplemental Instruction/Interventions		
Indicate the evidence-based programs and/or practices used for Tier 2 interventions and how the programs and practices are supported by strong, moderate or promising levels of evidence. Add additional rows as needed.		
Name of Program	**ESSA Evidence Level**	**Verbiage (as needed)**
Lexia PowerUp Teacher-led lessons conducted by instructional personnel endorsed or certified in reading or who possess an	**Promising**	

elementary or secondary literacy micro-credential (Lexia Lessons, Skill Builders)		

Indicate the evidence-based programs and/or practices implemented for students with a disability, students with an IEP and students who are English language learners, as applicable. Add additional rows as needed.		
Students with Disabilities		
Name of Program	**ESSA Evidence Level**	**Verbiage (as needed)**
English Language Learners		
Name of Program	**ESSA Evidence Level**	**Verbiage (as needed)**
Time Zones by National Geographic Learning/Cengage Learning		Time Zones by National Geographic Learning/Cengage Learning does not meet strong, moderate, or promising levels of evidence; however, the following WWC Practice Guide Recommendation(s) support the program: WWC Practice Guide: *Teaching Academic Content and Literacy to English Learners in Elementary and Middle School* • Recommendation 1: Teach a set of academic vocabulary words intensively across several days using a variety of instructional activities – *Strong Evidence* • Recommendation 2: Integrate oral and written English language instruction into content-area teaching – *Strong Evidence* • Recommendation 3: Provide regular, structured opportunities to develop written language skills – *Moderate Evidence* • Recommendation 4: Provide small-group instructional intervention to students struggling in areas of literacy and English language development – *Moderate Evidence* These recommendations were built into the program by delivering a structured, adaptive curriculum that integrates academic vocabulary instruction, listening and speaking practice, and scaffolded language support. Lexia English is designed to accelerate English language development for multilingual learners through interactive, culturally responsive lessons that

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<td>focus on oral language proficiency, academic discourse, and comprehension. The program supports independent learning and uses speech recognition technology to help students practice and refine pronunciation, while also tracking progress through embedded assessments. The district will oversee and support the implementation of this program by systematically monitoring students' online practice activities and assessment results within the Spark platform. The data collected will serve as a key accountability measure, ensuring fidelity of program implementation, compliance with district and state requirements, and alignment with performance on WIDA ACCESS. Findings will also be reviewed regularly to evaluate program effectiveness and guide necessary adjustments.

This will include comprehensive professional learning opportunities offered throughout the school year by our ELL Teachers on Special Assignment (ELL, TSA) and National Geographic Learning program representative. These ongoing job-embedded coaching and collaborative PLCs sessions will address effective instructional delivery practices, the use of assessment resources for accurate student placement, and systematically monitoring of student progress toward established learning outcomes. In addition, ELL TSAs will provide guidance on the implementation of scaffolding strategies designed to support both new and returning teachers implementing the program.</td>
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Performance criteria that prompt the addition of Tier 3 interventions for students not meeting expectations/benchmarks during the school year:
Grades 9 and 10
A student who has received Tier 2 differentiation with additional scaffolding for 6 weeks or more and is not making adequate progress compared to peers.

Triangulated student data indicators include but are not limited to the following:
- Classroom-based measures (Unit assessments, comprehension question responses, written responses, vocabulary assignments/assessments) consistently scoring 60% or below of expected performance.

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- MTSS/Response to Intervention (RtI) consistently scoring 60% or below of expected performance and/or showing no improvement
- Grades 9 & 10 FAST PM1 and/or PM2 score at Level 2 or below

Grades 11 and 12
A student who has received Tier 2 differentiation with additional scaffolding for 6 weeks or more and is not making adequate progress to achieve a Level 3 on Grade 10 FAST ELA retake or a concordance score on SAT, ACT, or the CLT.

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

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

Student scores Level 1 or 2 on the FAST ELA PM3 from the previous year and/or FAST ELA PM1 of the current year
The student performs below grade level as indicated in the ongoing progress monitoring through Lexia PowerUp data and has not made progress with Tier 2 interventions.

Data should be triangulated and include students who have multiple indicators on Florida's Early Warning System.

Number of times per week interventions are provided:
3 - 5

Number of minutes per intervention session:
20

Course(s) where interventions take place:
Intensive Reading 1 1000412
Intensive Reading 2 1000414
Intensive Reading 3 1000416
Intensive Reading 4 1000418

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

Name of Program	ESSA Evidence Level	Verbiage (as needed)
Lexia PowerUp Teacher-led lessons conducted by instructional personnel endorsed or certified in reading or who possess an elementary or secondary literacy micro-credential (Lexia Lessons, Skill Builders)	**Promising**	

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

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

English Language Learners		
Name of Program	**ESSA Evidence Level**	**Verbiage (as needed)**
Time Zones by National Geographic Learning/Cengage Learning Teacher-led lessons conducted by instructional personnel endorsed or certified in reading or who possess an elementary or secondary literacy micro-credential		Time Zones by National Geographic Learning/Cengage Learning does not meet strong, moderate, or promising levels of evidence; however, the following WWC Practice Guide Recommendation(s) support the program: WWC Practice Guide: *Teaching Academic Content and Literacy to English Learners in Elementary and Middle School* • Recommendation 1: Teach a set of academic vocabulary words intensively across several days using a variety of instructional activities – *Strong Evidence* • Recommendation 2: Integrate oral and written English language instruction into content-area teaching – *Strong Evidence* • Recommendation 3: Provide regular, structured opportunities to develop written language skills – *Moderate Evidence* • Recommendation 4: Provide small-group instructional intervention to students struggling in areas of literacy and English language development – *Moderate Evidence* These recommendations were built into the program by delivering a structured, adaptive curriculum that integrates academic vocabulary instruction, listening and speaking practice, and scaffolded language support. Lexia English is designed to accelerate English language development for multilingual learners through interactive, culturally responsive lessons that focus on oral language proficiency, academic discourse, and comprehension. The program supports independent learning and uses speech recognition technology to help students practice and refine pronunciation, while also tracking progress through embedded assessments.

| | | The district will oversee and support the implementation of this program by systematically monitoring students' online practice activities and assessment results within the Spark platform. The data collected will serve as a key accountability measure, ensuring fidelity of program implementation, compliance with district and state requirements, and alignment with performance on WIDA ACCESS. Findings will also be reviewed regularly to evaluate program effectiveness and guide necessary adjustments.

This will include comprehensive professional learning opportunities offered throughout the school year by our ELL Teachers on Special Assignment (ELL, TSA) and National Geographic Learning program representative. These ongoing job-embedded coaching and collaborative PLCs sessions will address effective instructional delivery practices, the use of assessment resources for accurate student placement, and systematically monitoring of student progress toward established learning outcomes. In addition, ELL TSAs will provide guidance on the implementation of scaffolding strategies designed to support both new and returning teachers implementing the program. |
|---|---|---|

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

Monthly monitoring at the district level ensures every student on the Early Warning System has an identified plan of support.

Bi-weekly progress monitoring of Tier 3 students and classroom observations ensure the student is making progress.

Grade level Data Chats to monitor student progress and to make instructional adjustments are held regularly. Additional support from reading coaches, District Coordinators, TSA, and/or other staff is provided where needed.

Teachers and literacy coaches monitor formative assessment data at weekly Professional Learning Communities (PLC) meetings. Evaluation of curriculum implementation takes place if decreased student progress is evident.

To support high-quality Tier 3 instruction, ongoing professional learning is provided for new teachers, administrators, and grade-level teams. This includes training on intervention programs, progress monitoring tools, and data-based decision-making. Fidelity checks are conducted regularly to ensure interventions are delivered as intended and meet the intensity and duration required for student success.

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

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

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

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

Name of Professional Learning	Target Audience	Description
In-service Day Trainings	• Elementary teachers • Middle School ELA teachers • High School ELA teachers • ESE teachers • ELL Teachers	• Training to assist teachers integrating 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 • Training on B.E.S.T. ELA Standards and evidence-based reading practices
District Professional Learning Day Training	• Elementary teachers • Middle School ELA teachers • High School ELA teachers • ESE teachers • ELL Teachers	• Training to assist teachers integrating 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 • Training in B.E.S.T. ELA Standards and evidence-based reading practices
Literacy Coach Trainings	• Elementary Literacy Coaches	• Training to assist coaches in supporting teachers to integrate phonemic awareness, phonics, word study and

	• Middle School Literacy Coaches • High School Literacy Coaches	spelling, fluency, vocabulary, and text comprehension strategies into an explicit, systematic, and sequential approach to reading instruction, including multisensory intervention strategies • Training in B.E.S.T. ELA Standards and evidence-based reading practices • Training to support the Just Read, Florida! literacy coach model

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.

- All Pre-K instructional staff receive professional development that focuses on providing high-quality instruction and implementation of the curriculum with fidelity.
- VPK teachers are required to complete Competency One of the Reading Endorsement or 15 hours of emergent literacy coursework prior to, or within 45 days of beginning as a VPK teacher. Teachers are guided in accessing the courses either through the District, the Lastinger Center, the Division of Early Learning, or other appropriate options.
- VPK teachers also receive professional development in the use of CLASS, Teaching Strategies Gold (TSG), Creative Curriculum with ELLM/Plus strategies, and classroom management/self-regulation strategies. The Pre-K Team and the ELLM instructional coaches are certified CLASS reliable and use the Practice-Based Coaching model to support teachers in their instructional practices and teacher-student interactions using CLASS. CLASS observations are conducted at least once per year. Based on CLASS results, child outcomes data (Teaching Strategies Gold, State VPK-FAST assessment results, and ALRI assessments), and the amount of experience teaching Pre-K, teachers are provided support by the instructional coach at a frequency matched with their needs, which ranges from 2-4 times per month. Instructional coaches and teachers use a self-reflection tool and a goal-setting plan to focus on the topics of the support being provided. The use of practice-based coaching supports staff as well as those who are working in a cycle of continuous improvement.
- All Pre-K teachers are provided 40 hours of professional learning in Developmental Literacy through opportunities offered through the District, their school, and FDLRS.

Differentiated Professional Learning
Describe how professional learning is differentiated and intensified for teachers based on progress monitoring data.
Professional learning in the district is data-driven and responsive to best meet the needs of individual teachers. Through a combination of progress monitoring data, student performance trends, and classroom observations, Literacy Coaches and school administrators work collaboratively to identify teachers who may benefit from additional instructional support or professional development.
When data reveals that students are not meeting expected benchmarks or when observations indicate a need for adjustments to instructional practices, support for the teacher is intensified through an Impact Cycle. This cycle includes goal-setting, modeling, co-planning, co-teaching, classroom observation, and/or reflective feedback. Each cycle is customized to the specific instructional needs of the teacher, as identified through student performance data, and developed in collaboration with the teacher.
During the Coaching Cycle, the Literacy Coach provides job-embedded professional learning, which may include:

- Modeling evidence-based instructional strategies, such as explicit phonics routines, multisensory techniques, comprehension strategies, and fluency-building practices;
- Co-teaching lessons to support immediate implementation and build teacher confidence;
- Planning lessons collaboratively, to differentiate instruction;
- Guiding progress monitoring practices, helping teachers interpret data and adjust instruction accordingly.

Professional learning is further differentiated through:

- Small-group instructional sessions targeting specific areas of need (e.g., phonemic awareness, decoding strategies, text comprehension);
- Instructional Professional Learning Communities (PLC), where teachers collaboratively review student work, analyze assessment data, and discuss instructional responses;
- Follow-up coaching sessions that include reflection, targeted feedback, and progress tracking.

Frequency and intensity of coaching is also varied based on the level of teacher need with higher need receiving longer and more frequent coaching support. Literacy Coaches work closely with school leaders to monitor teacher progress and ensure that professional learning is directly impacting student outcomes.

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

- Mentor teachers and model classrooms will be identified by school administrators, Literacy Coaches, and District Literacy Specialists
- Mentor teachers support mentees in data analysis, lesson planning, and classroom management if necessary
- Model classrooms become part of the differentiated and intensified professional learning for identified teachers. Literacy Coaches, school administrators, and/or district Literacy Specialists observe in model classrooms alongside the teacher with focused observation documents. Support may take the form of whisper coaching and debriefing the observation. The identified teacher is then coached on implementing observed techniques with follow-up support.

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

- School-based master schedules are created to provide common planning time for collaborative planning and professional learning.
- Literacy Coaches provide support for collaborative planning and conduct professional learning.
- Minutes from collaborative planning reflect professional development topics

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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
School Site-Based Tutoring	(typically grades 2-5- varies) at participating school sites	Tutoring will be provided at the discretion of individual school sites.

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.

One of our district goals is to ensure that all students are successful as they grow and develop as readers. Parents are an important stakeholder and partner in this endeavor. Following state testing, parents are informed via letter indicating that a child has a substantial deficiency in reading which includes their percentile performance. In addition, parents are notified of the additional interventions and support their child will receive to support their literacy learning. These include reteaching and reinforcement lessons such as specially designed instruction in a small group by an ESE teacher, support for English Language Learners, Additional Tier 1 reading instruction in small group, Tier 3 intervention focused on multisensory explicit reading instruction. Parents receive monthly updates on their child's progress along with interim reports and/or report cards. In addition, letters are translated into languages common within our district, Spanish and Haitian Creole, to ensure parents are able to access the provided information.

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

The district is implementing a Read-at-Home plan which includes resources and literacy activities for parents to use with their child(ren). In addition to that plan the district provides the following resources:
- Family Literacy ideas on CCPS Parent Academy Website
- Family Literacy evening events
- Reading activities for continued reading during summer break for elementary students
- JRF! Parent letters

A partnership with Literacy Collier, a local non-profit organization, supports learning through their Family Literacy Program. Serving primarily VPK students and some kindergarteners, the program encourages parents and children to learn together, promoting reading as a shared activity. Participating families receive books to further enrich their learning experience. Provided at no cost, this program helps bridge the gap between school and home, supporting literacy development in a family-centered environment.

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.

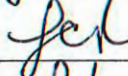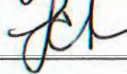## 9) Highly Effective Teachers

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

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

Additionally, the District is supporting implementation of the New Worlds Reading Initiative. Information is shared with parents who can then register their child to receive free books. Registration for each school is supported with frequent communication provided to parents to increase enrollment in the program.

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
Oal	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.
fcl	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.
fcl	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.
fcl	d. Each school has a literacy leadership team consisting of a school administrator, literacy coach, media specialist and a lead teacher, as applicable.
fcl	e. All literacy coaches in the district meet the minimum qualifications described in Rule 6A-6.053(4), F.A.C.
fcl	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.
fcl	g. Literacy coaches are assigned to schools with the greatest need based on student performance data in reading.
fcl	h. Time is provided for teachers to meet weekly for professional learning, including lesson study and professional learning communities.
fcl	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):	
LESLIE C. Ricciardelli	
Signature: *Leslie C. Ricciardelli*	Date: 7/17/25