

District Comprehensive Evidence-Based Reading Plan

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

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

1) Contact Information

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

Point of Contact	Name	Email	Phone
Main Reading Contact	Tracie Bergman	Tracie.bergman@hcps.net	813-272-4221
Data Element	Deirdre Welch	Deirdre.welch@hcps.net	813-272-4341
Third Grade Promotion	Tracie Bergman	Tracie.bergman@hcps.net	813-272-4221
Multi-Tiered System of Supports	Andrew Hartranft	Andrew.hartranft@hcps.net	813-272-4000

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	1,025,000	9.0
Intervention teachers		
Scientifically researched and evidence-based supplemental instructional materials	1,602,000	
Third grade summer reading camps	850,000	
Summer reading camps		
Secondary Expenses		
Literacy coaches	620,000	5.0
Intervention teachers		
Scientifically researched and evidence-based supplemental instructional materials	3,157,655	
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	1,475,000	
Incentives for K-12 instructional personnel and certified PreK teachers who obtain the Reading Endorsement or Certification		
Incentives for PreK-12 instructional personnel who obtain an Emergent, Elementary or Secondary Literacy Micro-Credential		
Additional time per day of evidence-based intensive reading instruction for extended literacy learning (before or after school, summer, etc.)		
Tutoring programs to accelerate literacy learning	2,305,000	
Family engagement activities	180,000	
Other – Please Describe (Add additional rows as needed.)		
District Resource Teachers (11) 7 VPK-5, 4 6-12	1,275,000	11.0
Early Learning Supervisor (20%)	20,000	.20
K-12 Literacy Coordinator (1)	130,000	1.0
Estimated Sum of Expenditures	12,639,655	26.20

3) Literacy Leadership – District and School

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

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

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

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

VPK	2%	1%	91%	96%
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1. Describe how the district will improve literacy outcomes for VPK students based on an analysis of student performance data.

One way the district will improve outcomes for students is to have designated preK coaches assigned to sites that have historically lower performance on their PM3. This includes sites that have blended units to not only support VPK but also our ESE students that will be entering kindergarten. These coaches will be trained alongside our literacy coaches to ensure alignment to science of reading practices. In addition, the district is offering 100 hours of summer bridge to students who did not meet the 10th percentile or higher to ensure they are kindergarten ready prior to the start of the school year. The district has also engaged the community through the early learning task force, where student data, best practices and community resources are discussed and coordinated to ensure the community partners, including the Early Learning Coalition (ELC), Children's Board and the district can coordinate efforts to improving student achievement. The district adopted a new curriculum last year, which incorporates not just science of reading practices, but also a knowledge building approach to learning, and the district will continue to support its implementation across all schools. The district is also part of a grant through the Helios Foundation and the Hillsborough Education Foundation that provides district support in planning, data analysis, and coaching specifically at 12 high needs transformational schools in the VPK and kindergarten classrooms.

A. 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	23%	19%	53%	57%
1	31%	25%	54%	59%
2	32%	26%	47%	52%
3	26%	21%	52%	58%
4	25%	21%	53%	58%
5	23%	18%	53%	59%
6	23%	18%	56%	61%
7	23%	19%	56%	60%
8	23%	19%	52%	56%
9	22%	19%	53%	56%
10	21%	17%	57%	61%

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	<ul style="list-style-type: none"> Kindergarten Readiness-Yearly School Grade Data by School, Grade Level and Subgroup-Yearly 	<ul style="list-style-type: none"> Kindergarten Readiness-Yearly School Grade Data by School, Grade, Classroom and Student - Yearly

	<ul style="list-style-type: none"> • District and School Level STAR and FAST Level data-3 times per year • District and School Level iReady Diagnostic data-3 times per year (Grades 3-5) • District and School Level iReady usage data-monthly • District and School Level DIBELS Benchmarking Data-3 times per year (Grades K-2) • District and School Level DIBELS progress monitoring data for Tier 3 students-6 times per year • School Level and Grade Level Curriculum Based Assessment Data - Quarterly • School Level and Grade Level UFLI Assessment data-quarterly • District Walk Through Trends-Quarterly • Subgroup Data by District and School across assessments-at least quarterly 	<ul style="list-style-type: none"> • School Level, Classroom Level and Student Level STAR and FAST Level data-3 times per year • School Level, Classroom Level and Student Level iReady Diagnostic data-3 times per year (Grades 3-5) • School Level, Classroom Level and Student Level iReady usage data-monthly • School Level, Classroom Level and Student Level DIBELS Benchmarking Data-3 times per year (Grades K-2) • Student Level DIBELS progress monitoring data for Tier 3 students-6 times per year • Grade level And Classroom Level Curriculum Based Assessment Data Assessments- quarterly • Ongoing Walk Through and Observation Data-monthly • UFLI Assessment data by Grade Level and Classroom Level-quarterly • Subgroup Data by District and School across assessments-at least quarterly
Actions for continuous support and improvement	<ul style="list-style-type: none"> • Tier schools by data to determine level of district support. • District level professional learning based upon data and trends. • Create specific district literacy leadership teams/focus groups to support area of growth. • Conduct ongoing implementation walkthroughs in schools demonstrating the greatest needs. • Create and train school-based leadership teams on the use of data PLC protocols to support schools in data driven decision making. • Create instructional frameworks and instructional guides to support teachers in the structure of the literacy block and their use 	<ul style="list-style-type: none"> • Tier teachers by data to determine level of coaching support. • School level professional learning based upon data and trends. • Instructional leadership team to plan and develop supports for specific needs through professional development, coaching or PLC's. • Conduct ongoing focused walk throughs with feedback aligned to instructional priorities and needs. • Facilitate data based PLC's at the school site to support teachers in determining tier 1, tier 2 and tier 3 instructional focus. • Utilize instructional frameworks and instructional guides to support teachers in the structure of the literacy block and their use of core and supplemental

	<p>of core and supplemental resources in both whole group and small group instruction.</p> <ul style="list-style-type: none"> • Create and develop common planning and protocols to support teacher understanding of benchmarks and instructional strategies to best meet the needs of their students. 	<p>resources in both whole group and small group instruction.</p> <ul style="list-style-type: none"> • Establish a structure for common planning and utilize district provided protocols to support teacher understanding of benchmarks and instructional strategies to best meet the needs of their students.
Grades 6-12	District Level	School Level
Data that will be collected and frequency of review	<ul style="list-style-type: none"> • School Grade Data by School, Grade Level and Subgroup-Yearly • District and School Level FAST Level data-3 times per year • District and School Level Language Live data- 3 times per year • District and School Level Language Live usage data-monthly • School Level and Grade Level Curriculum Based Assessment Data - quarterly • District Walk Through Trends-Quarterly • Subgroup Data by District and School across assessments-at least quarterly • Read 180 Progress Monitoring Data-3x per year (HS only) • School Level SAT/ACT/CLT/FAST Retake Data-three times per year (High School only) • School Level ChalkTalk Usage Data-monthly (High School Only) 	<ul style="list-style-type: none"> • School Grade Data by School, Grade, Classroom and Student - Yearly • School Level, Classroom Level and Student Level FAST Level data-3 times per year • Grade level And Classroom Level Curriculum Based Assessment Data Assessments- Quarterly • Ongoing Walk Through and Observation Data-monthly • Student Level Language! Live data- 3 times per year • School Level, Classroom Level and Student Level Language! Live usage data-monthly • Read 180 Progress Monitoring Data-3x per year (HS only) • Read 180 Student Level Data-Monthly (HS Only) • Subgroup Data by District and School across assessments-at least quarterly • School Level and Student Level SAT/ACT/CLT/FAST Retake Data-three times per year (High School only) • School Level and Student Level ChalkTalk Usage Data-monthly (High School Only)
Actions for continuous support and improvement	<ul style="list-style-type: none"> • Tier schools by data to determine level of district support. • District level professional learning based upon data and trends. • Create specific district literacy leadership teams/focus groups to support area of growth. 	<ul style="list-style-type: none"> • Tier teachers by data to determine level of coaching support. • School level professional learning based upon data and trends. • Instructional leadership team to plan and develop supports for specific needs through

	<ul style="list-style-type: none"> • Conduct ongoing implementation walkthroughs in schools demonstrating the greatest needs. • Create and train school-based leadership teams on the use of data PLC protocols to support schools in data driven decision making. • Create instructional frameworks and instructional guides to support teachers in the structure of the literacy block and their use of core and supplemental resources in both whole group and small group instruction. • Create and develop common planning and protocols to support teacher understanding of benchmarks and instructional strategies to best meet the needs of their students. 	<p>professional development, coaching or PLC's.</p> <ul style="list-style-type: none"> • Conduct ongoing focused walk throughs with feedback aligned to instructional priorities and needs. • Facilitate data based PLC's at the school site to support teachers in determining tier 1, tier 2 and tier 3 instructional focus. • Utilize instructional frameworks and instructional guides to support teachers in the structure of the literacy block and their use of core and supplemental resources in both whole group and small group instruction. • Establish a structure for common planning and utilize district provided protocols to support teacher understanding of benchmarks and instructional strategies to best meet the needs of their students.
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2. Describe what has been revised to improve literacy outcomes for students in the district's CERP based upon the District CERP Reflection Tool and a root-cause analysis of student performance data.

One of the primary areas revised to improve literacy outcomes for students based on the District CERP reflection tool is professional learning. Currently, support for teachers and schools is heavily focused on geographical location rather than being strategically driven by data to identify specific sites needing site-level support. The site-level support currently provided is often centered on planning and does not effectively build the capacity of teachers and coaches at the site. Support sometimes focuses on individual teacher needs, which may not be the most efficient approach in a large district. There is a tendency not to provide strong Tier 1 support to all teachers and coaches to ensure they are equipped to deliver high-quality instruction aligned with benchmarks. To address this, the CERP will include professional learning by grade level that supports teachers in implementing the curriculum and instructional resources. This training, funded through the CERP, will be provided to both teacher leaders and coaches at the sites by district staff to support them in planning and practice sessions, ensuring they can teach the next unit of instruction successfully. Data will then be used to determine sites needing additional implementation support, and district staff will be assigned to provide specific six-week coaching support, with follow-up walkthroughs to identify next steps. Additionally, focused professional learning around certain aspects of Tier 1 implementation will be offered, such as UFLI Foundations or the close reading routine, using fishbowls and targeted coaching routines open to multiple schools during the school day to demonstrate implementation in action. For coaches, an adjustment to the CERP based on the needs assessment will include more emphasis on coaching moves from the FCRR and UFLC coaching bootcamp. This training will be integrated into monthly coaching meetings and incorporated into focused professional learning sessions to help build the capacity of coaches.

Another aspect of the plan related to curriculum implementation that will be adjusted is the emphasis on knowledge building within core instruction. While standards are essential for teaching expectations to students, the content behind reading and texts needs to be emphasized so that students can build the necessary background knowledge and vocabulary transferable to their reading of other texts. This will be evident in both reading and writing curriculum implementation, particularly at the elementary level. A second aspect of curriculum implementation is the need to focus on instructional strategies such as those from Marzano's New Art and Science of Teaching (NASOT). These strategies, including a specific model for vocabulary instruction, will need to be included in the instructional guide and part of the professional learning provided to teachers and coaches.

A final area addressed in the CERP based on the reflection tool is the connection of all Tiers of instruction, particularly with a focus on ESE and ELL. Tier 1 needs to be clearly defined, and the decision trees tightened to align with the newly developed coherence map. Instructional supports for students across tiers need to be clarified through professional learning beginning this summer and continuing throughout the year. Assessments and criteria for student identification must be clearly communicated and understood. This information needs to be continually updated within a structured data analysis process to assist schools in making decisions for students and updating school coaching support.

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

The key components of the K-12 Comprehensive Literacy Plan (CERP) are presented to administrators during summer professional learning sessions. These components highlight the focus areas for the Literacy Department for the upcoming year, encompassing data, content, and pedagogy. This year's priority is to enhance professional learning on Tier 1 core curriculum implementation across all grade levels.

Principals will be provided with an overview of the literacy department's established K-12 English Language Arts (ELA) frameworks tailored to each grade level band. These frameworks detail the essential elements of the literacy block across various tiers, including foundational skills, vocabulary development, whole group instruction, small group instruction, independent practice, and writing. Additionally, the frameworks specify the district-supported materials and data sources applicable for monitoring student progress.

To facilitate effective teaching and monitoring of literacy components, the district has issued scheduling guidelines for schools' master schedules. Common planning among teachers is mandated, supported by protocols and tools provided to aid both teachers and site-based coaches. Literacy curriculum guides, comprising a year at a glance, unit plans, and weekly instructional guides, are accessible on Sharepoint for administrators to review the targeted learning objectives and classroom texts.

This framework enables school leaders to assess alignment with benchmarks' depth and breadth, the implementation level of the Tier 1 core curriculum, and the overall K-12 District CERP. Principals were briefed on the Instructional Leadership Team (ILT) process, which involves walk-throughs followed by ILT meetings to identify subsequent steps for professional development, coaching support, or further data analysis. The ILT, comprising school literacy leaders, functions as the literacy leadership team. Walk-throughs with regional superintendents and district supervisors gather trend data, while the district literacy team equips school leadership teams with protocols for walk-throughs, common planning sessions, and Professional Learning Communities (PLCs).

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

Principals play a vital role in monitoring the collection and use of data to guide instruction and support student needs. Progress monitoring is established by the district and includes suggested testing windows, which principals use to build a comprehensive assessment calendar for their schools. This calendar ensures that assessments are administered consistently, and that instructional planning aligns with key data collection points throughout the year. To further support instructional planning, the district also provides instructional frameworks and instructional guides. These resources outline essential content, pacing, and

instructional strategies, helping teachers align their lessons with district expectations and timelines. Principals ensure that these frameworks are integrated into planning processes and used effectively by instructional teams. To support effective data analysis, schools implement a Professional Learning Community (PLC) protocol. This protocol provides a structured approach for teachers to collaboratively examine student performance data, identify trends, and determine instructional next steps. Principals oversee these PLC meetings to ensure that data discussions are meaningful and focused on improving student outcomes. In addition to internal school structures, principals receive data support from regional superintendents and instructional coaches. These individuals help principals interpret data, plan responsive instruction, and build leadership capacity around data-driven decision-making. Based on the insights gained from progress monitoring and PLC discussions, principals allocate coaching supports strategically. This may include targeted coaching for teachers whose students are not meeting benchmarks, model lessons, co-teaching opportunities, or professional development tailored to specific instructional needs. Through this comprehensive approach, principals ensure that data is not only collected but actively used to inform instruction and provide equitable support for all students. PLC protocols are also provided to support principals with this work. Principals are provided training in elementary on the MTSS process, while secondary administrators are trained around the scheduling guidelines to ensure students are placed in the correct level reading courses. In addition, there is an online, asynchronous training provided to all members of school-based Problem-Solving Leadership Teams. An intervention resource map aligned to area of deficiency with appropriate progress monitoring tools is provided to schools along with the decision trees from the district plan. In addition, training is provided to teachers and administrators around using data and using the programs listed to support evidence-based small group instruction. Resources are made readily available in the online SharePoint site and on-site support is provided by the district team. The district also provides school leaders the students identified in the bottom quartile to assist administrators in holding data chats with teachers, adjusting within intervention plans and monitoring students. Implementation is monitored by school-based leaders and coaches in data chats, as well as through the district literacy team and regional superintendents through walkthroughs. Principals are then able to use these resources to monitor the collection and utilization of assessment data to inform and support student needs.

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

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

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

☒ Yes

☐ No

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

N/A

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

The job requirements of literacy coaches are shared with principals as a part of the unit allocation process. Before allocating the unit, the job description of a literacy coach is shared with principals to ensure they understand the role of the coach and can utilize the coach as such within their staffing model. Regional Superintendents also revisit the role of the coach during their visits with schools and share any concerns with the district literacy team so that support can be provided. To be considered for a literacy coach position, a candidate must first be reading endorsed or certified and rated highly effective on their administrator evaluation. Candidates not meeting these requirements will not be considered for a position.

The district literacy team screens all candidates prior to them being able to be hired as a site-based coach and reviews expectations with them as well. RAISE schools receive additional information and specific support in assisting site-based coaches in fulfilling their roles. The district resource teachers also support site-based coaches on the development of coaching cycles, professional development, and planning sessions. The results of this work, along with key next steps are shared with the principal and regional superintendent to ensure follow through and a maintained focus on building teacher capacity and improving student data.

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

The district provides comprehensive support for literacy coaches throughout the school year to ensure their success and professional growth. Preparation begins with summer training designed to equip coaches with the tools and knowledge needed for the upcoming academic year. Throughout the year, monthly coach meetings are held to foster collaboration, share best practices, and address ongoing needs. Additionally, targeted "Lunch and Learn" sessions offer focused professional development in a more informal setting. Coaches also benefit from consistent support provided by district-level coaching staff, ensuring guidance and mentorship are always accessible. Opportunities to attain a coaching endorsement through partnerships with FCRR/UFLC further enhance professional credentials. Moreover, literacy coaches collaborate with SRLDs during walkthroughs and site visits, which include action planning to drive instructional improvement. The district also works closely with the regional superintendents to walk through schools with the literacy coaches to provide support in action planning around site-based needs. The district team also supports site-based coaches by visiting sites and supporting them with facilitation of planning sessions, data analysis and coaching cycles. All coaches have access to a TEAMS communication channel and a SharePoint site where they can ask questions and receive ongoing information from the district supervisors. This multi-faceted support system empowers literacy coaches to be effective leaders in their schools.

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 is actively supporting coaches in prioritizing high-impact activities by implementing a multifaceted approach that emphasizes collaboration, professional development, and strategic planning. One key initiative is the partnership with the Florida Center for Reading Research (FCRR) and the University of Florida Literacy Institute (UFLC) to provide literacy coach endorsements, ensuring coaches are well-equipped with the latest research-based strategies. Additionally, RAISE schools benefit from support through the State Regional Literacy Director (SRLD), enhancing literacy instruction and coaching effectiveness. District staff also conduct site visits to offer hands-on support and guidance. Monthly coach meetings are held to facilitate discussions around site-based work and help coaches with scheduling and planning. To further support instructional leadership, the district provides protocols for data analysis, Professional Learning Communities (PLCs), and planning sessions. Coaches are also included in district-wide professional learning opportunities, which focus on enhancing their ability to support teachers through coaching, content delivery, and leadership development. Finally, action plans are collaboratively developed during walkthroughs with regional superintendents, offering targeted strategies that coaches can implement to drive instructional improvement.

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

The district monitors the implementation of the literacy coach model through a comprehensive, data-informed, and collaborative process. One key method is through walk-throughs, where district leaders and

school administrators observe classroom instruction to assess how effectively literacy strategies are being implemented with the support of the coach. Literacy coach feedback is also essential, as coaches regularly document and reflect on their work with teachers, highlighting successes, challenges, and areas for growth. Principal input provides valuable insight into the coach's impact on instructional practices and school-wide literacy goals. Additionally, input from the SRLDs ensures alignment with district-wide literacy initiatives and offers strategic oversight based on trends and needs across schools. A critical component of monitoring also includes the use of student data, which helps evaluate the effectiveness of coaching by tracking improvements in reading proficiency and overall literacy achievement. This data-driven approach ensures that coaching efforts are translating into measurable student outcomes. Furthermore, coaches are expected to create and maintain a schedule in collaboration with their principal, outlining their planned coaching activities and time allocations. This schedule is reviewed by the district during site visits, and coaches receive targeted feedback to support continuous improvement and alignment with district expectations.

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

The district measures the effectiveness of literacy coaches by analyzing both historical and current year student data to assess the effectiveness and return on investment from the coaching program. This data-driven approach allows for a comprehensive understanding of student progress and resource allocation. In addition to quantitative data, the district also gathers informal feedback from staff members, which provides valuable insights into the day-to-day impact of programs and helps identify areas for improvement. Furthermore, performance evaluations conducted by principals contribute to the overall assessment by offering leadership perspectives on implementation fidelity and outcomes at the school level. Together, these methods create a well-rounded evaluation process that supports informed decision-making regarding the effectiveness of literacy coaches.

4) Assessment, Curriculum and Reading Instruction

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

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

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

- **Intensive, Individualized Instruction/Interventions (Tier 3):** provides explicit, systematic individualized instruction based on student need, one-on-one or very small group instruction with more guided practice, immediate corrective feedback and frequent progress monitoring; occurs in addition to core instruction and Tier 2 interventions. Tier 3 interventions must be provided to students identified as having a substantial deficiency in reading. All intensive reading interventions must be delivered by instructional personnel who are certified or endorsed in reading or possess a literacy micro-credential as provided in [s. 1003.485, F.S.](#)

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

The district’s strategic plan aligns closely with Florida’s Formula for Reading Success by emphasizing academic excellence and prioritizing literacy proficiency for all students, including those with disabilities and English language learners (ELLs). Objective 2 of the strategic plan is specifically centered on closing achievement gaps and accelerating student progress, which directly supports the state’s focus on equitable literacy outcomes. The integration of ELL and Exceptional Student Education (ESE) strategies into instructional guides ensures that diverse learners receive tailored support within the general education setting. Additionally, the plan emphasizes the importance of strong Tier 1 instruction, which is foundational to a multi-tiered system of supports and critical for ensuring that all students, regardless of background, have access to high-quality, evidence-based literacy instruction. The district also fosters a community-wide commitment to literacy through the “Hillsborough Reads” initiative, aiming to improve literacy outcomes over the next five years. This initiative reflects the state’s emphasis on community engagement and shared responsibility for reading success. Finally, the strategic plan is data-informed, incorporating key performance indicators for literacy throughout, which aligns with Florida’s emphasis on using data to drive instruction and monitor progress.

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.

HCPS currently has 1710 VPK seats available for the 2025-2026 school year. There are 11 pure VPK classes and 149 VPK/ESE classes. HCPS has 92 classes for Head Start students with 1812 seats available. There are an additional 133 classes for Pre-K students with disabilities. All programs are supported through Practice-Based Coaching cycles provided by District Resource Teachers (DRTs) throughout the school year. The focus of this coaching is to ensure that Tier 1 curriculum implementation is done with fidelity and reliability. DRTs provide guidance to teachers to support scaffolding and modification to curriculum based upon students’ individual needs. Students are monitored by the STAR Early Literacy Assessment for PM1, PM2, and PM3. In addition, progress monitoring is done weekly with Cognitive Toy Box and the DRDP to provide the teachers on going student data to adjust the pace and scope of instruction.

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

All Pre-K programs in HCPS utilize the same common core curriculum: Frog Street Press, LLC. This curriculum is based on the state’s standards for Pre-K and includes developmentally appropriate practices. The curriculum comes in both languages of English and Spanish to provide equal access to students that are ELL. It also encompasses the Pyramid Model for behavior and language enriched lessons.

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

VPK students that were identified as having a substantial reading deficiency on Star Early Literacy PM2 received specialized interventions immediately. Each student's data was assessed to determine the specific skill areas that were below the target. Based upon this data, particular lessons from Frog Street were selected to be taught in a one-on-one lesson, daily, with the student. Progress monitoring occurred weekly using Cognitive Toy Box.

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

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

The Decision Trees must contain the following information:

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

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

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

Grades VPK-5

1. Grades VPK-5 Assessments

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

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?
DIBELS 8 Assessment	<input checked="" type="checkbox"/> Grade K <input checked="" type="checkbox"/> Grade 1 <input checked="" type="checkbox"/> Grade 2 <input type="checkbox"/> All Students <input type="checkbox"/> Select Students	<input checked="" type="checkbox"/> Oral Language <input checked="" type="checkbox"/> Phonological Awareness <input checked="" type="checkbox"/> Phonics <input checked="" type="checkbox"/> Fluency <input checked="" type="checkbox"/> Vocabulary	<input checked="" type="checkbox"/> Screening <input checked="" type="checkbox"/> Diagnostic	<input checked="" type="checkbox"/> 3 x Year
DIBELS 8 Assessment	<input checked="" type="checkbox"/> Grade K <input checked="" type="checkbox"/> Grade 1 <input checked="" type="checkbox"/> Grade 2 <input checked="" type="checkbox"/> Grade 3 <input checked="" type="checkbox"/> Grade 4 <input checked="" type="checkbox"/> Grade 5 <input type="checkbox"/> All Students <input checked="" type="checkbox"/> Select Students	<input checked="" type="checkbox"/> Oral Language <input checked="" type="checkbox"/> Phonological Awareness <input checked="" type="checkbox"/> Phonics <input checked="" type="checkbox"/> Fluency <input checked="" type="checkbox"/> Vocabulary	<input checked="" type="checkbox"/> Screening <input checked="" type="checkbox"/> Progress Monitoring	<input checked="" type="checkbox"/> 2 x Month

Additional Assessment(s)				
Name of the Assessment	Target Audience (Grades PreK-5) (Select all that apply.)	What component of reading is assessed? (Select all that apply.)	Assessment Type (Select all that apply.)	How often is the data collected?
iReady Diagnostic Assessment	<input checked="" type="checkbox"/> Grade 3 <input checked="" type="checkbox"/> Grade 4 <input checked="" type="checkbox"/> Grade 5 <input type="checkbox"/> All Students <input type="checkbox"/> Select Students	<input checked="" type="checkbox"/> Phonics <input checked="" type="checkbox"/> Vocabulary <input checked="" type="checkbox"/> Comprehension	<input checked="" type="checkbox"/> Progress Monitoring <input checked="" type="checkbox"/> Diagnostic	<input checked="" type="checkbox"/> 3 x Year
Wonders Curriculum Based Assessments	<input checked="" type="checkbox"/> Grade 2 <input checked="" type="checkbox"/> Grade 3 <input checked="" type="checkbox"/> Grade 4 <input checked="" type="checkbox"/> Grade 5 <input type="checkbox"/> All Students <input type="checkbox"/> Select Students	<input checked="" type="checkbox"/> Vocabulary <input checked="" type="checkbox"/> Comprehension	<input checked="" type="checkbox"/> Progress Monitoring <input checked="" type="checkbox"/> Summative	<input type="checkbox"/> Weekly <input checked="" type="checkbox"/> 2 x Month <input type="checkbox"/> Monthly <input checked="" type="checkbox"/> Quarterly <input type="checkbox"/> 3 x Year <input type="checkbox"/> Annually <input type="checkbox"/> As Needed <input type="checkbox"/> Other

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

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

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

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

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

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

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

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

The district collaborates with the MTSS and assessment departments to select required and optional assessments for identifying students needing Tier 2 or 3 support. These tools guide instruction and help evaluate student performance in both whole and small group settings. Using publisher-supported guidelines, the district establishes cut scores and creates a decision tree that outlines data points, instructional resources, and aligned progress monitoring tools. This decision tree is shared with teachers and administrators to ensure consistent identification of students with reading deficiencies. At the end of each school year, data from assessments and retention records are reviewed to flag students with substantial deficiencies. In August and September, students take initial assessments (STAR or FAST, DIBELS, and/or iReady), which, along with state assessments, determine if they meet grade-level expectations. Students identified as needing support receive targeted, evidence-based instruction aligned with IES practice guides. Progress is monitored bi-weekly using DIBELS, with additional data gathered from informal checkpoints and classroom assessments. This process is repeated with each STAR/FAST testing window to ensure timely intervention.

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

The MTSS and assessment departments work together to select required assessments and progress monitoring tools. Based on publisher guidelines, cut scores and a decision tree are developed and shared district-wide to guide identification of students with substantial deficiencies. Initial identification begins with end-of-year assessment and retention data. In August/September, students take the FAST assessment, DIBELS Benchmarking, and/or the iReady diagnostic. These results, along with state assessments, help determine whether students are meeting grade-level expectations or require additional support. Students identified as needing support receive targeted instruction aligned with IES practice guides and core curriculum. Progress is monitored biweekly using DIBELS and other tools such as Wonders assessments and student work. This process is repeated at each FAST testing window to ensure timely identification and support.

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 scoring below the 40th percentile on STAR or FAST are given the mCLASS DIBELS Benchmarking system. Assessments aligned to dyslexia screening include LNF, PSF, and WRF. Students showing in the risk range are flagged for having characteristics of dyslexia. Other students may also be given the DIBELS

assessment as recommended by the teacher based on classroom and observational data to determine risk level for reading difficulties.

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.

Once students are flagged as beginning in the risk range on DIBELS, four additional screening measures may be given to the students directly on the mClass platform. These assessments include subtests relating to vocabulary, spelling, language comprehension and RAN measures. These screening measures assess the full range of dyslexia characteristics and can be used to drill down to determine interventions and communicate reading difficulties to families.

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

The effectiveness of Tier 1 instruction is monitored through a comprehensive approach that includes universal screening, ongoing progress monitoring, and data analysis to ensure that core instruction meets the needs of most students. Universal screening is with the use of the state assessments 3 times a year. The goal is to receive at least 80% of the students at the 40th percentile or higher on each assessment administration. Teachers use formative assessments and classroom observations to track student progress and adjust instruction accordingly. This includes both DIBELS and iReady at the elementary levels, and curriculum-based assessments at all levels. On DIBELS and iReady, data is looked at to see how many students are considered at or near grade level based upon the time of year. The curriculum-based assessments include content that was currently taught, and the district looks at an 80% or higher threshold scoring at the 50% level or higher. Additionally, the district supports consistency and quality in instruction by implementing a district-wide model of instruction, which provides a common language and clearly defined "look fors" used during implementation walks to evaluate instructional practices. The model includes a walk-through tool to measure student behaviors related to best instructional practices. To further support alignment and fidelity, the district produces instructional guides that ensure consistent use of the core curriculum across classrooms. These combined efforts help maintain high standards and responsiveness in Tier 1 instruction.

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

Tier 2 instruction is seen as responding to students' instructional needs based on what they may have not acquired in core. This is generally aligned to foundational skills in grades k-2, and essential benchmarks in grades 3-12. Based upon the curriculum-based assessments, further instruction is provided in specific skills and content that students need using evidence programs. Models of pre/post assessment are used to monitor the effectiveness of this instruction. In K-2, work with the UFLI progress monitoring assessments are used to determine student growth as is the weekly assessment data since the content spirals. In grades 3-5 standards mastery is utilized to support the monitoring of tier 2 instruction. Students receive instruction aligned to the essential benchmarks using either Wonders materials or iReady supplemental resources and are given an assessment at the front end of that instruction and the back end to determine effectiveness. The goal is to have 80% of students receive a score of at least 50% or higher on the post assessment to determine if the instruction had a positive impact. In secondary, data from both Study sync assessments and the reading intervention programs is used in the same way, to support students with specific benchmarks, and there are also pre and post curriculum based assessments given to monitor Tier 2 instruction.

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

The effectiveness of the Tier 3 interventions is monitored using progress monitoring via the appropriate DIBELS subtest on the mClass system. The system includes a graph of the data points to determine

effectiveness and growth levels in response to intervention over time. Progress monitoring is to be completed at least once every other week, with data reviewed by PSLT every 6 weeks to look at the growth and trend line.

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 to meet individual student needs.	
Tier 1 (Core) Only	
Beginning of Year Data	
<p>Students must meet the following criteria at the beginning of the school year:</p> <p>Grades K-2: FAST Level 3-5 on PM 3 from prior year and/or PM 1 from current school year, and a DIBELS composite score at or above benchmark. Teacher discretion based on classroom performance data may also be used.</p> <p>Grades 3-5: FAST Level 3-5 on PM 3 from prior year and/or PM 1 from current school year and i-Ready phonics score at the early/on/above level and an i-Ready comprehension score at the early/on/above level. Teacher discretion based on classroom performance data may also be used.</p>	
<p>List performance criteria that indicate Tier 1 instruction is sufficient for at least 80% of students.</p> <p>FAST scores where 80% of the students are at Level 3-5 or higher as per PM 3 from prior year and PM 1 from current school year.</p> <p>iReady Diagnostic scores on Fall administration where 80% of the students are at a early on-level range or above on the phonics and comprehension subtests.</p> <p>DIBELS initial Benchmark Composite Scores where 80% of the students are at the Green Level or above based on assigned grade level benchmark assessments.</p>	
<p>What processes and procedures are in place to identify and solve problems to improve effectiveness of Tier 1 instruction?</p> <p>Every school has a problem-solving leadership team that is tasked with monitoring instruction at the various tiered levels. This problem-solving team looks across a grade level or classroom at the tier 1 level, and based on data, asks teachers to hypothesize why students may be struggling with certain skills. The instructional leadership team reviews assessment data quarterly and triangulates that data with the FAST data and other informal assessments to determine how students are performing. Walk throughs are conducted by administrators and this team, and based on these trends of instruction that could be impacting student performance in Tier 1 are identified. PLC's study student work and look across classes to see if there is an issue overall as a grade level or within a specific classroom to provide support. Based on these procedures, professional development, support in planning by a district coach, school-based coach or administrator. From here, the district team can create resources and/or provide professional development, embedded coaching or planning supports for schools. Other tools such as the Art and Science of Teaching, the K-5 resource map and the instructional frameworks can be used as a guide to help determine where and what supports may be needed.</p>	
Core Instruction	
Indicate the core curriculum utilized. Add additional rows as needed.	
Name of Program	Year of Program Adoption
Wonders by McGraw Hill	2021
<p>Performance criteria that prompt the addition of Tier 2 interventions for students not meeting expectations/benchmarks during the school year:</p> <p>FAST decreases below the 40th percentile between PM 3 of the prior year and PM 1 of the current year OR between additional STAR/FAST administrations.</p>	

iReady scores below early on grade level at any administration of the diagnostic.
DIBELS Benchmark Composite Scores at any benchmark administration period drops below the Green level based on assigned grade level benchmark assessments at any time of year.

Tier 1 Instruction + Tier 2 Interventions

Beginning of Year Data

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

Grades K-2: FAST Level 1 or 2 on PM 3 from prior year and/or a score below the 40th percentile on PM 1 from current school year and DIBELS composite score below, at or above benchmark and teacher discretion. Or FAST levels 3-5 from prior year and/or a percentile at or above the 40th percentile on PM 1 and DIBELS composite below or well below benchmark. Teacher discretion based on classroom performance data may also be used.

Grades 3-5: FAST Level 1 or 2 on PM 3 from prior year and/or a score below the 40th percentile on PM 1 from current school year and i-Ready phonics early/on/above grade level. Or FAST Level 3 or higher and and/or a percentile at or above the 40th percentile on PM 1 and i-Ready phonics or comprehension one or more grade levels below. Teacher discretion based on classroom performance data may also be used.

Number of times per week interventions are provided:

2-4

Number of minutes per intervention session:

15-20 minutes

Supplemental Instruction/Interventions

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

Name of Program	ESSA Evidence Level	Verbiage (as needed)
iReady toolbox lessons	NA	<p>i-Ready Toolbox by Curriculum Associates does not meet strong, moderate, or promising levels of evidence; however, the following What Works Clearinghouse (WWC) Practice Guide Recommendation(s) support the program:</p> <p>From the WWC Practice Guide: <i>Foundational Skills to Support Reading for Understanding in Kindergarten Through 3rd Grade</i></p> <ul style="list-style-type: none"> • Develop awareness of the segments of sounds in speech and how they link to letters – <i>Strong level of evidence</i> • Teach students to decode words, analyze word parts, and write and recognize words – <i>Strong level of evidence</i> • Ensure that each student reads connected text every day to support reading accuracy, fluency, and comprehension – <i>Moderate level of evidence</i>

		<p>From the WWC Practice Guide: <i>Providing Reading Interventions for Students in Grades 4–9</i></p> <ul style="list-style-type: none"> • Build students’ decoding skills so they can read complex multisyllabic words – <i>Strong level of evidence</i> • Provide purposeful fluency-building activities to help students read effortlessly – <i>Moderate level of evidence</i> • Routinely use a set of comprehension-building practices to help students make sense of the text – <i>Moderate level of evidence</i> • Provide students with opportunities to practice making sense of stretch text (i.e., challenging text) – <i>Moderate level of evidence</i> <p>These recommendations were built into the program by providing structured, standards-aligned lessons that target foundational reading skills through explicit instruction, guided practice, and independent application. i-Ready Toolbox supports differentiated instruction with resources that address phonological awareness, phonics, fluency, vocabulary, and comprehension.</p> <p>The district will support and monitor implementation of this program by conducting fidelity checks, providing instructional coaching, and using diagnostic and progress monitoring data to inform instruction. This includes professional learning opportunities such as initial training on i-Ready Toolbox instructional routines, ongoing coaching cycles, and collaborative data analysis sessions to ensure effective and consistent implementation.</p>
UFLI Foundations	NA	<p>UFLI Foundations (University of Florida Literacy Institute) Foundations does not meet strong, moderate, or promising levels of evidence; however, the following What Works Clearinghouse (WWC) Practice Guide Recommendation(s) support the program: "Foundational Skills to Support Reading</p>

		<p>for Understanding in Kindergarten Through 3rd Grade."</p> <p>Recommendations and Levels of Evidence:</p> <ul style="list-style-type: none"> • Develop awareness of the segments of sounds in speech and how they link to letters – <i>Strong evidence</i> • Teach students to decode words, analyze word parts, and write and recognize words – <i>Strong evidence</i> • Ensure that each student reads connected text every day to support reading accuracy, fluency, and comprehension – <i>Moderate evidence</i> <p>These recommendations were built into the program by designing UFLI Foundations to follow a structured literacy approach grounded in the science of reading. The program includes explicit, systematic instruction in phonemic awareness, phonics, vocabulary, and fluency, with daily opportunities for students to apply skills in connected text.</p> <p>The district will support and monitor the implementation of this program by utilizing four district coaches to engage teachers in coaching cycles, conduct site visits, and facilitate planning sessions and data PLCs as well as partner with the University of Florida and conduct our own series for professional learning.</p>
McGraw-Hill Wonders Resources	NA	<p>Wonders 2020 Tier 2 resources do not meet strong, moderate, or promising levels of evidence; however, the following What Works Clearinghouse (WWC) Practice Guide Recommendation(s) support the program:</p> <p>From the WWC Practice Guide: <i>Foundational Skills to Support Reading for Understanding in Kindergarten Through 3rd Grade</i></p> <ul style="list-style-type: none"> • Develop awareness of the segments of sounds in speech and how they link to letters – <i>Strong level of evidence</i> • Teach students to decode words, analyze word parts, and write and recognize words – <i>Strong level of evidence</i> • Ensure that each student reads connected text every day to support reading accuracy,

		<p>fluency, and comprehension – <i>Moderate level of evidence</i></p> <p>From the WWC Practice Guide: <i>Providing Reading Interventions for Students in Grades 4–9</i></p> <ul style="list-style-type: none"> • Build students’ decoding skills so they can read complex multisyllabic words – <i>Strong level of evidence</i> • Provide purposeful fluency-building activities to help students read effortlessly – <i>Moderate level of evidence</i> • Routinely use a set of comprehension-building practices to help students make sense of the text – <i>Moderate level of evidence</i> • Provide students with opportunities to practice making sense of stretch text (i.e., challenging text) – <i>Moderate level of evidence</i> <p>These recommendations were built into the program by incorporating scaffolded, small-group instruction that targets foundational and advanced reading skills. Wonders 2020 Tier 2 resources are designed to support students who need additional instruction beyond Tier 1, with lessons that emphasize phonological awareness, phonics, fluency, vocabulary, and comprehension strategies appropriate for both early and upper elementary grades.</p> <p>The district will support and monitor implementation of this program by conducting fidelity checks, providing instructional coaching, and using progress monitoring tools to guide instruction. This includes professional learning opportunities such as training on Tier 2 instructional strategies within Wonders, ongoing coaching support, and collaborative data meetings to ensure consistent and effective implementation.</p>
Indicate the evidence-based programs and/or practices implemented for students with a disability,		
Name of Program	ESSA Evidence Level	Verbiage (as needed)

IMSE	NA	<p>IMSE (Institute for Multi-Sensory Education) does not meet strong, moderate, or promising levels of evidence; however, the following What Works Clearinghouse (WWC) Practice Guide Recommendation(s) support the program: "Foundational Skills to Support Reading for Understanding in Kindergarten Through 3rd Grade."</p> <p>Recommendations and Levels of Evidence:</p> <ul style="list-style-type: none"> • Develop awareness of the segments of sounds in speech and how they link to letters – <i>Strong level of evidence</i> • Teach students to decode words, analyze word parts, and write and recognize words – <i>Strong level of evidence</i> • Ensure that each student reads connected text every day to support reading accuracy, fluency, and comprehension – <i>Moderate level of evidence</i> <p>These recommendations were built into the program by incorporating structured, sequential, and multisensory instruction that emphasizes phonemic awareness, phonics, fluency, vocabulary, and comprehension. IMSE's design aligns with the Orton-Gillingham methodology, which emphasizes explicit instruction in decoding and encoding, scaffolded practice, and cumulative review.</p> <p>The district will support and monitor implementation of this program by establishing fidelity checks, providing coaching support, and conducting regular progress monitoring. This includes professional learning opportunities such as initial certification training in IMSE methodology, ongoing coaching sessions, and collaborative data review meetings to ensure consistent and effective implementation.</p>
Rewards	NA	<p>REWARDS (Reading Excellence: Word Attack & Rate Development Strategies) does not meet strong, moderate, or promising levels of evidence; however, the following What Works</p>

		<p>Clearinghouse (WWC) Practice Guide Recommendation(s) support the program: "Providing Reading Interventions for Students in Grades 4–9."</p> <p>Recommendations and Levels of Evidence:</p> <ul style="list-style-type: none"> • Build students' decoding skills so they can read complex multisyllabic words – <i>Strong level of evidence</i> • Provide purposeful fluency-building activities to help students read effortlessly – <i>Moderate level of evidence</i> • Routinely use a set of comprehension-building practices to help students make sense of the text – <i>Moderate level of evidence</i> • Provide students with opportunities to practice making sense of stretch text (i.e., challenging text) – <i>Moderate level of evidence</i> <p>These recommendations were built into the program by focusing on explicit instruction in decoding multisyllabic words, repeated reading for fluency, and structured comprehension strategies. REWARDS is designed to improve word recognition, fluency, and comprehension through scaffolded lessons that emphasize strategy use and student engagement with increasingly complex texts.</p> <p>The district will support and monitor implementation of this program by conducting fidelity checks, offering coaching and modeling sessions, and using student progress data to inform instruction. This includes professional learning opportunities such as initial training in REWARDS instructional strategies, ongoing professional development workshops, and collaborative planning sessions to ensure high-quality implementation.</p>
English Language Learners		
Name of Program	ESSA Evidence Level	Verbiage (as needed)
iReady toolbox lessons	NA	i-Ready Toolbox by Curriculum Associates does not meet strong, moderate, or promising levels of evidence; however, the following What Works

		<p>Clearinghouse (WWC) Practice Guide Recommendation(s) support the program:</p> <p>From the WWC Practice Guide: <i>Foundational Skills to Support Reading for Understanding in Kindergarten Through 3rd Grade</i></p> <ul style="list-style-type: none"> • Develop awareness of the segments of sounds in speech and how they link to letters – <i>Strong level of evidence</i> • Teach students to decode words, analyze word parts, and write and recognize words – <i>Strong level of evidence</i> • Ensure that each student reads connected text every day to support reading accuracy, fluency, and comprehension – <i>Moderate level of evidence</i> <p>From the WWC Practice Guide: <i>Providing Reading Interventions for Students in Grades 4–9</i></p> <ul style="list-style-type: none"> • Build students’ decoding skills so they can read complex multisyllabic words – <i>Strong level of evidence</i> • Provide purposeful fluency-building activities to help students read effortlessly – <i>Moderate level of evidence</i> • Routinely use a set of comprehension-building practices to help students make sense of the text – <i>Moderate level of evidence</i> • Provide students with opportunities to practice making sense of stretch text (i.e., challenging text) – <i>Moderate level of evidence</i> <p>These recommendations were built into the program by providing structured, standards-aligned lessons that target foundational reading skills through explicit instruction, guided practice, and independent application. i-Ready Toolbox supports differentiated instruction with resources that address phonological awareness, phonics, fluency, vocabulary, and comprehension.</p> <p>The district will support and monitor implementation of this program by conducting fidelity checks, providing instructional coaching,</p>
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		and using diagnostic and progress monitoring data to inform instruction. This includes professional learning opportunities such as initial training on i-Ready Toolbox instructional routines, ongoing coaching cycles, and collaborative data analysis sessions to ensure effective and consistent implementation.
UFLI Foundations	NA	<p>UFLI (University of Florida Literacy Institute) Foundations does not meet strong, moderate, or promising levels of evidence; however, the following What Works Clearinghouse (WWC) Practice Guide Recommendation(s) support the program: "Foundational Skills to Support Reading for Understanding in Kindergarten Through 3rd Grade."</p> <p>Recommendations and Levels of Evidence:</p> <ul style="list-style-type: none"> • Develop awareness of the segments of sounds in speech and how they link to letters – <i>Strong evidence</i> • Teach students to decode words, analyze word parts, and write and recognize words – <i>Strong evidence</i> • Ensure that each student reads connected text every day to support reading accuracy, fluency, and comprehension – <i>Moderate evidence</i> <p>These recommendations were built into the program by designing UFLI Foundations to follow a structured literacy approach grounded in the science of reading. The program includes explicit, systematic instruction in phonemic awareness, phonics, vocabulary, and fluency, with daily opportunities for students to apply skills in connected text.</p> <p>The district will support and monitor the implementation of this program by utilizing four district coaches to engage teachers in coaching cycles, conduct site visits, and facilitate planning sessions and data PLCs as well as partner with the University of Florida and conduct our own series for professional learning.</p>
Wonders Resources	NA	Wonders 2020 Tier 2 resources do not meet strong, moderate, or promising levels of evidence; however, the following What Works

		<p>Clearinghouse (WWC) Practice Guide Recommendation(s) support the program:</p> <p>From the WWC Practice Guide: <i>Foundational Skills to Support Reading for Understanding in Kindergarten Through 3rd Grade</i></p> <ul style="list-style-type: none"> • Develop awareness of the segments of sounds in speech and how they link to letters – <i>Strong level of evidence</i> • Teach students to decode words, analyze word parts, and write and recognize words – <i>Strong level of evidence</i> • Ensure that each student reads connected text every day to support reading accuracy, fluency, and comprehension – <i>Moderate level of evidence</i> <p>From the WWC Practice Guide: <i>Providing Reading Interventions for Students in Grades 4–9</i></p> <ul style="list-style-type: none"> • Build students’ decoding skills so they can read complex multisyllabic words – <i>Strong level of evidence</i> • Provide purposeful fluency-building activities to help students read effortlessly – <i>Moderate level of evidence</i> • Routinely use a set of comprehension-building practices to help students make sense of the text – <i>Moderate level of evidence</i> • Provide students with opportunities to practice making sense of stretch text (i.e., challenging text) – <i>Moderate level of evidence</i> <p>These recommendations were built into the program by incorporating scaffolded, small-group instruction that targets foundational and advanced reading skills. Wonders 2020 Tier 2 resources are designed to support students who need additional instruction beyond Tier 1, with lessons that emphasize phonological awareness, phonics, fluency, vocabulary, and comprehension strategies appropriate for both early and upper elementary grades.</p>
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		The district will support and monitor implementation of this program by conducting fidelity checks, providing instructional coaching, and using progress monitoring tools to guide instruction. This includes professional learning opportunities such as training on Tier 2 instructional strategies within Wonders, ongoing coaching support, and collaborative data meetings to ensure consistent and effective implementation.
<p>For K-3 students who have a substantial deficiency in reading or characteristics of dyslexia, identify the multisensory interventions provided.</p> <p>Both UFLI Foundations and IMSE provide multisensory interventions to meet the foundational skills needs of struggling students. These programs use strategies such as explicit instruction, pound and sound, the use of the Elkonin boxes, visual cues, air writing and body parts to chunk sounds and syllables. Students also manipulate letters, sound walls, word cards and write on markers and white boards to engage in learning.</p>		
<p>Performance criteria that prompt the addition of Tier 3 interventions for students not meeting expectations/benchmarks during the school year:</p> <p>STAR data decreases below the 10th percentile or FAST data decreases below the 20th percentile between PM 3 of the prior year and PM 1 of the current year OR between additional STAR/FAST administrations.</p> <p>IReady scores at the two years or below at any administration of the diagnostic.</p> <p>DIBELS Benchmark Composite Scores at any benchmark administration period drops to the Red Level based on assigned grade level benchmark assessments at any time of year.</p>		
Tier 1 Instruction + Tier 2 Interventions + Tier 3 Intensive Interventions		
Beginning of Year Data		
<p>Students who meet the following criteria at the beginning of the school year:</p> <p>Grades K-2: FAST data Level 1 from prior year and/or a score below the 10th percentile on PM 1 and DIBELS composite below or well below benchmark or FAST data Level 1-2 and/or a score between the 11th and 39th percentile on PM 1 and DIBELS composite score well below benchmark. Teacher discretion based on classroom performance data may also be used.</p> <p>Grades 3-5: FAST data Level 1 between PM 3 of the prior year and/or below the 20th percentile on PM 1 of the current year or FAST Level 1 or 2 and i-Ready phonics one or more grade levels below (grades 4 and 5 only). Teacher discretion based on classroom performance data may also be used.</p> <p>A Level 1 on the previous year's FAST PM 3 administration for third grade students. Retention in the previous year's grade.</p>		
<p>Number of times per week interventions are provided:</p> <p>3-5 days</p> <p>Number of minutes per intervention session:</p> <p>15-30 minutes</p>		
<p>Intensive, Individualized Instruction/Interventions</p> <p>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.</p>		
Name of Program	ESSA Evidence Level	Verbiage (as needed)
UFLI Foundations	NA	UFLI Foundations (University of Florida Literacy Institute) does not meet strong, moderate, or promising levels of evidence; however, the following What Works Clearinghouse (WWC) Practice Guide Recommendation(s) support the

		<p>program: "Foundational Skills to Support Reading for Understanding in Kindergarten Through 3rd Grade."</p> <p>Recommendations and Levels of Evidence:</p> <ul style="list-style-type: none"> • Develop awareness of the segments of sounds in speech and how they link to letters – <i>Strong evidence</i> • Teach students to decode words, analyze word parts, and write and recognize words – <i>Strong evidence</i> • Ensure that each student reads connected text every day to support reading accuracy, fluency, and comprehension – <i>Moderate evidence</i> <p>These recommendations were built into the program by designing UFLI Foundations to follow a structured literacy approach grounded in the science of reading. The program includes explicit, systematic instruction in phonemic awareness, phonics, vocabulary, and fluency, with daily opportunities for students to apply skills in connected text.</p> <p>The district will support and monitor the implementation of this program by utilizing four district coaches to engage teachers in coaching cycles, conduct site visits, and facilitate planning sessions and data PLCs as well as partner with the University of Florida and conduct our own series for professional learning.</p>
<p>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.</p>		
Students with Disabilities		
Name of Program		Verbiage (as needed)
IMSE	NA	<p>IMSE (Institute for Multi-Sensory Education) does not meet strong, moderate, or promising levels of evidence; however, the following What Works Clearinghouse (WWC) Practice Guide Recommendation(s) support the program: "Foundational Skills to Support Reading for Understanding in Kindergarten Through 3rd Grade."</p> <p>Recommendations and Levels of Evidence:</p>

		<ul style="list-style-type: none"> • Develop awareness of the segments of sounds in speech and how they link to letters – <i>Strong level of evidence</i> • Teach students to decode words, analyze word parts, and write and recognize words – <i>Strong level of evidence</i> • Ensure that each student reads connected text every day to support reading accuracy, fluency, and comprehension – <i>Moderate level of evidence</i> <p>These recommendations were built into the program by incorporating structured, sequential, and multisensory instruction that emphasizes phonemic awareness, phonics, fluency, vocabulary, and comprehension. IMSE's design aligns with the Orton-Gillingham methodology, which emphasizes explicit instruction in decoding and encoding, scaffolded practice, and cumulative review.</p> <p>The district will support and monitor implementation of this program by establishing fidelity checks, providing coaching support, and conducting regular progress monitoring. This includes professional learning opportunities such as initial certification training in IMSE methodology, ongoing coaching sessions, and collaborative data review meetings to ensure consistent and effective implementation.</p>
Rewards	NA	<p>REWARDS (Reading Excellence: Word Attack & Rate Development Strategies) does not meet strong, moderate, or promising levels of evidence; however, the following What Works Clearinghouse (WWC) Practice Guide Recommendation(s) support the program: "Providing Reading Interventions for Students in Grades 4–9."</p> <p>Recommendations and Levels of Evidence:</p> <ul style="list-style-type: none"> • Build students' decoding skills so they can read complex multisyllabic words – <i>Strong level of evidence</i>

		<ul style="list-style-type: none"> • Provide purposeful fluency-building activities to help students read effortlessly – <i>Moderate level of evidence</i> • Routinely use a set of comprehension-building practices to help students make sense of the text – <i>Moderate level of evidence</i> • Provide students with opportunities to practice making sense of stretch text (i.e., challenging text) – <i>Moderate level of evidence</i> <p>These recommendations were built into the program by focusing on explicit instruction in decoding multisyllabic words, repeated reading for fluency, and structured comprehension strategies. REWARDS is designed to improve word recognition, fluency, and comprehension through scaffolded lessons that emphasize strategy use and student engagement with increasingly complex texts.</p> <p>The district will support and monitor implementation of this program by conducting fidelity checks, offering coaching and modeling sessions, and using student progress data to inform instruction. This includes professional learning opportunities such as initial training in REWARDS instructional strategies, ongoing professional development workshops, and collaborative planning sessions to ensure high-quality implementation.</p>
English Language Learners		
Name of Program	ESSA Evidence Level	Verbiage (as needed)
UFLI Foundations	NA	<p>UFLI Foundations (University of Florida Literacy Institute) does not meet strong, moderate, or promising levels of evidence; however, the following What Works Clearinghouse (WWC) Practice Guide Recommendation(s) support the program: "Foundational Skills to Support Reading for Understanding in Kindergarten Through 3rd Grade."</p> <p>Recommendations and Levels of Evidence:</p> <ul style="list-style-type: none"> • Develop awareness of the segments of sounds in speech and how they link to letters – <i>Strong evidence</i>

		<ul style="list-style-type: none"> • Teach students to decode words, analyze word parts, and write and recognize words – <i>Strong evidence</i> • Ensure that each student reads connected text every day to support reading accuracy, fluency, and comprehension – <i>Moderate evidence</i> <p>These recommendations were built into the program by designing UFLI Foundations to follow a structured literacy approach grounded in the science of reading. The program includes explicit, systematic instruction in phonemic awareness, phonics, vocabulary, and fluency, with daily opportunities for students to apply skills in connected text.</p> <p>The district will support and monitor the implementation of this program by utilizing four district coaches to engage teachers in coaching cycles, conduct site visits, and facilitate planning sessions and data PLCs as well as partner with the University of Florida and conduct our own series for professional learning.</p>
<p>For K-3 students who have a substantial deficiency in reading or characteristics of dyslexia, identify the multisensory interventions provided.</p> <p>Both UFLI Foundations and IMSE provide multisensory interventions to meet the foundational skills needs of struggling students. These programs use strategies such as explicit instruction, pound and sound, the use of the Elkonin boxes, visual cues, air writing and body parts to chunk sounds and syllables. Students also manipulate letters, sound walls, word cards and write on markers and white boards to engage in learning.</p>		
<p>What processes and procedures are in place to identify and solve problems to improve effectiveness of Tier 3 interventions?</p> <p>The PSLT team begins to by looking at the initial data of the students and determination of what that data shows is a need. Data points from Tier 3, Tier 2 and Tier 1 are triangulated. From there, the appropriate intervention is determined and scheduled as a part of the teachers' block of small group instruction. It is verified that the teacher providing the intervention is endorsed or certified. Data is collected every 2 weeks to measure student progress specifically in the area that students are receiving the intervention, and the PSLT team reviews the progress monitoring data every 6 weeks to see if there is growth. Fidelity checks on the intervention are also conducted to ensure that it is being provided at the appropriate intensity, frequency and duration. During this fidelity check, it is looked at to see if the students are first being provided an intervention in the area of reading where they show need, and then to see if the instruction is explicit, including teacher model, following a specific and clear structure and routine, systematic in that it builds upon a true scope and sequence in the area of foundational skills and allows for the students to practice independently and receive corrective feedback. The time of the intervention is also monitored, verifying that it is outside of the time allotted to core, Tier 1 instruction. Through the use of PLC and planning sessions, identified issues and ongoing data collection are monitored and discussed and decisions to continue/discontinue Tier 3 are made.</p>		

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: 20 days 4.5 hour per day to run in June-July

Evidence-Based Instructional Materials to be used, as defined in [20 U.S.C. s. 7801\(21\)\(A\)\(i\)](#):The Third Grade Reading Camp provides targeted reading instruction and interventions aligned to the Florida B.E.S.T. Standards for students who have not yet met the third-grade promotion requirements, as well as for Level 1 students still struggling with benchmark expectations despite passing the grade level. Students are invited to participate prior to the end of the school year, following the release of the PM 3 scores. Within the reading camp program, diagnostic assessments (iReady, Fluency check, spelling inventory, etc.) will be used to identify areas of strength and opportunities for intervention during week one. Formative assessments will be administered on a biweekly basis. Students will participate in whole group instruction focused on phonics, fluency, vocabulary, and comprehension, then be placed in small groups for individualized interventions with a focus on phonics, fluency, vocabulary, and comprehension. Students will engage in collaborative and independent practice using high interest, quality text providing opportunities to transfer and apply reading behaviors and increase success in reading grade level, complex text. Emphasis is placed on both the foundational skills through an acceleration program and on knowledge building through a comprehension program. Curriculum resources include UFLI Foundations, Amira teacher led lessons, Benchmark's Steps to Advanced Literacy (one unit for literary and one unit for informational), and authentic texts including those on the BEST list.

Benchmark Steps to Advanced Literacy does not meet strong, moderate, or promising levels of evidence; however, the following What Works Clearinghouse (WWC) Practice Guide Recommendation(s) support the program: "Improving Reading Comprehension in Kindergarten Through 3rd Grade."

Recommendations and Levels of Evidence:

1. Teach students to identify and use the text's organizational structure to comprehend, learn, and remember content –*Promising level of evidence*
2. Guide students through focused, high-quality discussion on the meaning of text – *Promising level of evidence*
3. Establish an engaging and motivating context in which to teach reading comprehension – *Minimal level of evidence*

These recommendations were built into the program by providing scaffolded instruction that emphasizes comprehension strategies, vocabulary development, and engagement with complex texts. Benchmark Steps to Advanced Literacy integrates literary and informational texts across content areas, supports structured discussions, and includes explicit instruction in comprehension skills aligned to grade-level standards.

The district will support and monitor implementation of this program by conducting fidelity checks, offering coaching and modeling support, and using student progress data to guide instruction. This includes professional learning opportunities such as training on Benchmark instructional routines, ongoing coaching cycles, and collaborative planning sessions to ensure consistent and effective implementation.

Amira Learning Teacher Led Lessons is rated at the promising levels of evidence; and follows What Works Clearinghouse (WWC) Practice Guide Recommendation(s) support the program: "Foundational Skills to Support Reading for Understanding in Kindergarten Through 3rd Grade."

Recommendations and Levels of Evidence:

1. Teach students academic language skills, including the use of inferential and narrative language, and vocabulary knowledge – *Moderate level of evidence*
2. Develop awareness of the segments of sounds in speech and how they link to letters – *Strong level of evidence*
3. Ensure that each student reads connected text every day to support reading accuracy, fluency, and comprehension – *Moderate level of evidence*

These recommendations were built into the program by leveraging Amira's AI-powered platform, which listens to students read aloud, assesses decoding and fluency skills in real time, and delivers personalized micro-interventions. Amira's design is grounded in the Science of Reading and supports foundational literacy development through adaptive practice and immediate feedback.

The district will support and monitor implementation of this program by integrating Amira into Tier 2 instructional blocks, providing coaching on data interpretation and instructional decision-making, and using Amira's built-in analytics to track student progress. This includes professional learning opportunities such as training on Amira's instructional features, ongoing coaching support, and collaborative data review sessions to ensure consistent and effective implementation.

Alternative Assessment Used:

Amira and iReady, both to be administered during Third Grade Reading Camp.

Additional Information (optional):

Teachers eligible for appointment to Third Grade Reading Camp must:

- Have a full-time permanent contract;
- Have a valid Florida Teaching Certificate for the coming school year (or have applied and are eligible for one through the Human Resources Office); and must be available for the entire program; and
- ALL Grade 3 Teachers must be Reading Endorsed per state guidelines to provide intensive reading interventions.

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? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
If yes, please describe the grade level(s) that will be invited to participate. N/A

Grades 6-8

8. Grades 6-8 Assessments

FAST				
Name of the Assessment	Target Audience	What component of reading is assessed?	Assessment Type	How often is the data collected?
FAST ELA Reading	<input checked="" type="checkbox"/> Grade 6 <input checked="" type="checkbox"/> Grade 7 <input checked="" type="checkbox"/> Grade 8	<input checked="" type="checkbox"/> Vocabulary <input checked="" type="checkbox"/> Comprehension	<input checked="" type="checkbox"/> Screening <input checked="" type="checkbox"/> Progress Monitoring <input checked="" type="checkbox"/> Summative	<input checked="" type="checkbox"/> 3 x Year

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?
Quarter 1 and Quarter 3 Checkpoints (Curriculum based assessments)	<input checked="" type="checkbox"/> Grade 6 <input checked="" type="checkbox"/> Grade 7 <input checked="" type="checkbox"/> Grade 8 <input checked="" type="checkbox"/> All Students	<input checked="" type="checkbox"/> Vocabulary <input checked="" type="checkbox"/> Comprehension	<input checked="" type="checkbox"/> Progress Monitoring <input checked="" type="checkbox"/> Summative	<input checked="" type="checkbox"/> Quarterly
Language Arts Semester One Exams	<input checked="" type="checkbox"/> Grade 6 <input checked="" type="checkbox"/> Grade 7 <input checked="" type="checkbox"/> Grade 8 <input checked="" type="checkbox"/> All Students	<input type="checkbox"/> Oral Language <input type="checkbox"/> Phonological Awareness <input type="checkbox"/> Phonics <input type="checkbox"/> Fluency <input checked="" type="checkbox"/> Vocabulary <input checked="" type="checkbox"/> Comprehension	<input type="checkbox"/> Screening <input checked="" type="checkbox"/> Progress Monitoring <input type="checkbox"/> Diagnostic <input checked="" type="checkbox"/> Summative	<input checked="" type="checkbox"/> Other
Language! Live Benchmarks-Intensive Reading	<input checked="" type="checkbox"/> Grade 6 <input checked="" type="checkbox"/> Grade 7 <input checked="" type="checkbox"/> Grade 8 <input checked="" type="checkbox"/> Select Students	<input checked="" type="checkbox"/> Oral Language <input checked="" type="checkbox"/> Phonological Awareness <input checked="" type="checkbox"/> Phonics <input checked="" type="checkbox"/> Fluency <input type="checkbox"/> Vocabulary <input type="checkbox"/> Comprehension	<input checked="" type="checkbox"/> Screening <input checked="" type="checkbox"/> Progress Monitoring <input checked="" type="checkbox"/> Diagnostic <input type="checkbox"/> Summative	<input checked="" type="checkbox"/> 3 x Year <input checked="" type="checkbox"/> Other

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

The district's process for identifying students in grades 6-8 in need of Tier 2/3 is based upon the FAST data. Students scoring at a Level 2 or below on the spring administration of the FAST assessment are considered Tier 2. Students scoring at a Level 1 on the spring administration of the FAST assessment are considered Tier 3. The district uses additional data points including performance on Quarter 1 and 3 checkpoints, and classroom benchmark assessments and for those students in intensive reading the scores on the Language! Live placement assessments and additional assessments to support the decision making process. Schools receive this information as a part of their scheduling guidelines each spring and are asked to review the student data and use it to guide students into the appropriate courses for the following year. This data is monitored by the district team, and adherence to the guidelines is verified. Schools struggling with identifying their students are provided support by a member of the district team.

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

District leadership along with Content Supervisors, District Resource Teachers, Coaches, School Administrators, and Instructional Leadership Teams will conduct classroom walkthroughs to evaluate whether instruction is aligned to grade-level standards and benchmarks. Data analysis will include the triangulation of multiple sources including progress monitoring data, common assessments and student work samples. PLC's will review the alignment to the BEST ELA Standards as well as student performance. In addition, district literacy leaders will engage in scoring and calibration of performance tasks and the analysis of curriculum benchmarks that will serve as common assessments for all three strands of the BEST ELA Standards.

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

Student performance will be monitored through district and state progress monitoring tools as well as through curriculum tools available to all teachers: gradebook standards tracker, gradebook standards mastery, and gradebook reteach features. Based upon the data, students will receive differentiated instruction aligned to the benchmarks and skills in which they are performing below grade level. The district identified essential benchmarks and a timeline for mastery and students will receive instruction across various text complexities to reach the level of the benchmark. The achievement level descriptors will also be used in planning to help students move across the trajectory to grade level mastery of benchmarks. Schools follow a protocol to monitor Tier 2 instruction and review data within their instructional leadership and grade level teams.

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

Student performance will be monitored through district and state progress monitoring tools as well as through curriculum tools available to all teachers: gradebook standards tracker, gradebook standards mastery, and gradebook reteach features. Students are progress monitored using Language! Live as well and that data is entered into the online platform. Additional data is also collected through the use of the instructional materials and groups are reviewed every 6 weeks to determine if the frequency, duration and intensity of the intervention need to be adjusted to best meet student needs.

Grades 6-8 Decision Tree
Tier 1 (Core) Only
Beginning of Year Data
<p>Students must meet the following criteria at the beginning of the school year:</p> <p>Grades 6-8: Students will need to meet or exceed the grade level expectations by scoring at the 40th percentile or higher on the FAST ELA PM 1 given at the beginning of the year, and /or have scored a Level 3 or higher on the 2024-25 FAST ELA PM 3 administration. Students need to also score at above a 50% on their Quarter 1 checkpoint. Teacher discretion based on classroom performance data may also be used.</p>
<p>List performance criteria that indicate Tier 1 is sufficient for at least 80% of students.</p>

The performance criteria to indicate that Tier 1 is sufficient will be students scoring at or above the proficiency level set forth by the district scoring at Levels 3-5 on the FAST PMs and be at least at a 50% average on the district Quarter 1 and 3 checkpoints.	
What procedures are in place to identify and solve problems to improve effectiveness of Tier 1 instruction?	
As evidence is collected, Content Supervisors, District Resource Teachers and District Coaches will be deployed to support leaders and teachers through side-by-side coaching, professional learning community support, and professional learning for schools and content teams.	
StudySync by McGraw Hill	2021
Performance criteria that prompt the addition of Tier 2 interventions for students not meeting expectations/benchmarks during the school year:	
Students do not meet their minimal growth expectations established by the state assessment office and communicated via email and training through the district assessment office and/or have a score below the 40 th percentile on the 2025-26 PM assessments. The document is also shared with district literacy staff at the FOIL meetings to share with teachers and coaches.	
Scores on the Quarter 1 and 3 benchmark assessments are below a 50% average.	
Student data on benchmark assessments is below a 50% average.	

Tier 1 Instruction + Tier 2 Interventions		
Beginning of Year Data		
Students who meet the following criteria at the beginning of the school year:		
Grades 6-8: Level 2 on the 2024-2025 FAST ELA PM 3 or below the 40 th percentile on PM1 given at the start of the year. Students may also score below 50% on the Quarter 1 checkpoint. Teacher discretion based on classroom performance data may also be used.		
Number of times per week interventions are provided:		
3-5 days per week		
Number of minutes per intervention session:		
15 minutes minimum		
Course(s) where interventions take place:		
English/Language Arts courses, English through ESOL		
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)
StudySync Resources	NA	<p>StudySync does not meet strong, moderate, or promising levels of evidence; however, the following What Works Clearinghouse (WWC) Practice Guide Recommendation(s) support the program: "Providing Reading Interventions for Students in Grades 4–9."</p> <p>Recommendations and Levels of Evidence:</p> <ul style="list-style-type: none"> Build students' decoding skills so they can read complex multisyllabic words – <i>Strong level of evidence</i>

		<ul style="list-style-type: none"> • Provide purposeful fluency-building activities to help students read effortlessly – <i>Strong level of evidence</i> • Routinely use a set of comprehension-building practices to help students make sense of the text –<i>Strong level of evidence</i> <p>These recommendations are built into the StudySync program through its emphasis on close reading, scaffolded instruction, and engagement with complex literary and informational texts. StudySync provides a structured sequence of lessons—First Read, Skill Lessons, and Close Read—that guide students through multiple interactions with grade-level and above-grade-level texts. The program incorporates vocabulary development, fluency practice, and comprehension strategies such as text-dependent questioning and collaborative discussions. These elements support students in developing the skills necessary to decode, analyze, and comprehend increasingly challenging texts.</p> <p>The district will support and monitor implementation of this program by conducting fidelity checks, offering coaching and modeling sessions, and using student progress data to inform instruction. This includes professional learning opportunities such as initial training in StudySync instructional strategies, ongoing professional development workshops, and collaborative planning sessions to ensure high-quality implementation.</p>
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		Verbiage (as needed)
StudySync Resources	NA	<p>StudySync does not meet strong, moderate, or promising levels of evidence; however, the following What Works Clearinghouse (WWC) Practice Guide Recommendation(s) support the program: "Providing Reading Interventions for Students in Grades 4–9."</p> <p>Recommendations and Levels of Evidence:</p> <ul style="list-style-type: none"> • Build students’ decoding skills so they can read complex multisyllabic words – <i>Strong level of evidence</i> • Provide purposeful fluency-building activities to help students read effortlessly – <i>Moderate level of evidence</i>

		<ul style="list-style-type: none"> Routinely use a set of comprehension-building practices to help students make sense of the text – <i>Moderate level of evidence</i> <p>These recommendations are built into the StudySync program through its emphasis on close reading, scaffolded instruction, and engagement with complex literary and informational texts. StudySync provides a structured sequence of lessons—First Read, Skill Lessons, and Close Read—that guide students through multiple interactions with grade-level and above-grade-level texts. The program incorporates vocabulary development, fluency practice, and comprehension strategies such as text-dependent questioning and collaborative discussions. These elements support students in developing the skills necessary to decode, analyze, and comprehend increasingly challenging texts.</p> <p>The district will support and monitor implementation of this program by conducting fidelity checks, offering coaching and modeling sessions, and using student progress data to inform instruction. This includes professional learning opportunities such as initial training in StudySync instructional strategies, ongoing professional development workshops, and collaborative planning sessions to ensure high-quality implementation.</p>
English Language Learners		
Name of Program	ESSA Evidence Level	Verbiage (as needed)
StudySync Resources	NA	<p>StudySync does not meet strong, moderate, or promising levels of evidence; however, the following What Works Clearinghouse (WWC) Practice Guide Recommendation(s) support the program:</p> <p>“Teaching Academic Content and Literacy to English Learners in Elementary and Middle School”</p> <p>Recommendations and Levels of Evidence:</p> <ul style="list-style-type: none"> Teach a set of academic vocabulary words intensively across several days using a variety of instructional activities – Strong evidence Integrate oral and written English language instruction into content-area teaching – Strong evidence Provide small-group instructional intervention to students struggling in areas of literacy and English language development – Moderate evidence <p>These recommendations were built into the program by StudySync’s design, which includes:</p>

		<ul style="list-style-type: none"> • Vocabulary instruction embedded in every unit, with repeated exposure and practice through multimedia, reading, and writing tasks. • Integrated language and content instruction, where students engage with grade-level texts while developing academic language through speaking, listening, reading, and writing. • Structured writing tasks and scaffolds, including sentence frames, graphic organizers, and peer review, to support written language development. • Differentiated resources and targeted skill lessons, which can be used in small-group settings to support ELLs at varying proficiency levels. <p>The district will support and monitor implementation of this program for English Language Learners by:</p> <ul style="list-style-type: none"> • Using language proficiency data and formative assessments to guide instruction and identify students needing additional support. • Providing co-teaching and collaboration opportunities between ELA and ESOL teachers to align instruction and scaffolds. • Offering professional learning opportunities, including: • Training on academic vocabulary instruction and scaffolding strategies. • Workshops on integrating language development into content instruction. • Support for using StudySync's ELL resources and tools effectively. <p>These supports will ensure that English Language Learners receive instruction aligned with evidence-based practices, promoting both language development and academic achievement."</p>
<p>Performance criteria that prompt the addition of Tier 3 interventions for students not meeting expectations/benchmarks during the school year:</p> <p>Lack of consistent growth on state and district progress monitoring assessments, unit assessments, including teacher-led small group instruction will prompt the need of additional Tier 3 interventions for students not meeting expectations/benchmarks. Data points used includes FAST 2025-26 overall and growth performance either below the 20th percentile or below the minimal growth expectations shared by the state, performance on the Quarter 1 checkpoints below 30% and overall performance on classroom benchmark assessments and quick checks for understanding that are below a 30%.</p>		
<p>Tier 1 Instruction + Tier 2 Interventions + Tier 3 Intensive Interventions</p>		
<p>Beginning of Year Data</p>		
<p>Students who meet the following criteria at the beginning of the school year:</p> <p>Grades 6-8: Level 1 on the 2024-2025 FAST ELA PM 3 and a score below 30% on the Quarter 1 checkpoint and a lexile score on Language! Live below a 500. Teacher discretion based on classroom performance data may also be used.</p>		
<p>Number of times per week interventions are provided:</p> <p>3-5 times per week</p>		

Number of minutes per intervention session: 40 minutes Course(s) where interventions take place: Intensive reading, Developmental Language Arts (DLA), Learning Strategies		
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		Verbiage (as needed)
Language! Live Teacher led lessons	NA	<p>Language Live does not meet strong, moderate, or promising levels of evidence; the following What Works Clearinghouse (WWC) Practice Guide Recommendation(s) support the program: <i>"Providing Reading Interventions for Students in Grades 4–9."</i></p> <p>Recommendations and Levels of Evidence:</p> <ul style="list-style-type: none"> • Build students' decoding skills so they can read complex multisyllabic words – Strong level of evidence • Provide purposeful fluency-building activities to help students read effortlessly – Moderate level of evidence • Routinely use a set of comprehension-building practices to help students make sense of the text – Strong level of evidence <p>These recommendations were built into the program with a focus on an evidence-based literacy approach founded in the science of reading with age-appropriate content to engage adolescent readers. The scope and sequence include word study with a focus on decoding and word analysis, fluency practices and embedded text so students can practice vocabulary and practice with multisyllabic words.</p> <p>The district will support and monitor the implementation of this program by conducting three benchmark assessments throughout the year, including live and virtual for professional learning. These assessments track student performance with oral language, phonological awareness, phonics, fluency, vocabulary, and comprehension.</p>
Indicate the evidence-based programs and/or practices implemented for students with a disability, as needed.		
Students with Disabilities		
Name of Program	ESSA Evidence Level	Verbiage (as needed)
iSpire Teacher led Lessons	NA	iSPIRE does not meet strong, moderate, or promising levels of evidence; however, the following What Works Clearinghouse (WWC) Practice Guide Recommendation(s)

		<p>support the program: <i>"Providing Reading Interventions for Students in Grades 4–9."</i></p> <p>Recommendations and Levels of Evidence:</p> <ul style="list-style-type: none"> • Build students' decoding skills so they can read complex multisyllabic words – Strong level of evidence • Provide purposeful fluency-building activities to help students read effortlessly – Strong level of evidence • Routinely use a set of comprehension-building practices to help students make sense of the text – Moderate level of evidence <p>These recommendations are built into the iSPIRE program through its structured, multisensory approach to foundational reading skills. iSPIRE delivers explicit instruction in phonological awareness, phonics, decoding, spelling, and comprehension using a consistent 10-step lesson format based on the Orton-Gillingham methodology. The program supports struggling readers, including those with dyslexia, by systematically developing decoding and fluency skills while incorporating scaffolded comprehension strategies. Interactive digital tools and consistent routines help students engage with increasingly complex texts.</p> <p>The district will support and monitor implementation of this program by conducting fidelity checks, offering coaching and modeling sessions, and using student progress data to inform instruction. This includes professional learning opportunities such as initial training in iSPIRE instructional strategies, ongoing professional development workshops, and collaborative planning sessions to ensure high-quality implementation.</p>
Rewards	NA	<p>REWARDS (Reading Excellence: Word Attack & Rate Development Strategies) does not meet strong, moderate, or promising levels of evidence; however, the following What Works Clearinghouse (WWC) Practice Guide Recommendation(s) support the program: <i>"Providing Reading Interventions for Students in Grades 4–9."</i></p> <p>Recommendations and Levels of Evidence:</p> <ul style="list-style-type: none"> • Build students' decoding skills so they can read complex multisyllabic words – <i>Strong level of evidence</i>

		<ul style="list-style-type: none"> • Provide purposeful fluency-building activities to help students read effortlessly – <i>Strong level of evidence</i> • Routinely use a set of comprehension-building practices to help students make sense of the text – <i>Moderate level of evidence</i> <p>These recommendations were built into the program by focusing on explicit instruction in decoding multisyllabic words, repeated reading for fluency, and structured comprehension strategies. REWARDS is designed to improve word recognition, fluency, and comprehension through scaffolded lessons that emphasize strategy use and student engagement with increasingly complex texts.</p> <p>The district will support and monitor implementation of this program by conducting fidelity checks, offering coaching and modeling sessions, and using student progress data to inform instruction. This includes professional learning opportunities such as initial training in REWARDS instructional strategies, ongoing professional development workshops, and collaborative planning sessions to ensure high-quality implementation.</p>
English Language Learners		
Name of Program	ESSA Evidence Level	Verbiage (as needed)
Language! Live Teacher Led Lessons	NA	<p>Language Live does not meet strong, moderate, or promising levels of evidence; the following What Works Clearinghouse (WWC) Practice Guide Recommendation(s) support the program: "<i>Providing Reading Interventions for Students in Grades 4–9.</i>"</p> <p>Recommendations and Levels of Evidence:</p> <ul style="list-style-type: none"> • Build students' decoding skills so they can read complex multisyllabic words – Strong level of evidence • Provide purposeful fluency-building activities to help students read effortlessly – Strong level of evidence • Routinely use a set of comprehension-building practices to help students make sense of the text – Moderate level of evidence <p>These recommendations were built into the program with a focus on an evidence-based literacy approach founded in the science of reading with age-appropriate content to engage adolescent readers. The scope and sequence include word study with a focus on decoding and word analysis, fluency practices and embedded text so students can practice vocabulary and practice with multisyllabic words.</p>

		The district will support and monitor the implementation of this program by conducting three benchmark assessments throughout the year, including live and virtual for professional learning. These assessments track student performance with oral language, phonological awareness, phonics, fluency, vocabulary, and comprehension.
What procedures are in place to identify and solve problems to improve effectiveness of Tier 3 interventions? District leadership along with Content Supervisors, District Resource Teachers, Coaches, and School Administrators, Literacy Leadership Teams will conduct classroom walkthroughs to evaluate whether instruction is aligned to grade-level standards and benchmarks. Data analysis will include the triangulation of multiple sources: Progress monitoring data and PLCs that look at common assessments/student work samples data and alignment to the BEST ELA Standards. In addition, district literacy leaders will engage in scoring and calibration of performance tasks and the analysis of curriculum benchmarks that will serve as common assessments for all three strands of the BEST ELA Standards.		

Grades 9-12

13. Grades 9-12 Assessments

FAST				
Name of the Assessment	Target Audience (Grades 9-12)	What component of reading is assessed?	Assessment Type	How often is the data collected?
FAST ELA Reading	<input checked="" type="checkbox"/> Grade 9 <input checked="" type="checkbox"/> Grade 10	<input checked="" type="checkbox"/> Vocabulary <input checked="" type="checkbox"/> Comprehension	<input checked="" type="checkbox"/> Screening <input checked="" type="checkbox"/> Progress Monitoring <input checked="" type="checkbox"/> Summative	<input checked="" type="checkbox"/> 3 x Year

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

Additional Assessment(s)				
Name of the Assessment	Target Audience (Grades 9-12) (Select all that apply.)	What component of reading is assessed? (Select all that apply.)	Assessment Type (Select all that apply.)	How often is the data collected?
StudySync Curriculum Based Assessments	<input checked="" type="checkbox"/> Grade 9 <input checked="" type="checkbox"/> Grade 10 <input checked="" type="checkbox"/> Grade 11 <input checked="" type="checkbox"/> Grade 12 <input checked="" type="checkbox"/> All Students	<input type="checkbox"/> Oral Language <input type="checkbox"/> Phonological Awareness <input type="checkbox"/> Phonics <input type="checkbox"/> Fluency <input checked="" type="checkbox"/> Vocabulary <input checked="" type="checkbox"/> Comprehension	<input checked="" type="checkbox"/> Progress Monitoring <input checked="" type="checkbox"/> Summative	<input checked="" type="checkbox"/> 3 x Year
Language! Live Benchmarks-Intensive Reading	<input checked="" type="checkbox"/> Grade 9 <input checked="" type="checkbox"/> Grade 10 <input checked="" type="checkbox"/> Select Students	<input checked="" type="checkbox"/> Oral Language <input checked="" type="checkbox"/> Phonological Awareness <input checked="" type="checkbox"/> Phonics <input checked="" type="checkbox"/> Fluency	<input checked="" type="checkbox"/> Screening <input checked="" type="checkbox"/> Progress Monitoring <input checked="" type="checkbox"/> Diagnostic	<input checked="" type="checkbox"/> 3 x Year <input checked="" type="checkbox"/> 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?
		<input type="checkbox"/> Vocabulary <input type="checkbox"/> Comprehension		
READ 180 Growth Monitoring Assessment- Intensive reading	<input checked="" type="checkbox"/> Grade 9 <input checked="" type="checkbox"/> Grade 10 <input checked="" type="checkbox"/> Select Students	<input checked="" type="checkbox"/> Oral Language <input checked="" type="checkbox"/> Phonological Awareness <input checked="" type="checkbox"/> Phonics <input checked="" type="checkbox"/> Fluency <input checked="" type="checkbox"/> Vocabulary <input checked="" type="checkbox"/> Comprehension	<input checked="" type="checkbox"/> Screening <input checked="" type="checkbox"/> Progress Monitoring <input checked="" type="checkbox"/> Diagnostic	<input checked="" type="checkbox"/> 3 x Year

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

The district's process for identifying students in grades 9-12 in need of Tier 2/3 is based upon the FAST data and graduation benchmark achievement. Students scoring at a Level 2 or below on the spring administration of the FAST assessment are considered Tier 2. Students scoring at a Level 1.1 on the spring administration of the FAST are considered Tier 3. Students in grades 11 and 12 not meeting their ELA graduation benchmark are also considered Tier 2 until it is earned. The district uses the curriculum based assessments, growth monitoring assessment for Read 180 and Language! Live Lexile as additional data points. Students scoring on average below 50% on the curriculum based assessments, at the code level (600) on the Read 180 growth assessment or at a lexile below 700 on Language Live may need additional Tier 2/3 interventions. Schools receive this information as part of their scheduling guidelines each spring and are asked to review the student data and use it to guide students into the appropriate courses for the following year. This data is monitored by the district team, and adherence to the guidelines is verified. Schools struggling with identifying their students are provided support by a member of the district team.

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

District leadership along with Content Supervisors, District Resource Teachers, Coaches, and School Administrators with their Instructional Leadership Teams will conduct classroom walkthroughs to evaluate whether instruction is aligned to grade-level standards and benchmarks. Data analysis will include the triangulation of multiple sources including progress monitoring data, common assessments and student work samples. PLC's will review the alignment to the BEST ELA Standards as well as student performance. In addition, district literacy leaders will engage in scoring and calibration of performance tasks and the analysis of curriculum benchmarks that will serve as common assessments for all three strands of the BEST ELA Standards.

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

Student performance will be monitored through district and state progress monitoring tools as well as through curriculum tools available to all teachers: gradebook standards tracker, gradebook standards mastery, and gradebook reteach features. Based upon the data, students will receive differentiated instruction aligned to the benchmarks and skills in which they are performing below grade level. The district identified essential benchmarks and a timeline for mastery and students will receive instruction across various text complexities to reach the level of the benchmark. The achievement level descriptors will also be used in planning to help students move across the trajectory to grade level mastery of benchmarks. Schools follow a protocol to monitor Tier 2 instruction and review data within their instructional leadership and grade level teams.

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

Student performance will be monitored through district and state progress monitoring tools as well as through curriculum tools available to all teachers: gradebook standards tracker, gradebook standards mastery, and gradebook reteach features. Students are progress monitored using Language! Live and Read 180 data.. Additional data is also collected through the use of the instructional materials and groups are reviewed every 6 weeks to determine if the frequency, duration and intensity of the intervention need to be adjusted to best meet student needs.

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 will need to meet or exceed the grade level expectations by scoring at a Level 3 or higher on the FAST ELA PM 1 given at the beginning of the year, and /or have scored a Level 3 or higher on the 2024-25 FAST ELA PM 3 administration. Students need to also score consistently at above a 50% on their Quarter 1 curriculum assessments. Teacher discretion based on classroom performance data may also be used.	
List performance criteria that indicate Tier 1 is sufficient for at least 80% of students. Students who meet the Tier 1 criteria will be enrolled in a high school English course or an equivalent Accelerated Programming course to receive Tier 1 instruction using our core curriculum in English, McGraw Hill Florida StudySync or an approved curriculum for Advanced Placement, International Baccalaureate, and/or Cambridge AICE. StudySync was built to fully align with the Florida Benchmarks for Excellent Student Thinking Standards for English Language Arts. The program's instruction targets the three strands of the BEST Standards, as well as ELA Expectations that permeate every aspect of English Language Arts education, and aids teachers as they guide students who are continuing to develop knowledge and skills with increased complexity and nuance to think critically and adapt to the ever-evolving nature of language and literacy. StudySync received all green/meets expectation ratings on Edreports for alignment, text quality, building knowledge, and usability.	
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? As evidence is collected, Content Supervisors and District Resource Teachers will be deployed to build capacity amongst leaders and teachers through side-by-side coaching, professional learning community support, and professional learning for schools and content teams.	
Core Instruction	
Indicate the core curriculum utilized. Add additional rows as needed.	
Name of Program	Year of Program Adoption
StudySync by McGraw Hill	2021
Performance criteria that prompt the addition of Tier 2 interventions for students not meeting Students do not meet their minimal growth expectations established by the state assessment office and communicated via email and training through the district assessment office and/or have a score below the 40 th percentile on the 2025-26 PM assessments. The document is also shared with district literacy staff at the FOIL meetings to share with teachers and coaches. Scores on the curriculum based assessments are below a 50% average. Student data on benchmark assessments is below a 50% average	
Tier 1 Instruction + Tier 2 Interventions	
Beginning of Year Data	
Students who meet the following criteria at the beginning of the school year: Grades 9 and 10: Level 2 on the 2024-2025 FAST ELA PM 3 and/or a score below the 40 th percentile and a score below 50% on the Quarter 1 curriculum-based checkpoint. Teacher discretion based on	

classroom performance data may also be used. Grades 11 and 12: students not meeting concordant score for graduation requirements		
Number of times per week interventions are provided: 5 times per week Number of minutes per intervention session: 40 minutes Course(s) where interventions take place: Intensive Reading, English, English through ESOL		
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		Verbiage (as needed)
Read 180	WWC Intervention report shows Read 180 is supported by Tier 1 strong evidence. WWC site also shows Read 180 at the Tier 1-3 strong - promising levels across all additional individual studies.	N/A
Language! Live	NA	<p>Language Live does not meet strong, moderate, or promising levels of evidence; the following What Works Clearinghouse (WWC) Practice Guide Recommendation(s) support the program: <i>"Providing Reading Interventions for Students in Grades 4–9."</i></p> <p>Recommendations and Levels of Evidence:</p> <ul style="list-style-type: none"> • Build students' decoding skills so they can read complex multisyllabic words – Strong level of evidence • Provide purposeful fluency-building activities to help students read effortlessly – Moderate level of evidence • Routinely use a set of comprehension-building practices to help students make sense of the text – Moderate level of evidence <p>These recommendations were built into the program with a focus on an evidence-based literacy approach founded in the science of reading with age-appropriate content to engage adolescent readers. The scope and sequence</p>

		<p>include word study with a focus on decoding and word analysis, fluency practices and embedded text so students can practice vocabulary and practice with multisyllabic words.</p> <p>The district will support and monitor the implementation of this program by conducting three benchmark assessments throughout the year, including live and virtual for professional learning. These assessments track student performance with oral language, phonological awareness, phonics, fluency, vocabulary, and comprehension.</p>
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		Verbiage (as needed)
StudySync Resources	No studies met inclusion requirements.	<p>StudySync does not meet strong, moderate, or promising levels of evidence; however, the following What Works Clearinghouse (WWC) Practice Guide Recommendation(s) support the program: "Providing Reading Interventions for Students in Grades 4–9."</p> <p>Recommendations and Levels of Evidence:</p> <ul style="list-style-type: none"> • Build students’ decoding skills so they can read complex multisyllabic words – <i>Strong level of evidence</i> • Provide purposeful fluency-building activities to help students read effortlessly – <i>Strong level of evidence</i> • Routinely use a set of comprehension-building practices to help students make sense of the text – <i>Moderate level of evidence</i> <p>These recommendations are built into the StudySync program through its emphasis on close reading, scaffolded instruction, and engagement with complex literary and informational texts. StudySync provides a structured sequence of lessons—First Read, Skill Lessons, and Close Read—that guide students through multiple interactions with grade-level and above-grade-level texts. The program</p>

		<p>incorporates vocabulary development, fluency practice, and comprehension strategies such as text-dependent questioning and collaborative discussions. These elements support students in developing the skills necessary to decode, analyze, and comprehend increasingly challenging texts.</p> <p>The district will support and monitor implementation of this program by conducting fidelity checks, offering coaching and modeling sessions, and using student progress data to inform instruction. This includes professional learning opportunities such as initial training in StudySync instructional strategies, ongoing professional development workshops, and collaborative planning sessions to ensure high-quality implementation.</p>
English Language Learners		
Name of Program	ESSA Evidence Level	Verbiage (as needed)
StudySync Resources	NA	<p>StudySync does not meet strong, moderate, or promising levels of evidence; however, the following What Works Clearinghouse (WWC) Practice Guide Recommendation(s) support the program: <i>"Teaching Academic Content and Literacy to English Learners in Elementary and Middle School."</i></p> <p>Recommendations and Levels of Evidence:</p> <ol style="list-style-type: none"> 1. Teach a set of academic vocabulary words intensively across several days using a variety of instructional activities – Strong level of evidence 2. Integrate oral and written English language instruction into content-area teaching – Strong level of evidence 3. Provide small-group instructional intervention to students struggling in areas of literacy and English language development – Moderate level of evidence <p>These recommendations are embedded in the StudySync program through its comprehensive design that integrates language development with content instruction. StudySync includes explicit academic vocabulary instruction in every unit, reinforced through multimedia, reading, and writing tasks. The program supports English learners by embedding oral and written</p>

		<p>language development into lessons that feature grade-level texts and scaffolded activities. Structured writing tasks, including sentence frames, graphic organizers, and peer review, help students build written language proficiency. Additionally, differentiated resources and targeted skill lessons allow for small-group instruction tailored to students' language proficiency levels.</p> <p>The district will support and monitor implementation of this program for English Language Learners by conducting fidelity checks, facilitating collaboration between ELA and ESOL teachers, and using language proficiency and formative assessment data to guide instruction. Professional learning opportunities will include initial training on StudySync's ELL supports, workshops on integrating language development into content instruction, and coaching on vocabulary instruction and scaffolding strategies. These supports will ensure that English Language Learners receive instruction aligned with evidence-based practices, promoting both language development and academic achievement.</p>
<p>Performance criteria that prompt the addition of Tier 3 interventions for students not meeting expectations/benchmarks during the school year:</p> <p>Lack of consistent growth on benchmark and unit assessments, even with implementation of teacher-led small group instruction. Data points used includes FAST 2025-26 overall and growth performance either below a Level 3 or below the minimal growth expectations shared by the state, performance on the Quarter 1 curriculum based assessment below 50% and overall performance on classroom benchmark assessments and quick checks for understanding that are below a 50%.</p>		
Tier 1 Instruction + Tier 2 Interventions + Tier 3 Intensive Interventions		
Beginning of Year Data		
<p>Students who meet the following criteria at the beginning of the school year:</p> <p>Grades 9 and 10: Level 1 DSS Score Grade 9 174-223 and Grade 10 179-229 on the 2024-2025 FAST ELA PM 3 and/or a score below the 20th percentile on PM 1. Students score a below 30% on the Quarter 1 curriculum-based assessment. Teacher discretion based on classroom performance data may also be used.</p> <p>Grades 11 and 12: Students not meeting concordant score for graduation requirements.</p>		
<p>Number of times per week interventions are provided:</p> <p>5 days per week</p> <p>Number of minutes per intervention session:</p> <p>40 minutes</p> <p>Course(s) where interventions take place:</p> <p>Intensive Reading, Learning Strategies</p>		
<p>Intensive, Individualized Instruction/Interventions</p> <p>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.</p>		

Name of Program	ESSA Evidence Level	Verbiage (as needed)
Language! Live Teacher led lessons	NA	<p>Language Live does not meet strong, moderate, or promising levels of evidence; the following What Works Clearinghouse (WWC) Practice Guide Recommendation(s) support the program: <i>"Providing Reading Interventions for Students in Grades 4–9."</i></p> <p>Recommendations and Levels of Evidence:</p> <ul style="list-style-type: none"> • Build students’ decoding skills so they can read complex multisyllabic words – Strong level of evidence • Provide purposeful fluency-building activities to help students read effortlessly – Strong level of evidence • Routinely use a set of comprehension-building practices to help students make sense of the text – Moderate level of evidence <p>These recommendations were built into the program with a focus on an evidence-based literacy approach founded in the science of reading with age-appropriate content to engage adolescent readers. The scope and sequence include word study with a focus on decoding and word analysis, fluency practices and embedded text so students can practice vocabulary and practice with multisyllabic words.</p> <p>The district will support and monitor the implementation of this program by conducting three benchmark assessments throughout the year, including live and virtual for professional learning. These assessments track student performance with oral language, phonological awareness, phonics, fluency, vocabulary, and comprehension.</p>
Read 180 Teacher-led lessons	WWC Intervention report shows Read 180 is supported by Tier 1 strong evidence. WWC site also shows Read 180 at the Tier 1-3 strong - promising levels across all additional individual	NA

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)
iSpire Teacher Led Lessons	NA	<p>iSPIRE does not meet strong, moderate, or promising levels of evidence; however, the following What Works Clearinghouse (WWC) Practice Guide Recommendation(s) support the program: <i>"Providing Reading Interventions for Students in Grades 4–9."</i></p> <p>Recommendations and Levels of Evidence:</p> <ul style="list-style-type: none"> • Build students' decoding skills so they can read complex multisyllabic words – Strong level of evidence • Provide purposeful fluency-building activities to help students read effortlessly – Strong level of evidence • Routinely use a set of comprehension-building practices to help students make sense of the text – Moderate level of evidence <p>These recommendations are built into the iSPIRE program through its structured, multisensory approach to foundational reading skills. iSPIRE delivers explicit instruction in phonological awareness, phonics, decoding, spelling, and comprehension using a consistent 10-step lesson format based on the Orton-Gillingham methodology. The program supports struggling readers, including those with dyslexia, by systematically developing decoding and fluency skills while incorporating scaffolded comprehension strategies. Interactive digital tools and consistent routines help students engage with increasingly complex texts.</p> <p>The district will support and monitor implementation of this program by conducting fidelity checks, offering coaching and modeling sessions, and using student progress data to inform instruction. This includes professional learning opportunities such as initial training in</p>

		iSPIRE instructional strategies, ongoing professional development workshops, and collaborative planning sessions to ensure high-quality implementation.
Rewards	NA	<p>REWARDS (Reading Excellence: Word Attack & Rate Development Strategies) does not meet strong, moderate, or promising levels of evidence; however, the following What Works Clearinghouse (WWC) Practice Guide Recommendation(s) support the program: "Providing Reading Interventions for Students in Grades 4–9."</p> <p>Recommendations and Levels of Evidence:</p> <ul style="list-style-type: none"> • Build students' decoding skills so they can read complex multisyllabic words – <i>Strong level of evidence</i> • Provide purposeful fluency-building activities to help students read effortlessly – <i>Strong level of evidence</i> • Routinely use a set of comprehension-building practices to help students make sense of the text – <i>Moderate level of evidence</i> <p>These recommendations were built into the program by focusing on explicit instruction in decoding multisyllabic words, repeated reading for fluency, and structured comprehension strategies. REWARDS is designed to improve word recognition, fluency, and comprehension through scaffolded lessons that emphasize strategy use and student engagement with increasingly complex texts.</p> <p>The district will support and monitor implementation of this program by conducting fidelity checks, offering coaching and modeling sessions, and using student progress data to inform instruction. This includes professional learning opportunities such as initial training in REWARDS instructional strategies, ongoing professional development workshops, and collaborative planning sessions to ensure high-quality implementation.</p>

English Language Learners		
Name of Program	ESSA Evidence Level	Verbiage (as needed)
Read 180 Teacher-led lessons	WWC Intervention report shows Read 180 is supported by Tier 1 strong evidence. WWC site also shows Read 180 at the Tier 1-3 strong - promising levels across all additional individual	NA
Language! Live Teacher-led lessons	NA	<p>Language Live does not meet strong, moderate, or promising levels of evidence; the following What Works Clearinghouse (WWC) Practice Guide Recommendation(s) support the program: <i>"Providing Reading Interventions for Students in Grades 4–9."</i></p> <p>Recommendations and Levels of Evidence:</p> <ul style="list-style-type: none"> • Build students' decoding skills so they can read complex multisyllabic words – Strong level of evidence • Provide purposeful fluency-building activities to help students read effortlessly – Strong level of evidence • Routinely use a set of comprehension-building practices to help students make sense of the text – Moderate level of evidence <p>These recommendations were built into the program with a focus on an evidence-based literacy approach founded in the science of reading with age-appropriate content to engage adolescent readers. The scope and sequence include word study with a focus on decoding and word analysis, fluency practices and embedded text so students can practice vocabulary and practice with multisyllabic words.</p> <p>The district will support and monitor the implementation of this program by conducting three benchmark assessments throughout the year, including live and virtual for professional learning. These assessments track student performance with oral language, phonological awareness, phonics, fluency, vocabulary, and comprehension.</p>

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

District leadership along with Content Supervisors, District Resource Teachers, Coaches, and School Administrators with their Instructional Leadership Teams will conduct classroom walkthroughs to evaluate whether instruction is aligned to grade-level standards and benchmarks. Data analysis will include the triangulation of multiple sources including progress monitoring data, common assessments and student work samples. PLC's will review the alignment to the BEST ELA Standards as well as student performance. In addition, district literacy leaders will engage in scoring and calibration of performance tasks and the analysis of curriculum benchmarks that will serve as common assessments for all three strands of the BEST ELA Standards.

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

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

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

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

Name of Professional Learning	Target Audience	Description
Literacy Symposium	PK-12 Teachers	Science of Reading aligned training provided to all grade levels, with a focus on foundational skills, fluency, vocabulary and comprehension. This is a 3-Day conference style training featuring many reading researchers and leaders throughout the nation sharing their knowledge to teachers throughout our district.
Literacy Restructured	K-5 Teachers	Provides teachers with a solid understanding of how the core curriculum provides students with a way to build background knowledge, vocabulary and comprehension skills through a close reading routine, all aligned to the BEST benchmarks.
Literacy for All	PK-5 Teachers	Teachers dig into the science of reading, with an emphasis on phonological awareness,

		phonics, word recognition and fluency. They receive the science behind the
Writing Revolution	3-5 Teachers	Teachers will learn strategies to teach writing beginning with the sentence level to build their understanding of syntax and semantics within a knowledge building classroom.
Marzano Vocabulary Strategies	3-12 Teachers	Teachers will learn strategies aligned to Marzano's 6 step vocabulary process to engage in more purposeful word study at the tier 2 and tier 3 level.
UFLI Foundations	K-3 Teachers	Teachers will build an understanding of science of reading practices through a background course and then apply that to the implementation of the UFLI Foundations core program.
Flamingo Literacy	VPK-3 Teachers	Teachers will attend an online component through UFLC to learn key practices aligned to the science of reading and then explore an aligned instructional framework for small group instruction.
Language! Live Training	6-10 Teachers	Teachers will learn about the Foundational skills benchmarks in the BEST for grades 6-12 and how to utilize Language! Live to support students with decoding difficulties through the word training program.
Enhancing Content Alignment in ELA Classrooms	6-8 Literacy Leaders and Administrators	Participants will learn how the BEST benchmarks can be taught successfully utilizing the structure provided in the core material along with district created instructional resources. Participants will walk through classrooms to see benchmark aligned instruction in action.
Opportunity For All Builds Knowledge: Supporting Collaborative Practices Between Literacy, ESE, ELL, and Assessment in a 6-12 ELA/Reading Classroom	6-12 Teachers and Administrators	Participants will learn how to support all students, including ESE and ELL subgroups, through the use of HQIM, scaffolded instructional strategies and collaboration so that all students can successfully access the rigor of the BEST benchmarks.
Opportunity For All Builds Knowledge: Supporting Collaborative Practices Between Literacy, ESE, ELL, and Assessment in a K-5 Literacy Classroom	K-5 Teachers and Administrators	Participants will learn how to support all students, including ESE and ELL subgroups, through the use of HQIM, scaffolded instructional strategies and collaboration so that all students can successfully access the rigor of the BEST benchmarks.
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. Information regarding the UF micro-credentialing program is disseminated to all teachers, coaches, and administrators, clearly indicating that this pathway ensures teachers are equipped to provide Tier 3		

instruction. The district offers an approved matrix for teachers to earn the reading endorsement through a hybrid model within a single semester, accommodating teachers' schedules on a rotating basis. Additionally, the district encourages enrollment in courses through FDLRS and the BEES portal, ensuring access to high-quality professional learning necessary for meeting explicit reading intervention standards and certification requirements for students with disabilities. Furthermore, the district provides teachers with various training options, allowing them to choose participation in these programs to earn equivalent points.

Differentiated Professional Learning

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

District training courses are planned based on the needs of teachers and students. The learning opportunities are designed to improve teacher skills and knowledge and ultimately positively impact student achievement. In addition, the district believes that effective professional learning builds on teachers' prior experiences and current knowledge and skill base. Educators are encouraged to set their own goals while seeking and attending professional learning activities. The district believes that through purposeful selection of professional learning activities teachers can continue to excel in their craft. Many district initiatives are designed as sustained, on-going professional learning events. For example, most summer institutes are planned to include successive days with follow-up and content area coaches receive monthly professional learning to share at the school sites. The district believes that longer-duration professional learning provides teachers time to practice and learn from implementing new knowledge with their class, which is where the transfer from learning the skill to effectively using it occurs. Sustained professional learning also includes follow-up to support, through coaching or collaboration, as teachers implement new teaching methods and knowledge in their classrooms. The district makes every effort to model training after the Cooper model designed by J. David Cooper of Ball State University. This method includes teaching the theory and presenting the research behind the new skill, demonstrating the new skill, immediately providing the teacher with opportunities to practice and offering feedback on areas of success and improvement, and following-up with additional training and/or coaching to support the teacher in implementing the new strategy. Training at the district and school level is conducted utilizing effective, research-based professional learning strategies. Professional Learning opportunities include modeling, effective research- and/or evidence-based instruction, practice, and classroom-based feedback. Professional learning is provided by various in-field experts including coaches, mentors, content-specific lead teachers, and district personnel. Training includes the opportunity to collaborate with colleagues and engage in active meaningful discussion either face to face, virtual or in an asynchronous style through message boards and discussion posts. There are still single event professional learning offerings documented in the Master Inservice Plan (MIP). However, most of those trainings include structured reflection or the opportunity to follow-up with site-based support or district resources. Hillsborough County Public School veteran teachers also enjoy professional learning opportunities that foster continued development and teacher leadership. The HCPS Demonstration Classroom Video Library Series allows all instructional personnel access to segments of lessons demonstrating instructional best practices. Organized by subject and grade level, these videos offer teachers the opportunity to watch and learn from their peers as they demonstrate best practice around topics such as questioning techniques, classroom management, communication of learning targets, and a variety of other pedagogical skills. Through the Demonstration Classroom Video Library teachers can further their growth with professional learning that is specific to meet their individual needs

Mentor Teachers

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

New Teacher Mentors

The purpose of a quality induction program is not just to retain teachers; instead, intensive induction programs with highly trained and supported mentors can accelerate the development of high achieving

classroom teachers and improve student achievement. Therefore, veteran teachers who are selected to support the development of novice colleagues on a full-time basis are assuming a significant and potentially very powerful leadership role in schools and school districts. They are becoming on-the-job teacher educators who are influencing, very directly, the professional norms and teaching practices of a cadre of new teachers that will be educating the entire next generation of students in our schools. At the center of the beginning teacher's induction to the teaching profession is her/his relationship with a skilled, trained mentor teacher and a caring and conscientious principal. Working together, the effectiveness of this triad is key in accelerating the beginning teacher's development and ultimately student achievement.

In HCPS, mentors are based on the following criteria:

- Strong interpersonal skills
- Exemplary practice (at least 5 years in the classroom)
- Leadership capacity
- Credibility among teachers and administrators
- Predisposition as a learner
- Desired experience/knowledge:
- Professional Standards
- Coaching
- Working in diverse settings

Mentors provide bi-weekly mentoring support to first-year teachers to help them master the Florida Educator Accomplished Practices.

Teacher Talent Developers

Instructional personnel interested in advanced leadership roles at their sites, can hold positions such as Teacher Talent Developer (TTD). The Teacher Talent Developer is a hybrid position, in which the teacher is responsible for teaching students fifty percent of his/her time and supporting site-based efforts to improve instructional practice to improve student achievement outcomes fifty percent of his/her time. TTDs provide instructional coaching to all classroom teachers, across content and grade levels, to improve student instruction. TTDs assist teachers in the planning of standards-based lessons, model and co-teach best practices, conduct non-evaluative observations and provide targeted feedback, analyze and interpret classroom data, and provide professional learning on a variety of content and pedagogical topics.

Professional Learning Time

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

The district is committed to providing teachers with the resources to engage in professional learning. During preplanning, teachers are released for one day for Professional Study Day. During this day, teachers review standards, curriculum, and accompanying resources. At the secondary level, the training is led by the content supervisors. At the elementary level, the training is guided by content supervisors and takes place at each elementary school under the leadership of the principal and assistant principal. In addition to this day, teachers are released one hour early every Monday for Professional Learning and collaborative planning. This time is often used by Professional Learning Communities so that they can review data and plan lessons aligned to state standards.

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
Raise High School Tutoring	Grades K-3	<p>Hillsborough County Public Schools (HCPS) will provide a K-3 reading tutoring program which will utilize HCPS RAISE High School Tutoring. The HCPS RAISE High School Tutoring Program trains, equips, and supports 11th and 12th grade high school students as they tutor K-3 elementary students to support literacy acquisition. The HCPS RAISE High School Tutoring vision is to empower high school students to change the lives of children through high quality literacy experiences. Prior to participating in the program, all tutors will attend six hours of self-paced tutor training provided by the district through a Canvas course as well as an orientation/training session and ongoing tutor support from district personnel. Inclusive of the training, tutors will develop knowledge of the science of reading concepts and components of powerful instruction to incorporate during proposed tutoring sessions. This self-paced Canvas training incorporates training decks from Just Read, Florida! as well as the Florida Center for Reading Research (FCRR). Instructional materials used in tutoring sessions will meet the ESSA levels of strong, moderate, promising, or demonstrate a rationale. Tutoring sessions will occur weekly or biweekly throughout the school year. The tutoring sessions will take place during the school day and/or after school under supervision, as specified by state statute. While at the elementary site, high school students will plan for instruction, provide tutoring to multiple groups of students, and assess tutee understanding. HCPS utilizes several tutoring models, including cohorts from high school that travel together to partnership elementary sites during the school day on out of school business. HCPS also incorporates opportunities for individual high school students to provide tutoring during the school day during free periods in their schedule as well as after school during</p>

		Hillsborough Out of School Time (HOST). HCPS anticipates that there will be approximately 50-75 high school tutors operating during the 2025-2026 school year and 2026 Summer Learning Program (SLP).
Seniors in Service	Grades K-5	Hillsborough County Public Schools (HCPS) will continue to work with the Seniors in Service Program to provide additional reading intervention support to elementary students in need of tutoring. The Seniors in Service Foster Grandparent Program and Readers in Motion Program have a proven track record in providing quality tutoring services to HCPS students. For over 39 years, the Seniors in Service Foster Grandparent Program has provided intensive tutoring and mentoring to students with identified needs. Each year, independent teacher assessments show that the children served by Seniors in Service improve literacy and resiliency, character and life skills needed to succeed in school and in life. Through this program, HCPS has leveraged collaborative relationships between passionate school staff; devoted, highly trained volunteers; and coordination/ oversight by Seniors in Service to best meet the tutoring needs of HCPS students. HCPS content area experts provide training to the Seniors in Service Program staff each year. Sessions focus on building knowledge of the science of reading, with an emphasis on the phonological foundations of reading acquisition, to support tutors with reinforcing the explicit and systematic instruction being provided in HCPS classrooms. HCPS will continue to leverage this local partnership with Seniors in Service Volunteers as a supplemental resource that will assist with reading interventions and tutoring for students.
Chapter One Tutoring	Grades K-2	HCPS will continue to partner with Chapter One Tutoring to offer high impact tutoring at 14 district sites. Chapter One offers short burst face-to-face tutoring by certified personnel during the school day, within the classroom. This tutoring centers around science of reading practices and focuses on building students' knowledge of alphabetic principles, phonemic awareness, phonics and word

		recognition. The team uses a specific program with an entry point matched to students' needs and is aligned to the work students are already doing with UFLI. Each site will receive a full-time, highly trained Early Literacy Interventionist (ELI) to work with the entire kindergarten and first grade student population. Tutoring sessions are anywhere between 5-15 minutes and are provided to students 1-4 times per week depending on their needs. Students can then practice online using Chapter One resources that match the specific skills they were just taught.
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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.

For students with a substantial reading deficiency, parents are notified immediately following the initial assessment cycle. A list is provided by our assessment office to the principals with the students qualifying based upon their data from each assessment cycle. The notification letter includes not only includes information regarding the assessment, but also information regarding the area of need, specific intervention, duration and progress monitoring data. There is also information provided for parents regarding available resources including the Read-at-Home plan and the New Worlds Reading Initiative. Once the initial notification is sent, families receive monthly notification in writing regarding students' response to intervention and any changes that may occur with programming, duration, or progress monitoring. This continues throughout the school year.

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 has partnered with New Worlds Reading Initiative to host multiple regional family engagement events each school year. These events will help build family engagement in literacy skills to support students at home and decrease barriers within home-school communication. During these events, district and school staff support eligible families with applying for the New Worlds Reading initiative. Families also learn about the New Worlds Scholarships and are able to engage with literacy partners such as Just Right Reader and myON. Individual schools also partner with New Worlds Reading to host and support school events throughout the year. Our literacy campaign, Hillsborough Reads-Rise in 5!, centers around building community awareness of the importance of literacy, highlighting community members and partnerships that support our initiative, and engage schools in common reading goals. Included in this campaign is an at home reading challenge with the support of Beanstack and myOn, as well as opportunities to showcase staff and student readers to build excitement and awareness around literacy. The district also supports family engagement by providing Take Home Packets for grades K-2 to support UFLI implementation and decodable text reading. Each student receives a whiteboard, marker, and manipulative letters to engage in the UFLI Home Support practice pages. The district has created a video showcasing the components of the UFLI Take Home Kits and Home Support pages to build the knowledge of family members and support application of UFLI at home. These resources are housed on the district K-12 Literacy website. The district purchased Just Right Readers for students at selected sites in grades VPK-1 to support reading extension at home. Students receive 9 sets of ten books a year (7 sets in VPK) that can be taken home to read with the families. Support

and resources are provided through a QR code to families to support the foundational skills content within each decodable reader. This year the district also plans to partner with Paloma through an Accelerate grant to provide selected families the opportunity for 15 minutes of foundational skills tutoring via an app daily 3-5 times per week. The district has also created a turnkey parent training to support families on strategies to support readers at home. There are also manipulatives and materials that are available to loan to schools for these parent nights.

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

Signature:
Tracie M Bergman

Date:
July 29, 2025

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

9) Highly Effective Teachers

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

The district prioritizes the assignment of highly effective teachers from kindergarten to grade 2 by utilizing a comprehensive approach that includes multiple data sources and evaluation criteria. Each October, principals receive teacher Value-Added Model (VAM) and performance data, which provides a quantitative measure of a teacher's impact on student learning. In addition to this data, principals also consider observation and walkthrough data, which offer insights into a teacher's instructional practices and classroom management skills. Reviewing the prior work history of teachers allows principals to assess their experience and effectiveness in previous roles. Furthermore, growth data from progress monitoring assessments is used to evaluate how well teachers have supported student learning and development over time. By integrating these various data points, the regional superintendents can work with principals to ensure that highly effective teachers are strategically placed in kindergarten to grade 2 classrooms, where their expertise can have the greatest impact on early childhood education. The district is also providing coaches specific to K-2 to provide both professional learning and embedded support in core and foundational skills instruction, and to continue to grow the practice and skill of our K-2 teachers.