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	Cathi Addison	cathi.addison@jcsb.org	(850) 372-6725
Data Element	Jennifer See	jennifer.see@jcsb.org	(850) 482-1200
Third Grade Promotion	Jennifer See	jennifer.see@jcsb.org	(850) 482-1200
Multi-Tiered System of Supports	Laura Kent	laura.kent@jcsb.us	(850) 482-1200
Professional Learning	Chris Franklin	chris.franklin@jcsb.org	(850) 482-1200

2) District Expenditures

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

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

Comprehensive System of Reading Instruction Expenditures	Amount	FTE (where applicable)
Elementary Expenses		
Literacy coaches		
Intervention teachers	**321,882.00**	**5**
Scientifically researched and evidence-based supplemental instructional materials		
Third grade summer reading camps		
Summer reading camps	**80,477.00**	
Secondary Expenses		
Literacy coaches		
Intervention teachers		
Scientifically researched and evidence-based supplemental instructional materials		
PreK-Grade 12 Expenses		
Professional learning to help K-12 instructional personnel and certified PreK teachers earn a certification, a credential, an endorsement or an advanced degree in scientifically researched and evidence-based reading instruction		
Incentives for K-12 instructional personnel and certified PreK teachers who obtain the Reading Endorsement or Certification		
Incentives for PreK-12 instructional personnel who obtain an Emergent, Elementary or Secondary Literacy Micro-Credential		
Additional time per day of evidence-based intensive reading instruction for extended literacy learning (before or after school, summer, etc.)		
Tutoring programs to accelerate literacy learning		
Family engagement activities		
Other – Please Describe (Add additional rows as needed.)		
Estimated Sum of Expenditures	**402,359.00**	

3) Literacy Leadership – District and School

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

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

FAST				
Grade	Previous School Year – % of Students Scoring	Goal for Plan Year – % of Students Scoring	Previous School Year – % of Students Scoring	Goal for Plan Year – % of Students Scoring
	Urgent Intervention <10th percentile	Urgent Intervention <10th percentile	At & Above Benchmark 40th percentile & above	At & Above Benchmark 40th percentile & above
VPK	0%	0%	83%	88%

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

To improve literacy outcomes for Voluntary Prekindergarten (VPK) students, the district will implement a targeted, data-driven approach focused on phonological awareness, specifically addressing areas where student performance data indicates low proficiency—syllabication, compound words, and rhyming.

The district will strengthen core instruction by adopting evidence-based materials that emphasize explicit and systematic phonological awareness instruction. Teachers will deliver daily small-group interventions for students performing below benchmark levels, focusing on helping students segment and blend syllables, identify and form compound words through oral language activities, and recognize, produce, and match rhyming words. To ensure teachers are equipped to deliver high-quality instruction, the district will provide ongoing professional development centered on effective phonological awareness strategies, including modeling, scaffolding, and the use of multisensory techniques. Teachers will also receive training on how to interpret formative assessment data and adjust instruction to meet the diverse needs of their students.

Regular progress monitoring will be used to track growth in phonological awareness, with data reviewed monthly by instructional coaches and classroom teachers. This ongoing analysis will guide instructional decisions and support flexible grouping to ensure all students receive the support they need.

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 Level 1	Goal for Plan Year – % of Students Scoring Level 1	Previous School Year – % of Students Scoring Levels 3-5	Goal for Plan Year – % of Students Scoring Levels 3-5
K	20%	15%	60%	65%
1	19%	14%	62%	67%
2	15%	10%	63%	68%
3	16%	11%	61%	66%
4	18%	15%	59%	64%
5	17%	12%	49%	54%
6	15%	10%	60%	65%
7	16%	11%	58%	63%
8	13%	8%	61%	66%
9	18%	13%	55%	60%
10	17%	12%	55%	60%

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

   1. **Provide an explanation of the following:**

Grades K-5	District Level	School Level
Data that will be collected and frequency of review	FAST Data- 3 x per year	FAST Data- 3 x per year Star Assessment Data- 3 x per year

		Classroom Assessment Data Bi-Weekly
Actions for continuous support and improvement	Quarterly Data Review Meetings	Monthly Data Meetings
Grades 6-8	**District Level**	**School Level**
Data that will be collected and frequency of review	FAST Data- 3 x per year STAR Data- 3 x per year	FAST Data- 3 x per year Star Assessment Data- 3 x per year Classroom Assessment Data- Bi-Weekly
Actions for continuous support and improvement	Quarterly Data Review Meetings	Monthly Data Meetings
Grades 9-12	**District Level**	**School Level**
Data that will be collected and frequency of review	FAST Data- 3 x per year STAR Data- 3 x per year	FAST Data- 3 x per year Star Assessment Data- 3 x per year Classroom Assessment Data- Bi-Weekly
Actions for continuous support and improvement	Quarterly Data Review Meetings	Monthly Data Meetings

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.**

Jackson's K-12 CERP has been revised to reflect emphasis on E) Professional Learning, and A) Literacy Leadership. The district will provide a School CERP Implementation Reflection Tool for quarterly deliberation to ensure school level compliance.

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

The CERP will serve as a cornerstone during data chats and grade group meetings for instructional planning and discussion. Walkthroughs will focus on full implementation of district adopted instructional and supplementary programs and differentiated teacher led small group instruction. Debriefings will follow walkthroughs, with particular attention to this process in our RAISE schools. Instructional walkthroughs will be conducted by district and school personnel to ensure all instruction is systematic, explicit, and evidence-based (see Practice Profile). In addition, school administrators will participate in walkthroughs and debriefings with the District Instructional Leadership Team as a means of collaboration and support.

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 will require data notebooks (suggested format provided by district). Data will be discussed at least quarterly during grade group or department meetings.

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?**

N/A

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

N/A

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?**

N/A

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

N/A

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

N/A

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.

- o **Supplemental Instruction/Interventions (Tier 2)**: provides explicit, systematic, small group teacher-led instruction matched to student need, targeting gaps in learning to reduce barriers to students' ability to meet Tier 1 expectations; provides multiple opportunities to practice the targeted still(s) and receive corrective feedback; occurs in addition to core instruction.
- o **Intensive, Individualized Instruction/Interventions (Tier 3)**: provides explicit, systematic individualized instruction based on student need, one-on-one or very small group instruction with more guided practice, immediate corrective feedback and frequent progress monitoring; occurs in addition to core instruction and Tier 2 interventions. Tier 3 interventions must be provided to students identified as having a substantial deficiency in reading. All intensive reading interventions must be delivered by instructional personnel who are certified or endorsed in reading or possess a literacy micro-credential as provided in s. 1003.485, F.S.

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

District Assessment/Curriculum Decision Trees have been developed in accordance with Florida's **Formula for Reading Success** to support learning for all students, including students with disabilities and English language learners. All students will have access to evidence-based core, supplemental, and intervention curriculum and programs that meet diverse learning needs. A district-wide assessment plan will be implemented, and the MTSS process will ensure that all schools receive tiered ELA support tailored to the needs of every learner.

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.**

Jackson County Early Childhood Programs implement the following:

- All VPK students are assessed using STAR Early Literacy Assessment 3 times per year.
- Portfolios are used for progress monitoring for ESE students and 3-year-old students, 3 times per year.
- The Galileo program is used for ongoing progress monitoring and is individualized for every student.
- Assessment Checklists are completed 3 times per year for every student in Early Head Start and Pre-K.
- Screeners are completed within 45 days of the student's enrollment.
- Head Start Performance Standards, and the Florida Early Learning and Developmental Standards are used to plan instruction.
- Lesson plans are submitted weekly.
- Comprehensive Services Specialists visit classrooms regularly.
- Class observations are conducted yearly to ensure that the interactions between students and adults are appropriate and high quality.

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

Jackson County Early Childhood Programs implement the following:

- Frog Street Curriculum which is correlated to the Head Start and the Florida Early Learning and Developmental Standards (FELDS). It is on the VPK approved curriculum list.
- Head Start Performance Standards, and the FELDS are used to plan instruction.
- Lesson plans are submitted weekly.

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.](#)**

Under Rule 6A-6.053(5), Florida Administrative Code (F.A.C.), public school Voluntary Prekindergarten (VPK) students identified as having a substantial deficiency in early literacy skills must receive targeted, evidence-based interventions. These interventions are intended to improve foundational literacy and prepare students for kindergarten readiness. All VPK students are monitored using STAR Early Literacy. During the school year, individual student remediation plans are created to assist students that score below 10% on STAR Early Literacy during PM1 or PM2. Parents are included in the creation of plans during the first parent-teacher conference of the school year. Parents are updated on progress quarterly and revisions are made at that time based on progress. One-on-one or small group instruction is provided during inside center times to meet the needs of the students. These group meetings and individual meetings are noted on the weekly lesson plans of the teacher with the focus area and student noted by initials. Areas of focus include phonemic awareness, phonics, vocabulary development, language structure, and comprehension strategies. Additionally, the VPK Summer Bridge Program provides 100 hours of remediation for students that score below 10% on PM3 of Star Early Literacy. This program is 4 hours a day program that focuses exclusively on remediation strategies for these learners.

Teachers and instructors are encouraged to earn Emergent Literacy Micro-Credentials from the Lastinger Center for Learning at the University of Florida. Additional professional development in the six-core reading components is provided at the beginning of each school year through a full day of in-service training. A dedicated instructional coach is also provided to assist in all areas of professional development throughout the school year.

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.

<div style="background-color:teal; text-align:center; font-weight:bold;">Grades VPK-5</div>

1. **Grades VPK-5 Assessments**

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

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

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

Additional Assessment(s)				
Name of the Assessment	**Target Audience (Grades PreK-5) (Select all that apply.)**	**What component of reading is assessed? (Select all that apply.)**	**Assessment Type (Select all that apply.)**	**How often is the data collected?**
Other District Assessment **K-5** Star Reading	☐ VPK ☐ PreK ☐ Grade K ☒ Grade 1 ☒ Grade 2 ☒ Grade 3 ☒ Grade 4 ☒ Grade 5 ☐ All Students ☐ Select Students	☐ Oral Language ☐ Phonological Awareness ☒ Phonics ☐ Fluency ☒ Vocabulary ☐ Comprehension	☒ Screening ☒ Progress Monitoring ☐ Diagnostic ☒ Summative	☐ Weekly ☐ 2 x Month ☐ Monthly ☐ Quarterly ☒ 3 x Year ☐ Annually ☒ As Needed ☐ Other
Other District Assessment **K-5** Star Phonics	☐ VPK ☐ PreK ☒ Grade K ☒ Grade 1 ☒ Grade 2 ☐ Grade 3 ☐ Grade 4 ☐ Grade 5 ☒ All Students ☐ Select Students	☐ Oral Language ☐ Phonological Awareness ☒ Phonics ☐ Fluency ☐ Vocabulary ☐ Comprehension	☒ Screening ☒ Progress Monitoring ☒ Diagnostic ☐ Summative	☐ Weekly ☐ 2 x Month ☐ Monthly ☐ Quarterly ☒ 3 x Year ☐ Annually ☒ As Needed ☐ Other
Other District Assessment **K-5** Star CBM	☐ VPK ☐ PreK ☒ Grade K ☒ Grade 1 ☒ Grade 2 ☒ Grade 3 ☒ Grade 4 ☒ Grade 5 ☒ All Students ☐ Select Students	☐ Oral Language ☒ Phonological Awareness ☒ Phonics ☒ Fluency ☐ Vocabulary ☐ Comprehension	☐ Screening ☒ Progress Monitoring ☐ Diagnostic ☐ Summative	☐ Weekly ☐ 2 x Month ☒ Monthly ☐ Quarterly ☐ 3 x Year ☐ Annually ☒ As Needed ☐ Other
Other District Assessment **K-5** Elementary Oral Communication Rubric	☐ VPK ☐ PreK ☒ Grade K ☒ Grade 1 ☒ Grade 2 ☒ Grade 3 ☒ Grade 4 ☒ Grade 5 ☒ All Students ☐ Select Students	☒ Oral Language ☐ Phonological Awareness ☐ Phonics ☐ Fluency ☐ Vocabulary ☐ Comprehension	☒ Screening ☒ Progress Monitoring ☐ Diagnostic ☐ Summative	☐ Weekly ☐ 2 x Month ☐ Monthly ☐ Quarterly ☐ 3 x Year ☐ Annually ☐ As Needed ☐ Other
Other District Assessment	☐ VPK ☐ PreK	☐ Oral Language ☒ Phonological Awareness	☐ Screening ☒ Progress Monitoring	☒ Weekly ☐ 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?
K-5 HMH Into Reading Florida Assessments	☒ Grade K ☒ Grade 1 ☒ Grade 2 ☐ Grade 3 ☐ Grade 4 ☐ Grade 5 ☒ All Students ☐ Select Students	☒ Phonics ☒ Fluency ☒ Vocabulary ☒ Comprehension	☐ Diagnostic ☒ Summative	☐ Monthly ☐ Quarterly ☐ 3 x Year ☐ Annually ☐ As Needed ☐ Other
Other District Assessment **K-5** McGraw Hill Reading Wonders Assessments	☐ VPK ☐ PreK ☐ Grade K ☐ Grade 1 ☐ Grade 2 ☒ Grade 3 ☒ Grade 4 ☒ Grade 5 ☒ All Students ☐ Select Students	☐ Oral Language ☐ Phonological Awareness ☒ Phonics ☒ Fluency ☒ Vocabulary ☒ Comprehension	☐ Screening ☒ Progress Monitoring ☐ Diagnostic ☒ Summative	☒ Weekly ☐ 2 x Month ☐ Monthly ☐ Quarterly ☐ 3 x Year ☐ Annually ☐ As Needed ☐ Other

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

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

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

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

- 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 Intervention Support Team (teacher, RtI specialist, guidance counselor, district ELA specialist) will meet to review student data and develop a specific intervention plan. FAST PM3 will be used as an initial screener. Students scoring below grade-level benchmarks (Level 1 or Level 2) on FAST PM 3, are flagged as at risk for reading difficulties. Each student's historical data (FAST, STAR, grades, reading-related retentions) will also be used to determine appropriate tier placement. Teachers will be trained in district approved intervention plans. All teachers delivering Tier III instruction will be reading endorsed.

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

The Intervention Support Team (teacher, RtI specialist, guidance counselor, district ELA specialist) will meet to review student data and develop a specific intervention plan. FAST PM3 will be used as an initial screener. Each student's historical data (FAST, STAR, grades, retentions due to a deficiency in reading) will also be used to determine appropriate tier placement. Teachers will be trained in district approved intervention plans. All teachers delivering Tier III instruction will be reading endorsed.

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 in grades K-3 are screened for reading difficulties using Star Early Literacy and Star Reading. Based on the data from these assessments, Tier 3 RtI plans are developed for students who exhibit characteristics of dyslexia, and Tier 3 interventions are immediately initiated.

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.

At the beginning of each school year, schools administer Amira to students in grades K-2. Schools can also administer the Rapid Automatic Naming (RAN) Assessment within STAR CBM to students in grades K-3 to provide additional screening to students with characteristics of dyslexia.   In addition to STAR's CBM RAN assessment, schools may also administer the Foundations of Literacy assessment within STAR CBM.

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

District Instructional Leadership Team, school administrators, and Literacy Leadership Teams will conduct classroom walkthroughs to determine whether Tier 1 instruction is being implemented with fidelity and is aligned to grade-level B.E.S.T. ELA Standards and Benchmarks. Walkthrough and observational data, as well as state, district, and school-based assessment data will be triangulated and analyzed. Quarterly data meetings will focus on analysis of data and student work samples to determine student, grade-level, and school-wide needs.

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

The District Instructional Leadership Team and school administrators will monitor Tier 2 instruction through regular classroom walkthroughs to ensure fidelity of implementation. Walkthrough and observational data, curriculum-based assessments, intervention reports, and progress monitoring tools will be analyzed, while quarterly data meetings will focus on reviewing disaggregated student data and work samples to identify instructional needs. Students receiving Tier 2 support are expected to demonstrate accelerated progress compared to peers in order to close the gap toward grade-level benchmarks, with progress monitored at least biweekly or monthly using STAR CBM or other diagnostic tools. Effectiveness will be evaluated by the percentage of students successfully moving back into Tier 1 supports, the percentage maintaining gains once returned to core-only instruction, and fidelity checks to confirm that small-group interventions are occurring consistently and with the required accuracy, intensity, and duration. The district expects Tier 2 interventions to help most students catch up within one semester to a year; if sufficient progress is not achieved, interventions will be adjusted, or students may be considered for Tier 3 support.

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

The District Instructional Leadership Team and school administrators will conduct classroom walkthroughs to ensure Tier 3 instruction is implemented with fidelity, examining walkthrough and observational data, curriculum-related assessments and reports, and progress monitoring tools. Quarterly data meetings will focus on analyzing student data and work samples to identify instructional needs and adjust supports as necessary. The effectiveness of Tier 3 interventions is monitored through frequent progress monitoring, typically weekly or biweekly, using tools such as STAR CBM or skill-based probes, with attention to each student's rate of improvement toward individualized growth targets. Additional indicators of effectiveness include whether students demonstrate sustained progress, the accuracy and intensity of instruction, and fidelity checks to ensure interventions are delivered systematically by teachers with a Reading Endorsement. Adjustments to interventions are made based on data, and students who meet their growth goals may transition to Tier 2 or back to core instruction as appropriate.

Grades K-5 Decision Tree
Elementary schools (K-5) must teach reading in a dedicated, uninterrupted block of time of at least 90 minutes daily to all students. The reading block will include whole group instruction utilizing an evidence-based sequence of reading instruction and small group differentiated instruction in order to meet individual student needs.
Tier 1 (Core) Only
Beginning of Year Data
Students must meet the following criteria at the beginning of the school year: If the student has not been retained, is not in the MTSS process, and scores a Level 3 or higher on FAST PM3.
List performance criteria that indicate Tier 1 instruction is sufficient for at least 80% of students.   K-5 FAST Level 3 or higher   K-5 Star Reading/Star Early Literacy 40th Percentile or higher

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

As evidence is collected, the District Instructional Leadership Team will be deployed to support leaders and teachers through side-by-side coaching, professional learning community support, professional development for schools and content teams, and progress monitoring through our state and district progress monitoring tools.

Core Instruction	
Indicate the core curriculum utilized. Add additional rows as needed.	
Name of Program/Practices	**Year of Program Adoption**
HMH Into Reading Florida (K-2)	**2021**
McGraw Hill Reading Wonders (3-5)	**2021**

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

Performance Criteria that prompt the addition of Tier 2 interventions will include:
- Scoring below the 40th percentile on Star Early Literacy, Star Reading, or Level 2 or below on FAST Progress Monitoring Assessments
- Lack of progress towards grade level benchmarks as indicated by average of below 70% on standards-based assessments
- Receiving less than 70% mastery on unit/chapter/module or curriculum-based assessments in core ELA

Tier 1 Instruction + Tier 2 Interventions
Beginning of Year Data

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

No single data point should indicate a student's need for Tier 2 interventions. Possible indicators include retention at a previous grade level, FAST PM1, PM2, or PM3 Level 1 or Level 2, previous placement in the MTSS process, receiving less than 70% mastery on unit/chapter/module or curriculum-based assessments in core ELA, and/or the student is being considered for retention in current school year based on failing grades.

Number of times per week interventions are provided:
3-5 times per week
Number of minutes per intervention session:
15-20 minutes (Total of 60 additional minutes per week)

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/Practices	**ESSA Evidence Level**	**Verbiage (as needed)**

Teacher led small group differentiated instruction; **Group Size: 3-5**	**Strong**	Teacher led small group instruction does not meet strong, moderate, or promising levels of evidence; however, the following WWC Practice Guide Recommendation(s) support the practice: Improving Adolescent Literacy: Effective Classroom and Intervention Practices: A Practice Guide --Small Group Instruction: Recommendation 5. Make available intensive and individualized interventions for struggling readers that can be provided by trained specialists. Level of evidence: **Strong** This recommendation was built into the intervention as a core system of delivery. The district will support and monitor implementation of this practice through walkthroughs/feedback and professional learning as needed with a model classroom focus.
HMH, Into Reading Florida Intervention		HMH, Into Reading Florida Intervention does not meet strong, moderate, or promising levels of evidence; however, the following WWC Practice Guide Recommendation supports the program: Foundational Skills to Support Reading for Understanding in Kindergarten Through 3rd Grade; Recommendation 1 (Minimal) Teach students academic language skills, including the use of inferential and narrative language, and vocabulary knowledge. Recommendation 2 (Strong) Develop awareness of the segments of sounds in speech and how they link to letters. Recommendation 3 (Strong) Teach students to decode words, analyze word parts, and write and recognize words. Recommendation 4 (Moderate) Ensure that each student reads connected text every day to support reading accuracy, fluency, and comprehension. These recommendations were built into the program by academic language and vocabulary, phonological awareness and letter-sound connections, word decoding and analysis, and daily connected text reading. The district will support and monitor implementation of this program by establishing clear expectations, providing professional learning through training, ongoing coaching, modeling and practicing, and data literacy training.

McGraw Hill, Reading Wonders Intervention Lessons		McGraw Hill *Reading Wonders* intervention lessons align with evidence-based instructional practices by providing explicit, systematic instruction across all essential reading components. Phonological awareness and phonics are taught through decodable texts and targeted exercises that build foundational decoding skills, while fluency is developed through guided, repeated oral reading with immediate corrective feedback. Vocabulary instruction incorporates both direct teaching of academic and domain-specific words and strategies such as context clues and morphological analysis to promote word knowledge. Comprehension is strengthened through modeling of strategies like predicting, summarizing, questioning, and clarifying, coupled with text-based discussions and written responses. Lessons are designed for small-group intervention, with flexible grouping based on assessment data, allowing targeted support aligned to MTSS Tier 2 and Tier 3 needs. Writing is integrated throughout to reinforce reading skills, and frequent progress monitoring using unit assessments and benchmarks informs data-driven instructional decisions. Together, these components ensure that *Reading Wonders* delivers research-based, intensive support to help struggling readers meet grade-level literacy standards.
Exact Path	**Moderate**	Exact Path is a personalized learning program for K-12 learners, designed to accelerate, measure, and report student achievement with English Language Arts standards. It offers individualized learning paths, adaptive diagnostic assessments, and educator-led interventions to address the diverse needs of all learners.
Lexia Core 5 (Grades K, 1)	**Moderate**	Lexia® Core5® Reading (Core5) is a blended learning program that aims to accelerate the development of fundamental literacy skills for students of all abilities in grades pre-K-5. Core5 provides explicit, systematic instruction through personalized learning paths.
UFLI Foundations		UFLI Foundations aligns with Tier 2 and Tier 3 interventions by providing explicit, systematic instruction in foundational reading skills, including phonological awareness, phonics, decoding, and word reading fluency. The program is designed for delivery in small groups for Tier 2 students who need targeted support beyond core instruction, and in one-on-one or very small-group settings for

		Tier 3 students requiring intensive, individualized intervention. Frequent progress monitoring probes allow teachers to adjust instruction based on student performance, ensuring interventions are responsive to growth and skill mastery. Structured lesson plans, scripted guidance, and the ability to increase instructional intensity support high fidelity implementation, enabling students to accelerate their reading development and catch up to grade-level expectations within the MTSS framework.

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

Students with Disabilities

Name of Program/Practices	ESSA Evidence Level	Verbiage (as needed)
Teacher led small group differentiated instruction; **Group Size: 3-5**		Refer to pg. 13
HMH, Into Reading Florida Intervention		Refer to pg. 13
McGraw Hill, Reading Wonders Intervention Lessons		Refer to pg. 14
Exact Path	**Moderate**	Exact Path is a personalized learning program for K-12 learners, designed to accelerate, measure, and report student achievement with English Language Arts standards. It offers individualized learning paths, adaptive diagnostic assessments, and educator-led interventions to address the diverse needs of all learners.
Lexia Core 5	**Moderate**	Lexia® Core5® Reading (Core5) is a blended learning program that aims to accelerate the development of fundamental literacy skills for students of all abilities in grades pre-K-5. Core5 provides explicit, systematic instruction through personalized learning paths.
UFLI Foundations		UFLI Foundations- While UFLI does not meet strong, moderate or promising levels of evidence, the following IES Practice Guide recommendation(s) support the program: IES Foundational Skills to Support Reading for Understanding in Kdg-3rd grade Recommendation 2: Develop awareness of the segments of sounds in speech and how they link to letters Recommendation 3: Teach students to decode words, analyze word parts and write/recognize words Recommendation 4: Ensure student reads connected text every day to support reading

		accuracy, fluency, and comprehension (https://ies.ed.gov/ncee/wwc/PracticeGuide/21)
English Language Learners		
Name of Program/Practices	**ESSA Evidence Level**	**Verbiage (as needed)**
Teacher led small group differentiated instruction; **Group Size: 3-5**		Refer to pg. 13
HMH, Into Reading Florida Intervention		Refer to pg. 15
McGraw Hill, Reading Wonders Intervention Lessons		Refer to pg. 14
Exact Path	**Moderate**	Exact Path is a personalized learning program for K-12 learners, designed to accelerate, measure, and report student achievement with English Language Arts standards. It offers individualized learning paths, adaptive diagnostic assessments, and educator-led interventions to address the diverse needs of all learners.
Lexia Core 5	**Moderate**	Lexia® Core5® Reading (Core5) is a blended learning program that aims to accelerate the development of fundamental literacy skills for students of all abilities in grades pre-K-5. Core5 provides explicit, systematic instruction through personalized learning paths.
UFLI Foundations		UFLI Foundations- The following IES Practice Guide recommendation(s) support the program: IES Foundational Skills to Support Reading for Understanding in Kdg-3rd grade Recommendation 2: Develop awareness of the segments of sounds in speech and how they link to letters Recommendation 3: Teach students to decode words, analyze word parts and write/recognize words Recommendation 4: Ensure student reads connected text every day to support reading accuracy, fluency, and comprehension (https://ies.ed.gov/ncee/wwc/PracticeGuide/21)

For K-3 students who have a substantial deficiency in reading or characteristics of dyslexia, identify the multisensory interventions provided.
UFLI Foundations (Refer to pg. 13 for verbiage)

Wilson Fundations (Refer to pg. 20 for verbiage)

IES Recommendation 2: Develop awareness of the segments of sounds in speech and how they link to letters.
IES Recommendation 3: Teach students to decode words, analyze word parts, and write and recognize words.

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

No single data point should indicate a student's need for Tier 3 interventions. Possible indicators include retention at a previous grade level, FAST PM1, PM2, or PM3 Level 1, previous placement in the MTSS process, receiving less than 60% mastery on unit/chapter/module or curriculum-based assessments in core ELA, and or the student is being considered for retention in the current school year based on failing grades.

Grade 3 Student has demonstrated 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
Student scores below the 20th percentile at the beginning or middle of the year on the coordinated screening and progress monitoring system.
OR
Student scores Level 1 on the end of year statewide, standardized ELA assessment.

Tier 1 Instruction + Tier 2 Interventions + Tier 3 Intensive Interventions		
Beginning of Year Data		
Students who meet the following criteria at the beginning of the school year: No single data point should indicate a student's need for Tier 3 interventions. Possible indicators include retention at a previous grade level, FAST PM3 Level 1, previous placement in the MTSS process, receiving less than 60% mastery on unit/chapter/module or curriculum-based assessments in core ELA, and or the student is being considered for retention in the current school year based on failing grades.		
Number of times per week interventions are provided: 5 times per week **Number of minutes per intervention session:** 20 minutes per session (100 additional minutes per week)		
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/Practices	**ESSA Evidence Level**	**Verbiage (as needed)**
Teacher led small group differentiated instruction; **Group Size: 3-5**		Refer to pg. 13
HMH, Into Reading Florida Intervention		Refer to pg. 13
McGraw Hill, Reading Wonders Intervention Lessons		Refer to pg. 13
Lexia Core 5 **Teacher-led Lexia Lessons**	**Moderate**	Lexia® Core5® Reading (Core5) is a blended learning program that aims to accelerate the

		development of fundamental literacy skills for students of all abilities in grades pre-K-5. Core5 provides explicit, systematic instruction through personalized learning paths.
Wilson Fundations		Wilson Fundations does not meet strong, moderate, or promising levels of evidence; however, the following WWC Practice Guide Recommendation supports the program: Foundational Skills to Support Reading for Understanding in Kindergarten Through 3rd Grade. Recommendations are as follows: Recommendation 2 (Strong)- Developing phonological awareness and linking sounds to letters Recommendation 3 (Strong)- Teaching decoding, word analysis, spelling, and word recognition Recommendation 4(Moderate)- Providing daily connected text reading. These recommendations were built into the program by teaching academic language and vocabulary, developing phonological awareness and linking sounds to letters, teaching decoding, word analysis, and spelling, and ensuring daily connected text reading for fluency and comprehension. The district will support and monitor implementation of this program by establishing clear expectations, providing professional learning, monitoring fidelity, using data to guide instruction, building collaborative structures, providing targeted support, and evaluating and adjusting.

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

Students with Disabilities

Name of Program/Practices	ESSA Evidence Level	Verbiage (as needed)
Teacher led small group differentiated instruction; **Group Size: 3-5**		Refer to pg. 13
HMH, Into Reading Florida Intervention		Refer to pg. 15
McGraw Hill, Reading Wonders Intervention Lessons		Refer to pg. 14
Lexia Core 5 Teacher-led Lexia Lessons	**Moderate**	Lexia® Core5® Reading (Core5) is a blended learning program that aims to accelerate the development of fundamental literacy skills for students of all abilities in grades pre-K-5. Core5

		provides explicit, systematic instruction through personalized learning paths.
Wilson Fundations	**Promising**	As implemented in its one qualifying study, the Wilson Reading System® is a complete curriculum for teaching reading to children in grades 3 and above who did not learn to read well in the primary grades. It focuses on phonics, but also emphasizes fluency, vocabulary, and comprehension. It uses a multisensory approach based on Orton-Gillingham methods.

English Language Learners		
Name of Program/Practices	**ESSA Evidence Level**	**Verbiage (as needed)**
Teacher led small group differentiated instruction; **Group Size: 3-5**		Refer to pg. 13
HMH, Into Reading Florida Intervention		Refer to pg. 15
McGraw Hill, Reading Wonders Intervention Lessons		Refer to pg. 13
Lexia Core 5 Teacher-led Lexia Lessons	**Moderate**	Lexia® Core5® Reading (Core5) is a blended learning program that aims to accelerate the development of fundamental literacy skills for students of all abilities in grades pre-K-5. Core5 provides explicit, systematic instruction through personalized learning paths.
Wilson Fundations	**Promising**	As implemented in its one qualifying study, the Wilson Reading System® is a complete curriculum for teaching reading to children in grades 3 and above who did not learn to read well in the primary grades. It focuses on phonics, but also emphasizes fluency, vocabulary, and comprehension. It uses a multisensory approach based on Orton-Gillingham methods.

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

UFLI Foundations- UFLI Foundations employs a multisensory instructional approach by engaging students through visual, auditory, and kinesthetic modalities simultaneously. Students see the letters and words, hear the corresponding sounds, and practice forming them through writing or using tactile materials. This integrated approach helps strengthen phonemic awareness, decoding, and encoding skills, supporting students who require intensive interventions. By connecting multiple sensory pathways, UFLI Foundations enhances memory, retention, and automaticity in reading, making it highly effective for Tier 2 and Tier 3 learners.

Wilson Fundations- Wilson Fundations delivers multisensory instruction by actively engaging students' visual, auditory, and kinesthetic learning channels. Students see letters and words, hear the associated sounds, and physically practice forming letters through writing, tapping, or using manipulatives. This simultaneous

engagement of multiple senses helps struggling readers internalize phonics patterns, strengthen decoding and encoding skills, and build fluency. By combining explicit, systematic instruction with hands-on, sensory-rich activities, Fundations supports students in making lasting connections between sounds and symbols, which is especially effective for Tier 2 and Tier 3 intervention students.

What processes and procedures are in place to identify and solve problems to improve effectiveness of Tier 3 interventions?
Intervention Support Team (teacher, RtI specialist, guidance counselor, district ELA specialist) will meet every 6-9 weeks, depending on student need, to determine individual student intervention to close academic gaps. Data sheets (JC-601a) will be used to record progress of student receiving intervention; progress monitoring plans and data will be reviewed at Intervention Support Team meetings to determine student progress and appropriate adjustments.

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: Monday – Thursday, 7:30 AM – 2:00 PM, four weeks for a total of 16 instructional days
Evidence-Based Instructional Materials to be used, as defined in 20 U.S.C. s. 7801(21)(A)(i): The following evidence-based instructional materials will be utilized during Summer Reading Camp: McGraw Hill Reading Wonders, HMH Into Reading Florida, UFLI Foundations, and Exact Path. The following IES Practice Guide Recommendations support the program: Foundational Skills to Support Reading for Understanding in Kindergarten Through 3rd Grade. Recommendation two states that students develop awareness of the segments of sounds in speech and how they link to letters. Recommendation two has strong ESSA evidence. Recommendation three states that students should be taught to decode words, analyze word parts, and write and recognize words. Recommendation three has strong ESSA evidence.
Alternative Assessment Used: Star Reading
Additional Information (optional):

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

Summer Reading Camps for Students in Grades K-5
Will the district implement this option? ☒Yes   ☐No

If yes, please describe the grade level(s) that will be invited to participate.
Grades K-5

<div align="center">

Grades 6-8

</div>

8. **Grades 6-8 Assessments**

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

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

Additional Assessment(s)				
Name of the Assessment	**Target Audience (Grades 6-8) (Select all that apply.)**	**What component of reading is assessed? (Select all that apply.)**	**Assessment Type (Select all that apply.)**	**How often is the data collected?**
STAR Reading	☒ Grade 6 ☒ Grade 7 ☒ Grade 8 ☒ All Students ☐ Select Students	☐ Oral Language ☐ Phonological Awareness ☐ Phonics ☐ Fluency ☒ Vocabulary ☒ Comprehension	☒ Screening ☒ Progress Monitoring ☐ Diagnostic ☐ Summative	☐ Weekly ☐ 2 x Month ☐ Monthly ☐ Quarterly ☒ 3 x Year ☐ Annually ☒ As Needed ☐ Other
CORE Phoneme Segmentation Test	☒ Grade 6 ☒ Grade 7 ☒ Grade 8 ☐ All Students ☒ Select Students	☐ Oral Language ☒ Phonological Awareness ☐ Phonics ☐ Fluency ☐ Vocabulary ☐ Comprehension	☐ Screening ☐ Progress Monitoring ☒ Diagnostic ☐ Summative	☐ Weekly ☐ 2 x Month ☐ Monthly ☐ Quarterly ☐ 3 x Year ☐ Annually ☒ As Needed ☐ Other
CORE Phonics Survey	☒ Grade 6 ☒ Grade 7 ☒ Grade 8 ☐ All Students ☒ Select Students	☐ Oral Language ☐ Phonological Awareness ☒ Phonics ☐ Fluency	☐ Screening ☐ Progress Monitoring ☒ Diagnostic ☐ Summative	☐ Weekly ☐ 2 x Month ☐ Monthly ☐ Quarterly ☐ 3 x Year

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?
		☐ Vocabulary ☐ Comprehension		☐ Annually ☒ As Needed ☐ Other
StudySync Placement and Diagnostic Assessment	☒ Grade 6 ☒ Grade 7 ☒ Grade 8 ☐ All Students ☒ Select Students	☐ Oral Language ☐ Phonological Awareness ☐ Phonics ☒ Fluency ☐ Vocabulary ☒ Comprehension	☐ Screening ☐ Progress Monitoring ☒ Diagnostic ☐ Summative	☐ Weekly ☐ 2 x Month ☐ Monthly ☐ Quarterly ☐ 3 x Year ☐ Annually ☒ As Needed ☐ Other
Secondary Oral Communication Rubric	☒ Grade 6 ☒ Grade 7 ☒ Grade 8 ☐ All Students ☒ Select Students	☒ Oral Language ☐ Phonological Awareness ☐ Phonics ☐ Fluency ☐ Vocabulary ☐ Comprehension	☐ Screening ☐ Progress Monitoring ☒ Diagnostic ☐ Summative	☐ Weekly ☐ 2 x Month ☐ Monthly ☐ Quarterly ☐ 3 x Year ☐ Annually ☒ As Needed ☐ Other

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

The Intervention Support Team (teacher, RtI specialist, guidance counselor, district ELA specialist) will meet to review student data and develop a specific intervention plan. FAST PM3 will be used as an initial screener. Each student's historical data (FSA, FAST, STAR, grades, retentions due to a deficiency in reading) will also be used to determine appropriate tier placement. Teachers will be trained in district approved intervention plans. All teachers delivering Tier III instruction will be reading endorsed.

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

The District Instructional Leadership Team, school administrators, and Literacy Leadership Teams will conduct classroom walkthroughs to determine whether Tier 1 instruction is being implemented with fidelity and is aligned to grade-level B.E.S.T. ELA Standards and Benchmarks. Walkthrough and observational data as well as state, district, and school-based assessment data will be triangulated and analyzed. Quarterly data meetings will focus on analysis of data and student work samples to determine student, grade-level, and school-wide needs. District literacy leaders will also engage in scoring and calibration of student samples from district embedded assessments (district writing assessments).

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

District Instructional Leadership Team and school administrators will conduct classroom walkthroughs to determine whether Tier 2 instruction is being implemented with fidelity. Walkthrough and observational data, curriculum-related assessments and reports and progress monitoring tools will be analyzed. Monthly

data meetings will focus on data analysis and student work samples to measure student progress and determine student needs/appropriate adjustments to interventions.

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

District instructional leadership and school administrators will conduct classroom walkthroughs to determine whether Tier 3 instruction is being implemented with fidelity. In addition to walkthrough and observational data, curriculum-related assessments and reports and progress monitoring tools will be examined. Biweekly data meetings will focus on data analysis and student work samples to determine student needs/ appropriate adjustments to interventions.

Grades 6-8 Decision Tree
Tier 1 (Core) Only

Beginning of Year Data

Students must meet the following criteria at the beginning of the school year:
FAST PM 3 Achievement Level (AL) 3 or higher
STAR At/Above 40 PR (STAR scores will be used to determine placement for students entering Jackson district school with no FAST data)

List performance criteria that indicate Tier 1 is sufficient for at least 80% of students.
FAST--Achievement Levels 3-5
STAR-- At/Above 40 PR

What procedures are in place to identify and solve problems to improve effectiveness of Tier 1 instruction?
The District Instructional Leadership Team, school administrators, and Literacy Leadership Teams will conduct classroom walkthroughs to determine whether Tier 1 instruction is being implemented with fidelity and is aligned to grade-level B.E.S.T. ELA Standards and Benchmarks. Walkthrough and observational data as well as state, district, and school-based assessment data will be triangulated and analyzed. Quarterly data meetings will focus on analysis of data and student work samples to determine student, grade-level, and school-wide needs. District literacy leaders will also engage in scoring and calibration of student samples from district embedded assessments (district writing assessments).

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

Name of Program	Year of Program Adoption
McGraw Hill **S**tudySync	2021

Performance criteria that prompt the addition of Tier 2 interventions for students not meeting expectations/benchmarks during the school year:
Fast PM 3 --Achievement Levels 1 or 2
STAR-- At/Below 39 PR

Tier 1 Instruction + Tier 2 Interventions

Beginning of Year Data

Students who meet the following criteria at the beginning of the school year:
FAST PM 3 Achievement Level (AL) 2
STAR At/Below 39 PR

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

Number of minutes per intervention session: 20 (refers to small group instruction)

Course(s) where interventions take place: M/J Language Arts 1, M/J Language Arts 2, M/J Language Arts 3

Supplemental Instruction/Interventions Indicate the evidence-based programs and/or practices used for Tier 2 interventions and how the programs and practices are supported by strong, moderate or promising levels of evidence. Add additional rows as needed.		
Name of Program/Practice		**Verbiage (as needed)**
Teacher led small group differentiated instruction; **Group Size: 3-5**		Teacher led small group instruction does not meet strong, moderate, or promising levels of evidence; however, the following WWC Practice Guide Recommendation(s) support the practice: Improving Adolescent Literacy: Effective Classroom and Intervention Practices: A Practice Guide --Small Group Instruction: Recommendation 5. Make available intensive and individualized interventions for struggling readers that can be provided by trained specialists. Level of evidence: **Strong** This recommendation was built into the intervention as a core system of delivery. The district will support and monitor implementation of this practice through walkthroughs/feedback and professional learning as needed with a model classroom focus.
Lexia PowerUp	**Promising**	Lexia® PowerUp is designed to enhance English language arts instruction for struggling and non-proficient readers in grades 6–12. Blending online student-driven explicit instruction with offline teacher-delivered lessons and activities, PowerUp aims to accelerate the development of both fundamental literacy and higher-order thinking skills through adaptive learning paths. PowerUp addresses the instructional needs of a wide range of students, from struggling to nearly proficient readers, by identifying skill gaps and providing personalized, systematic instruction in Word Study, Grammar, and Comprehension. This explicit instruction prepares students to comprehend and engage with complex texts across a range of genres. Embedded progress monitoring, actionable data, and scripted lessons empower teachers to deliver the exact instruction each student needs.
Exact Path	**Moderate**	Exact Path is a personalized learning program for K-12 learners, designed to accelerate, measure, and report studen achievement with English Language Arts standards. It offers individualized learning paths, adaptive diagnostic assessments, and educator-led interventions to address the diverse needs of all learners.

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/Practice	**ESSA Evidence Level**	**Verbiage (as needed)**
Teacher led small group differentiated instruction; **Group Size: 3-5**		Refer to page 26 for verbiage.
Lexia PowerUp	**Promising**	Refer to page 26 for verbiage.
Exact Path	**Moderate**	Refer to page 26 for verbiage.
English Language Learners		
Name of Program/Practice	**ESSA Evidence Level**	**Verbiage (as needed)**
Teacher led small group differentiated instruction; **Group Size: 3-5**		Refer to page 26 for verbiage.
Lexia PowerUp	**Promising**	
Exact Path	**Moderate**	
Performance criteria that prompt the addition of Tier 3 interventions for students not meeting expectations/benchmarks during the school year: FAST PM 3 AL 1 STAR At/Below 25 PR		

Tier 1 Instruction + Tier 2 Interventions + Tier 3 Intensive Interventions
Beginning of Year Data
Students who meet the following criteria at the beginning of the school year: (FAST PM 3 AL 1 STAR At/Below 25 PR
Number of times per week interventions are provided: 5 **Number of minutes per intervention session: 20 (refers to small group or one-on-one instruction)** **Course(s) where interventions take place: M/J Intensive Reading 1; M/J Intensive Reading 2; M/J Intensive Reading 3**
Intensive, Individualized Instruction/Interventions **Indicate the evidence-based programs and/or practices used for Tier 3 interventions and how the programs and practices are supported by strong, moderate or promising levels of evidence. Add additional rows as needed.**

Name of Program/Practice	**ESSA Evidence Level**	**Verbiage (as needed)**
Teacher led small group differentiated instruction; **Group Size: 1-3**	**Strong**	Refer to page 26 for verbiage.

Lexia PowerUp Teacher-led Lessons	Promising	Refer to page 26 for verbiage.

REWARDS		REWARDS does not meet strong, moderate, or promising levels of evidence; however, the following WWC Practice Guide Recommendation(s) support the program: Providing Reading Interventions for Students in Grades 4–9
		    1. Build students' decoding skills so they can read complex multisyllabic words. Level of evidence: **Strong**
		    2. Provide purposeful fluency-building activities to help students read effortlessly. Level of evidence: **Strong**
		
		These recommendations were built into the intervention to supplement instruction for secondary foundational skills. The district will support and monitor implementation of this program with student data. walkthroughs/feedback, and professional learning opportunities.

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/Practice	**ESSA Evidence Level**	**Verbiage (as needed)**
Teacher led small group differentiated instruction; **Group Size: 1-3**		Refer to page 26 for verbiage.
Lexia PowerUp Teacher-led Lessons	**Promising**	Refer to page 26 for verbiage.
REWARDS		Refer to page 26 for verbiage.
English Language Learners		
Name of Program/Practice	**ESSA Evidence Level**	**Verbiage (as needed)**
Teacher led small group differentiated instruction; **Group Size: 1-3**		Refer to page 26 for verbiage.
Lexia PowerUp Teacher-led Lessons	**Promising**	Refer to page 26 for verbiage.
REWARDS		Refer to page 26 for verbiage.

What procedures are in place to identify and solve problems to improve effectiveness of Tier 3 interventions?
Intervention Support Team (teacher, RtI specialist, guidance counselor, district ELA specialist) will meet every 6-9 weeks, depending on student need, to determine individual student intervention to close academic gaps. Data sheets (JC-601a) will be used to record progress of student receiving intervention; progress monitoring plans and data will be reviewed at Intervention Support Team meetings to determine student progress and appropriate adjustments.

Grades 9-12

13. **Grades 9-12 Assessments**

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

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

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

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?
	☒ Select Students ☐ All Students	☐ Fluency ☒ Vocabulary ☒ Comprehension		☒ 3 x Year ☐ Annually ☒ As Needed ☐ Other
CORE Phoneme Segmentation Test	☒ Grade 9 ☒ Grade 10 ☒ Grade 11 ☒ Grade 12 ☐ All Students ☒ Select Students	☐ Oral Language ☒ Phonological Awareness ☐ Phonics ☐ Fluency ☐ Vocabulary ☐ Comprehension	☐ Screening ☐ Progress Monitoring ☒ Diagnostic ☐ Summative	☐ Weekly ☐ 2 x Month ☐ Monthly ☐ Quarterly ☐ 3 x Year ☐ Annually ☒ As Needed ☐ Other
CORE Phonics Survey	☒ Grade 9 ☒ Grade 10 ☒ Grade 11 ☒ Grade 12 ☐ All Students ☒ Select Students	☐ Oral Language ☐ Phonological Awareness ☒ Phonics ☐ Fluency ☐ Vocabulary ☐ Comprehension	☐ Screening ☐ Progress Monitoring ☒ Diagnostic ☐ Summative	☐ Weekly ☐ 2 x Month ☐ Monthly ☐ Quarterly ☐ 3 x Year ☐ Annually ☒ As Needed ☐ Other
StudySync Placement and Diagnostic Assessment	☒ Grade 9 ☒ Grade 10 ☒ Grade 11 ☒ Grade 12 ☐ All Students ☒ Select Students	☐ Oral Language ☐ Phonological Awareness ☐ Phonics ☒ Fluency ☐ Vocabulary ☒ Comprehension	☐ Screening ☐ Progress Monitoring ☒ Diagnostic ☐ Summative	☐ Weekly ☐ 2 x Month ☐ Monthly ☐ Quarterly ☐ 3 x Year ☐ Annually ☒ As Needed ☐ Other
Secondary Oral Communication Rubric	☒ Grade 9 ☒ Grade 10 ☒ Grade 11 ☒ Grade 12 ☐ All Students ☒ Select Students	☒ Oral Language ☐ Phonological Awareness ☐ Phonics ☐ Fluency ☐ Vocabulary ☐ Comprehension	☐ Screening ☐ Progress Monitoring ☒ Diagnostic ☐ Summative	☐ Weekly ☐ 2 x Month ☐ Monthly ☐ Quarterly ☐ 3 x Year ☐ Annually ☒ As Needed ☐ Other

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

The Intervention Support Team (teacher, RtI specialist, guidance counselor, district ELA specialist) will meet to review student data and develop a specific intervention plan. FAST PM3 will be used as an initial screener. Each student's historical data (FSA, FAST, STAR, grades, retentions due to a deficiency in reading) will also be used to determine appropriate tier placement. Teachers will be trained in district approved intervention plans. All teachers delivering Tier III instruction will be reading endorsed.

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

The District Instructional Leadership Team, school administrators, and Literacy Leadership Teams will conduct classroom walkthroughs to determine whether Tier 1 instruction is being implemented with fidelity and is aligned to grade-level B.E.S.T. ELA Standards and Benchmarks. Walkthrough and observational data as well as state, district, and school-based assessment data will be triangulated and analyzed. Quarterly data meetings will focus on analysis of data and student work samples to determine student, grade-level, and school-wide needs. District literacy leaders will also engage in scoring and calibration of student samples from district embedded assessments (district writing assessments).

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

District Instructional Leadership Team and school administrators will conduct classroom walkthroughs to determine whether Tier 2 instruction is being implemented with fidelity. Walkthrough and observational data, curriculum-related assessments and reports, and progress monitoring tools will be analyzed. Monthly data meetings will focus on data analysis and student work samples to determine student needs/appropriate adjustments to interventions.

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

District instructional leadership and school administrators will conduct classroom walkthroughs to determine whether Tier 3 instruction is being implemented with fidelity. In addition to walkthrough and observational data, curriculum-related assessments and reports and progress monitoring tools will be examined. Biweekly data meetings will focus on data analysis and student work samples to determine student needs/appropriate adjustments to interventions.

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: (Enter assessment criteria that will be used.)   FAST PM 3 Achievement Level (AL) 3 or higher   STAR At/Above 40 PR (STAR scores will be used to determine placement for students entering Jackson district school with no FAST data)
List performance criteria that indicate Tier 1 is sufficient for at least 80% of students.   FAST--Achievement Levels 3-5

STAR-- At/Above 40 PR

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?

The District Instructional Leadership Team, school administrators, and Literacy Leadership Teams will conduct classroom walkthroughs to determine whether Tier 1 instruction is being implemented with fidelity and is aligned to grade-level B.E.S.T. ELA Standards and Benchmarks. Walkthrough and observational data as well as state, district, and school-based assessment data will be triangulated and analyzed. Quarterly data meetings will focus on analysis of data and student work samples to determine student, grade-level, and school-wide needs. District literacy leaders will also engage in scoring and calibration of student samples from district embedded assessments (district writing assessments).

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

Name of Program	Year of Program Adoption
StudySync	**2021**

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

FAST PM 3 Achievement Level (AL) 2

STAR At/Below 39 PR

Tier 1 Instruction + Tier 2 Interventions

Beginning of Year Data

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

FAST PM 3 Achievement Level (AL) 2

STAR At/Below 39 PR

*If a student's test history reveals a pattern—FSA or FAST PM3 Achievement Levels 1 or 2 for multiple years/ administrations, schools may opt to place students in an intensive reading class for additional support. Similarly, when making placement decisions, consider students' test history if there is NOT a pattern of scoring below grade level.

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

Number of minutes per intervention session: 20 (refers to small group or one-on-one instruction)

Course(s) where interventions take place: Intensive Reading 1; Intensive Reading 2; Intensive Reading 3; Intensive Reading 4

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/Practice	ESSA Evidence Level	Verbiage (as needed)
Teacher led small group differentiated instruction; **Group Size: 3-5**		Refer to page 26 for verbiage.

Lexia PowerUp	Promising	Refer to page 26 for verbiage.
Exact Path	Moderate	Refer to page 26 for verbiage.

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 /Practice	ESSA Evidence Level	Verbiage (as needed)
Teacher led small group differentiated instruction; **Group Size: 3-5**		Refer to page 26 for verbiage.
Lexia PowerUp	Promising	Refer to page 26 for verbiage.
Exact Path	Moderate	Refer to page 26 for verbiage.

English Language Learners

Name of Program /Practice	ESSA Evidence Level	Verbiage (as needed)
Teacher led small group differentiated instruction; **Group Size: 3-5**		Refer to page 26 for verbiage.
Lexia PowerUp	Promising	Refer to page 26 for verbiage.
Exact Path	Moderate	Refer to page 26 for verbiage.

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

FAST PM 3 AL 1

STAR At/Below 25 PR

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

Beginning of Year Data

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

FAST PM 3 AL 1

STAR At/Below 25 PR

Number of times per week interventions are provided: 5

Number of minutes per intervention session: 20 (refers to small group or one-on-one instruction)

Course(s) where interventions take place: Intensive Reading 1; Intensive Reading 2; Intensive Reading 3; Intensive Reading 4

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 /Practice	ESSA Evidence Level	Verbiage (as needed)
Teacher led small group differentiated instruction; **Group Size: 1-3**		Refer to page 26 for verbiage.
Lexia PowerUp	**Promising**	Refer to page 26 for verbiage.
REWARDS		Refer to page 26 for verbiage.

11th-12th retake students: School-level instructional materials may be used in addition to Lexia PowerUp to assist students who are trying to earn a concordant score.

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 /Practice	ESSA Evidence Level	Verbiage (as needed)
Teacher led small group differentiated instruction; **Group Size: 1-3**		Refer to pg. 26 for verbiage.
Lexia PowerUp Teacher-led lessons	**Promising**	Lexia® PowerUp is designed to enhance English language arts instruction for struggling and non-proficient readers in grades 6–12. Blending online student-driven explicit instruction with offline teacher-delivered lessons and activities, PowerUp aims to accelerate the development of both fundamental literacy and higher-order thinking skills through adaptive learning paths. PowerUp addresses the instructional needs of a wide range of students, from struggling to nearly proficient readers, by identifying skill gaps and providing personalized, systematic instruction in Word Study, Grammar, and Comprehension. This explicit instruction prepares students to comprehend and engage with complex texts

		across a range of genres. Embedded progress monitoring, actionable data, and scripted lessons empower teachers to deliver the exact instruction each student needs.
REWARDS		Refer to page 26 for verbiage.

English Language Learners		
Name of Program /Practice	**ESSA Evidence Level**	**Verbiage (as needed)**
Teacher led small group differentiated instruction; **Group Size: 1-3**		Refer to page 26 for verbiage.
Lexia PowerUp Teacher-led Lessons	**Promising**	Refer to page 26 for verbiage.
REWARDS		Refer to page 26 for verbiage.

What processes and procedures are in place to identify and solve problems to improve effectiveness of Tier 3 interventions?
Intervention support team (teacher, RtI specialist, guidance counselor, district ELA specialist) meets every 6-9 weeks, depending on student need, to determine individual student intervention to close academic gaps. Data sheets (JC—601a) record progress of student receiving intervention; progress monitoring plans and data are reviewed at Intervention Support Team meetings to determine student progress.

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

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

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

Name of Professional Learning	Target Audience	Description
Understanding and Implementing the Science of Reading	**K-5 Teachers 6-12 Intensive Reading Teachers**	**Teachers study the Science of Reading and learn ways to integrate all components of reading into explicit, systematic, and sequential reading instruction.**
ELA Curriculum Mapping, Instructional Planning, and Standards Alignment	**6-12 ELA Teachers**	**Teachers study the B.E.S.T. ELA Standards and Florida's Practice Profile to map and plan instruction.**
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.** Panhandle Area Educational Consortium's Course Offerings Lastinger Learning's Literacy Micro-Credential Lastinger Learning's Literacy Matrix		
Differentiated Professional Learning **Describe how professional learning is differentiated and intensified for teachers based on progress monitoring data.** Professional learning is tiered similarly to MTSS (Multi-Tiered System of Supports): • **Tier 1 (Universal):** All teachers receive high-quality PD aligned to schoolwide goals (e.g., best practices in literacy, data analysis skills). • **Tier 2 (Targeted):** Small groups of teachers receive differentiated learning based on specific trends in student data (e.g., small group instructional strategies, scaffolding for ELLs). • **Tier 3 (Intensive):** Individualized coaching, modeling, or support is provided to teachers whose students show persistent challenges or minimal growth, as indicated by data.		

Mentor Teachers
Describe how mentor teachers are identified and how model classrooms are established and utilized within the school.
Mentor Teachers are identified based on student performance data and receptiveness to the coaching process. Various data sources are also used to determine professional learning needs when establishing and developing model classrooms. Principals, instructional leaders, and classroom teachers use model classrooms to observe new teaching strategies in action and plan for school-wide implementation.
Professional Learning Time
Describe how time is provided for teachers to meet weekly for professional learning.
Grade-level or subject-area teams are given a shared planning period during the school day. This time is used not only for lesson planning but also for collaborative professional learning, such as data analysis, instructional planning, or studying best practices.

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
Summer Reading Camp	Grades K-5	In addition to 3rd grade students scoring a level 1 on PM 3, students demonstrating reading deficiencies as determined by progress monitoring data attend Summer Reading Camp to receive differentiated, targeted instruction in reading.
After-School Tutoring	Grades K-5	After-School Tutoring Programs provide homework assistance and specific/targeted reading remediation instruction as determined by progress monitoring data. Teachers create and follow tutoring plans based on RtI goals to provide targeted, differentiated instruction.

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.

Students identified as having a substantial deficiency in reading are provided with a letter explaining strategies, tools, and websites to use at home to increase students' reading ability. Parents are also given login information and instructions for accessing iReady and Lexia for home use. In addition, parents are provided with information from The Florida Department of Education for the following digital resources: Parent Guides for ELA Standards, Supporting Reading at Home, New Worlds Reading Initiative, Overview of Assessment Types, Statewide ELA Assessments, Supports for Parental Involvement, Evaluating a Student for 25 ESE, and Characteristics of Learning Disabilities. This information is also shared with families through flyers, emails, parent nights, school orientations, and social media posts.

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).

To increase family engagement in literacy, the district implements various partnerships and programs. Parents are provided with information regarding the New Worlds Reading Initiative and are encouraged to apply for the program. Schools provide events such as family literacy nights to help equip parents with the tools and knowledge to make reading fun at home.

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

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

Initials	Assurance
	a. All reading instruction and professional learning is grounded in the science of reading; uses instructional strategies that includes phonics instruction for decoding and encoding as the primary strategy for word reading; and does not employ the three-cueing system model of reading or visual memory as a basis for teaching word reading.
	b. All students identified with a substantial deficiency in reading are covered by an individualized progress monitoring plan that meets the requirements of s. 1008.25(4)(c), F.S., to address their specific reading deficiency, unless they have an IEP or 504 plan that addresses their reading deficiency, or both in accordance with Rule 6A-6.053(6)(c), F.A.C.
	c. All intensive reading interventions provided in Summer Reading Camps to students in grade 3 who score Level 1 on the statewide, standardized ELA assessment are delivered by instructional personnel who are certified or endorsed in reading and rated highly effective as determined by the teacher's performance evaluation under s. 1012.34, F.S. All other intensive reading interventions are delivered by instructional personnel who are certified or endorsed in reading, or by instructional personnel who possess the elementary or secondary literacy micro-credential and who are supervised by an individual certified or endorsed in reading.
	d. Each school has a literacy leadership team consisting of a school administrator, literacy coach, media specialist and a lead teacher, as applicable.
	e. All literacy coaches in the district meet the minimum qualifications described in Rule 6A-6.053(4), F.A.C.
	f. Literacy coaches are prohibited from performing administrative functions that will detract from their role as a literacy coach and spend limited time administering or coordinating assessments.
	g. Literacy coaches are assigned to schools with the greatest need based on student performance data in reading.
	h. Time is provided for teachers to meet weekly for professional learning, including lesson study and professional learning communities.
	i. The CERP will be shared with stakeholders, including school administrators, literacy leadership teams, literacy coaches, classroom instructors, support staff and parents.

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

Signature:	Date:

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

9) Highly Effective Teachers

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

Recognizing the foundational importance of early literacy and numeracy skills, the district ensures that classrooms from kindergarten through grade 2 receive the highest concentration of highly effective teachers. Highly effective teachers are first assigned to schools or classrooms with the greatest academic challenges, high rates of students requiring intervention, or significant achievement gaps. Assignments are based on teacher effectiveness ratings derived from multiple measures, including student growth data, observations, and other evaluation components. To maintain stability, the district supports highly effective teachers in K-2 through professional development, collaborative planning time, and resources aligned to early childhood education best practices.

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
CJ	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.
CJ	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.
CJ	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.
CJ	d. Each school has a literacy leadership team consisting of a school administrator, literacy coach, media specialist and a lead teacher, as applicable.
CJ	e. All literacy coaches in the district meet the minimum qualifications described in Rule 6A-6.053(4), F.A.C.
CJ	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.
CJ	g. Literacy coaches are assigned to schools with the greatest need based on student performance data in reading.
CJ	h. Time is provided for teachers to meet weekly for professional learning, including lesson study and professional learning communities.
CJ	i. The CERP will be shared with stakeholders, including school administrators, literacy leadership teams, literacy coaches, classroom instructors, support staff and parents.

Local Educational Agency Chief Executive Officer or Authorized Representative (Printed Name):	
Signature: *[signature]*	Date: 7/15/25