

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	Yolanda Smith-Davis	ysmith-davis@jeffersonschools.net	850-997-3555
Data Element	Kristin Wilson	kwilson@jeffersonschools.net	850-997-3555
Third Grade Promotion	Yolanda Smith-Davis	ysmith-davis@jeffersonschools.net	850-997-3555
Multi-Tiered System of Supports	Shelly Ryan	sryan@jeffersonschools.net	850-997-3555

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.

Jefferson County Schools will allocate district funding to support the successful implementation of the Comprehensive Evidence-Based Reading Plan. These funds will be strategically invested in the following key areas:

1. Elementary Intervention Support:

Funding will provide for one dedicated elementary intervention teacher focused on delivering Tier III reading interventions and leading initiatives that celebrate and incentivize student reading achievement.

2. Summer Reading Program:

The district will employ three highly qualified, reading-endorsed third-grade teachers to deliver targeted instruction during the summer reading program, ensuring students receive intensive, standards-aligned literacy support.

3. Curriculum Resources:

District funds will be used to purchase core and supplemental instructional materials that are research-based, evidence-aligned, and approved by the Florida Department of Education, ensuring all students have access to high-quality reading instruction.

4. Professional Learning and Endorsements:

Jefferson County will invest in professional development to support PreK–12 educators in obtaining certifications, credentials, or endorsements in evidence-based reading instruction aligned with the Science of Reading and Florida literacy standards.

5. Family Engagement

Throughout the school year, Jefferson County Schools will host Literacy and Curriculum Nights in collaboration with New Worlds Reading to engage families and support student literacy development.

Comprehensive System of Reading Instruction Expenditures	Amount	FTE (where applicable)
Elementary Expenses		
Literacy coaches		
Intervention teachers	54,495	1
Scientifically researched and evidence-based supplemental instructional materials	54,569	
Third grade summer reading camps	35,000	
Summer reading camps		
Secondary Expenses		
Literacy coaches		
Intervention teachers	54,495	1
Scientifically researched and evidence-based supplemental instructional materials	21,798	
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	16,730	
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	237,087	

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 STAR				
Grade	Previous School Year – % of Students Scoring		Goal for Plan Year – % of Students Scoring	
	Urgent Intervention <10 th percentile	At & Above Benchmark 40 th percentile & above	Urgent Intervention <10 th percentile	At & Above Benchmark 40 th percentile & above
VPK	11	56	5	65

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

Jefferson County Schools will implement a new Voluntary Prekindergarten (VPK) Education Program using the Creative Curriculum for Pre-K. It is a comprehensive, research-based program aligned with Florida's Early Learning and Developmental Standards. It supports the development of early language and literacy skills, promotes individualized instruction, and nurtures the whole child across cognitive, social-emotional, and physical domains. The curriculum also incorporates foundational math concepts and integrates technology tools to streamline planning and instruction. The Creative Curriculum for Pre-K is approved by the Florida Department of Education and is designed to ensure a strong start for all prekindergarten learners.

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

FAST				
Grade	Previous School Year – % of Students Scoring		Goal for Plan Year – % of Students Scoring	
	Level 1	Levels 3-5	Level 1	Levels 3-5
K	22	54	15	65
1	26	46	15	55
2	31	37	25	45
3	23	47	15	55
4	36	44	25	55
5	47	29	35	40
6	29	29	25	40
7	35	37	25	50
8	41	46	35	55
9	34	40	25	55
10	26	51	20	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 PM1, PM2, and PM3	FAST ELA PM1, PM2, and PM3, Monthly Renaissance STAR Reading data, Lexia Core5 Weekly(Tier 2), McGraw Hill Reading Mastery (Tier 3)
Actions for continuous support and improvement	The district leadership team will meet quarterly with the school literacy team to review school level data and implementation of strategies.	-Bimonthly grade level meetings to review data, identify students and plan interventions, discuss best practices, share strategies and resources -Monthly MTSS meetings -Interventionists assist Tier 3 students for extra support
Grades 6-8	District Level	School Level
Data that will be collected and frequency of review	-FAST PM1, PM2, and PM3	-FAST PM1, PM2, and PM3 -Savvas myPerspectives- midpoint between FAST -Ongoing Lexia PowerUp Literacy (Tier 2) -Ongoing Lexile Data from Beable Career Connected Literacy System (Tier 3)
Actions for continuous support and improvement	The district leadership team will meet quarterly with the school literacy team to review school level data and implementation of strategies.	-Bimonthly grade level meetings to review data, identify students and plan interventions, discuss best practices, share strategies and resources -Monthly MTSS meetings -Interventions for Level 2 students occur in ELA classes -Interventions for Level 1 students in Intensive Reading courses.
Grades 9-12	District Level	School Level
Data that will be collected and frequency of review	-FAST PM1, PM2, and PM3	-FAST PM1, PM2, and PM3 -Savvas Standards Mastery midpoint between FAST -Ongoing Lexia PowerUp Literacy (Tier 2) -Ongoing Lexile Data form Beable Career Connected Literacy System (Tier 3)
Actions for continuous support and improvement	The district leadership team will meet quarterly with the school literacy team to review school level data and implementation of strategies.	-Bimonthly grade level meetings to review data, identify students and plan interventions, discuss best practices, share strategies and resources -Monthly MTSS meetings

		-Interventions for Level 2 students occurs in ELA classes -Interventions for Level 1 students in Intensive Reading courses.
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2. Describe what has been revised to improve literacy outcomes for students in the district's CERP based upon the District CERP Reflection Tool and a root-cause analysis of student performance data.

Based on the district K-12 CERP Reflection Tool, the school will focus on providing professional development for our teachers and administrators based on the science of reading. All faculty members on campus will be trained and will directly contribute to closing the reading achievement gap.

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

The principal, assistant principals, and the reading interventionist will collaborate to identify research-based practices, which will result in the use of walkthrough tool specific to the reading strategies. Walkthroughs and reflections of the walkthroughs will be conducted biweekly.

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.

The principal will monitor collection and utilization of assessment data to inform instruction and support needs of students through data meetings, team level meetings, and targeted professional development that supports teachers and administrators in their implementation of effective strategies for reading instruction.

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.

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

The reading interventionist and reading support staff will meet with the administrative team to review the coaching model and to discuss specific ways principals can support their efforts in the school. When reporting at weekly administrative team meetings, reading interventionists and support staff will vocalize any concerns that may hinder their ability to implement the coaching model with fidelity.

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

The Superintendent and their team regularly visit the school and meet with literacy team, administrative team members, classroom teachers, and other staff to discuss literacy throughout the school, including successes and concerns. His team works with the principal and the literacy team to address challenges that may interfere with literacy goals.

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

The superintendent and his team support the literacy team with selection and acquisition of resources and provision of professional development opportunities.

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

The district will hold quarterly meetings that bring together the Superintendent, principal, assistant principals, reading interventionist, reading support staff, ELL director and MTSS coordinator to discuss how the coaching model is working within Jefferson K-12.

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

During the quarterly meetings, data will be reviewed to measure the effectiveness of the literacy team. Data can come from classroom walkthroughs, PM and STAR assessments, and/or the most recent Lexile levels gained from reading programs.

4) Assessment, Curriculum and Reading Instruction

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

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

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

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

The district's strategic plan is aligned with Florida's Formula for Reading Success, ensuring that all students receive high-quality, evidence-based reading instruction. The six components of reading will be

systematically implemented by core classroom teachers during whole group instruction, utilizing state-approved curriculum materials.

Initial student screening will be conducted using FAST ELA Reading PM1, along with other relevant data sources. Ongoing progress monitoring will be embedded throughout instruction to assess student growth and inform instructional decisions. When warranted, diagnostic assessments will be administered to identify specific areas of need. All students will participate in summative assessments to evaluate mastery of grade-level standards.

Students identified as requiring additional support based on diagnostic data will be referred to the literacy team, MTSS coordinator, and the ELL coordinator for collaborative problem-solving and development of targeted intervention plans. Tier 2 interventions will be delivered by the classroom teacher in small group settings, with support from reading and/or ESOL instructional staff as needed. For students who require more intensive intervention, Tier 3 support will be provided through a more individualized small group instruction led by the reading interventionist or other designated specialists.

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.

Using STAR early literacy, pre-K students will be assessed three times a year. The Administration will review fall data with pre-K teachers to plan appropriate instruction based on early childhood standards. Instructional staff will be supported in the use of the district adopted evidence-based curriculum, Creative Curriculum. Students identified with significant deficiencies will be given additional differentiated support. Jefferson County K-12 promotes active learning and provides UDL opportunities when possible. Focusing on proven strategies on early childhood engagement is vital to constant improvement. The Creative Curriculum for Pre-K program serves as the primary curriculum for PreK. Summer professional development and continuous virtual support are provided for PreK teachers to ensure success among all learners.

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

The Creative Curriculum for Pre-K is research-based and aligned with Florida's Early Learning Standards and the Head Start Framework. It is designed to enhance kindergarten readiness by promoting academic rigor, critical thinking, and essential social-emotional development.

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.](#)

The core classroom teacher will provide targeted small group and/or individualized instruction to VPK students identified as having a substantial deficiency in early literacy skills, as determined by screening and progress monitoring data. Instruction will be explicit, systematic, and evidence-based, focusing on foundational literacy components such as phonological awareness, alphabet knowledge, vocabulary development, and oral language skills. The teacher will use differentiated instructional strategies tailored to each student's specific needs, with the goal of accelerating progress and closing literacy gaps. These interventions will be delivered with increased intensity and frequency, and their effectiveness will be regularly evaluated through ongoing data collection and review.

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

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

The Decision Trees must contain the following information:

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

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

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

Grades VPK-5

1. Grades VPK-5 Assessments

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

FAST				
Name of the Assessment	Target Audience	What component of reading is assessed?	Assessment Type	How often is the data collected?
			Monitoring <input checked="" type="checkbox"/> Summative	
FAST ELA Reading	<input checked="" type="checkbox"/> Grade 3 <input checked="" type="checkbox"/> Grade 4 <input checked="" type="checkbox"/> Grade 5	<input checked="" type="checkbox"/> Vocabulary <input checked="" type="checkbox"/> Comprehension	<input checked="" type="checkbox"/> Screening <input checked="" type="checkbox"/> Progress Monitoring <input checked="" type="checkbox"/> Summative	<input checked="" type="checkbox"/> 3 x Year

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

Additional Assessment(s)				
Name of the Assessment	Target Audience (Grades PreK-5) (Select all that apply.)	What component of reading is assessed? (Select all that apply.)	Assessment Type (Select all that apply.)	How often is the data collected?
Renaissance STAR Curriculum- Based Measures (CBM)	<input type="checkbox"/> VPK <input type="checkbox"/> PreK <input checked="" type="checkbox"/> Grade K <input checked="" type="checkbox"/> Grade 1 <input checked="" type="checkbox"/> Grade 2 <input checked="" type="checkbox"/> Grade 3 <input checked="" type="checkbox"/> Grade 4 <input checked="" type="checkbox"/> Grade 5 <input checked="" type="checkbox"/> All Students <input type="checkbox"/> Select Students	<input checked="" type="checkbox"/> Oral Language <input checked="" type="checkbox"/> Phonological Awareness <input checked="" type="checkbox"/> Phonics <input checked="" type="checkbox"/> Fluency <input type="checkbox"/> Vocabulary <input type="checkbox"/> Comprehension	<input checked="" type="checkbox"/> Screening <input checked="" type="checkbox"/> Progress Monitoring <input checked="" type="checkbox"/> Diagnostic <input type="checkbox"/> Summative	<input type="checkbox"/> Weekly <input type="checkbox"/> 2 x Month <input type="checkbox"/> Monthly <input type="checkbox"/> Quarterly <input type="checkbox"/> 3 x Year <input checked="" type="checkbox"/> Annually <input type="checkbox"/> As Needed <input type="checkbox"/> Other *Diagnostic assessment will drive who will be progress monitored.
McGraw Hill Wonders Reading Curriculum – Unit Assessments	<input type="checkbox"/> VPK <input type="checkbox"/> PreK <input checked="" type="checkbox"/> Grade K <input checked="" type="checkbox"/> Grade 1 <input checked="" type="checkbox"/> Grade 2 <input checked="" type="checkbox"/> Grade 3 <input checked="" type="checkbox"/> Grade 4 <input checked="" type="checkbox"/> Grade 5 <input checked="" type="checkbox"/> All Students <input type="checkbox"/> Select Students	<input type="checkbox"/> Oral Language <input type="checkbox"/> Phonological Awareness <input type="checkbox"/> Phonics <input type="checkbox"/> Fluency <input checked="" type="checkbox"/> Vocabulary <input checked="" type="checkbox"/> Comprehension	<input type="checkbox"/> Screening <input checked="" type="checkbox"/> Progress Monitoring <input type="checkbox"/> Diagnostic <input checked="" type="checkbox"/> Summative	<input type="checkbox"/> Weekly <input type="checkbox"/> 2 x Month <input type="checkbox"/> Monthly <input type="checkbox"/> Quarterly <input type="checkbox"/> 3 x Year <input type="checkbox"/> Annually <input type="checkbox"/> As Needed <input checked="" type="checkbox"/> Other –At the end of each completed unit
Renaissance STAR Reading and/or Early Literacy	<input type="checkbox"/> VPK <input type="checkbox"/> PreK <input checked="" type="checkbox"/> Grade K <input checked="" type="checkbox"/> Grade 1 <input checked="" type="checkbox"/> Grade 2 <input checked="" type="checkbox"/> Grade 3	<input checked="" type="checkbox"/> Oral Language <input checked="" type="checkbox"/> Phonological Awareness <input checked="" type="checkbox"/> Phonics <input checked="" type="checkbox"/> Fluency <input type="checkbox"/> Vocabulary	<input checked="" type="checkbox"/> Screening <input checked="" type="checkbox"/> Progress Monitoring <input checked="" type="checkbox"/> Diagnostic <input type="checkbox"/> Summative	<input type="checkbox"/> Weekly <input type="checkbox"/> 2 x Month <input checked="" type="checkbox"/> Monthly <input type="checkbox"/> Quarterly <input type="checkbox"/> 3 x Year <input checked="" type="checkbox"/> Annually

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

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

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

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

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

- The student is identified as in need of Tier 3 interventions;
- A student in grades K-3 demonstrates through progress monitoring, formative assessments or teacher observation data, minimum skill levels for reading competency in one or more of the six (6) components of reading; and

- For kindergarten, the student scores below the tenth (10th) percentile or is unable to complete the practice items on the designated grade-level assessment at the beginning, middle or end of the year on the coordinated screening and progress monitoring system pursuant to [s. 1008.25\(9\), F.S.](#);
- For grades 1 and 2, the student scores below the tenth (10th) percentile or is unable to complete the practice items on the designated grade-level assessment for the specified testing window of the coordinated screening and progress monitoring system pursuant to [s. 1008.25\(9\), F.S.](#); or
- For grade 3, the student scores below the twentieth (20th) percentile at the beginning or middle of the year on the coordinated screening and progress monitoring system pursuant to [s. 1008.25\(9\), F.S.](#)
- A student in grade 3 scores Level 1 on the end-of-year statewide, standardized ELA assessment pursuant to [s. 1008.22\(3\)\(a\), F.S.](#)

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

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

The district's process for identifying K-3 students in need of Tier 2 or Tier 3 interventions follows a structured multi-tiered system of support (MTSS) framework. It begins with universal screening using statewide assessments and teacher observations to identify at-risk students. A team of educators analyzes data from these screenings to identify those needing additional support. Students not making adequate progress in Tier 1 are then provided with targeted group interventions (Tier 2), involving small group instruction and frequent progress assessments. If progress remains insufficient, students are referred for more intensive, individualized support (Tier 3), often involving one-on-one instruction and very frequent monitoring. However, if the diagnostic statewide assessment identifies a student as having substantial deficiency in reading, then students are immediately placed on Tier 3 interventions. The MTSS Coordinator and reading interventionist meet regularly with teachers to review data, track progress monitoring, and ensure interventions are being provided with fidelity.

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

The district's process for identifying grades 4-5 students in need of Tier 2 or Tier 3 interventions follows a structured multi-tiered system of support (MTSS) framework. It starts with universal screening through statewide assessments and teacher observations to pinpoint at-risk students. Educators analyze the screening data to identify those who need additional support. Students who do not make adequate progress in Tier 1 receive targeted group interventions (Tier 2), which include small group instruction and frequent progress monitoring. If these students continue to show insufficient progress, they are moved to more intensive, individualized support (Tier 3), often involving one-on-one instruction and very frequent monitoring. The MTSS Coordinator and reading interventionist regularly meet with teachers to review data, monitor progress, and ensure interventions are delivered effectively.

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.

The process for identifying K-3 students with characteristics of dyslexia involves analyzing data from diagnostic statewide assessments and state approved curriculum fluency checks. Data from these screenings is reviewed to identify at-risk students, who then undergo frequent progress monitoring and Tier 3 supports.

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.

If a student does not respond adequately, a formal dyslexia evaluation is conducted using a comprehensive battery of assessments. Based on the results, an eligibility determination is made, and if the student is found to have dyslexia, an Individualized Education Program (IEP) or a 504 Plan is created. The process includes regular communication between educators and parents, professional development for teachers, and continuous monitoring and adjustment of the student's instructional plan.

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

The effectiveness of Tier 1 instruction will be monitored through administrative walkthroughs, informal, and formal observations. Additionally, data collection and analysis of classroom benchmark assessments and FAST Progress Monitoring scores with administrative team and team leader(s).

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

The effectiveness of Tier 2 instruction will be monitored through administrative walkthroughs, informal, and formal observations. Additionally, data from classroom benchmark assessments, FAST Progress Monitoring scores, Lexia Core 5 student growth will be analyzed with administrative team, MTSS coordinator, and team leader(s).

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

The effectiveness of Tier 3 instruction will be monitored through administrative walkthroughs, informal, and formal observations. Additionally, data from classroom benchmark assessments, FAST Progress Monitoring scores, Lexia Core 5 student growth, and McGraw Hill's Reading Mastery weekly assessments will be analyzed with administrative team, MTSS coordinator, reading interventionist, and team leader(s).

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:	
Scores at or above Level 3 on the FAST ELA PM1 and/or any STAR Early Literacy/Reading assessment	
Scores above "Intervention" on the Renaissance STAR CBM assessment	
List performance criteria that indicate Tier 1 instruction is sufficient for at least 80% of students.	
-Eighty percent of students in Tier 1 only instruction, score at or above Level 3 on the EL/Reading FAST STAR or FAST ELA.	
-Performance on classroom assessments average at above 70%	
What processes and procedures are in place to identify and solve problems to improve effectiveness of Tier 1 instruction?	
Tier 1 instruction is monitored by the school level administration team through weekly classroom walkthroughs and lesson plan reviews. Data reviews are conducted quarterly to adjust instruction and goals	

based on FAST or STAR. The literacy team conduct walkthroughs to see if standards-based learning and research-based practices are in place.		
Core Instruction		
Indicate the core curriculum utilized. Add additional rows as needed.		
Name of Program	Year of Program Adoption	
McGraw Hill's <i>Wonders</i>	2024-2025	
UFLI Foundations UFLI Foundations does not meet strong, moderate, or promising levels of evidence; however, the following WWC Practice Guide Recommendations support the program: Foundational Skills to support Reading for Understanding in Kindergarten through 3rd Grade. Foundational Skills to support Reading for Understanding in Kindergarten through 3rd Grade recommends that teaching foundational reading skills include the following: develop the awareness of the segments of sounds in speech and how they link to letters; Strong Evidence, teach students to decode words, analyze word parts and write and recognize words; Strong Evidence, ensure that each student read connected text every day to support reading accuracy, fluency, and comprehension; Moderate Evidence. These recommendations were built into the program by focusing on the articulatory gestures for producing sounds, as well as visual and auditory drills. Students practice blending sounds together in order to read words, word chaining, and to practice blending drills. In every lesson they have a connected text for reading and spelling sentences, as well as a decodable text to practice fluency and comprehension. The district will support and monitor implementation of this program by providing coaching specifically for these programs on a bi-monthly basis with our PAEC literacy coach and data monitoring via Power Bi on a bi-weekly basis.	2024	
Performance criteria that prompt the addition of Tier 2 interventions for students not meeting expectations/benchmarks during the school year: -Score Level 2 or below on the FAST ELA -Consistently averaging 70% or lower on classroom reading assessments - Scoring below "at/above" grade level on monthly STAR Reading assessment		
Tier 1 Instruction + Tier 2 Interventions		
Beginning of Year Data		
Students who meet the following criteria at the beginning of the school year: Scores Level 2 or below on the FAST PM1 and/or STAR Early Literacy/Reading Scores "On Watch" or "Intervention" on Renaissance STAR CBM assessment		
Number of times per week interventions are provided: 2x/week Number of minutes per intervention session: 15-30 minutes		
Supplemental Instruction/Interventions Indicate the evidence-based programs and/or practices used for Tier 2 interventions and how the programs and practices are supported by strong, moderate or promising levels of evidence. Add additional rows as needed.		
Name of Program	ESSA Evidence Level	Verbiage (as needed)

Lexia Core 5	Level 2: Moderate Evidence	Lexia Core5 Reading is an adaptive, technology-based literacy program designed for students in grades pre-K–5. It focuses on six areas of reading: phonological awareness, phonics, structural analysis, fluency, vocabulary, and comprehension.
Indicate the evidence-based programs and/or practices implemented for students with a disability, students with an IEP and students who are English language learners, if used instead of or in addition to programs above. Add additional rows as needed.		
Students with Disabilities		
Name of Program	ESSA Evidence Level	Verbiage (as needed)
NA		
English Language Learners		
Name of Program	ESSA Evidence Level	Verbiage (as needed)
NA		
<p>For K-3 students who have a substantial deficiency in reading or characteristics of dyslexia, identify the multisensory interventions provided.</p> <p>Teachers use FCRR Student Center multisensory activities that support phonemic awareness, spelling, word study, fluency, and comprehension. For example, sound boxes with Elkonin cards, letter-sound matching with magnetic letters, sliding finger with blending sounds, semantic maps or word webs.</p>		
<p>Performance criteria that prompt the addition of Tier 3 interventions for students not meeting expectations/benchmarks during the school year:</p> <ul style="list-style-type: none"> - Student declines in performance on monthly STAR Reading assessments from “On Watch” to “Intervention” - Students performing on average 50% or lower on classroom assessments <p><u>K-2</u></p> <ul style="list-style-type: none"> -Student scores below the 10th percentile or Level 1 on FAST STAR Early Literacy/Reading -Student is unable to complete the practice items on the FAST STAR Early Literacy/Reading <p><u>Grade 3</u></p> <ul style="list-style-type: none"> - Student scores below the 20th percentile or Level 1 on FAST ELA PM1 or PM2 		
Tier 1 Instruction + Tier 2 Interventions + Tier 3 Intensive Interventions		
Beginning of Year Data		
<p>Students who meet the following criteria at the beginning of the school year:</p> <ul style="list-style-type: none"> - If student was retained previous year - Student scores Level 1 on FAST ELA PM1 - Students performing on average 50% or lower on classroom assessments -Student scores “Intervention” on STAR CBM <p><u>K-2</u></p> <ul style="list-style-type: none"> -Student scores below the 10th percentile on FAST STAR Early Literacy/Reading -Student is unable to complete the practice items on the FAST STAR Early Literacy/Reading <p><u>Grade 3-5</u></p> <ul style="list-style-type: none"> - Student scores below the 20th percentile or Level 1 on FAST ELA PM1 or PM2 		
Number of times per week interventions are provided: 5 days/week		
Number of minutes per intervention session: 30 minutes		
Intensive, Individualized Instruction/Interventions		

Indicate the evidence-based programs and/or practices used for Tier 3 interventions and how the programs and practices are supported by strong, moderate or promising levels of evidence. Add additional rows as needed.		
Name of Program	ESSA Evidence Level	Verbiage (as needed)
Curriculum Associates Magnetic Reading Foundations, Florida BEST Standards Edition	Level 2: Moderate Evidence	NA
Indicate the evidence-based programs and/or practices implemented for students with a disability, students with an IEP and students who are English language learners, if used instead of or in addition to programs above. Add additional rows as needed.		
Students with Disabilities		
Name of Program	ESSA Evidence Level	Verbiage (as needed)
NA		
English Language Learners		
Name of Program	ESSA Evidence Level	Verbiage (as needed)
NA		
<p>For K-3 students who have a substantial deficiency in reading or characteristics of dyslexia, identify the multisensory interventions provided.</p> <p>Teachers use FCRR Student Center multisensory activities that support phonemic awareness, spelling, word study, fluency, and comprehension. For example, sound boxes with Elkonin cards, letter-sound matching with magnetic letters, sliding finger with blending sounds, semantic maps or word webs.</p>		
<p>What processes and procedures are in place to identify and solve problems to improve effectiveness of Tier 3 interventions?</p> <p>Classroom walkthroughs are conducted by leadership team to determine the effectiveness of Tier 3 interventions. The Literacy Team will apply Florida's Formula for Reading Success and Florida's Coaching Model in addressing the specific needs of teachers working with students requiring interventions. MTSS meetings, grade level team meetings, and leadership meetings will occur throughout the year to support students with disabilities or IEPs and English Language Learners within the regular classroom setting as well as in the intervention environment. In addition, during grade level planning meetings, team members will review data and discuss best practices for addressing the needs of students requiring tier 3 interventions. Parents will be contacted monthly regarding their children's responsiveness to instruction and intervention and the instructional plan moving forward.</p>		

7. Summer Reading Camps ([Rule 6A-6.053\(8\), F.A.C.](#))

Requirements of Summer Reading Camps pursuant to [s. 1008.25\(8\), F.S.](#), include:

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

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

reading and rated highly effective as determined by the teacher's performance evaluation under [s. 1012.34, F.S.](#)

Schedule: June 1-25, 2026
Evidence-Based Instructional Materials to be used, as defined in <u>20 U.S.C. s. 7801(21)(A)(i)</u>: Curriculum Associates Magnetic Reading Foundations, Florida BEST Standards Edition Lexia Core5 Reading
Alternative Assessment Used: Renaissance STAR Reading

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

Will the district implement this option? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
If yes, please describe the grade level(s) that will be invited to participate. K-2 and 4-5

Grades 6-8

8. Grades 6-8 Assessments

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

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

Additional Assessment(s)				
Name of the Assessment	Target Audience (Grades 6-8) (Select all that apply.)	What component of reading is assessed? (Select all that apply.)	Assessment Type (Select all that apply.)	How often is the data collected?
Savvas myPerspectives	<input checked="" type="checkbox"/> Grade 6 <input checked="" type="checkbox"/> Grade 7 <input checked="" type="checkbox"/> Grade 8 <input checked="" type="checkbox"/> All Students <input type="checkbox"/> Select Students	<input type="checkbox"/> Oral Language <input type="checkbox"/> Phonological Awareness <input type="checkbox"/> Phonics <input type="checkbox"/> Fluency <input checked="" type="checkbox"/> Vocabulary <input checked="" type="checkbox"/> Comprehension	<input type="checkbox"/> Screening <input checked="" type="checkbox"/> Progress Monitoring <input type="checkbox"/> Diagnostic <input type="checkbox"/> Summative	<input type="checkbox"/> Weekly <input type="checkbox"/> 2 x Month <input type="checkbox"/> Monthly <input type="checkbox"/> Quarterly <input type="checkbox"/> 3 x Year <input type="checkbox"/> Annually <input type="checkbox"/> 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?
				<input checked="" type="checkbox"/> Other – Midpoint between FAST PMs
Beable	<input checked="" type="checkbox"/> Grade 6 <input checked="" type="checkbox"/> Grade 7 <input checked="" type="checkbox"/> Grade 8 <input type="checkbox"/> All Students <input checked="" type="checkbox"/> Select Students	<input type="checkbox"/> Oral Language <input type="checkbox"/> Phonological Awareness <input checked="" type="checkbox"/> Phonics <input type="checkbox"/> Fluency <input checked="" type="checkbox"/> Vocabulary <input checked="" type="checkbox"/> Comprehension	<input checked="" type="checkbox"/> Screening <input checked="" type="checkbox"/> Progress Monitoring <input type="checkbox"/> Diagnostic <input type="checkbox"/> Summative	<input type="checkbox"/> Weekly <input checked="" type="checkbox"/> 2 x Month <input type="checkbox"/> Monthly <input type="checkbox"/> Quarterly <input type="checkbox"/> 3 x Year <input type="checkbox"/> Annually <input type="checkbox"/> As Needed <input type="checkbox"/> Other
STAR Reading	<input checked="" type="checkbox"/> Grade 6 <input checked="" type="checkbox"/> Grade 7 <input checked="" type="checkbox"/> Grade 8 <input checked="" type="checkbox"/> All Students <input type="checkbox"/> Select Students	<input type="checkbox"/> Oral Language <input type="checkbox"/> Phonological Awareness <input type="checkbox"/> Phonics <input type="checkbox"/> Fluency <input checked="" type="checkbox"/> Vocabulary <input checked="" type="checkbox"/> Comprehension	<input checked="" type="checkbox"/> Screening <input checked="" type="checkbox"/> Progress Monitoring <input type="checkbox"/> Diagnostic <input checked="" type="checkbox"/> Summative	<input type="checkbox"/> Weekly <input type="checkbox"/> 2 x Month <input checked="" type="checkbox"/> Monthly <input type="checkbox"/> Quarterly <input type="checkbox"/> 3 x Year <input type="checkbox"/> Annually <input type="checkbox"/> As Needed <input type="checkbox"/> Other
Lexia PowerUp	<input checked="" type="checkbox"/> Grade 6 <input checked="" type="checkbox"/> Grade 7 <input checked="" type="checkbox"/> Grade 8 <input type="checkbox"/> All Students <input checked="" type="checkbox"/> Select Students	<input type="checkbox"/> Oral Language <input type="checkbox"/> Phonological Awareness <input checked="" type="checkbox"/> Phonics <input type="checkbox"/> Fluency <input checked="" type="checkbox"/> Vocabulary <input checked="" type="checkbox"/> Comprehension	<input type="checkbox"/> Screening <input checked="" type="checkbox"/> Progress Monitoring <input type="checkbox"/> Diagnostic <input type="checkbox"/> Summative	<input checked="" type="checkbox"/> Weekly <input type="checkbox"/> 2 x Month <input type="checkbox"/> Monthly <input type="checkbox"/> Quarterly <input type="checkbox"/> 3 x Year <input type="checkbox"/> Annually <input type="checkbox"/> As Needed <input type="checkbox"/> Other
Renaissance STAR Curriculum-Based Measures (CBM)	<input checked="" type="checkbox"/> Grade 6 <input checked="" type="checkbox"/> Grade 7 <input checked="" type="checkbox"/> Grade 8 <input type="checkbox"/> All Students <input checked="" type="checkbox"/> Select Students	<input checked="" type="checkbox"/> Oral Language <input checked="" type="checkbox"/> Phonological Awareness <input checked="" type="checkbox"/> Phonics <input checked="" type="checkbox"/> Fluency <input type="checkbox"/> Vocabulary <input type="checkbox"/> Comprehension	<input checked="" type="checkbox"/> Screening <input checked="" type="checkbox"/> Progress Monitoring <input checked="" type="checkbox"/> Diagnostic <input type="checkbox"/> Summative	<input type="checkbox"/> Weekly <input type="checkbox"/> 2 x Month <input type="checkbox"/> Monthly <input type="checkbox"/> Quarterly <input type="checkbox"/> 3 x Year <input checked="" type="checkbox"/> Annually <input checked="" type="checkbox"/> As Needed <input type="checkbox"/> Other *Diagnostic assessment will drive who will be progress monitored.

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

At the beginning of the school year, the ELA Department Chair will meet with the assessment coordinator to review PM 3 data from 2024 and any relevant summer school assessments. The Star Reading Assessment will be administered to all students in Grades 6-8. The ELA Department Chair and assistant principal will prepare the compiled data and meet with grade level teams to review data and determine which students need Tier 2 instruction and Tier 3 intervention.

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

The effectiveness of Tier 1 instruction will be monitored through administrative walkthroughs, informal, and formal observations. Additionally, data collection and analysis of classroom benchmark assessments and FAST Progress Monitoring scores with administrative team and team leader(s).

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

The effectiveness of Tier 2 instruction will be monitored through administrative walkthroughs, informal, and formal observations. Additionally, data from classroom benchmark assessments, FAST Progress Monitoring scores, Lexia PowerUp student growth will be analyzed with administrative team, MTSS coordinator, and team leader(s).

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

The effectiveness of Tier 3 instruction will be monitored through administrative walkthroughs, informal, and formal observations. Additionally, data from classroom benchmark assessments, FAST Progress Monitoring scores, Lexia PowerUp student growth, and McGraw Hill's Reading Mastery weekly assessments will be analyzed with administrative team, MTSS coordinator, reading interventionist, and team leader(s).

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:	
Scores at or above Level 3 on the FAST ELA PM1	
Scores above "Intervention" on the Renaissance STAR CBM assessment	
List performance criteria that indicate Tier 1 is sufficient for at least 80% of students.	
-FAST Reading - Students scoring Level 3 or above	
-If FAST data is not available, student scoring level two or above on STAR	
-Students scoring at 70% or higher on class assignments and assessments	
What procedures are in place to identify and solve problems to improve effectiveness of Tier 1 instruction?	
Bi-monthly department meetings for ELA and reading address both data and classroom practice. The regional literacy director works with the ELA Department Chair, Assistant Principal, and teachers to address best instructional practices for tier 1.	
Curriculum guides are aligned with adopted materials to support Tier 1. The ELA Department Chair facilitates discussions of BEST benchmarks, clarifications, and appendices in common planning meetings. The MTSS 4-step problem-solving process is used to analyze data and determine the need for differentiated instruction and interventions in the mainstream classroom. The Literacy Leadership Team meets at least monthly to discuss classroom walk-through data, progress monitoring data points, and professional development needs.	

Core Instruction Indicate the core curriculum utilized. Add additional rows as needed.	
Name of Program	Year of Program Adoption
Savvas Learning Company LLC - MyPerspectives Florida English Language Arts	2024
Performance criteria that prompt the addition of Tier 2 interventions for students not meeting expectations/benchmarks during the school year: -FAST or STAR Score of 1 or 2 -Classroom Assessments tied to B.E.S.T. English standards falling below 60%	

Tier 1 Instruction + Tier 2 Interventions		
Beginning of Year Data		
Students who meet the following criteria at the beginning of the school year: Scores Level 2 or below on the FAST PM1 Scores "On Watch" or "Intervention" on Renaissance STAR CBM assessment Classroom Assessments tied to B.E.S.T. English standards falling below 60%		
Number of times per week interventions are provided: 2x/week Number of minutes per intervention session: 15-30 minutes Course(s) where interventions take place: M/J Intensive Reading I, II, and III		
Supplemental Instruction/Interventions Indicate the evidence-based programs and/or practices used for Tier 2 interventions and how the programs and practices are supported by strong, moderate or promising levels of evidence. Add additional rows as needed.		
Name of Program	ESSA Evidence Level	Verbiage (as needed)
Lexia PowerUp – Teacher-led lessons	Promising	Lexia PowerUp Literacy is well-suited for Tier 2 reading interventions because it diagnoses and addresses foundational skill gaps while providing scaffolded, adaptive instruction tailored to each student's needs. It supports teachers with real-time data and targeted intervention resources, helping them deliver focused, intensive support. The program also engages older students through age-appropriate content that respects their maturity, fostering motivation and confidence. Backed by high-quality evidence of effectiveness, PowerUp offers a research-based solution for struggling readers in grades 6–12.
Indicate the evidence-based programs and/or practices implemented for students with a disability, students with an IEP and students who are English language learners, as applicable. Add additional rows as needed.		
Students with Disabilities		
Name of Program	ESSA Evidence Level	Verbiage (as needed)
NA		
English Language Learners		
Name of Program	ESSA Evidence Level	Verbiage (as needed)
NA		

Performance criteria that prompt the addition of Tier 3 interventions for students not meeting expectations/benchmarks during the school year: <ul style="list-style-type: none"> - Student declines in performance on monthly STAR Reading assessments from “On Watch” to “Intervention” - Students performing on average 50% or lower on classroom assessments - Student scores below the 20th percentile or Level 1 on FAST ELA PM1 or PM2 		
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: <ul style="list-style-type: none"> - Student scores Level 1 on FAST ELA PM1 - Students performing on average 50% or lower on classroom assessments - Student scores “Intervention” on STAR CBM - Student scores below the 20th percentile or Level 1 on FAST ELA PM1 or PM2 		
Number of times per week interventions are provided: Daily		
Number of minutes per intervention session: 30 minutes		
Course(s) where interventions take place: Intensive Reading I, II, and III		
Intensive, Individualized Instruction/Interventions Indicate the evidence-based programs and/or practices used for Tier 3 interventions and how the programs and practices are supported by strong, moderate or promising levels of evidence. Add additional rows as needed.		
Name of Program	ESSA Evidence Level	Verbiage (as needed)
Beable Career-Connected Literacy – Teacher led supports	Promising	Beable provides a K-12 digital platform for literacy recovery. Beable customizes content to the student’s reading level, interests, and career goals. It is in English and Spanish with translation support to over 100+ languages. Beable is a multi-dimensional system that integrates literacy acceleration, intervention response, English language acquisition, core content mastery, and test preparation.
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		
Students with Disabilities		
Name of Program	ESSA Evidence Level	Verbiage (as needed)
NA		
English Language Learners		
Name of Program	ESSA Evidence Level	Verbiage (as needed)
NA		
What procedures are in place to identify and solve problems to improve effectiveness of Tier 3 interventions? Classroom walkthroughs are conducted by leadership team to determine the effectiveness of Tier 3 interventions. The Literacy Team applies Florida’s Formula for Success and Florida's Coaching Model in addressing the specific needs of teachers working with students requiring interventions. MTSS meetings,		

grade level team meetings, and leadership meetings occur throughout the year to support students with disabilities or IEPs and English Language Learners within the regular classroom setting as well as in the intervention environment. In addition, during department meetings, team members review data and discuss best practices for addressing the needs of students requiring tier 3 interventions. Parents are contacted quarterly regarding their children's responsiveness to instruction and intervention and the instructional plan moving forward.

Grades 9-12

13. Grades 9-12 Assessments

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

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

Additional Assessment(s)				
Name of the Assessment	Target Audience (Grades 9-12) (Select all that apply.)	What component of reading is assessed? (Select all that apply.)	Assessment Type (Select all that apply.)	How often is the data collected?
Savvas myPerspectives	<input checked="" type="checkbox"/> Grade 9 <input checked="" type="checkbox"/> Grade 10 <input checked="" type="checkbox"/> Grade 11 <input checked="" type="checkbox"/> Grade 12 <input checked="" type="checkbox"/> All Students <input type="checkbox"/> Select Students	<input type="checkbox"/> Oral Language <input type="checkbox"/> Phonological Awareness <input type="checkbox"/> Phonics <input type="checkbox"/> Fluency <input checked="" type="checkbox"/> Vocabulary <input checked="" type="checkbox"/> Comprehension	<input type="checkbox"/> Screening <input checked="" type="checkbox"/> Progress Monitoring <input type="checkbox"/> Diagnostic <input type="checkbox"/> Summative	<input type="checkbox"/> Weekly <input type="checkbox"/> 2 x Month <input type="checkbox"/> Monthly <input type="checkbox"/> Quarterly <input type="checkbox"/> 3 x Year <input type="checkbox"/> Annually <input type="checkbox"/> As Needed <input checked="" type="checkbox"/> Other – Midpoint between FAST PMs
Beable Career-Connected Literacy – Teacher led supports	<input checked="" type="checkbox"/> Grade 9 <input checked="" type="checkbox"/> Grade 10 <input checked="" type="checkbox"/> Grade 11 <input checked="" type="checkbox"/> Grade 12 <input type="checkbox"/> All Students <input checked="" type="checkbox"/> Select Students	<input type="checkbox"/> Oral Language <input type="checkbox"/> Phonological Awareness <input checked="" type="checkbox"/> Phonics <input type="checkbox"/> Fluency <input checked="" type="checkbox"/> Vocabulary <input checked="" type="checkbox"/> Comprehension	<input checked="" type="checkbox"/> Screening <input checked="" type="checkbox"/> Progress Monitoring <input type="checkbox"/> Diagnostic <input type="checkbox"/> Summative	<input checked="" type="checkbox"/> Weekly <input type="checkbox"/> 2 x Month <input type="checkbox"/> Monthly <input type="checkbox"/> Quarterly <input type="checkbox"/> 3 x Year <input type="checkbox"/> Annually <input type="checkbox"/> As Needed <input type="checkbox"/> Other
STAR Reading 9-12	<input checked="" type="checkbox"/> Grade 9 <input checked="" type="checkbox"/> Grade 10 <input checked="" type="checkbox"/> Grade 11	<input type="checkbox"/> Oral Language <input type="checkbox"/> Phonological Awareness	<input checked="" type="checkbox"/> Screening <input checked="" type="checkbox"/> Progress Monitoring	<input type="checkbox"/> Weekly <input type="checkbox"/> 2 x Month <input checked="" type="checkbox"/> Monthly

Additional Assessment(s)				
Name of the Assessment	Target Audience (Grades 9-12) (Select all that apply.)	What component of reading is assessed? (Select all that apply.)	Assessment Type (Select all that apply.)	How often is the data collected?
	<input checked="" type="checkbox"/> Grade 12 <input checked="" type="checkbox"/> All Students <input type="checkbox"/> Select Students	<input type="checkbox"/> Phonics <input type="checkbox"/> Fluency <input checked="" type="checkbox"/> Vocabulary <input checked="" type="checkbox"/> Comprehension	<input type="checkbox"/> Diagnostic <input checked="" type="checkbox"/> Summative	<input type="checkbox"/> Quarterly <input type="checkbox"/> 3 x Year <input type="checkbox"/> Annually <input type="checkbox"/> As Needed <input type="checkbox"/> Other
Lexia PowerUP	<input checked="" type="checkbox"/> Grade 9 <input checked="" type="checkbox"/> Grade 10 <input checked="" type="checkbox"/> Grade 11 <input checked="" type="checkbox"/> Grade 12 <input type="checkbox"/> All Students <input checked="" type="checkbox"/> Select Students	<input type="checkbox"/> Oral Language <input type="checkbox"/> Phonological Awareness <input checked="" type="checkbox"/> Phonics <input type="checkbox"/> Fluency <input checked="" type="checkbox"/> Vocabulary <input checked="" type="checkbox"/> Comprehension	<input type="checkbox"/> Screening <input checked="" type="checkbox"/> Progress Monitoring <input checked="" type="checkbox"/> Diagnostic <input type="checkbox"/> Summative	<input type="checkbox"/> Weekly <input checked="" type="checkbox"/> 2 x Month <input type="checkbox"/> Monthly <input type="checkbox"/> Quarterly <input type="checkbox"/> 3 x Year <input type="checkbox"/> Annually <input type="checkbox"/> As Needed <input type="checkbox"/> Other
FAST Retakes, ACT, SAT, Classical Learning Test (CLT)	<input type="checkbox"/> Grade 9 <input type="checkbox"/> Grade 10 <input checked="" type="checkbox"/> Grade 11 <input checked="" type="checkbox"/> Grade 12 <input checked="" type="checkbox"/> All Students <input type="checkbox"/> Select Students	<input type="checkbox"/> Oral Language <input type="checkbox"/> Phonological Awareness <input type="checkbox"/> Phonics <input type="checkbox"/> Fluency <input checked="" type="checkbox"/> Vocabulary <input checked="" type="checkbox"/> Comprehension	<input type="checkbox"/> Screening <input checked="" type="checkbox"/> Progress Monitoring <input type="checkbox"/> Diagnostic <input type="checkbox"/> Summative	<input type="checkbox"/> Weekly <input type="checkbox"/> 2 x Month <input type="checkbox"/> Monthly <input type="checkbox"/> Quarterly <input type="checkbox"/> 3 x Year <input type="checkbox"/> Annually <input checked="" type="checkbox"/> As Needed <input type="checkbox"/> Other

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

At the beginning of the school year, the ELA Department Chair will meet with the assessment coordinator to review PM3 data from previous year and any relevant summer school assessments. The Star Reading Assessment will be administered to all students in Grades 9-12. The ELA Department Chair and assistant principal will prepare the compiled data and meet with grade level teams to review data and determine which students need Tier 2 instruction and Tier 3 intervention.

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

The effectiveness of Tier 1 instruction will be monitored through administrative walkthroughs, informal, and formal observations. Additionally, data collection and analysis of classroom benchmark assessments and FAST Progress Monitoring scores with administrative team and team leader(s).

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

The effectiveness of Tier 2 instruction will be monitored through administrative walkthroughs, informal, and formal observations. Additionally, data from classroom benchmark assessments, FAST Progress Monitoring scores, Lexia PowerUp student growth will be analyzed with administrative team, MTSS coordinator, and team leader(s).

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

The effectiveness of Tier 3 instruction will be monitored through administrative walkthroughs, informal, and formal observations. Additionally, data from classroom benchmark assessments, FAST Progress Monitoring scores, Lexia PowerUp student growth, and Beable Career-Connected Literacy weekly progress will be analyzed with administrative team, MTSS coordinator, reading interventionist, and team leader(s).

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:	
Scores at or above Level 3 on the FAST ELA PM1 – Grades 9 and 10	
Scores above “Intervention” on the Renaissance STAR CBM assessment – Grades 9 and 10	
In previous years, scored 3 or above on the FAST ELA PM3 10 th grade assessment – Grades 11 and 12	
List performance criteria that indicate Tier 1 is sufficient for at least 80% of students.	
FAST or STAR Reading – Students scoring Level 3 or higher	
Students scoring 70% or higher on class assignments and assessments	
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?	
<p>ELA department meets regularly to review assessment data and discuss implications for instruction.</p> <p>Curriculum guides are developed to ensure that learning tasks, instructional practices, and classroom assessments align with quality Tier 1 instruction. The ELA Department Chair also facilitates discussions of BEST benchmarks, clarifications, and appendices in bi-monthly department meetings. The school literacy leadership team meets monthly to discuss classroom walk-through data, progress monitoring data points and professional development needs.</p>	
Core Instruction	
Indicate the core curriculum utilized. Add additional rows as needed.	
Name of Program	Year of Program Adoption
Savvas Learning Company LLC - MyPerspectives Florida English Language Arts	2024
Performance criteria that prompt the addition of Tier 2 interventions for students not meeting expectations/benchmarks during the school year:	
-FAST or STAR Score of 1 or 2 (Grades 9/10)	
-Failure to pass FAST ELA 10 th grade assessments (Grades 11/12)	
-Classroom Assessments tied to BEST English standards falling below 60%	
Tier 1 Instruction + Tier 2 Interventions	
Beginning of Year Data	
Students who meet the following criteria at the beginning of the school year:	
-FAST or STAR Score of 1 or 2 (Grades 9/10)	
-Failure to pass FAST ELA 10 th grade assessments (Grades 11/12)	
-Classroom Assessments tied to BEST English standards falling below 60%	
Number of times per week interventions are provided: 3x/week	
Number of minutes per intervention session: 30 minutes	
Course(s) where interventions take place: English I -IV	

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		
Name of Program		Verbiage (as needed)
Lexia PowerUp – Teacher-led Lessons	Promising	Lexia PowerUp Literacy is well-suited for Tier 2 reading interventions because it diagnoses and addresses foundational skill gaps while providing scaffolded, adaptive instruction tailored to each student's needs. It supports teachers with real-time data and targeted intervention resources, helping them deliver focused, intensive support. The program also engages older students through age-appropriate content that respects their maturity, fostering motivation and confidence. Backed by high-quality evidence of effectiveness, PowerUp offers a research-based solution for struggling readers in grades 6–12.
Indicate the evidence-based programs and/or practices implemented for students with a disability, students with an IEP and students who are English language learners, as applicable. Add additional rows as needed.		
Students with Disabilities		
Name of Program		Verbiage (as needed)
NA		
English Language Learners		
Name of Program	ESSA Evidence Level	Verbiage (as needed)
NA		
Performance criteria that prompt the addition of Tier 3 interventions for students not meeting expectations/benchmarks during the school year: <ul style="list-style-type: none"> - Student declines in performance on monthly STAR Reading assessments from “On Watch” to “Intervention” - Students performing on average 50% or lower on classroom assessments - Student scores below the 20th percentile or Level 1 on FAST ELA PM1 or PM2 -Students not showing growth on Lexia PowerUp progress monitoring 		
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: <ul style="list-style-type: none"> -FAST or STAR Score of 1 (Grades 9/10) -Failure to pass FAST ELA 10th grade assessments (Grades 11/12) -Classroom Assessments tied to BEST English standards falling below 50% 		
Number of times per week interventions are provided: Daily		
Number of minutes per intervention session: 30 minutes		
Course(s) where interventions take place: Intensive Reading I-IV		

Intensive, Individualized Instruction/Interventions Indicate the evidence-based programs and/or practices used for Tier 3 interventions and how the programs and practices are supported by strong, moderate or promising levels of evidence. Add additional rows as needed.		
Name of Program	ESSA Evidence Level	Verbiage (as needed)
Beable Career-Connected Literacy – Teacher led supports	Promising	Beable provides a K-12 digital platform for literacy recovery. Beable customizes content to the student's reading level, interests, and career goals. It is in English and Spanish with translation support to over 100+ languages. Beable is a multi-dimensional system that integrates literacy acceleration, intervention response, English language acquisition, core content mastery, and test preparation.
Indicate the evidence-based programs and/or practices implemented for students with a disability, students with an IEP and students who are English language learners, as applicable. Add additional rows as needed.		
Students with Disabilities		
Name of Program	ESSA Evidence Level	Verbiage (as needed)
NA		
English Language Learners		
Name of Program	ESSA Evidence Level	Verbiage (as needed)
NA		
What processes and procedures are in place to identify and solve problems to improve effectiveness of Tier 3 interventions? Classroom walkthroughs are conducted by leadership to determine the effectiveness of Tier 3 interventions. The Literacy team will apply Florida's Formula for Success and Florida's Coaching Model in addressing the specific needs of teachers working with students requiring interventions. MTSS meetings, department meetings, and leadership meetings will occur throughout the year to support students with disabilities or IEPs and English Language Learners within the regular classroom setting as well as in the intervention environment. In addition, during department meetings, team members will review data and discuss best practices for addressing the needs of students requiring tier 3 interventions. Parents will be contacted quarterly regarding their children's responsiveness to instruction and intervention and the instructional plan moving forward.		

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

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

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

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

Name of Professional Learning	Target Audience	Description
Standards-based training on the ELA BEST	Gr K-10, Literacy Team	Ongoing standards-based training on the ELA BEST will be provided during pre-planning week, weekly grade level meetings, and through opportunities provided by PAEC and the Regional Literacy Director.
Wonders	Gr K-5	Introduction to Wonders Curriculum during pre-planning week.
Beable	Gr 6-12 – Intensive Reading Teachers, ELA Department Chair, and AP of curriculum	Introduction to program, program monitoring for teachers/administrators, and uses for literacy acceleration during pre-planning week. Regular check-ins with program specialists to review data and provide additional support.
iReady	Gr-3-5, AP of Curriculum	Engaging Readers with Grade Level Content during. Regular check-ins with program specialists to review data and provide additional supports.
LexiaCore 5	Gr K-5, AP of curriculum	Introduction to program, program monitoring for teachers/administrators
Lexia PowerUp	Gr 6-12 Intensive Reading teachers, AP of curriculum	Introduction to program, program monitoring for teachers/administrators

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.

Professional learning is provided through a comprehensive, multi-tiered system that supports instructional personnel and certified PreK teachers funded in the FEEP (Florida Education Finance Program) in earning certifications, credentials, endorsements, and advanced degrees in scientifically researched and evidence-based reading instruction. This includes professional learning opportunities through PAEC such as coursework aligned with the Reading Endorsement Competencies, online and in-person training modules, and aligning partnerships with institutions of higher education that offer advanced degrees in reading education. Teachers are also supported through ongoing coaching, professional learning communities (PLCs), and mentoring by literacy specialists.

Differentiated Professional Learning

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

Teachers whose classrooms show persistent reading gaps or limited growth receive more focused coaching, modeling, and small-group professional development tailored to specific instructional challenges. Data from student assessments—such as diagnostic screenings, progress monitoring tools, and formative assessments—are used to identify trends and inform personalized learning plans for educators. This may include additional training in evidence-based reading interventions, structured literacy practices, or instructional strategies for specific subgroups (e.g., ELLs or students with disabilities). Professional learning communities (PLCs), instructional coaching cycles, and data-driven reflection protocols are used to support continuous growth, ensuring teachers can adjust instruction effectively to accelerate student achievement. Professional learning sources include PAEC, regional literacy coach, administrative team, and other local and regional opportunities.

Mentor Teachers

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

Mentor teachers are identified through a combination of criteria, including demonstrated excellence in classroom instruction through previous year's evaluations, strong student growth data, VAM scores, leadership qualities, and a deep understanding of evidence-based literacy practices. School and district leadership collaborate to review performance data, classroom observations, and peer recommendations to select mentors who exemplify best practices and are skilled in supporting adult learners. Once identified, these mentor teachers receive additional training in coaching and adult learning strategies.

Model classrooms are established by designating the learning environments of these mentor teachers as demonstration sites. These classrooms reflect high-quality, research-based instruction and serve as a resource for peer observation, professional development, and collaborative learning. Teachers are invited to visit model classrooms to observe effective instructional practices in action, debrief with mentor teachers, and reflect on strategies they can apply in their own settings. This system fosters a culture of shared learning, continuous improvement, and instructional excellence across the school.

Professional Learning Time

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

Time is intentionally built into the school schedule to ensure teachers can meet weekly for professional learning. This is typically achieved through designated common planning periods, early release days, or scheduled professional learning communities (PLCs). This consistent, protected time allows for ongoing reflection, collaboration, and professional growth that directly supports student achievement.

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
Boys and Girls Club	Grades K-10	Afterschool tutoring

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.

Jefferson County Schools is following the requirements for offering a read-at-home plan for students identified with a substantial reading deficiency. The Literacy team will work with teachers to identify students with substantial deficiencies in reading. Letters will go home to the family of these students, along with Read-at-home plan. Our School Literacy Team works with our School and Community Partnership Schools Coordinator as well as our regional literacy director and PAEC to develop a comprehensive Read-at-Home plan that provides more support for families and more read at home opportunities.

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).

-Panhandle Area Educational Consortium (PAEC) provides resources to help parents support their children's post-secondary success.
-New Worlds Reading Initiative

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
JP	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.
JP	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.
JP	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.
JP	d. Each school has a literacy leadership team consisting of a school administrator, literacy coach, media specialist and a lead teacher, as applicable.

JP	e. All literacy coaches in the district meet the minimum qualifications described in Rule 6A-6.053(4), F.A.C.
JP	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.
JP	g. Literacy coaches are assigned to schools with the greatest need based on student performance data in reading.
JP	h. Time is provided for teachers to meet weekly for professional learning, including lesson study and professional learning communities.
JP	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):	
Jakie Pons - Superintendent	
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.

School administrators, along with Human Resources, collaborate to use teacher evaluation data, student achievement data, and school needs assessments to make strategic staffing decisions for K–2 classrooms. The district also focuses on recruitment efforts and placement of teachers that prioritize early childhood and primary educators with a strong highly effective ratings.

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:

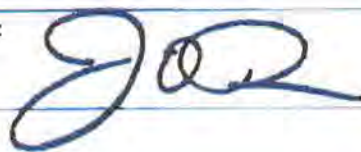
Initials	Assurance
JP	a. All reading instruction and professional learning is grounded in the science of reading; uses instructional strategies that includes phonics instruction for decoding and encoding as the primary strategy for word reading; and does not employ the three-cueing system model of reading or visual memory as a basis for teaching word reading.
JP	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.
JP	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

JP	e. All literacy coaches in the district meet the minimum qualifications described in Rule 6A-6.053(4), F.A.C.
JP	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.
JP	g. Literacy coaches are assigned to schools with the greatest need based on student performance data in reading.
JP	h. Time is provided for teachers to meet weekly for professional learning, including lesson study and professional learning communities.
JP	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):

Jakie Pons - Superintendent

Signature:



Date:

10/01/25