

District Comprehensive Evidence-Based Reading Plan 2025-2026

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	Janene Fitzpatrick	jfitzpatrick@lcsbmail.net	386-294-4137
Data Element	Janene Fitzpatrick	jfitzpatrick@lcsbmail.net	386-294-4137
Third Grade Promotion	Lisa Newman	lnewman@lcsbmail.net	386-294-2882
Multi-Tiered System of Supports	Janene Fitzpatrick	jfitzpatrick@lcsbmail.net	386-294-4137
Other (Enter Responsibility)			

2) District Expenditures

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

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

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

Comprehensive System of Reading Instruction Expenditures	Amount	FTE (where applicable)
Elementary Expenses		
Literacy coaches	88,197.74	1.00
Intervention teachers	58,115.54	.45
Scientifically researched and evidence-based supplemental instructional materials	239.12	
Third grade summer reading camps		
Summer reading camps		
Secondary Expenses		
Literacy coaches	0	
Intervention teachers	18,575.74	.25
Scientifically researched and evidence-based supplemental instructional materials	8,173.86	
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	239.12	
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	173,541.12	

3) Literacy Leadership – District and School

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

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

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

FAST				
Grade	Previous School Year – % of Students Scoring	Goal for Plan Year – % of Students Scoring	Previous School Year – % of Students Scoring	Goal for Plan Year – % of Students Scoring
	Urgent Intervention <10 th percentile	Urgent Intervention <10 th percentile	At & Above Benchmark 40 th percentile & above	At & Above Benchmark 40 th percentile & above
VPK	2.8%	2%	94.3%	96%

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

VPK staff will analyze data from the state progress monitoring to make decisions for continued instruction that is differentiated to the needs of all learners. The analysis will be led by the principal and the school's instructional coach. In addition, support from the VPK regional support facilitator will include professional learning regarding student data and instructional decisions.

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

FAST				
Grade	Previous School Year – % of Students Scoring	Goal for Plan Year – % of Students Scoring	Previous School Year – % of Students Scoring	Goal for Plan Year – % of Students Scoring
	Level 1	Level 1	Levels 3-5	Levels 3-5
K	20%	18%	51%	55%
1	5%	3%	76%	80%
2	18%	15%	68%	72%
3	14%	12%	64%	68%
4	18%	15%	68%	72%
5	16%	13%	68%	72%
6	6%	5%	80%	82%
7	10%	8%	77%	80%
8	10%	8%	76%	80%
9	15%	8%	66%	70%
10	18%	12%	58%	64%

B. Plan Implementation and Monitoring ([Rule 6A-6.053\(10\), F.A.C.](#))

Districts must monitor the implementation of the District CERP at the district and school level, including charter schools sponsored by a district.

1. Provide an explanation of the following:

Grades K-5	District Level	School Level
Data that will be collected and frequency of review	FAST Progress Monitoring ELA Literacy Classroom Walkthrough Data	FAST Progress Monitoring ELA iReady Reading Diagnostic data Literacy Classroom Walkthrough Data
Actions for continuous support and improvement	Agendas/discussions at Administrative Monthly meetings	Agendas/discussions at School Literacy Leadership Team meetings
Grades 6-8	District Level	School Level
Data that will be collected and frequency of review	FAST Progress Monitoring ELA Literacy Classroom Walkthrough Data	FAST Progress Monitoring ELA Literacy Classroom Walkthrough Data
Actions for continuous support and improvement	Agendas/discussions at Administrative Monthly meetings	Agendas/discussions at School Literacy Leadership Team meetings

Grades 9-12	District Level	School Level
Data that will be collected and frequency of review	FAST Progress Monitoring ELA Literacy Classroom Walkthrough Data	FAST Progress Monitoring ELA Literacy Classroom Walkthrough Data
Actions for continuous support and improvement	Agendas/discussions at Administrative Monthly meetings	Agendas/discussions at School Literacy Leadership Team meetings

2. Describe what has been revised to improve literacy outcomes for students in the district's CERP based upon the District CERP Reflection Tool and a root-cause analysis of student performance data.

Based on group discussion, the district has prioritized Standards, Curriculum, Instruction & Intervention as the number one priority for the 2025-2026 Plan Year. At the elementary level, a focus on using the Science of Reading to continue strong T1 instruction. At the secondary level, a focus on requiring reading/writing in ALL subject areas and prioritizing the scheduling of T3 students to provide the best possible support.

Attention to Literacy Leadership and support of Coaches and Leadership Teams will be a center of focus. At the elementary level, the leadership team will continue to use PM data to reflect T1 classroom instruction and make necessary adjustments. At the secondary level, the leadership team is committed to improving read at home plans, formally documenting literacy meetings, and better supporting T3 students with better improvement plans and utilizing the most highly qualified teachers for the neediest students.

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

The process in place to ensure effective implementation of the reading plan at each school is that principals are communicated the requirements of the reading plan in meetings with the Director of Teaching and Learning Services annually. The principals and the instructional coaches are active members in the development of the reading plan as it pertains to their school and grade level spans. The principals ensure that teachers have the common planning time and time in their instructional schedules to teach reading at the Tier 1, 2, and 3 levels. The principals are active members of the School Literacy Leadership Team that engage in data analysis that leads to the problem-solving method when weaknesses are discovered. Principals are a critical piece of the ensuring that the implementation of the plan is completed with fidelity.

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

Principals monitor collection and utilization of assessment data by first analyzing the data themselves. They study the data after each progress monitoring session to see over all how students are progressing. Principals and literacy coaches in tandem lead professional learning on how to analyze data, and then how to make informed instructional decisions based on the findings of the data. Principals lead data chats several times throughout the school year to give teachers intentional uninterrupted time to analyze their data, then planning time to consider impacts on instruction to meet students' needs.

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

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

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

☒ Yes

☐ No

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

N/A

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

These requirements were communicated face to face to principals in Administrative Monthly Meetings. They will continue to be communicated at leadership team meetings.

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

The Director of Teaching and Learning Services is an active member of each school's Literacy Leadership team. The Director of Teaching and Learning Services coordinates with the reading coaches on the agendas for each meeting. The director has conversations and planning sessions with the reading coaches and principals in the professional development and coaching needed at each school based on the needs that the data shows. The district ensures that the literacy coaches have access to professional learning to keep themselves abreast of most current evidence-based practices.

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 Director of Teaching and Learning Services is an active member of each school's Literacy Leadership team. The Director of Teaching and Learning Services coordinates with the reading coaches on the agendas for each meeting. The director has conversations and planning sessions with the reading coaches and principals in the professional development and coaching needed at each school based on the needs that the data shows.

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

The district monitors implementation of the coach model through observations and frequent communication with the coaches and principals.

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

Literacy coaches are evaluated according to the Appraisal Instrument approved for Lafayette County School District. A literacy coach's student data consists of the entire school's student data.

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?

In Lafayette County, all students are enrolled in a English/Language Arts course taught by a state certified teacher. In most classrooms the teacher may be dual certified in reading or ESE. These classrooms are guided the state B.E.S.T standards for ELA.

The district ensures that K-12 students are taught all six components of reading by providing professional development for teachers, purchasing curriculum and resources that are aligned, monitoring lesson plans, and implementation of reading instruction through walkthroughs to ensure that all six components of reading are being taught with fidelity.

The district uses a variety of assessments that assess the six components of reading to collect accurate data to analyze to identify students' success and needs for intervention. The district uses screeners, progress monitoring/formative assessments, diagnostics, and summative assessments. Screeners, progress monitoring and summative assessments are administered to all our students.

This data is used to evaluate our Tier 1 curriculum/instruction at the school level, grade level, classroom/teacher level, all the way down to the student level. The School Literacy Leadership Team analyzes screeners, progress monitoring and summative data to look for areas of success and weakness. Areas of success can be used for modeling and mentoring. Areas of weakness are analyzed further using the problem-solving method to identify the problem and try solutions to make improvements in areas of curriculum, instruction, scheduling, intervention, etc. This data also shows school teams, including teachers, which students are not making progress. With these students we use diagnostic assessment to dig deeper to pinpoint areas of concern so that an intervention plan can be created for the student.

Standards based Tier 1 instruction is provided to all students. Students who show that they need extra support in order to be successful with Tier I instruction is given Tier 2 standards-based instruction in addition to Tier 1 in order to provide extra instruction and practice with the students learning gaps as shown by data. This Tier 2 instruction is provided in smaller groups. For students

who show substantial deficiencies in reading Tier 3, additional instruction is provided to them in addition to Tier 2 and Tier 1 instruction. Tier 3 instruction is provided in smaller groups (in some cases 1:1, and pinpoints learning gaps specific to each student. This intensive reading intervention instruction is provided by a reading certified/endorsed teacher. Progress monitoring and summative assessment are used to monitor student proficiency and growth towards closing the learning gaps.

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.

The district has two VPK classrooms and one ESE Pre-K classroom. The district uses the FAST STAR Reading and Math state assessments, as well as ESGI to assess and monitor student progression in the PreK classrooms. The Florida Early Learning and Development Standards are used as a basis for instruction in the PreK classrooms. Students with disabilities have IEPs with specific goals, specialized instruction and accommodations to meet their needs. English Language Learners are immersed into the language but also are afforded opportunities to work with paraprofessionals with some small group time to increase their access to the English language.

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

The district uses the Frog Street PreK Curriculum. The district supports the needs of all learners by providing them the support they need whether it be students with disabilities, or English Language learners.

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.](#)

Students in VPK identified as having a substantial deficiency in early literacy skills are taken before the school's MTSS team to create an intervention plan that matches the student's need. In some cases, this could lead to referral for ESE services when needed.

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

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

The Decision Trees must contain the following information:

- Name of each assessment, targeted audience, component(s) of reading assessed, type of assessment, the frequency of data collection and the method and timeframes by which assessment data will be provided to teachers and parents. For students in VPK through grade 10, the FAST must be administered pursuant to [s. 1008.25\(9\)\(b\), F.S.](#), and included as a component of the Assessment/Curriculum Decision Trees.
- Performance criteria used for decision-making for each assessment at each grade level.
- Evidence-based instructional materials and strategies.
- Specific criteria for when a student is identified to receive intensive reading interventions (Tier 3), what intensive reading interventions will be used, how the intensive reading interventions are

provided and assurance that intensive reading interventions are delivered by a teacher who is certified or endorsed in reading or instructional personnel who possess a literacy micro-credential.

- Identification of the multisensory interventions provided to students in grades K-3 who have a substantial deficiency in reading or characteristics of dyslexia, including a description of the intensive, explicit, systematic and multisensory reading interventions which will be provided to students in grades K-3.

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

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

Grades VPK-5

1. Grades VPK-5 Assessments

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

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

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

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

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 will monitor data of universal screeners, progress monitoring and through formative assessments or teacher observation to identify students with a substantial reading deficiency. See decision tree for student requirements for Tier 2 and 3 interventions.

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 will monitor data of universal screeners, progress monitoring and through formative assessments or teacher observation to identify students with a substantial reading deficiency. See decision tree for student requirements for Tier 2 and 3 interventions.

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.

At the beginning of the school year students in grades K-3 will participate in Universal Screeners by the District-Approved Progress Monitoring, within the first 30 days of school. Each school will review student scores and identify students in grades K-3 that exhibit characteristics of dyslexia and require an additional screener. After a student's fluency is measured, the school based team will review data collected from previous year, universal screener and fluency measure screener to determine next steps for the student. Based on Rule 6A-6.053, F.A.C., some the characteristics of dyslexia include, but are not limited to, difficulties with accurate and fluent word recognition and spelling, difficulty with learning letters and their sounds, and confusion in the sequence of letters and sounds. If a student is showing the characteristics of dyslexia, the parent/guardian will be notified immediately in writing and consulted on with the development of an individualized progress monitoring plan (1008.25(9), F.S.).

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.

After the student has received one month of intensive interventions, the school team will review individual student's progress. The team may suggest an additional Dyslexia Screening to be administered to determine next steps for individual students. The team will review results of additional screeners for next steps. Common dyslexia screeners most easily available for use are DIBELS and i-Ready Diagnostic.

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

The effectiveness of Tier 1 instruction is being monitored at district level, school level, grade level and teacher level data reviews of progress monitoring results at least 3x a year, standards-based report cards and ESGI data.

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

The effectiveness of Tier 2 is being monitored through data chats using FAST PM data, iReady data, classroom/report card grades. Tier 2 lesson plans and instruction are reviewed for alignment with core curriculum and instruction.

The School Literacy Leadership team reviews Tier 2 student data and teacher observation data to identify areas of concern in effective instruction in the ELA classrooms. Training and/or modeling is provided by

reading coach and/or mentor teachers. Additional professional development is planned according to needs of staff. Tier2 instruction is also monitored through participation in the MTSS process. Teachers meet more frequently with school administration and the MTSS coordinator to look at data collected regarding instruction and data collected on Tier 2 students.

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

The effectiveness of Tier 3 is being monitored through data chats using FAST PM data, iReady data, classroom/report card grades. Tier 3 lesson plans and instruction are reviewed for alignment with core curriculum and instruction.

The School Literacy Leadership team reviews Tier 3 student data and teacher observation data to identify areas of concern in effective instruction in the ELA classrooms. Training and/or modeling is provided by reading coach and/or mentor teachers. Additional professional development is planned according to needs of staff. Again, the level of monitoring increases with the increase in contact with MTSS team and discussion revolving around instruction and data collected.

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: -FAST at or above 40%tile (K-2) -FAST Cambium (3-5) -iReady at or above 40%tile (K-5)	
List performance criteria that indicate Tier 1 instruction is sufficient for at least 80% of students. AT least 80% of the students are performing at or above the 40%tile	
What processes and procedures are in place to identify and solve problems to improve effectiveness of Tier 1 instruction? Classroom walkthroughs, observations, assessment data from FAST, iReady and ESGI diagnostics, shared data chats with the literacy coach and/or MTSS Coordinator at grade level and individual teacher levels are used to identify problems.	
Core Instruction	
Indicate the core curriculum utilized. Add additional rows as needed.	
Name of Program	Year of Program Adoption
Benchmark Advance K-2 Teachers will use Benchmark Advance as an ELA resource to create Curriculum Maps of Explicit Instruction of ELA standards based on Marzano's Standards Based Instruction Benchmark Advance does not meet strong, moderate or promising levels of evidence: however, the following WWC Practice Guide Recommendation supports the program: Supporting K-3 Reading and Foundational Skills #3 Teach students to decode words, analyze word	2023

parts, and recognize words. (strong) and #4 Ensure that each student reads connected text every day to support reading accuracy, fluency and comprehension (moderate). Practice Guide Providing Reading Interventions For Students in 4-9: #1 Build students' decoding skills so they can read complex multisyllabic words.(strong) # 2 Provide purposeful fluency-building activities to help students read effortlessly(strong). #3 Routinely use a set of comprehension-building practices to help students make sense of the text Part 3A. Build students' world and word knowledge so they can make sense of the text Part 3B. Consistently provide students with opportunities to ask and answer questions to better understand the text they read Part 3C. Teach students a routine for determining the gist of a short section of text Part 3D. Teach students to monitor their comprehension as they read (strong)These recommendations were built into Benchmark Advance.	
Magnetic Reading - Teacher Created Curriculum Maps 3-5 Teachers will use Teacher created Curriculum Maps of Explicit Instruction of ELA standards. Teacher Created Curriculum Maps of Explicit Instruction of ELA standards does not meet strong, moderate or promising levels of evidence: however, the following IES Practice Guide Recommendation supports the program: Foundational Skills to Support Reading for Understanding in Kindergarten Through 3rd Grade #2 Develop awareness of the segments of sounds in speech and how they link to letters. (strong) #3 Teach students to decode words, analyze word parts, and write and recognize words (strong) #4 Ensure that each student reads connected text every day to support reading accuracy, fluency, and comprehension. (moderate)Providing Reading Interventions For Students in 4-9: #1 Build students' decoding skills so they can read complex multisyllabic words.(strong) # 2 Provide purposeful fluency-building activities to help students read effortlessly(strong). #3 Routinely use a set of comprehension-building practices to help students make sense of the text Part 3A. Build students' world and word knowledge so they can make sense of the text	2023

Performance criteria that prompt the addition of Tier 2 interventions for students not meeting expectations/benchmarks during the school year: K-2 Student scores between 39th and 10th%tiles on FAST PM and/or iReady Diagnostic 3rd grade Student scores between 39th and 20th %tiles on FAST PM and/or iReady Diagnostic -Coaching cycles with the literacy coach -Modeled lessons by the literacy coach, or an effective or highly effective teacher, -Co-teaching model with literacy coach or effective or highly effective teacher, -Time to observe in classrooms of effective or highly effective teachers. The School Literacy Leadership team reviews Tier 1 student data and teacher observation data to identify areas of concern in effective instruction in the ELA classrooms. Training and/or modeling is provided by literacy coach and/or mentor teachers. Additional professional development is planned according to needs of staff. In the event that we are providing distance learning to students, distance learning student data, and teacher instructional delivery models will be monitored and discussed as a part of the School Literacy Leadership team.		
Tier 1 Instruction + Tier 2 Interventions		
Beginning of Year Data		
Students who meet the following criteria at the beginning of the school year: K-2 Student scores between 39th and 10th%tiles on FAST PM and/or iReady Diagnostic 3rd grade Student scores between 39th and 20th %tiles on FAST PM and/or iReady Diagnostic		
Number of times per week interventions are provided: 2-3x Per Week Number of minutes per intervention session: 20-30 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)
GREAT LEAPS: Phonics instruction, repeated reading program, individualized instruction		Great Leaps does not meet strong, moderate or promising levels of evidence: however, the following WWC Practice Guide Recommendation supports the program: Foundational Skills to Support Reading for Understanding in Kindergarten Through 3 rd Grade, Recommendations:

		#2 Develop awareness of segments of sounds in speech and how they link to letters (strong) #3 Teach students to decode words, analyze word parts, and recognize words. (strong) and #4 Ensure that each student reads connected text every day to support reading accuracy, fluency and comprehension (moderate). Practice Guide: Providing Reading Interventions For Students in 4-9, Recommendations: #1 Build students' decoding skills so they can read complex multisyllabic words (strong). # 2 Provide purposeful fluency-building activities to help students read effortlessly (strong). The recommendations are built into the program by building fluency, with prosody, with comprehension skills through daily activities for phonics, high frequency words, and age appropriate text. The district will support and monitor implementation of this program by ensuring teachers are provided professional learning in using the materials appropriately by the literacy coach. Coaches and school administration will observing implementation of Great Leaps programs and materials and tracking progress of student growth to monitor for fidelity.
Curriculum Associates – iReady Literacy Program		iReady does not meet strong, moderate or promising levels of evidence: however, the following WWC Practice Guide Recommendation supports the program: Foundational Skills to Support Reading for Understanding in Kindergarten Through 3rd Grade: #2 Develop awareness of segments of sounds in speech and how they link to letters (strong) #3 Teach students to decode words, analyze word parts, and recognize words. (strong) and #4 Ensure that each student reads connected text every day to support reading accuracy, fluency and comprehension (moderate).

		Practice Guide Providing Reading Interventions For Students in 4-9: #1 Build students' decoding skills so they can read complex multisyllabic words.(strong) # 2 Provide purposeful fluency-building activities to help students read effortlessly(strong). These recommendations are built into the program by supporting students individually and with teacher-led components to bridge skill gaps. The program includes instruction Grounded in the Science of Reading with explicit, systematic instruction in essential reading skills, including phonemic awareness, phonics, fluency, vocabulary, and comprehension. The district will support and monitor implementation of this program by ensuring teachers are provided professional learning in using the materials appropriately by the literacy coach and PD provided by iReady. Coaches and school administration will observing implementation of iReady programs and materials and tracking progress of student growth to monitor for fidelity.
Quick Reads	Strong	
Leveled Texts		Leveled Text does not meet strong, moderate or promising levels of evidence: however, the following WWC Practice Guide Recommendation supports the program: Foundational Skills to Support Reading for Understanding in Kindergarten Through 3rd Grade, Recommendations: #3 Teach students to decode words, analyze word parts, and recognize words. (strong) and #4 Ensure that each student reads connected text every day to support reading accuracy, fluency and comprehension (moderate). Practice Guide Providing Reading Interventions For Students in 4-9: # 2 Provide purposeful fluency-building activities to help students read effortlessly (strong). These recommendations were built into Leveled Text via explicit instruction in comprehension, high-frequency words, and specific vocabulary. These instructional components provide multiple

		opportunities for students to access complex text in a guided setting. The district will support and monitor implementation of using Leveled Texts by ensuring teachers are provided professional learning in using the materials appropriately by the literacy coach. Coaches and school administration will observing implementation of Leveled Texts and tracking progress of student growth to monitor for fidelity.
Reciprocal Teaching		Reciprocal Teaching does not meet strong, moderate or promising levels of evidence: however, the following WWC Practice Guide Recommendation supports the program: Foundational Skills to Support Reading for Understanding in Kindergarten Through 3rd Grade, Recommendation Supporting K-3 Reading and Foundational Skills: #3 Teach students to decode words, analyze word parts, and recognize words. (strong) and #4 Ensure that each student reads connected text every day to support reading accuracy, fluency and comprehension (moderate). Practice Guide: Providing Reading Interventions For Students in 4-9: #1 Build students' decoding skills so they can read complex multisyllabic words.(strong) # 2 Provide purposeful fluency-building activities to help students read effortlessly(strong). #3 Routinely use a set of comprehension-building practices to help students make sense of the text Part 3A. Build students' world and word knowledge so they can make sense of the text Part 3B. Consistently provide students with opportunities to ask and answer questions to better understand the text they read Part 3C. Teach students a routine for determining the gist of a short section of text Part 3D. Teach students to monitor their comprehension as they read (strong) These recommendations were built into Reciprocal Teaching using skills such as predicting, clarifying, questioning and summarizing to build comprehension skills. The district will support and monitor implementation of using Leveled Texts by ensuring teachers are provided professional learning in using the materials appropriately by the literacy coach. Coaches and school administration will observing implementation of Reciprocal Teaching and tracking progress of student growth to monitor for fidelity.

Sequential Phonics		Sequential phonics does not meet strong, moderate or promising levels of evidence; however, the following WWC practice guide recommendations support the practice: Foundational Skills to Support Reading for Understanding in Kindergarten Through 3 rd Grade, Recommendation 3, Teach students to decode words, analyze word parts, and write and recognize words, strong evidence. This recommendation was built into the practice via a research-based, systematic and structured method of teaching phonics in a progressive manner. Skills build from concepts such as letter sounds to more complex skills, ensuring students master foundational skills before moving on. The district will support and monitor implementation of using Sequential Phonics by ensuring teachers are provided professional learning in using the materials appropriately by the literacy coach. Coaches and school administration will observing implementation of Leveled Texts and tracking progress of student growth to monitor for fidelity.
Indicate the evidence-based programs and/or practices implemented for students with a disability,		
Name of Program	ESSA Evidence Level	Verbiage (as needed)
See above.		
English Language Learners		
Name of Program	ESSA Evidence Level	Verbiage (as needed)
See above.		
For K-3 students who have a substantial deficiency in reading or characteristics of dyslexia, identify the multisensory interventions provided. Sequential phonics, letters, Elkonin boxes, FCRR Student Center activities, Reading First games, premade games, teacher made		
Performance criteria that prompt the addition of Tier 3 interventions for students not meeting expectations/benchmarks during the school year: GREAT LEAPS: Phonics instruction, repeated reading program, individualized instruction Assessment/Frequency: Great Leaps assessment chart with each lesson Discontinue: Consistently passing lessons with < or = one error per lesson Continue: Inconsistently passing lessons with < one error per lesson after three attempts Prompts Addition of Tier 3: Not passing lessons with < one error per lesson after three attempts		

iReady

Assessment/Frequency: iReady Diagnostic 3x per year

Performance Criteria

Discontinue: Consistently passing lessons at grade level with 80% accuracy per lesson

Continue: Inconsistently passing lessons at grade level with 80% accuracy per lesson

Prompts Addition of Tier 3: Not passing lessons at grade level with 80% accuracy per lesson

QuickReads

Assessment/Frequency: cold reads 3x per year

Performance Criteria

Discontinue: Average score above >70%

Continue: Average score between 69% and 60%

Prompts Addition of Tier 3: Average score below 59%

Leveled Texts

Assessment/Frequency: running records 3x per quarter

Performance Criteria

Discontinue:

August – October

3rd grade - >96%

4th grade - >96%

5th grade - >98%

November – January

3rd grade ->98%

4th grade - >99%

5th grade - >99%

February – May

3rd grade ->99%

4th grade ->98%

5th grade ->99%

Continue:

August – October

3rd grade - between 92 – 95%

4th grade - between 91 and 95%

5th grade - between 95 and 97%

November – January

3rd grade – between 94 and 97%

4th grade – between 96 and 97%

5th grade – between 96 and 98%

February – May

3rd grade – between 97 and 98%

4th grade – between 96 and 97 %

5th grade – between 97 and 98%

Prompts Addition of Tier 3:

August – October

3rd grade - < 91%

4th grade - < 90%

5th grade - < 94%

November – January

3rd grade -< 93%

4th grade - < 95% 5th grade - < 95% February – May 3rd grade - < 96% 4th grade - < 95% 5th grade - < 96%		
Reciprocal Teaching Assessment/Frequency: iReady Standards Mastery Assessments/three times per quarter Performance Criteria Discontinue: Average score >65% Continue: Average score between 65% and 45% Prompts Addition of Tier 3: Average score below 45%		
Sequential Phonics Assessment/Frequency: Sequential Phonics review lesson after every 5 lessons Performance Criteria Discontinue: Consistently passing review lesson at grade level with 90% accuracy per lesson Continue: Inconsistently passing review lesson at grade level with 90% accuracy per lesson Prompts Addition of Tier 3: Not passing review lesson at grade level with 90% accuracy per lesson		
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: K-2 Students scoring at or below the 9 th percentile on progress monitoring assessments FAST or iReady 3 rd grade Students scoring at or below the 19 th percentile on progress monitoring assessments FAST or iReady		
Number of times per week interventions are provided: 3-5x per week Number of minutes per intervention session: 20-30 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)
Lalilo – Teacher Led Lessons Assessment/Frequency: Each Lalilo lesson, DIBELS – Progress Monitoring monthly, iReady Diagnostic three times per year		Lalilo does not meet strong, moderate or promising levels of evidence: however, the following WWC Practice Guide Recommendation supports the program: Foundational Skills to Support Reading for Understanding in Kindergarten Through Grade 3, Recommendations: #2 Develop awareness of segments of sounds in speech and how they link to letters (strong), #3 Teach students to decode words, analyze word parts, and recognize words

		(strong) and #4 Ensure that each student reads connected text every day to support reading accuracy, fluency and comprehension (moderate). Practice Guide Providing Reading Interventions For Students in 4-9: #1 Build students' decoding skills so they can read complex multisyllabic words. # 2 Provide purposeful fluency-building activities to help students read effortlessly. These recommendations were built into Lalilo in the following ways: Lalilo's teacher-led components provide explicit, systematic instruction that develops students' awareness of the individual sounds (phonemes) in spoken words and teaches them how those sounds connect to letters and spelling patterns. Through structured phonemic awareness and phonics routines—such as isolating, segmenting, blending, and manipulating sounds—students learn to decode unfamiliar words, analyze word parts (including common patterns and morphemes), and recognize words automatically. Teachers guide students to apply these skills in connected text, ensuring daily opportunities to practice accurate, fluent reading. Repeated reading, word analysis, and cumulative review help students build fluency and comprehension as decoding becomes effortless and automatic. The district will support and monitor implementation of this program by ensuring teachers are provided professional learning in using the materials appropriately by the literacy coach. Coaches and school administration will observing implementation of Tier 3 programs and materials and tracking progress of student growth to monitor for fidelity.
Decodable Phonics Readers	Assessment/Frequency: Biweekly Fluency check	Decodable Phonics Readers does not meet strong, moderate or promising levels of evidence: however, the following WWC Practice Guide Recommendation supports the program: Foundational Skills to Support Reading for Understanding in Kindergarten Through Grade 3, Recommendations: #2 Develop awareness of segments of sounds in speech and how they link to letters (strong) #3 Teach students to decode

		words, analyze word parts, and recognize words. (strong) and #4 Ensure that each student reads connected text every day to support reading accuracy, fluency and comprehension (moderate). Practice Guide Providing Reading Interventions For Students in 4-9: #1 Build students' decoding skills so they can read complex multisyllabic words. # 2 Provide purposeful fluency-building activities to help students read effortlessly. These recommendations were built into Decodable Phonics Readers via teacher-led instruction using decodable phonics readers provides explicit, systematic lessons that help students develop awareness of the individual sounds in speech and understand how those sounds connect to letters and spelling patterns. Through direct modeling and guided practice, teachers teach students to decode words, analyze word parts (including syllables, prefixes, and suffixes), and recognize words automatically. Students apply these skills in connected decodable text, ensuring that phonics patterns are practiced in meaningful reading. Repeated oral reading, cumulative review, and immediate feedback build accuracy, automaticity, and expression—supporting fluent, effortless reading and comprehension. The district will support and monitor implementation of this program by ensuring teachers are provided professional learning in using the Decodable Phonics Readers appropriately by the literacy coach. Coaches and school administration will observing implementation of Decodable Phonics Readers and tracking progress of student growth to monitor for fidelity.
REWARDS Assessment/Frequency: DIBELS Monthly progress monitoring		REWARDS does not meet strong, moderate or promising levels of evidence: however, the following WWC Practice Guide Recommendation supports the program: Practice Guide Providing Reading Interventions For Students in 4-9: #1 Build students' decoding skills so they can read complex multisyllabic words. # 2 Provide purposeful fluency-building activities to help students read effortlessly.). #3 Routinely use a set of comprehension-building practices to help students make sense of the text Part 3A. Build students' world and word knowledge so they can make sense of the text Part 3B. Consistently provide students with opportunities to ask and answer questions to better understand the text they read

		Part 3C. Teach students a routine for determining the gist of a short section of text Part 3D. Teach students to monitor their comprehension as they read (strong) These recommendations were built into REWARDS by providing struggling learners explicit, teacher-led instruction in multisyllabic words and comprehending content-area text. . The district will support and monitor implementation of this program by ensuring teachers are provided professional learning in using the REWARDS program and materials appropriately by the literacy coach. Coaches and school administration will observing implementation of the REWARDS programs and materials and tracking progress of student growth to monitor for fidelity.
GREAT LEAPS: Phonics instruction, repeated reading program, individualized instruction Assessment/Frequency: Great Leaps assessment chart with each lesson		Great Leaps does not meet strong, moderate or promising levels of evidence: however, the following WWC Practice Guide Recommendation supports the program: Foundational Skills to Support Reading for Understanding in Kindergarten Through 3rd Grade, Recommendations: #2 Develop awareness of segments of sounds in speech and how they link to letters (strong) #3 Teach students to decode words, analyze word parts, and recognize words. (strong). Practice Guide Providing Reading Interventions For Students in 4-9: #1 Build students' decoding skills so they can read complex multisyllabic words, strong. # 2 Provide purposeful fluency-building activities to help students read effortlessly, strong. These recommendations were built into Great Leaps to develop students' awareness of the segments of sounds in speech and their connection to letters through daily, teacher-guided phonemic and phonics practice. Instruction begins with sound–symbol correspondence and blending activities that teach students to decode words accurately and analyze word parts, including syllables and common spelling patterns. Students apply these decoding skills through repeated oral reading of connected text, allowing practice in context to build accuracy, automaticity, and prosody. The program's short, daily one-on-one sessions emphasize fluency development,

		helping students progress from accurate word reading to effortless, fluent comprehension of connected passages. The district will support and monitor implementation of this program by ensuring teachers are provided professional learning in using the materials appropriately by the literacy coach. Coaches and school administration will observe implementation of Great Leaps programs and materials and tracking progress of student growth.
Leveled Texts Assessment/Frequency: running records 3x per quarter		Refer to page 16 for verbiage.
Indicate the evidence-based programs and/or practices implemented for students with a disability, students with an IEP and students who are English language learners, 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)
See above		
English Language Learners		
Name of Program	ESSA Evidence Level	Verbiage (as needed)
See above		
For K-3 students who have a substantial deficiency in reading or characteristics of dyslexia, identify the multisensory interventions provided. Sequential phonics, letters, Elkonin boxes, FCRR Student Center activities, Reading First games, premade games, teacher made		
What processes and procedures are in place to identify and solve problems to improve effectiveness of Tier 3 interventions? The effectiveness of Tier 3 is being monitored through data chats using FAST PM data, iReady data, classroom/report card grades. Tier 3 lesson plans and instruction are reviewed for alignment with core curriculum and instruction. The School Literacy Leadership team reviews Tier 3 student data and teacher observation data to identify areas of concern in effective instruction in the ELA classrooms. Training and/or modeling is provided by reading coach and/or mentor teachers. Additional professional development is planned according to needs of staff. Classroom walkthroughs, observations, assessment data from FAST PM, iReady diagnostics, Intervention assessments and shared data chats with reading coach at grade level and individual levels are used to identify problems. As problems are identified, solutions to improve effectiveness are hypothesized and planned, then implemented.		

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

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

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

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

Summer Reading Camps for Retained Grade 3 Students
Schedule: 20 days – 5 weeks x 4 days per week (M-Th) 8am – 2pm with 1 hour for lunch/recess
Evidence-Based Instructional Materials to be used, as defined in 20 U.S.C. s. 7801(21)(A)(i): The evidence-based instructional materials that will be utilized include REWARDS: refer to pg. 23 for verbiage iReady: refer to pg. 15 for verbiage Sequential Phonics: refer to pg. 18 for verbiage; QuickReads: strong evidence Read Works: Read Works does not meet strong, moderate or promising levels of evidence. However, the following WWC Practice Guide supports the program: Foundational Skills to Support Reading for Understanding in Kindergarten Through 3 rd Grade, Recommendation 4, Ensure that each student reads connected text every day to support reading accuracy, fluency, and comprehension, moderate evidence. This recommendation is built into the program by providing differentiated text sets for students to access complex text on an appropriate Lexile level. The district will support and monitor implementation of this program by ensuring teachers are provided professional learning in using the materials appropriately by the literacy coach. Coaches and school administration will observe implementation of Great Leaps programs and materials and tracking progress of student growth.
Alternative Assessment Used: iReady Assessment
Additional Information (optional): The district will meet the requirements for Summer Reading Camps by providing evidence based explicit, systematic reading instruction in phonemic awareness, phonics, fluency, vocabulary, and comprehension to grade 3 students who score Level 1 on the Florida Standards Assessment for ELA. This instruction will be provided by a highly effective teacher who is also endorsed in reading. An additional opportunity to take the FAST 3 rd Grade Assessment will also be provided.

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

Summer Reading Camps for Students in Grades K-5

Will the district implement this option? ☐ Yes ☒ No
If yes, please describe the grade level(s) that will be invited to participate.

Grades 6-12

8. Grades 6-12 Assessments

FAST				
Name of the Assessment	Target Audience	What component of reading is assessed?	Assessment Type	How often is the data collected?
FAST ELA Reading	☒ Grade 6 ☒ Grade 7 ☒ Grade 8 ☒ Grade 9 ☒ Grade 10	☒ Vocabulary ☒ Comprehension	☒ Screening ☒ Progress Monitoring ☒ Summative	☒ 3 x Year

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

Additional Assessment(s)				
Name of the Assessment	Target Audience (Grades 6-12) (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?
Other District Assessment District Developed Assessments	☒ Grade 6 ☒ Grade 7 ☒ Grade 8 ☒ Grade 9 ☒ Grade 10 ☒ All Students ☐ Select Students	☐ Oral Language ☐ Phonological Awareness ☐ Phonics ☐ Fluency ☒ Vocabulary ☒ Comprehension	☒ Screening ☒ Progress Monitoring ☐ Diagnostic ☒ Summative	☐ Weekly ☐ 2 x Month ☐ Monthly ☐ Quarterly ☒ 3 x Year ☐ Annually ☐ As Needed ☐ Other
Other District Assessment (Enter name of assessment. Then, select all that apply.)	☐ Grade 6 ☐ Grade 7 ☐ Grade 8 ☒ Grade 9 ☒ Grade 10 ☐ All Students ☐ Select Student	☐ Oral Language ☐ Phonological Awareness ☐ Phonics ☐ Fluency ☐ Vocabulary ☐ Comprehension	☐ Screening ☐ Progress Monitoring ☐ Diagnostic ☐ Summative	☐ Weekly ☐ 2 x Month ☐ Monthly ☐ Quarterly ☐ 3 x Year ☐ Annually ☐ As Needed ☐ Other

Additional Assessment(s)				
Name of the Assessment	Target Audience (Grades 6-12) (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?
Other District Assessment Diagnostic Reading Assessment - 3	☒ Grade 6 ☒ Grade 7 ☒ Grade 8 ☒ Grade 9 ☒ Grade 10 ☒ All Students ☐ Select Student	☒ Oral Language ☒ Phonological Awareness ☒ Phonics ☒ Fluency ☒ Vocabulary ☒ Comprehension	☒ Screening ☐ Progress Monitoring ☒ Diagnostic ☐ Summative	☐ Weekly ☐ 2 x Month ☐ Monthly ☐ Quarterly ☐ 3 x Year ☐ Annually ☒ As Needed ☐ Other
Other District Diagnostic Reading Assessment – 2	☒ Grade 6 ☒ Grade 7 ☒ Grade 8 ☒ Grade 9 ☒ Grade 10 ☒ All Students ☐ Select Student	☒ Oral Language ☒ Phonological Awareness ☒ Phonics ☒ Fluency ☒ Vocabulary ☒ Comprehension	☒ Screening ☐ Progress Monitoring ☒ Diagnostic ☐ Summative	☐ Weekly ☐ 2 x Month ☐ Monthly ☐ Quarterly ☐ 3 x Year ☐ Annually ☒ As Needed ☐ Other

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

The district will monitor data of universal screeners, progress monitoring and through formative assessments or teacher observation to identify students with a substantial reading deficiency. See decision tree for student's requirements for Tier 2 and 3 interventions.

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

Weekly walkthroughs
 Standards based Classroom Assessments (grades) weekly
 FAST 3x year
 Data chat meetings with teachers
 School Literacy Leadership team analyze data

Tier 1 monitoring tracks the progress of *all students* using universal screeners and classroom assessments given a few times per year (e.g., PM1–PM3). It identifies students who are not meeting grade-level benchmarks.

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

Weekly walkthroughs
 Standards based Classroom Assessments (grades) weekly
 FAST 3x year
 Data chat meetings with teachers
 School Literacy Leadership team analyze data

Tier 2 monitoring is more frequent and targeted. Progress is measured every 1–2 weeks using specific skill-based probes (e.g., phonics, fluency, comprehension) directly tied to the intervention being delivered. Data are graphed to determine if the student’s response to intervention is adequate or if more intensive, individualized Tier 3 support is needed.

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

Weekly walkthroughs
Standards based Classroom Assessments (grades) weekly
FAST 3x year
Data chat meetings with teachers
School Literacy Leadership team analyze data

Tier 3 monitoring is more intensive, frequent, and individualized than Tier 2. While Tier 2 progress is typically monitored every 1–2 weeks using skill-based probes for small groups, Tier 3 progress is monitored weekly (or more often) for individual students using curriculum-based measures directly matched to the student’s specific deficit (e.g., phonemic awareness, decoding, or fluency). Data from Tier 3 monitoring are analyzed closely to adjust instruction quickly and determine if the student is making sufficient progress toward grade-level expectations.

Grades 6-12 Decision Tree	
Tier 1 (Core) Only	
Beginning of Year Data	
Students must meet the following criteria at the beginning of the school year:	
Student is at or above grade level (levels 3-5) as determined by FAST Progress Monitoring and/or the most recent diagnostic/screening assessment	
List performance criteria that indicate Tier 1 is sufficient for at least 80% of students.	
AT least 80% of the students are performing at or above the 40%tile on FAST and at least 80% of students are passing standards based Classroom Assessments	
What procedures are in place to identify and solve problems to improve effectiveness of Tier 1 instruction?	
The School Literacy Leadership team reviews student data and teacher observation data to identify areas of concern in effective instruction in the ELA classrooms. Training and/or modeling is provided by reading coach and/or mentor teachers. Additional professional development is planned according to needs of staff. In addition to the School Literacy Leadership Team, LHS has an ELA professional learning community that meets 3-5 times per school year to have content area conversations about best practices in ELA instruction, standards based planning, curriculum, and student products.	
In the event that we are providing distance learning to students, distance learning student data, and teacher instructional delivery models will be monitored and discussed as a part of the School Literacy Leadership team and the ELA PLC as well.	
Core Instruction	
Indicate the core curriculum utilized. Add additional rows as needed.	
Name of Program	Year of Program Adoption
HMH Into Literature – District Created Materials	2023

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

(6th-10th) Student meets the following criteria at beginning of school year: Student scored level 2 or below on the FAST for the past 2 years and did not achieve learning gains on the most recent FAST assessment.

(11th-12th) Student meets the following criteria at beginning of school year: 1) Student has not met the 10th grade reading FAST reading requirement for graduation OR 2) Student's cumulative GPA is below a 2.0 OR 3) Student is not on track to graduate with his/her 9th grade cohort.

Tier 1 Instruction + Tier 2 Interventions		
Beginning of Year Data		
Students who meet the following criteria at the beginning of the school year: (6th-10th) Student meets the following criteria at beginning of school year: Student scored level 2 or below on the FAST for the past 2 years and did not achieve learning gains on the most recent FAST assessment. (11th-12th) Student meets the following criteria at beginning of school year: 1) Student has not met the 10th grade reading FAST reading requirement for graduation OR 2) Student's cumulative GPA is below a 2.0 OR 3) Student is not on track to graduate with his/her 9th grade cohort.		
Number of times per week interventions are provided: 5 days/week Number of minutes per intervention session: 50 minutes/day Course(s) where interventions take place: 6-12th Tier 2 ELA students have a reading class in their schedule that is in addition to their core ELA course.		
Supplemental Instruction/Interventions Indicate the evidence-based programs and/or practices used for Tier 2 interventions and how the programs and practices are supported by strong, moderate or promising levels of evidence. Add additional rows as needed.		
Name of Program		Verbiage (as needed)
Small Group Instruction Utilizing District-Created Standards-Based Materials		Small Group Instruction does not meet strong, moderate or promising levels of evidence: however, the following WWC Practice Guide Recommendation supports the program: Improving Adolescent Literacy: Effective Classroom and Intervention Practices: #1 Provide explicit vocabulary instruction.(promising) #2 Provide direct and explicit comprehension strategy instruction.(promising) #3 Provide opportunities for extended discussion of text meaning and interpretation(promising). #4 Increase student motivation and engagement in literacy learning.(promising) #5 Make available intensive and individualized interventions for struggling readers that can be provided by trained specialists.(promising) Program Guide: Teaching Secondary Students to Write Effectively #1 Explicitly teach appropriate writing strategies using a Model-Practice-Reflect instructional cycle. (strong). #2 Integrate writing and reading to emphasize key writing features.(moderate).These recommendations were built into using the Standards Based Materials for instruction by providing students explicit, systematic instruction to address skill gaps in vocabulary and comprehension. Teachers document the above listed evidence-based

		strategies in lesson planning for high impact reading lessons. The district will support and monitor implementation of standards based materials ensuring teachers are provided professional learning in using the materials appropriately by the literacy coach. Coaches and school administration will be observing implementation of Tier 2 materials and tracking progress of student growth to monitor for fidelity.
CommonLit		Refer to pg. 32 for verbiage.
Indicate the evidence-based programs and/or practices implemented for students with a disability, students with an IEP and students who are English language learners, as applicable. Add additional rows as needed.		
Students with Disabilities		
Name of Program	ESSA Evidence Level	Verbiage (as needed)
See above.		
English Language Learners		
Name of Program	ESSA Evidence Level	Verbiage (as needed)
See above.		
Performance criteria that prompt the addition of Tier 3 interventions for students not meeting expectations/benchmarks during the school year: (6th-10th) Student has scored level 1 on the FAST for the last two years and is not achieving learning gains OR student has been identified as having a substantial deficiency in reading by achieving the lowest achievement level on a diagnostic/screener. (11th-12th) 1) Student has not met the 10th grade FAST (FSA) reading requirement for graduation after at least 2 attempts AND 2) Student's cumulative GPA is below 2.0, or student is not on track to graduate with his/her 9th grade cohort. Discontinue- • Student scores at grade level on FAST progress monitoring assessment OR • Student is making adequate progress to close the achievement gap with his/her peers as indicated by the most recent progress monitoring data Continue- • Student is making progress toward closing the achievement gap. • Student is still one grade level behind according to the most recent progress monitoring data Add Tier 3- Students meet at least 2 of the 3 of the following criteria: • Student is not making learning gains as indicated by progress monitoring data • Student is 2 or more grade levels below as indicated on the two most recent progress-monitoring assessments. • Teacher observations or concerns		

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: (6th-10th) Student has scored level 1 on the FAST for the last two years and is not achieving learning gains OR student has been identified as having a substantial deficiency in reading by achieving the lowest achievement level on a diagnostic/screener. (11th-12th) 1) Student has not met the 10th grade FAST (FSA) reading requirement for graduation after at least 2 attempts AND 2) Student's cumulative GPA is below 2.0, or student is not on track to graduate with his/her 9th grade cohort.		
Number of times per week interventions are provided: 3x week Number of minutes per intervention session: 25 minutes Course(s) where interventions take place: Reading, Intensive Reading		
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)
Small Group Instruction Utilizing District-Created Standards-Based Materials		Refer to pg. 30 for verbiage.
Common Lit Teacher Created Materials combined with Small Group Explicit Instruction		Refer to pg. 32 for verbiage.
Indicate the evidence-based programs and/or practices implemented for students with a disability, students with an IEP and students who are English language learners, as applicable. Add additional rows		
Students with Disabilities		
Name of Program	ESSA Evidence Level	Verbiage (as needed)
See above.		
English Language Learners		
Name of Program	ESSA Evidence Level	Verbiage (as needed)
See above.		
What procedures are in place to identify and solve problems to improve effectiveness of Tier 3 interventions? The Multi-Tiered System of Support Coordinator/Literacy Coach will conduct data chat sessions with reading teachers of Tier 2 ELA students to analyze the effectiveness of the Tier 2 interventions. If the student data		

does not show improvement, then the problem solving model will be used to correct the problem and find a better solution.

The School Literacy Leadership team reviews Tier 2 student data and teacher observation data to identify areas of concern in effective instruction in the ELA classrooms. Training and/or modeling is provided by reading coach and/or mentor teachers. Additional professional development is planned according to needs of staff. In addition to the School Literacy Leadership Team, LHS has an ELA professional learning community that meets 3-5 times per school year to have content area conversations about best practices in ELA instruction, standards-based planning, curriculum, and student products.

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
Curriculum Mapping Training	All Teachers	All instructional staff participates in 2-3 days of professional learning during the summer of 2024 to curriculum map for the 2025-2026 school year. The PL consisted on a focus of standards based planning, daily learning goals, literacy in the content areas, and the Power 5 evidence based instructional strategies (explicit instruction, systematic instruction, scaffolded instruction, corrective feedback, and differentiated instruction.)
Summer Literacy Conference	District Reading Contact Assistant Principal	Summer 2025 a team of elementary school staff will attend the NEFEC Summer Literacy

	Reading Coach MTSS Coordinator	Institute. This team will deliver the PL that they attend to the other instructional staff members K-5 during grade level common planning times, pre-planning and/or other professional learning days.
Professional Learning Days	All Instructional Staff	These teachers and administrators will continue their professional learning by participating in 3 additional “Rural Connect” PL Days throughout the school year.
Professional Learning Communities	All Teachers	Professional Learning Communities held after school hours for teachers to participate in groups of topics based on teachers’ choice/student need in instructional needs in the implementation of Florida’s challenging standards, including Foundational Literacy Skills. 6-12th teachers participate in an ELA Professional Learning Community each school year. The focuses of this year’s ELA PLC will be accurately implementing the ELA B.E.S.T. Standards, Tier 2 and Tier 3 reading instruction at the secondary level (small group instruction and foundational skills).
Other Outside Trainings		Administrators, teachers and staff will attend literacy professional development that is provided by NEFEC and Just Read Florida! This includes NEFEC’s summer institutes, rural connect meetings, JRF! /BSI Summer Institute and JRF! Regional summits. ELA B.E.S.T. Standards training and professional development will be on-going in grades K-12, helping teachers to understand, to plan with, and to implement these standards in their classrooms. This will be led by administrators and literacy coaches.
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. Instructional Staff are encouraged to participate in Lastinger Center literacy and math workshops.		

Trainings provide by NEFEC are also available. At least two teachers have been trained to be FCRR Reading Endorsement Pathway trainers.

Differentiated Professional Learning

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

Autonomy for participation in professional development is reflective in a tiered support for teachers. The level of achievement obtained by a teacher's students indicates the level of support needed for the teacher when it comes to professional learning. Teachers that have fewer students showing growth or achievement will be scheduled for the appropriate professional learning topics. Teachers that have demonstrated an ability to help their students achieve success at high levels will have the ability to select their own growth topics.

Mentor Teachers

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

Instructional coaches are the primary mentors for instructional staff. They provide professional learning to grade levels/content areas in how to incorporate reading, writing, speaking and listening into instruction. This focus would be promoted by Literacy Leadership Team, an expectation of daily lesson plans to include the 4 quadrants would be set by administration and there would be focused walkthroughs to capture the amount of time students spend reading, writing, speaking and listening.

Professional Learning Time

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

Common planning allows for teachers to meet in Professional Learning Communities as frequently as desired for real time professional learning related to curriculum maps and Florida Standards.

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

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

Name of Tutoring Program	Target Audience	Description
Lastinger Tutoring Advantage	Elementary	The Florida Tutoring Advantage aims to improve outcomes for Florida students in reading and mathematics by leveraging the power of evidence-based, high-impact tutoring through face-to-face, virtual, automated tutoring software, and AI enhanced options.
Lastinger - Khanmigo	Secondary	Khanmigo is an AI-powered personal tutor and teaching assistant from trusted education nonprofit Khan Academy. For learners and families, Khanmigo

		offers engaging, on-topic, and effective learning for students, and is ethically designed with safety and learning as a top priority. Unlike other AI tools such as ChatGPT, Khanmigo doesn't just give answers. Instead, with limitless patience, it guides learners to find the answer themselves. In addition, Khanmigo is the only AI tool that is incorporated with Khan Academy's world-class content library that covers math, humanities, coding, social studies, and more.
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7) Family Engagement ([Rule 6A-6.053\(9\)\(b\)3.o., F.A.C.](#))

In accordance with the list outlined in [s. 1008.25\(5\)\(d\), F.S.](#), describe the district's plan for immediately notifying parents of students identified with a substantial deficiency in reading.

The district's plan for providing a read-at-home plan to parents of students identified with a substantial deficiency in reading is to encourage students in parents to spend at least 20 minutes per day engaged in reading/and or other literacy activity. The schools reading coaches will coordinate with teacher of students who are substantially deficient in reading and ensure these students have a variety of literature/texts to use at home through several sources: classroom libraries, school libraries, partnership with the local library online library app, book trade set up in cafeteria, and magazines/newspapers.

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

The district provided information to students about the state's at home reading initiative New Worlds Reading to ensure books getting inside of the homes. The reading coaches will use resources from the Just Read Florida! ELA Parent Guides, the Just Read, Families! website and other resources to send home ideas for parents to engage with their children in literacy activities. These activities will be promoted through paper copies sent home with students, emailed school newsletters, school website, and PTO Facebook Pages.

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

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

Initials	Assurance
	a. All reading instruction and professional learning is grounded in the science of reading; uses instructional strategies that includes phonics instruction for decoding and encoding as the primary strategy for word reading; and does not employ the three-cueing system model of reading or visual memory as a basis for teaching word reading.
	b. All students identified with a substantial deficiency in reading are covered by an individualized progress monitoring plan that meets the requirements of s. 1008.25(4)(c) ,

	F.S. , to address their specific reading deficiency, unless they have an IEP or 504 plan that addresses their reading deficiency, or both in accordance with Rule 6A-6.053(6)(c), F.A.C.
	c. All intensive reading interventions provided in Summer Reading Camps to students in grade 3 who score Level 1 on the statewide, standardized ELA assessment are delivered by instructional personnel who are certified or endorsed in reading and rated highly effective as determined by the teacher's performance evaluation under s. 1012.34, F.S. All other intensive reading interventions are delivered by instructional personnel who are certified or endorsed in reading, or by instructional personnel who possess the elementary or secondary literacy micro-credential and who are supervised by an individual certified or endorsed in reading.
	d. Each school has a literacy leadership team consisting of a school administrator, literacy coach, media specialist and a lead teacher, as applicable.
	e. All literacy coaches in the district meet the minimum qualifications described in Rule 6A-6.053(4), F.A.C.
	f. Literacy coaches are prohibited from performing administrative functions that will detract from their role as a literacy coach and spend limited time administering or coordinating assessments.
	g. Literacy coaches are assigned to schools with the greatest need based on student performance data in reading.
	h. Time is provided for teachers to meet weekly for professional learning, including lesson study and professional learning communities.
	i. The CERP will be shared with stakeholders, including school administrators, literacy leadership teams, literacy coaches, classroom instructors, support staff and parents.

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

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

9) Highly Effective Teachers

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

Lafayette County School District is committed to retaining highly effective teachers in grades K-2. In the event that the percentage of HE teachers in K-2 falls below the district-wide average of HE teachers. District Leadership will meet with the school principal to discuss remedies to prioritize the assignment of HE teachers in those K-2 positions.

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
RE	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.
RE	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),
RE	<u>F.S.</u> , to address their specific reading deficiency, unless they have an IEP or 504 plan that addresses their reading deficiency, or both in accordance with <u>Rule 6A-6.053(6)(c), F.A.C.</u>
RE	c. All intensive reading interventions provided in Summer Reading Camps to students in grade 3 who score Level 1 on the statewide, standardized ELA assessment are delivered by instructional personnel who are certified or endorsed in reading and rated highly effective as determined by the teacher's performance evaluation under <u>s. 1012.34, F.S.</u> All other intensive reading interventions are delivered by instructional personnel who are certified or endorsed in reading, or by instructional personnel who possess the elementary or secondary literacy micro-credential and who are supervised by an individual certified or endorsed in reading.
RE	d. Each school has a literacy leadership team consisting of a school administrator, literacy coach, media specialist and a lead teacher, as applicable.
RE	e. All literacy coaches in the district meet the minimum qualifications described in <u>Rule 6A-6.053(4), F.A.C.</u>
RE	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.
RE	g. Literacy coaches are assigned to schools with the greatest need based on student performance data in reading.
RE	h. Time is provided for teachers to meet weekly for professional learning, including lesson study and professional learning communities.
RE	i. The CERP will be shared with stakeholders, including school administrators, literacy leadership teams, literacy coaches, classroom instructors, support staff and parents.

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

Signature:



Date:

15 OCT 2025