District Comprehensive Evidence-Based Reading Plan

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

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

1) Contact Information

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

Point of Contact	Name	Email	Phone
Main Reading Contact	Dr. Emily Feltner	feltnere@lake.k12.fl.us	(352) 742-6908
Data Element	Beth Petty K-5	pettyb@lake.k12.fl.us	(352) 742-6911
	Seth Edwards 6-12	edwardss1@lake.k12.fl.us	(352) 742-6910
Third Grade Promotion	Sherrie Smith	smithj15@lake.k12.fl.us	(352) 253-6865
Multi-Tiered System of Supports	Jenny Swan	swanj@lake.k12.fl.us	(352) 742-6912
K-5 English Language Arts	Sherrie Smith	smiths2@lake.k12.fl.us	(352) 253-6867

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	**836,000**	**11**
Intervention teachers		
Scientifically researched and evidence-based supplemental instructional materials		
Third grade summer reading camps	**250,000**	
Summer reading camps		
Secondary Expenses		
Literacy coaches	**304,000**	**4**
Intervention teachers	**608,000**	**8**
Scientifically researched and evidence-based supplemental instructional materials		
PreK-Grade 12 Expenses		
Professional learning to help K-12 instructional personnel and certified PreK teachers earn a certification, a credential, an endorsement or an advanced degree in scientifically researched and evidence-based reading instruction	**33,442**	
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.)		
Lexia Core5 and Power Up for new K-8 School	**13,800**	
Estimated Sum of Expenditures	**2,045,242.00**	

3) Literacy Leadership – District and School

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

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

FAST				
Grade	Previous School Year – % of Students Scoring	Goal for Plan Year – % of Students Scoring	Previous School Year – % of Students Scoring	Goal for Plan Year – % of Students Scoring
	Urgent Intervention <10th percentile	Urgent Intervention <10th percentile	At & Above Benchmark 40th percentile & above	At & Above Benchmark 40th percentile & above
VPK	1.67%	<5%	87%	90%

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

To enhance VPK Literacy outcomes the district will implement evidence based strategies focusing on curriculum alignment, teacher professional development, family engagement, and resource accessibility. Develop classrooms that promote literacy through print rich materials and interactive activities that support language development.

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

FAST				
Grade	Previous School Year – % of Students Scoring Level 1	Goal for Plan Year – % of Students Scoring Level 1	Previous School Year – % of Students Scoring Levels 3-5	Goal for Plan Year – % of Students Scoring Levels 3-5
K	14	11	64	67
1	22	19	61	64
2	23	20	55	58
3	21	18	56	59
4	24	21	53	56
5	20	17	54	57
6	20	17	57	60
7	21	18	55	58
8	22	19	53	56
9	20	17	53	56
10	19	16	55	58

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	**Assessment, Curriculum, and Reading Instruction** • K-2 Fundations Tracker Monthly report • K-5 Monthly Reading Learning Walk Data (specific parts of the tool highlighted) reviewed quarterly by District LLT • MTSS Reporting monthly • K-2 STAR Reading Assessment 3x a year (PM 1, PM 2, PM 3) • F.A.S.T. ELA Reading Assessment data 3x a	**Assessment, Curriculum, and Reading Instruction** • K-5 Weekly Reading Learning Walk Data (specific parts of the tool highlighted) • MTSS Reporting monthly • K-2 STAR Reading Assessment 3x a year (PM 1, PM 2, PM 3) • F.A.S.T. ELA Reading Assessment data 3x a year (PM 1, PM 2, PM 3) • Lexia Core 5 Reports- weekly or bi-weekly **Literacy Coaches**

	year (PM 1, PM 2, PM 3) • Lexia Core 5 District Overview and monthly report (Lexia Movement) **Literacy Coaches** • Monthly Coach Log (adjusted to meet the requirements in CERP rule) reviewed quarterly by District LLT **Students with Substantial Reading Deficiency** • List of students with Substantial Reading Deficiency after PM 1, 2, and 3 • Review of Lexia Levels **CERP Evaluation** • Quarterly review • Annual review of the CERP and completion of the CERP Reflection Tool	• Monthly Coach Log (adjusted to meet the requirements in CERP rule) **Students with Substantial Reading Deficiency** • List of students with Substantial Reading Deficiency after PM 1, 2, and 3 • Review of Lexia Levels **CERP Evaluation** • Annual review of the CERP and completion of the CERP Reflection Tool
Actions for continuous support and improvement	**The district will ensure the following:** • Regular professional learning for admin, coaches, and teachers grounded in the Science of Reading • Data-driven decision making • Adoption and implementation of High-Quality Instructional Materials (HQIM) • Family and community engagement • Effective intervention programs • Continuous monitoring and feedback • Site visits to ensure CERP implementation	**The schools will ensure the following:** • Regular professional learning for admin, coaches, and teachers grounded in the Science of Reading • Data-driven decision making • Adoption and implementation of High-Quality Instructional Materials (HQIM) • Family and community engagement • Effective intervention programs • Continuous monitoring and feedback • Classroom walkthroughs to ensure CERP implementation

	• Provide Summer Reading Camp for 3rd grade students (at a minimum) who are identified with a substantial deficiency	
Grades 6-8	**District Level**	**School Level**
Data that will be collected and frequency of review	**Assessment, Curriculum, and Reading Instruction** • Monthly Reading Learning Walk Data (specific parts of the tool highlighted) reviewed quarterly by District LLT • MTSS Reporting quarterly • F.A.S.T. ELA Reading Assessment data 3x a year (PM 1, PM 2, PM 3) • Lexia PowerUp District Overview and monthly report **Literacy Coaches** • Monthly Coach Log (adjusted to meet the requirements in CERP rule) reviewed quarterly by District LLT **Students with Substantial Reading Deficiency** • List of students with Substantial Reading Deficiency after PM 1, 2, and 3 • Review of IPMPs **CERP Evaluation** • Quarterly review • Annual review of the CERP and completion of the CERP Reflection Tool	**Assessment, Curriculum, and Reading Instruction** • Weekly Reading Learning Walk Data (specific parts of the tool highlighted) • MTSS Reporting monthly • Weekly literacy lesson plans • F.A.S.T. ELA Reading Assessment data 3x a year (PM 1, PM 2, PM 3) • Lexia PowerUp Reports-weekly or bi-weekly **Literacy Coaches** • Monthly Coach Log (adjusted to meet the requirements in CERP rule) **Students with Substantial Reading Deficiency** • List of students with Substantial Reading Deficiency after PM 1, 2, and 3 • Review of IPMPs **CERP Evaluation** • Annual review of the CERP and completion of the CERP Reflection Tool
Actions for continuous support and improvement	**The district will ensure the following:** • Regular professional learning for admin, coaches, and teachers	**The schools will ensure the following:** • Regular professional learning for admin, coaches, and teachers

	grounded in the Science of Reading • Data-driven decision making • Adoption and implementation of High-Quality Instructional Materials (HQIM) • Family and community engagement • Effective intervention programs • Continuous monitoring and feedback • Site visits to ensure CERP implementation	grounded in the Science of Reading • Data-driven decision making • Adoption and implementation of High-Quality Instructional Materials (HQIM) • Family and community engagement • Effective intervention programs • Continuous monitoring and feedback • Classroom walkthroughs to ensure CERP implementation
Grades 9-12	**District Level**	**School Level**
Data that will be collected and frequency of review	**Assessment, Curriculum, and Reading Instruction** • Monthly Reading Learning Walk Data (specific parts of the tool highlighted) reviewed quarterly by District LLT • MTSS Reporting quarterly • FAST ELA Reading Assessment data 3x a year (PM 1, PM 2, PM 3) • LevelSet (for students scheduled for Intensive Reading)-3x a year • ChalkTalk Reports-Monthly **Literacy Coaches** • Monthly Coach Log (adjusted to meet the requirements in CERP rule) reviewed quarterly by District LLT **Students with Substantial Reading Deficiency** • List of students with Substantial Reading	**Assessment, Curriculum, and Reading Instruction** • Weekly Reading Learning Walk Data (specific parts of the tool highlighted) • MTSS Reporting monthly • Weekly literacy lesson plans • FAST ELA Reading Assessment data 3x a year (PM 1, PM 2, PM 3) • LevelSet (for students scheduled for Intensive Reading)-3x a year • ChalkTalk Reports-Monthly **Literacy Coaches** • Monthly Coach Log (adjusted to meet the requirements in CERP rule) **Students with Substantial Reading Deficiency** • List of students with Substantial Reading Deficiency after PM 1, 2, and 3 • Review of IPMPs **CERP Evaluation**

	Deficiency after PM 1, 2, and 3 • Review of IPMPs **CERP Evaluation** • Quarterly review • Annual review of the CERP and completion of the CERP Reflection Tool	• Annual review of the CERP and completion of the CERP Reflection Tool
Actions for continuous support and improvement	**The district will ensure the following:** • Regular professional learning for admin, coaches, and teachers grounded in the Science of Reading • Data-driven decision making • Adoption and implementation of High-Quality Instructional Materials (HQIM) • Family and community engagement • Effective intervention programs • Continuous monitoring and feedback • Site visits to ensure CERP implementation	**The schools will ensure the following:** • Regular professional learning for admin, coaches, and teachers grounded in the Science of Reading • Data-driven decision making • Adoption and implementation of High-Quality Instructional Materials (HQIM) • Family and community engagement • Effective intervention programs • Continuous monitoring and feedback • Classroom walkthroughs to ensure CERP implementation

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.**

The district is committed to improving literacy outcomes for all students through a cohesive and strategic plan rooted in leadership, instructional excellence, and equitable access to high-quality learning experiences. Based on the Reflection Tool findings and root-cause analysis of student performance data, we have revised the CERP across four key focus areas: Literacy Leadership, Literacy Coaching, Standards-Based Curriculum & Instruction, and Professional Learning. This unified approach leverages existing systems, supports upcoming initiatives like the adoption of new ELA instructional materials, and reinforces our shared district literacy vision. In Section 3: Literacy Leadership, B. Plan Implementation and Monitoring, we are specific about building coherence and capacity across the system in our explanation of *Actions for continuous support and improvement.* Our strategy includes: Deepening collective knowledge and implementation of the CERP through structured engagements such as Principal Learning Walks, Literacy Coach meetings, regional instructional reviews, and integration into School Improvement Plans (SIPs); Providing targeted support and professional learning to school and district leaders around data-informed decision-making, high-impact instructional practices, and coaching support, and; Strategically leveraging the expertise of Regional Executive Directors and the Assistant Superintendent of Teaching, Learning, and Leading to ensure that practices are aligned, monitored, and supported across schools. By cultivating

instructional leaders who model best practices and foster collaboration, the district will ensure a consistent and high-quality literacy experience system wide. In Section 3: Literacy Leadership, C. Literacy Coaches, we continue to be specific about how the district's literacy coach model is communicated to principals, how the district will support literacy coaches throughout the year, and how the district will support coaches with prioritizing high impact activities. The CERP will delineates these intentions: Collaborate with school and district leaders to establish a shared, K12 vision of literacy coaching, with clearly defined roles, aligned expectations, and consistent application; Intentionally embed coaching within the ELA instructional materials adoption process, using this transition as a catalyst to reset, realign, and communicate our literacy coaching vision; Implement coaching cycles that provide job-embedded support through planning, observation, feedback and reflection, and; Empower coaches to facilitate Professional Learning Teams (PLTs) alongside teacher leaders to support collective inquiry and improvement. In Section 4: Assessment, Curriculum, and Reading Instruction, we are explicit about our plan for aligned, standards-based instruction, which includes: Ensuring all instructional materials and practices align with Florida's B.E.S.T. standards and our district instructional framework, with a focus on essential learning and acceleration; Supporting the adoption and implementation of high-quality ELA instructional materials; Prioritizing foundational skills, comprehension, and disciplinary literacy across grade levels, and; Maintaining a clear system of differentiated tiers of intervention, in line with Florida's Formula for Reading Success. These practices ensure that all students receive access to grade-level instruction with the scaffolds and interventions needed to succeed. Finally, in Section 5: Professional Learning, we have revised our plan to include these goals for professional learning: Provide job-embedded, differentiated professional learning aligned with the district instructional framework and the upcoming HQIM adoption; Use literacy coaches and teacher leaders to facilitate PLTs and coaching cycles, ensuring learning is connected to practice and responsive to student needs; Embed leadership development into professional learning structures, with Executive Director, Regional Executive Directors and the Assistant Superintendent modeling, coaching, and scaling best practices, and; Focus professional learning on content knowledge, instructional shifts, and strategies for acceleration, reinforcing essential standards and consistent implementation of HQIM. This comprehensive, role-specific approach ensures that all staff are supported in delivering high-quality, literacy instruction. Our revised plan reflects a unified, systems-based approach to improving literacy outcomes. It builds on the strengths of current structures while aligning leadership, coaching, instruction, and professional learning to the district's literacy vision. With a shared commitment to coherence and collaboration, we are confident this plan will lead to meaningful, measurable improvements in literacy achievement for all students.

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

Through the Professional Learning Community (PLC) process, principals and teachers collaborate to set common goals for student achievement in reading that are informed by the specific goals, strategies, and outcomes expected from the CERP. Teachers receive continuous professional learning around scientifically-based reading research and evidence-based practices, including instructional methods, materials, and assessment tools to be used. A structured schedule is created for regular classroom visits and walkthroughs, at a minimum weekly or bi-weekly, to ensure consistent monitoring and support. During walkthroughs, administrators and coaches focus on specific elements of the district instructional framework related to reading instruction. Administrators collect qualitative and quantitative data including observing classroom activities and materials, reviewing lesson plans, and examining student work samples. This collected data is analyzed at the school level by the school's literacy leadership team, and at the classroom level through professional learning team meetings, to identify patterns, strengths, and areas of improvement. Principals and coaches provide immediate feedback to teachers and collaboratively address any challenges and help refine instructional practices. Regular assessments are conducted to evaluate student progress in reading, including both formative and summative. At the end of the year, administrators, coaches, and teachers participate in a comprehensive review of the reading plan's implementation and impact on student literacy

achievement by completing the CERP Reflection Tool. All stakeholders provide feedback so that adjustments to the reading plan are made as needed, specifically involving changes to instructional strategies, providing additional resources, or offering targeted professional learning opportunities. The CERP is seen as a dynamic document that demonstrates our commitment to fostering a culture of continuous improvement.

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 set clear expectations for the regular collection and utilization of assessment data, emphasizing the importance of data in driving instruction and improving student outcomes. Ongoing professional learning is provided in data literacy, including how to collect, analyze, and apply data to inform instruction. Principals ensure that the school utilizes the assessment tools stated in the CERP, including appropriate screening, diagnostic, progress monitoring, and summative assessments. A clear schedule for regular assessments is established in line with district expectations. Frequent progress monitoring assessments are conducted to track student growth and identify those students who may need additional support. The school's literacy leadership team meets regularly to review assessment data, focusing on identifying patterns of student performance, namely areas of strengths and gaps in learning. Based on this analysis, coaching and/or professional learning is provided to support teachers as they make adjustments to their instruction in order to meet the diverse needs of their students. Data analysis is also used to determine students who may benefit from additional layers of support, including Tier 2 and/or Tier 3 instruction/interventions.

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?**

District Literacy Leadership team develops a structured plan that includes an initial meeting to communicate our literacy coach model and ongoing support that focuses on the following:
Rationale-presentation of current reality (district literacy data); highlight research that supports efficacy of literacy coaching in improving student outcomes
Defining the Literacy Coach Model-clearly outline the JRF literacy coach model and the literacy coach's scope of work
Benefits to Principals and Schools-explaining how literacy coaching can lead to student achievement, how it supports teacher development, connect the literacy coach model to broader school improvement goals
Principal's Role-outline how principals can support the literacy coach, collaboratively complete Principal Coach Partnership Agreement
Professional Learning and Support-Detail the ongoing professional learning that literacy coaches will receive, including the opportunity to receive the Literacy Coach Endorsement; offer resources and learning for principals on how to effectively integrate and support literacy coaching in their schools

Monitoring and Evaluation-Explain the metrics and methods that will be used to evaluate the effectiveness of the literacy coach model; outline the process for regular reporting and data sharing between literacy coaches, teachers, and school leadership Communication Strategies-plan for regular updates and meetings with principles to discuss progress, challenges, and successes; ensure there are open channels for principals to ask questions, share concerns, and provide input Addressing Concerns-anticipate common concerns (e.g., additional workload, resistance from staff) and prepare responses or strategies to address them; share success stories from schools that have implemented literacy coaching successfully.

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

The district will support literacy coaches throughout the year with a comprehensive plan that includes professional learning, collaborative opportunities, resources, and ongoing evaluation and feedback. We will conduct an initial needs assessment to identify coaches' needs, strengths, and areas for improvement, as well as gathering feedback on current literacy initiatives and challenges. The district literacy leadership team will organize monthly learning sessions led by literacy program specialists to address specific topics in scientifically-based reading research and evidence-based literacy practices. The district will also continue to offer an opportunity for coaches to obtain the Literacy Coach Endorsement. Embedded within the monthly learning sessions, the district will provide dedicated time for literacy coaches to share strategies, discuss challenges, and collaborate on solutions. Additionally, a plan will be established for coaches to observe each other's practices and to pair experienced literacy coaches with novice coaches for mentoring and support. The district will continue to provide a resource library that includes both digital and physical literacy resources and coaches will have access to and professional learning around high-quality instructional materials and tools so that they are better able to support teachers' literacy instruction in the classroom. The district will ensure clear communication channels and regular check-ins with coaches and will work with schools to ensure sufficient time is allocated within the coaches' schedules for professional learning, collaboration, and planning. The district will provide learning on effective use of digital tools and platforms that can support literacy instruction and will continue to maintain a Google Classroom for coaches to share resources and communicate. We will conduct regular evaluations of the literacy coaching program through surveys and performance data analysis and will provide feedback to coaches as a way to grow their coaching practice and ensure the program meets the needs of coaches and schools. Finally, we will implement recognition programs to celebrate the successes and contributions of literacy coaches. This plan is designed to ensure that literacy coaches are well-supported through the year, fostering professional growth and enhancing the literacy instruction within the district.

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

The district will support coaches in prioritizing high-impact activities by providing a clear definition of the roles and responsibilities of literacy coaches, emphasizing data analysis, goal setting, action planning, and targeted professional learning. We will provide specialized training in data analysis and how to use data to set SMART goals and develop action plans. We will include opportunities within our monthly learning sessions for coaches to practice data analysis and action planning through simulated scenarios and real case studies. The district will work with schools to ensure specific times are allocated within the coaches' schedules to work on data analysis and plan for regular data meetings where coaches and teachers can collaboratively review student performance data, set goals, and plan instruction as part of the PLC process. We will continue to provide protocols, turnkey slide decks, and templates to help facilitate these processes, as well as continue to promote the use of coaching cycles as a way for coaches to provide job-embedded professional learning for teachers. The district will conduct regular check-ins with literacy coaches to monitor progress, provide support, and address challenges related to high-impact activities. We are

confident this plan will lead to improved instructional practices and increased student outcomes as coaches and teachers collaborate to use data-driven approaches in literacy instruction.

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

The district will monitor implementation of the coach model through the following:

Establish success criteria-the district literacy leadership team will establish specific, measurable goals for the literacy coach model, such as improved student reading performance, increased teacher utilization of evidence-based literacy practices grounded in the science of reading, and the frequency of coaching interactions and/or cycles. The team will set quarterly benchmarks to track progress toward these goals.

Regular data collection-Coaches will be required to maintain and submit monthly logs detailing the responsibilities present in the JRF! coaching model; teacher surveys will be administered to gather feedback on the coaching support they receive and its impact on their instructional practices, and; the district literacy leadership team will collect and analyze student literacy assessment data to measure the impact of coaching on student outcomes.

Observations-Classroom observations will be conducted to see how teachers are implementing literacy strategies shared with coaches during monthly learning sessions and how coaching is influencing instruction; administrators are encouraged to observe coaching sessions to ensure fidelity to the coaching model and to provide feedback.

Feedback-Establish open channels for ongoing feedback from teachers, coaches, and administrators; time during monthly sessions is allocated for discussions around district trends

Professional Learning and Support-The district will offer ongoing professional learning based on the data collected, addressing any areas where coaches or teachers need additional support, and; the district will implement a system of peer support and mentoring for literacy coaches to continuously improve their practice.

Data Analysis and Reporting-The district literacy leadership team will generate regular reports summarizing the data collected, including coaching logs, survey results, observation findings, and student performance data; the district literacy leadership team will work on creating a literacy data dashboard to provide a visual representation of key metrics and progress toward literacy achievement goals.

Annual Review-Conduct a comprehensive annual review of the literacy coach model, including completion of the CERP Reflection tool, to evaluate overall effectiveness, celebrate successes, and identify areas for improvement.

By systematically monitoring the implementation of the literacy coach model, we can ensure its effectiveness and make informed decisions to enhance literacy instruction. This not only supports literacy coaches in their roles but also fosters a culture of continuous improvement and accountability within the district.

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

The District Leadership Team will establish a literacy coaching evaluation rubric aligned with the Just Read, Florida! competencies, such as the following: Student Achievement and Instructional Impact to include students performance data, growth in reading subskills, and reduction in the percentage of students needing intensive interventions; Coaching Activities to include coaching logs, frequency and type of coaching interactions, and evidence of modeling or co-teaching sessions; Professional Learning and Teacher Capacity Building to include teacher surveys, attendance and participation in professional learning led by the coach, and teacher growth in instructional practices; Collaborative Leadership and Schoolwide Literacy Improvement to include participation in literacy leadership teams, development and implementation of school literacy plans, principal evaluations of coach contribution to literacy goals, and alignment between coaching work and school improvement plans, and; Continuous Professional growth of the coach to include participation in district/state professional learning opportunities for coaches, documentation of learning, and evidence of applying new learning to coaching work.

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 still(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 will align reading instruction to Florida's Formula for Reading Success for all students including students with disabilities and students who are English language learners in the following ways:
1. Establish a strong foundation with professional learning
   - The district and regional program specialists will provide ongoing professional learning on the six components of reading with a focus on evidence-based instructional strategies and interventions that meet the needs of diverse learners, including students with disabilities and ELLs.
   - The Federal Programs and ESE departments will offer additional learning for teachers focused on working with students with disabilities and ELLs to address specific needs and strategies for differentiation.
2. Implement a comprehensive assessment plan (See below in Assessment, Curriculum, and Reading Instruction Decision trees) that includes the following:
   - screening to identify students at risk for reading difficulties while utilizing assessments that are culturally and linguistically responsive for ELLs and that accommodate students with disabilities;
   - diagnostic assessments to students identified as at-risk to determine specific areas of need within the six components of reading;

- o progress monitoring frequently as appropriate, using a combination of common formative assessments, classroom-based formative assessments and PM 1 and 2 of Florida's Assessment of Student Thinking (F.A.S.T), and;
  - o summative assessments conducted at the end of the year to evaluate overall reading achievement and growth.
3. Develop and Implement tiered instructional support (See below in Assessment, Curriculum, and Reading Instruction Decision trees) that includes Tier 1: Core instruction; Tier 2: Supplemental Instruction/Interventions, and; Tier 3: Intensive, individualized instruction/interventions.
  - o All 3 tiers of instruction will be standards-aligned; include accommodations for students with disabilities, students with Individual Educational Plans (IEPs), and students who are English language learners; and incorporate the principles of Universal Design for Learning.
  - o Instruction across levels will be explicit, systematic, differentiated based on needs, provide corrective feedback; builds background and content knowledge; incorporates writing in response to reading, and; when called for, includes small group or individualized, teacher-led instruction with more guided practice, immediate corrective feedback, and frequent progress monitoring.
4. Continue building a culture of collaboration through the PLC process
  - o Expecting professional learning teams to regularly review data, make instructional decisions, and plan interventions
  - o engage all stakeholders, including families and community partners, in the reading development process by providing resources, training, and regular updates on students' progress
5. Monitor and evaluate reading program effectiveness
  - o Regularly analyze reading and literacy data to evaluate the effectiveness of the reading program and interventions
  - o Use data to refine instructional practices and interventions and professional learning opportunities
  - o Solicit feedback from stakeholders to make informed adjustments to the reading program.

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 utilizes the Florida Assessment of Student Thinking (FAST) to monitor student progress on the Florida Early Learning and Developmental Standards: 4 Years Old to Kindergarten. These standards align with the Head Start Education Standards and guide the instruction in the VPK classroom as well as the progress monitoring conducted via the results of the FAST. The Frogstreet Pre-K Curriculum is a comprehensive, dual-language program, designed to meet the needs of diverse learners while supporting the developmental learning domains.

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

The instructional materials consist of state-approved, research-based curricula with comprehensive resources including teacher guides, children's books and literacy materials, manipulatives and learning centers to foster exploration and discovery, technology and multimedia resources, and assessment tools-all designed to ensure children enter kindergarten ready to learn.

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 receive intensive, explicit, systematic, and multisensory instruction that focuses on early literacy foundational skills. This includes instructional strategies concentrating on phonological awareness, print

knowledge, oral language, and vocabulary that are aligned with Florida's Early Learning and Developmental Standards. Continuous monitoring of student's progress to assess the effectiveness of the interventions and make adjustments. Parents are notified when their child is identified with a deficiency in early literacy skills. Professional development for teachers and staff is offered to help educators implement developmentally appropriate practices to support students in developing emergent literacy skills.

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?**
Lexia Core5	☐ 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
DIBELS 8th Edition	☐ VPK ☐ PreK ☒ Grade K ☒ Grade 1 ☒ Grade 2 ☒ Grade 3 ☒ Grade 4 ☒ Grade 5 ☒ All Students ☐ Select Students	☒ Oral Language ☒ Phonological Awareness ☒ Phonics ☒ Fluency ☐ Vocabulary ☐ Comprehension	☒ Screening ☒ Progress Monitoring ☐ Diagnostic ☐ Summative	☐ Weekly ☐ 2 x Month ☐ Monthly ☐ Quarterly ☒ 3 x Year ☐ Annually ☒ As Needed ☐ Other

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

2. **Students with a Substantial Deficiency in Reading (Rule 6A-6.053(6), F.A.C.)**

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

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

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

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

Within 45 days, a K-2 student performing below the 10th percentile on the Statewide Standardized Comprehensive Assessments or with a concordant cut score on a district determined alternative assessment will be considered to have a substantial reading deficit.

Within 45 days, a 3rd grade student performing below the 20th percentile on the Statewide Standardized Comprehensive Assessments or with a concordant score on a district determined alternative assessment will be considered to have a substantial reading deficit.

Within 45 days, a 3rd grade student can also be identified if they scored a Level 1 on the end-of-year statewide, standardized ELA assessment pursuant to s. 1008.22(3)(a), F.S.

Parents of students who have been identified as having a substantial reading deficiency must be notified in writing immediately.

Within 45 days of screening results indicating a substantial deficiency, students must have an Individualized Progress Monitoring Plan in place.

Action Plan: The site based MTSS Coordinator sends home the Reading Deficiency letter to parent/guardian. The MTSS team meets to determine intervention needed based off disaggregated student data from multiple assessments to close the student achievement gap.

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

Within 45 days, 4th and 5th grade students scoring a level 1 on the end-of-year ELA Statewide Standardized Comprehensive Assessment or a concordant score on a district determined alternative assessments will be considered to have a substantial reading deficit.

Action Plan: The site based MTSS Coordinator sends home the Reading Deficiency letter to parent/guardian. The MTSS team meets to determine intervention needed based off disaggregated student data from multiple assessments to close the student achievement gap

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.

Within 45 days, K-3 students who are identified as having a substantial reading deficiency as identified above will be screened for high risk of characteristics of Dyslexia according to DIBELS 8th Edition Dyslexia Screener and will be provided tier 3 interventions. The MTSS site-based coordinator will meet with the designated problem-solving team to review disaggregated student data and identify Tier 3 interventions that are explicit, systematic, sequential, and multisensory to address individual student needs.

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

The students who are identified as having characteristics of Dyslexia will be provided with additional monthly screeners using STAR CBMs for K-2 and Edmentum Exact Path for 3rd grade.

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

K-5 procedures in place:
K-2 effectiveness is monitored by:
Instruction will be differentiated as needed through flexible small groups to provide targeted re-teaching or enrichment, with ongoing monitoring by school and district-level staff through weekly walkthroughs, lesson plan reviews, analysis of student performance data, and quarterly teacher data chats to ensure effective implementation. Progress monitoring goal grade level assessments and FAST progress monitoring and Instruction in Fundations should be effective for 80% of all students.

3-5 effectiveness is monitored by:
Instruction will be monitored by performance matters, an online platform to help differentiate instruction based on student data and need.

Writing tasks will be given district wide twice a year to determine tier 1 instructional support.

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

Progress monitoring will occur biweekly or as specified by the protocol being used. The site-based problem-solving team schedules a tier 2 review meeting after 6-8 data points have been collected by the interventionist to analyze the data and determine the student's response to intervention. The student's response can be positive, questionable, or poor. If it is positive, they will continue or fade intervention. If it is questionable, they can modify or continue current intervention. If the response is poor, they can modify the intervention or determine the need for tier 3 support. Tier 2 interventions will be monitored with a more specific and targeted goal as their tier 1 core instruction will focus on the whole student. Targeted walks during the designated intervention times will be inputted to the District Learning Walk tool for further review if needed by district MTSS Manager.

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

Progress monitoring will occur weekly or as specified by the protocol being used. The site-based problem-solving team schedules a tier 3 review meeting to analyze current data and discuss response to intervention. The student's response can be positive, questionable, or poor. If it is positive, they will continue or fade intervention. If it is questionable, they can modify or continue current intervention. If the response is poor, they can modify the intervention or determine the need for additional support. Tier 3 interventions will be monitored with a more individualized goal and increased frequency target deficit. Targeted walks during the designated intervention times will be inputted to the District Learning Walk tool for further review if needed by district MTSS Manager

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: (Enter assessment criteria that will be used.) Students will score at or above the 26th percentile on the FAST Lexia Core 5 appropriate grade level diagnostic results ELA Core curriculum instruction assessments at 75-80% or higher Students will score at or above the 26th percentile on the FAST
List performance criteria that indicate Tier 1 instruction is sufficient for at least 80% of students. **K-2 criteria includes:** • Demonstrates mastery of 80% or higher on Fundations Unit Assessments • Scores 70% or higher on any Standards - based comprehension assessment within the Core materials **3-5 criteria includes:** • Demonstrates mastery 75% or higher on multiple assessments across the curriculum. These can include: question sets, new read assessments, cold reads, focus question writing tasks, and end of module writing tasks.

- Demonstrates 50th percentile or above according to Hasbrouck and Tindal fluency norms and/or multidimensional fluency scale on monthly progress monitoring. 1st Grade begins in January

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

K-5 criteria will be:

- Through the use of Professional Learning Communities, literacy coaches and teachers will meet weekly to identify and solve problems of tier 1 instruction.
- District learning walks at schools with literacy coaches and leadership will help identify and solve problems.
- PM1 and PM2 will be used to help identify and improve effectiveness of tier 1 instruction.
- Fundations for K-2 will have built in re-teach days for units where 80% of students are not meeting 80% mastery of the skills.
- District created common formative/summative assessments in 3-5 will help identify needed adaptations to tier 1 instruction.

Core Instruction

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

Name of Program	Year of Program Adoption
K-2: Wit & Wisdom Florida Edition with Fundations	2021
3-5: *Wit and Wisdom, Florida Edition*	2021

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

Data driven decisions will be made by PLC teams each week to find trends over time to determine if tier 2 instruction is needed; may include, but does not have to be limited to:

K-2:

Fundations: Unit trackers that fall below 80% on unit assessments

Wit and Wisdom: Below grade level mastery of benchmarks in each module at 70%

3-5

Wit and Wisdom: Below mastery of grade level benchmarks using question sets, new read assessments, and end of module assessment at 70%

Tier 1 Instruction + Tier 2 Interventions

Beginning of Year Data

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

(Enter assessment criteria that will be used.)

K-5 Students scoring between the 10th - 26th percentile on PM 1 of FAST Assessment and/or other data points listed above will receive tier 2 interventions.

Additional data collected such as the following indicates need for Tier 2 support:

- Achievement Level Score of 2.1 - 3.9 on Reading component of ACCESS for ELLs; or an Initial Placement Test (IPT) score of Non-English Speaker (NES), Limited-English Speaker (LES), or Initial Placement Test (IPT) Reading and Writing below 32%

Number of times per week interventions are provided:

4 days per week

Number of minutes per intervention session:

10-15 minutes

This will be provided above and beyond the 90 minute ELA block during small group instruction.

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)**
Wilson Fundations Levels K-3 Targeted Instruction Plan		*Wilson Fundations* does not meet strong, moderate, or promising levels of evidence; however, the following What Works Clearinghouse (WWC) Practice Guide Recommendation(s) support the program: Foundational Skills to Support Reading for Understanding in Kindergarten through 3rd Grade, Recommendation 2: Develop awareness of the segments of sounds in speech and how they link to letters, Strong Evidence; Recommendation 3: Teach students to decode words, analyze word parts, and write and recognize words, Strong Evidence, and; Recommendation 4: Ensure that each student reads connected text every day to support reading accuracy, fluency, and comprehension, Moderate Evidence. These recommendations were built into the program by explicit, systematic instruction for phonological awareness, decoding practice and reading texts with phonetically controlled vocabulary. The district will support and monitor implementation of this program by conducting data chats and observational walkthroughs, including monthly learning sessions for teachers and coaches.
Lexia Core5	Moderate	
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)**
News to You/Unique Learning System		*Unique Learning System* does not meet strong, moderate, or promising levels of evidence; however, the following What Works Clearinghouse (WWC) Practice Guide Recommendation(s) support the program: Foundational Skills to Support Reading for Understanding in Kindergarten through 3rd Grade, Recommendation 2: Develop awareness of the segments of sounds in speech and how they link to letters, Strong Evidence; Recommendation 3: Teach students to decode words, analyze word parts, and write and recognize words, Strong Evidence, and; Recommendation 4: Ensure that each student reads connected text every day to

		support reading accuracy, fluency, and comprehension, Moderate Evidence. These recommendations were built into the program by explicit, systematic instruction that focuses on letter-sound correspondences and blending sounds to form words, decoding practice, analyzing word parts, repeated exposure to high-frequency words, and daily reading opportunities that allow students to engage with connected texts. The district will support and monitor implementation of this program by conducting data chats and observational walkthroughs, including frequent learning sessions for teachers and coaches.
English Language Learners		
Name of Program	**ESSA Evidence Level**	**Verbiage (as needed)**
Rosetta Stone (2nd to 5th grade)		*Rosetta Stone* does not meet strong, moderate, or promising levels of evidence; however, the following What Works Clearinghouse (WWC) Practice Guide Recommendation(s) support the program: Teaching Academic Content and Literacy to English Learners in Elementary and Middle School, Recommendation 2: Integrate oral and written English language into content-area teaching, Strong Evidence; Recommendation 3: Provide regular, structured opportunities to develop written language skills, Minimal Evidence, and; Recommendation 4: Provide small group instructional intervention to students struggling in areas of literacy and English language development, Moderate Evidence. These recommendations were built into the program by integrating oral and written English into content-area teaching, providing structured opportunities for written language development such as labeling images, constructing sentences, and composing short paragraphs, and supporting small group instructional interventions with its classroom implementation model and detailed reporting that allows teachers to organize students for targeted instruction based on proficiency levels. The district will support and monitor implementation of this program by conducting data chats and observational walkthroughs, including monthly learning sessions for teachers and coaches.
For K-3 students who have a substantial deficiency in reading or characteristics of dyslexia, identify the multisensory interventions provided.		

Fundations Level K- 3. The program provides multisensory activities through visual, auditory, tactile, and kinesthetic senses. Students learn by hearing sounds manipulating color coded sound, syllable, and word cards; using a finger tapping technique, writing down spoken words, reading aloud and repeating what they

have read in their own words and listening to others read aloud. Students use their large motor skills to sky write letters and words.

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

If the student's response to intervention is negative and the achievement gap is not changing at the rate of expectancy of 85% . The MTSS team would need to be modified or adjust the intervention another 6-8 data points. The assessment data points will be determined by the intervention needed to close the achievement gap. See the additional assessments section for progress monitoring tools.

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: (Enter assessment criteria that will be used.) **Grades K-2/4-5 - Students** scoring below the 10th percentile on FAST may need Tier 1, 2, and 3 support. - If a student is determined to have a reading deficiency across multiple years. - If a student has been receiving tier 2 interventions and no change in achievement gap has occurred from the previous year. **Grades 3: - Students** scoring below the 20th percentile on FAST may need Tier 1, 2, and 3 support. - If a student is determined to have a reading deficiency across multiple years. - If a student has been receiving tier 2 interventions and no change in achievement gap has occurred from the previous year.		
Number of times per week interventions are provided: 4-5 days per week **Number of minutes per intervention session:** 20-30 minutes per day		
Intensive, Individualized Instruction/Interventions **Indicate the evidence-based programs and/or practices used for Tier 3 interventions and how the programs and practices are supported by strong, moderate or promising levels of evidence. Add additional rows as needed.**		
Name of Program		**Verbiage (as needed)**
Lexia Core5 (Targeted Teacher Led Lessons)	Moderate	
SIPPS Intervention	Moderate	
programs above. Add additional rows as needed.		
Students with Disabilities		
Name of Program	**ESSA Evidence Level**	**Verbiage (as needed)**
English Language Learners		
Name of Program		**Verbiage (as needed)**

Rosetta Stone (2nd to 5th grade) Teacher-led lessons		*Rosetta Stone* does not meet strong, moderate, or promising levels of evidence; however, the following What Works Clearinghouse (WWC) Practice Guide Recommendation(s) support the program: Teaching Academic Content and Literacy to English Learners in Elementary and Middle School, Recommendation 2: Integrate oral and written English language into content-area teaching, Strong Evidence; Recommendation 3: Provide regular, structured opportunities to develop written language skills, Minimal Evidence, and; Recommendation 4: Provide small group instructional intervention to students struggling in areas of literacy and English language development, Moderate Evidence. These recommendations were built into the program by integrating oral and written English into content-area teaching, providing structured opportunities for written language development such as labeling images, constructing sentences, and composing short paragraphs, and supporting small group instructional interventions with its classroom implementation model and detailed reporting that allows teachers to organize students for targeted instruction based on proficiency levels. The district will support and monitor implementation of this program by conducting data chats and observational walkthroughs, including monthly learning sessions for teachers and coaches.

For K-3 students who have a substantial deficiency in reading or characteristics of dyslexia, identify the multisensory interventions provided.
Fundations Level K- 3. The program provides multisensory activities through visual, auditory, tactile, and kinesthetic senses. Students learn by hearing sounds manipulating color coded sound, syllable, and word cards; using a finger tapping technique, writing down spoken words, reading aloud and repeating what they have read in their own words and listening to others read aloud. Students use their large motor skills to sky write letters and words.

What processes and procedures are in place to identify and solve problems to improve effectiveness of Tier 3 interventions?
The school-based problem solving team meets to review ongoing intervention data documented in FOCUS. The same 4-step problem solving is used for each tier. Students exhibiting a substantial reading deficiency are provided intensive, explicit, and multisensory reading instruction. The problem solving team reviews student progress of the intensive intervention documented in FOCUS.

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 8th - July 9th Monday-Thursday 8:30-1:00 pm for 20 days Additional Summer Administration of FAST for students in grade 3.
Evidence-Based Instructional Materials to be used, as defined in 20 U.S.C. s. 7801(21)(A)(i): Reading Fluency and Comprehension Instructional Practices does not meet strong, moderate, or promising levels of evidence; however, the following WWC Practice Guide Recommendation(s) support the program: Benchmark Steps to Advance, including phonics, Recommendation(s) 3 and 4. These recommendations are implemented through explicit and systematic instruction focused on fluency and comprehension aligned to the science of reading. Some of the resources that are used to support this work are the B.E.S.T. Sample Texts by Grade-Level, 3 . The district will support and monitor the implementation of this instructional practice through weekly learning walks and data collection to determine next steps.
Alternative Assessment Used: Edmentum Exact Path
Additional Information (optional):

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

<table>
<tr><td style="background-color:#1a9988">Grades 6-8</td></tr>
</table>

8. **Grades 6-8 Assessments**

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

FAST				
Name of the Assessment	**Target Audience**	**What component of reading is assessed?**	**Assessment Type**	**How often is the data collected?**
	☒ Grade 8		Monitoring ☒ Summative	

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?**
Adolescent Assessment of Literacy (AAL)	☒ Grade 6 ☒ Grade 7 ☒ Grade 8 ☐ All Students ☒ Select Students	☒ Oral Language ☒ Phonological Awareness ☒ Phonics ☐ Fluency ☒ Vocabulary ☒ Comprehension	☒ Screening ☒ Progress Monitoring ☐ Diagnostic ☐ Summative	☐ Weekly ☐ 2 x Month ☐ Monthly ☐ Quarterly ☐ 3 x Year ☐ Annually ☒ As Needed ☐ Other
Amplify Assessments (Reading Assessment/Clarify and Compare)	☒ Grade 6 ☒ Grade 7 ☒ Grade 8 ☒ All Students ☐ Select Students	☐ Oral Language ☐ Phonological Awareness ☐ Phonics ☐ Fluency ☒ Vocabulary ☒ Comprehension	☐ Screening ☒ Progress Monitoring ☐ Diagnostic ☐ Summative	☐ Weekly ☐ 2 x Month ☐ Monthly ☐ Quarterly ☐ 3 x Year ☐ Annually ☐ As Needed ☒ Other
DIBELS 8th Oral Reading Fluency	☒ Grade 6 ☒ Grade 7 ☒ Grade 8 ☐ All Students ☒ Select Students	☐ Oral Language ☐ Phonological Awareness ☐ Phonics ☒ Fluency ☐ Vocabulary ☐ Comprehension	☒ Screening ☒ Progress Monitoring ☐ Diagnostic ☐ Summative	☐ Weekly ☐ 2 x Month ☐ Monthly ☐ Quarterly ☒ 3 x Year ☐ Annually ☒ As Needed ☐ Other
CORE Reading MAZE Comprehension Test	☒ Grade 6 ☒ Grade 7 ☒ Grade 8 ☐ All Students ☒ Select Students	☐ Oral Language ☐ Phonological Awareness ☐ Phonics ☐ Fluency ☐ Vocabulary ☒ Comprehension	☒ Screening ☒ Progress Monitoring ☐ Diagnostic ☐ Summative	☐ Weekly ☐ 2 x Month ☐ Monthly ☐ Quarterly ☐ 3 x Year ☐ Annually ☒ As Needed ☐ Other

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?**
MASI-R Oral Reading Fluency Measures	☒ Grade 6 ☒ Grade 7 ☒ Grade 8 ☐ All Students ☒ Select Students	☐ Oral Language ☐ Phonological Awareness ☐ Phonics ☒ Fluency ☐ Vocabulary ☐ Comprehension	☒ Screening ☒ Progress Monitoring ☐ Diagnostic ☐ Summative	☐ Weekly ☐ 2 x Month ☐ Monthly ☐ Quarterly ☐ 3 x Year ☐ Annually ☒ As Needed ☐ Other
CORE Vocabulary Screening Test	☒ Grade 6 ☒ Grade 7 ☒ Grade 8 ☐ All Students ☒ Select Students	☐ Oral Language ☐ Phonological Awareness ☐ Phonics ☐ Fluency ☒ Vocabulary ☐ Comprehension	☒ Screening ☐ Progress Monitoring ☐ Diagnostic ☐ Summative	☐ Weekly ☐ 2 x Month ☐ Monthly ☐ Quarterly ☐ 3 x Year ☐ Annually ☒ As Needed ☐ Other
San Diego Quick Assessment of Reading Ability	☒ Grade 6 ☒ Grade 7 ☒ Grade 8 ☐ All Students ☒ Select Students	☐ Oral Language ☐ Phonological Awareness ☐ Phonics ☐ Fluency ☒ Vocabulary ☒ Comprehension	☒ Screening ☐ Progress Monitoring ☐ Diagnostic ☐ Summative	☐ Weekly ☐ 2 x Month ☐ Monthly ☐ Quarterly ☐ 3 x Year ☐ Annually ☒ As Needed ☐ Other
CORE Phonics Survey--Reading and Decoding Skills	☒ Grade 6 ☒ Grade 7 ☒ Grade 8 ☐ All Students ☒ Select Students	☐ Oral Language ☐ Phonological Awareness ☒ Phonics ☐ Fluency ☐ Vocabulary ☐ Comprehension	☐ Screening ☐ Progress Monitoring ☒ Diagnostic ☐ Summative	☐ Weekly ☐ 2 x Month ☐ Monthly ☐ Quarterly ☐ 3 x Year ☐ Annually ☒ As Needed ☐ Other
Phonological Awareness Screening Test (PAST)	☒ Grade 6 ☒ Grade 7 ☒ Grade 8 ☐ All Students ☒ Select Students	☐ Oral Language ☒ Phonological Awareness ☐ Phonics ☐ Fluency ☐ Vocabulary ☐ Comprehension	☒ Screening ☒ Progress Monitoring ☐ Diagnostic ☐ Summative	☐ Weekly ☐ 2 x Month ☐ Monthly ☐ Quarterly ☐ 3 x Year ☐ Annually ☒ As Needed ☐ Other

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?**
CORE Phoneme Deletion Test	☒ Grade 6 ☒ Grade 7 ☒ Grade 8 ☐ All Students ☒ Select Students	☐ Oral Language ☒ Phonological Awareness ☐ Phonics ☐ Fluency ☐ Vocabulary ☐ Comprehension	☒ Screening ☐ Progress Monitoring ☐ Diagnostic ☐ Summative	☐ Weekly ☐ 2 x Month ☐ Monthly ☐ Quarterly ☐ 3 x Year ☐ Annually ☒ As Needed ☐ Other
CORE Phoneme Segmentation Test	☒ Grade 6 ☒ Grade 7 ☒ Grade 8 ☐ All Students ☒ Select Students	☐ Oral Language ☒ Phonological Awareness ☐ Phonics ☐ Fluency ☐ Vocabulary ☐ Comprehension	☒ Screening ☐ Progress Monitoring ☐ Diagnostic ☐ Summative	☐ Weekly ☐ 2 x Month ☐ Monthly ☐ Quarterly ☐ 3 x Year ☐ Annually ☒ As Needed ☐ Other
Lexia PowerUp Assessment without Testing (AWT)	☒ Grade 6 ☒ Grade 7 ☒ Grade 8 ☒ All Students ☐ Select Students	☐ Oral Language ☒ Phonological Awareness ☒ Phonics ☐ Fluency ☒ Vocabulary ☒ Comprehension	☒ Screening ☒ Progress Monitoring ☒ Diagnostic ☐ Summative	☐ Weekly ☐ 2 x Month ☐ Monthly ☐ Quarterly ☐ 3 x Year ☒ Annually ☐ As Needed ☒ Other
ACCESS for ELLs	☒ Grade 6 ☒ Grade 7 ☒ Grade 8 ☐ All Students ☒ Select Students	☒ Oral Language ☐ Phonological Awareness ☐ Phonics ☐ Fluency ☐ Vocabulary ☒ Comprehension	☐ Screening ☒ Progress Monitoring ☐ Diagnostic ☒ Summative	☐ Weekly ☐ 2 x Month ☐ Monthly ☐ Quarterly ☐ 3 x Year ☒ Annually ☐ As Needed ☐ Other
Florida Alternate Assessment	☒ Grade 6 ☒ Grade 7 ☒ Grade 8 ☐ All Students ☒ Select Students	☐ Oral Language ☐ Phonological Awareness ☐ Phonics ☐ Fluency ☒ Vocabulary ☒ Comprehension	☐ Screening ☐ Progress Monitoring ☐ Diagnostic ☒ Summative	☐ Weekly ☐ 2 x Month ☐ Monthly ☐ Quarterly ☐ 3 x Year ☒ Annually ☐ As Needed ☐ Other

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?**
News 2 You Benchmarks	☒ Grade 6 ☒ Grade 7 ☒ Grade 8 ☐ All Students ☒ Select Students	☒ Oral Language ☒ Phonological Awareness ☒ Phonics ☒ Fluency ☒ Vocabulary ☒ Comprehension	☒ Screening ☒ Progress Monitoring ☒ Diagnostic ☐ Summative	☐ Weekly ☐ 2 x Month ☐ Monthly ☐ Quarterly ☒ 3 x Year ☐ Annually ☐ As Needed ☐ Other
Informal Reading Inventory 8th Edition	☒ Grade 6 ☒ Grade 7 ☒ Grade 8 ☐ All Students ☒ Select Students	☒ Oral Language ☒ Phonological Awareness ☒ Phonics ☒ Fluency ☒ Vocabulary ☒ Comprehension	☐ Screening ☐ Progress Monitoring ☒ Diagnostic ☐ Summative	☐ Weekly ☐ 2 x Month ☐ Monthly ☐ Quarterly ☒ 3 x Year ☐ Annually ☐ As Needed ☐ Other

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

Through our established Multi-Tiered System of Supports (MTSS) framework, we are able to identify students in need of Tier 2/Tier 3 interventions. School Teams identify trends and patterns through the analysis of universal data in an effort to strengthen the effectiveness of core literacy instruction. For students who are underperforming significantly as compared to their peers, school teams further analyze data from screeners, review academic records, gather input from previous and current stakeholders, and administer diagnostic assessments, in order to determine an accurate measure of each student's literacy skills and needs. As a result, school-based problem solving teams develop and monitor a flexible system of interventions, including supplemental and when needed, intensive individualized supports either in very small groups or one-on-one at appropriate levels of intensity. Tier 2 and Tier 3 supports are provided in addition to Tier 1 supports and Tier 1 and Tier 2 supports, respectively. Additional layers of support are determined based on students' responses to instruction and intervention.

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

The effectiveness of Tier 1 instruction is monitored with classroom walkthroughs, monitoring of EWS indicators, and District monitoring of performance on coordinated progress monitoring systems. School level Problem Solving Teams (PSTs) and Professional Learning Teams (PLTs), as part of the PLC process, conduct regular data chats to review data related to core ELA instruction.

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

Progress is monitored at least monthly and data from interventions is monitored using the District system, Performance Matters.

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

Administrators review Learning Walk Data, provide school based and district led professional learning, contact Regional and District Program Specialists for additional support, train and follow up on the District

Instructional Framework to support core curriculum and instruction. Further, schools are supported with district MTSS Staff and meet regularly to review student data, progress, and intervention materials. Additionally, schools follow the CERP and MTSS guidebook which indicates evidence-based materials and instructional practices available for intervention. If Student data does not show progress, at a Tier or with a specific intervention material, then adjustments are made (teacher:student ratio; time in intervention;intervention materials; instruction).

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:
(Enter assessment criteria that will be used.)

ALL students receive Tier 1 Core instruction that is high quality and aligned to the B.E.S.T. Standards for English Language Arts.

Students who **score at or above Level 3** on previous year FAST ELA Reading PM 3 and maintain throughout current year progress monitoring will receive Tier 1 (Core) Only.

Students who score 75% or higher on embedded Amplify ELA Reading/Writing Assessments, and Amplify ELA Clarify and Compare with writing component assessments will receive Tier 1 (Core) only.

List performance criteria that indicate Tier 1 is sufficient for at least 80% of students.
Score of at least 75% correct on embedded Amplify ELA Reading/Writing Assessments, and Amplify ELA Clarify and Compare with writing component assessments and/or PLT-endorsed common formative assessments.

Score at the 40th percentile or higher on PM1 and PM2 of FAST ELA Reading

What procedures are in place to identify and solve problems to improve effectiveness of Tier 1 instruction?
Collaborative teams meet regularly.
Teachers engage in regular coaching sessions with school-based and district based coaches.
School-based leadership teams conduct regular data chats to monitor and analyze walkthrough data trends.
District teams and school level Problem Solving Teams review assessment data in order to identify where additional support and professional learning is needed.

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

Name of Program	Year of Program Adoption
Amplify ELA Florida ©2020	2021

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

Score below the 40th percentile on PM1 and PM2 of FAST ELA Reading
Score below 75% correct on Amplify ELA-embedded reading assessments and/or PLT-endorsed common formative assessments.

Score below 75% correct on Amplify ELA Clarify and Compare assessments

Tier 1 Instruction + Tier 2 Interventions

Beginning of Year Data

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

Students scored **greater than the 10th percentile and less than or equal to the 40th percentile** on previous year FAST ELA Reading PM 3.

Additional data collected such as the following indicates need for Tier 2 support:

- ESE student identified as having a reading deficiency using the data listed above or through another data source and have targeted reading intervention documented on their IEP
- Achievement Level Score of 2.1 - 3.9 on Reading component of ACCESS for ELLs; or an Initial Placement Test (IPT) score of Non-English Speaker (NES), Limited-English Speaker (LES), or Initial Placement Test (IPT) Reading and Writing below 32%
- Student received interventions in the previous year and the PST determines interventions should continue
- Teacher observation/recommendation based on formal and informal assessments
-

*Schools should make individual determinations based on multiple data points including, but not limited to, relevant historical data.

Number of times per week interventions are provided:
3-5 times per week
Number of minutes per intervention session:
20-25 minutes
Course(s) where interventions take place:
- Walk-to Intervention time using core ELA embedded supports and/or other evidence-based interventions and strategies that the PST has determined matches the individual student's specific area of need.
- Intensive Reading (for those students who are also in need of Tier 3 Reading interventions)

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 Literacy	Tier 3 Promising	

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

Students with Disabilities

Name of Program		Verbiage (as needed)
News to You/Unique Learning System		*Unique Learning System* does not meet strong, moderate, or promising levels of evidence; however, the following What Works Clearinghouse (WWC) Practice Guide Recommendation(s) support the program: *Providing Reading Interventions for Students in Grades 4-9:*

		Recommendation 3A: Building students' world and word knowledge so they can make sense of the text, Strong evidence; Recommendation 3B: Consistently provide students with opportunities to ask and answer questions to better understand the text they read, Strong evidence; Recommendation 3C: Teaching students a routine for determining the gist of a short section of text, Strong evidence; Recommendation 3D: Teaching students to monitor their comprehension as they read, Strong evidence, and; Recommendation 4: Providing students with opportunities to practice making sense of stretch text (i.e. challenging text) that will expose them to complex ideas and information, Moderate evidence. These recommendations were built into the program by teachers providing explicit, systematic instruction addressing vocabulary and background knowledge relevant to the texts students read, interactive reading instruction that includes structured questioning routines with immediate feedback, and peer discussion, direct teaching and repeated practice of comprehension strategies, modeling of metacognitive strategies, and differentiated instruction using stretch texts supported by scaffolds. The district will support and monitor implementation of this program by conducting data chats and observational walkthroughs, and will provide ongoing, job-embedded training in evidence-based reading practices and offer coaching and modeling of instructional strategies for professional learning.
English Language Learners		
Name of Program	**ESSA Evidence Level**	**Verbiage (as needed)**
Rosetta Stone		*Rosetta Stone* does not meet strong, moderate, or promising levels of evidence; however, the following What Works Clearinghouse (WWC) Practice Guide Recommendation(s) support the program: Teaching Academic Content and Literacy to English Learners in Elementary and Middle School, Recommendation 2: Integrate oral and written English language into content-area teaching, Strong Evidence; Recommendation 3: Provide regular, structured opportunities to develop written language skills, Minimal Evidence, and; Recommendation 4: Provide small group instructional intervention to students struggling in areas of literacy and English language development, Moderate Evidence.

| | | These recommendations were built into the program by integrating oral and written English into content-area teaching, providing structured opportunities for written language development such as labeling images, constructing sentences, and composing short paragraphs, and supporting small group instructional interventions with its classroom implementation model and detailed reporting that allows teachers to organize students for targeted instruction based on proficiency levels. The district will support and monitor implementation of this program by conducting data chats and observational walkthroughs, including monthly learning sessions for teachers and coaches. |
| | | |

Performance criteria that prompt the addition of Tier 3 interventions for students not meeting expectations/benchmarks during the school year:
- At least 9-12 weeks of successful Tier 1 and Tier 2 interventions with documented fidelity AND
- student scores below the 10th percentile on PM1 and PM2 FAST ELA Reading OR
- student shows a rate of growth that is less than 80% of expected growth determined by selected Tier 2 progress monitoring assessments, such as DIBELS MAZE or Oral Reading Fluency probes

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:
(Enter assessment criteria that will be used.)
Students scored at the **10th percentile or below** on the most recent FAST ELA Reading PM3.

Additional data collected such as the following indicates need for Tier 3 support:
- ESE student identified as having a reading deficiency using the data listed above or through another data source and have targeted reading intervention documented on their IEP
- Achievement Level Score of 1.0- 2.0 on Reading component of ACCESS for ELLs; or an Initial Placement Test (IPT) score of Non-English Speaker (NES), Limited-English Speaker (LES), or Initial Placement Test (IPT) Reading and Writing below 32%
- Student received interventions in the previous year and the PST determines interventions should continue
- Teacher observation/recommendation based on formal and informal assessments

*Schools should make individual determinations based on multiple data points including, but not limited to, relevant historical data.

Number of times per week interventions are provided:
3-5 times per week
Number of minutes per intervention session:
15-20 minutes
Course(s) where interventions take place:
M/J Intensive Reading 1-3

Intensive, Individualized Instruction/Interventions

Indicate the evidence-based programs and/or practices used for Tier 3 interventions and how the programs and practices are supported by strong, moderate or promising levels of evidence. Add additional rows as needed.		
Name of Program	**ESSA Evidence Level**	**Verbiage (as needed)**
Lexia Power-Up Literacy	Tier 3 Promising	
SIPPS Challenge	Tier 2 Moderate	
SIPPS Plus	Tier 2 Moderate	
Students with Disabilities		
Name of Program	**ESSA Evidence Level**	**Verbiage (as needed)**
English Language Learners		
Name of Program	**ESSA Evidence Level**	**Verbiage (as needed)**
Rosetta Stone Teacher-led lessons		*Rosetta Stone* does not meet strong, moderate, or promising levels of evidence; however, the following What Works Clearinghouse (WWC) Practice Guide Recommendation(s) support the program: Teaching Academic Content and Literacy to English Learners in Elementary and Middle School, Recommendation 2: Integrate oral and written English language into content-area teaching, Strong Evidence; Recommendation 3: Provide regular, structured opportunities to develop written language skills, Minimal Evidence, and; Recommendation 4: Provide small group instructional intervention to students struggling in areas of literacy and English language development, Moderate Evidence. These recommendations were built into the program by integrating oral and written English into content-area teaching, providing structured opportunities for written language development such as labeling images, constructing sentences, and composing short paragraphs, and supporting small group instructional interventions with its classroom implementation model and detailed reporting that allows teachers to organize students for targeted instruction based on proficiency levels. The district will support and monitor implementation of this program by conducting data chats and observational walkthroughs, including monthly learning sessions for teachers and coaches.

What procedures are in place to identify and solve problems to improve effectiveness of Tier 3 interventions?
School-based PSTs in collaboration with district MTSS staff meet regularly to review student data, progress, and intervention materials. For students who have not responded to a specific reading intervention delivered with fidelity and with the initial intensity provided (time and group size), reading intervention instruction and/or materials may be changed based on student data. Diagnostic assessments will be required to identify specific needs (areas of strength and weakness).

Grades 9-12

13. Grades 9-12 Assessments

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

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

Additional Assessment(s)				
Name of the Assessment	**Target Audience (Grades 9-12) (Select all that apply.)**	**What component of reading is assessed? (Select all that apply.)**	**Assessment Type (Select all that apply.)P**	**How often is the data collected?**
StudySync Reading Assessments	☒ Grade 9 ☒ Grade 10 ☒ Grade 11 ☒ Grade 12 ☒ All Students ☐ Select Students	☐ Oral Language ☐ Phonological Awareness ☐ Phonics ☐ Fluency ☒ Vocabulary ☒ Comprehension	☐ Screening ☒ Progress Monitoring ☒ Diagnostic ☒ Summative	☐ Weekly ☐ 2 x Month ☐ Monthly ☐ Quarterly ☐ 3 x Year ☐ Annually ☐ As Needed ☒ Other
Adolescent Assessment of Literacy	☒ Grade 9 ☒ Grade 10 ☒ Grade 11 ☒ Grade 12 ☐ All Students ☒ Select Students	☒ Oral Language ☒ Phonological Awareness ☒ Phonics ☐ Fluency ☒ Vocabulary ☒ Comprehension	☒ Screening ☒ Progress Monitoring ☐ Diagnostic ☐ Summative	☐ Weekly ☐ 2 x Month ☐ Monthly ☐ Quarterly ☐ 3 x Year ☐ Annually ☐ As Needed ☒ Other
DIBELS 8th Oral Reading Fluency	☒ Grade 9 ☒ Grade 10 ☒ Grade 11 ☒ Grade 12	☐ Oral Language ☐ Phonological Awareness	☒ Screening ☒ Progress Monitoring ☐ Diagnostic	☐ Weekly ☐ 2 x Month ☐ Monthly

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.)P	How often is the data collected?
Additional Assessment(s)				
	☐ All Students ☒ Select Students	☐ Phonics ☒ Fluency ☐ Vocabulary ☐ Comprehension	☐ Summative	☐ Quarterly ☒ 3 x Year ☐ Annually ☒ As Needed ☐ Other
CORE Reading MAZE Comprehension Test	☒ Grade 9 ☒ Grade 10 ☒ Grade 11 ☒ Grade 12 ☐ All Students ☒ Select Students	☐ Oral Language ☐ Phonological Awareness ☐ Phonics ☐ Fluency ☐ Vocabulary ☒ Comprehension	☒ Screening ☒ Progress Monitoring ☐ Diagnostic ☐ Summative	☐ Weekly ☐ 2 x Month ☐ Monthly ☐ Quarterly ☐ 3 x Year ☐ Annually ☒ As Needed ☐ Other
MASI-R Oral Reading Fluency Measures	☒ Grade 9 ☒ Grade 10 ☒ Grade 11 ☒ Grade 12 ☐ All Students ☒ Select Students	☐ Oral Language ☐ Phonological Awareness ☐ Phonics ☒ Fluency ☐ Vocabulary ☐Comprehension	☒ Screening ☒ Progress Monitoring ☐ Diagnostic ☐ Summative	☐ Weekly ☐ 2 x Month ☐ Monthly ☐ Quarterly ☐ 3 x Year ☐ Annually ☒ As Needed ☐ Other
Edmentum Exact Path	☒ Grade 9 ☒ Grade 10 ☐ Grade 11 ☐ Grade 12 ☐ All Students ☒ Select Students	☐ Oral Language ☐ Phonological Awareness ☐ Phonics ☐ Fluency ☒ Vocabulary ☒ Comprehension	☒ Screening ☒ Progress Monitoring ☐ Diagnostic ☐ Summative	☐ Weekly ☐ 2 x Month ☐ Monthly ☐ Quarterly ☒ 3 x Year ☐ Annually ☐ As Needed ☐ Other
San Diego Quick Assessment of Reading Ability	☒ Grade 9 ☒ Grade 10 ☒ Grade 11 ☒ Grade 12 ☐ All Students ☒ Select Students	☐ Oral Language ☐ Phonological Awareness ☐ Phonics ☐ Fluency ☒ Vocabulary ☒ Comprehension	☒ Screening ☐ Progress Monitoring ☐ Diagnostic ☐ Summative	☐ Weekly ☐ 2 x Month ☐ Monthly ☐ Quarterly ☐ 3 x Year ☐ Annually ☒ As Needed ☐ Other
CORE Phonics Survey--Reading and Decoding Skills	☒ Grade 9 ☒ Grade 10 ☒ Grade 11 ☒ Grade 12	☐ Oral Language ☐ Phonological Awareness ☒ Phonics	☐ Screening ☐ Progress Monitoring ☒ Diagnostic	☐ Weekly ☐ 2 x Month ☐ Monthly ☐ Quarterly

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

Additional Assessment(s)				
Name of the Assessment	**Target Audience (Grades 9-12) (Select all that apply.)**	**What component of reading is assessed? (Select all that apply.)**	**Assessment Type (Select all that apply.)P**	**How often is the data collected?**
	☒ Select Students	☒ Vocabulary ☒ Comprehension		☒ Annually ☐ As Needed ☐ Other
News 2 You Benchmarks	☒ Grade 9 ☒ Grade 10 ☐ Grade 11 ☐ Grade 12 ☐ All Students ☒ Select Students	☒ Oral Language ☒ Phonological Awareness ☒ Phonics ☒ Fluency ☒ Vocabulary ☒ Comprehension	☐ Screening ☐ Progress Monitoring ☒ Diagnostic ☐ Summative	☐ Weekly ☐ 2 x Month ☐ Monthly ☐ Quarterly ☒ 3 x Year ☐ Annually ☐ As Needed ☐ Other
Informal Reading Inventory-8th Edition	☒ Grade 9 ☒ Grade 10 ☒ Grade 11 ☒ Grade 12 ☐ All Students ☒ Select Students	☒ Oral Language ☒ Phonological Awareness ☒ Phonics ☒ Fluency ☒ Vocabulary ☒ Comprehension	☐ Screening ☐ Progress Monitoring ☒ Diagnostic ☐ Summative	☐ Weekly ☐ 2 x Month ☐ Monthly ☐ Quarterly ☒ 3 x Year ☐ Annually ☐ As Needed ☐ Other

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

Through our established Multi-Tiered System of Supports (MTSS) framework, we are able to identify students in need of Tier 2/Tier 3 interventions. School Teams identify trends and patterns through the analysis of universal data in an effort to strengthen the effectiveness of core literacy instruction. For students who are underperforming significantly as compared to their peers, school teams further analyze data from screeners, review academic records, gather input from previous and current stakeholders, and administer diagnostic assessments, in order to determine an accurate measure of each student's literacy skills and needs. As a result, school-based problem solving teams develop and monitor a flexible system of interventions, including supplemental and when needed, intensive individualized supports either in very small groups or one-on-one at appropriate levels of intensity. Tier 2 and Tier 3 supports are provided in addition to Tier 1 supports and Tier 1 and Tier 2 supports, respectively. Additional layers of support are determined based on students' responses to instruction and intervention.

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

The effectiveness of Tier 1 instruction is monitored with classroom walkthroughs, monitoring of EWS indicators, and District monitoring of performance on coordinated progress monitoring systems. School level Problem Solving Teams (PSTs) and Professional Learning Teams (PLTs), as part of the PLC process, conduct regular data chats to review data related to core ELA instruction.

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

Progress is monitored at least monthly and data from interventions is monitored using the District system, Performance Matters.

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

Administrators review Learning Walk Data, provide school based and district led professional learning, contact Regional and District Program Specialists for additional support, train and follow up on the District Instructional Framework to support core curriculum and instruction. Further, schools are supported with district MTSS Staff and meet regularly to review student data, progress, and intervention materials. Additionally, schools follow the CERP and MTSS guidebook which indicates evidence-based materials and instructional practices available for intervention. If Student data does not show progress, at a Tier or with a specific intervention material, then adjustments are made (teacher:student ratio; time in intervention; intervention materials; instruction).

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

Beginning of Year Data

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

ALL students receive Tier 1 Core instruction that is high quality and aligned to the B.E.S.T. Standards for English Language Arts.

Students who **score Level 3 or above** on previous year FAST ELA Reading PM 3 will receive Tier 1 (Core) Only.

Students who score 75% or higher on embedded StudySync Reading/Writing Benchmark Assessments will receive Tier 1 (Core) only.

Students who score 75% or higher on embedded StudySync Unit Assessments will receive TIer 2 (Core) only.

List performance criteria that indicate Tier 1 is sufficient for at least 80% of students.
Score of at least 75% correct on StudySync ELA-embedded End-of-Unit assessments and/or PLT-created common formative 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?
Collaborative teams meet regularly.
Teachers engage in regular coaching sessions with school-based and district based coaches.
School-based leadership teams conduct regular data chats to monitor and analyze walkthrough data trends.
District teams and school level Problem Solving Teams review assessment data in order to identify where additional support and professional learning is needed.

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

Name of Program	Year of Program Adoption
McGraw-Hill Florida StudySync ©2020	2021

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

Score below the 40th percentile on the PM1 and PM2 of the FAST ELA Reading (Grades 9-10)

Score below 75% correct on StudySync ELA-embedded End-of-Unit assessments and/or PLT-created common formative assessments.

Score below 75% correct on StudySync ELA Benchmark assessments

Tier 1 Instruction + Tier 2 Interventions

Beginning of Year Data

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

Students scored **greater than the 10th percentile and less than or equal to the 30th percentile on** the most recent FAST ELA Reading PM3.
Additional data collected such as the following indicates need for Tier 2 support:

- ESE student identified as having a reading deficiency using the data listed above or through another data source and have targeted reading intervention documented on their IEP
- Achievement Level Score of 2.1 - 3.9 on Reading component of ACCESS for ELLs; or an IPT score of NES, LES, or IPT Reading and Writing below 32%
- Student received interventions in the previous year and the PST determines interventions should continue

Teacher observation/recommendation based on formal and informal assessments*Schools should make individual determinations based on multiple data points including, but not limited to, relevant historical data.

Number of times per week interventions are provided:
3-5 times per week
Number of minutes per intervention session:
20-25 minutes
Course(s) where interventions take place:
- Walk-to Intervention time using core ELA embedded supports and/or other evidence-based interventions and strategies that the PST has determined matches the individual student's specific area of need.
- Intensive Reading (for those students who are also in need of Tier 3 Reading interventions)

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)
Teacher explicit instruction using core ELA embedded supports and/or other evidence-based interventions and strategies identified within the Practice Guide		*Teacher Explicit Instruction* does not meet strong, moderate, or promising levels of evidence; however, the following What Works Clearinghouse (WWC) Practice Guide Recommendation(s) support the program: *Providing Reading Interventions for Students in Grades 4-9:*

| recommendations (see verbiage) that the PST has determined matches the individual student's specific area of need. | | Recommendation 3A: Building students' world and word knowledge so they can make sense of the text, Strong evidence;

Recommendation 3B: Consistently provide students with opportunities to ask and answer questions to better understand the text they read, Strong evidence; Recommendation 3C: Teaching students a routine for determining the gist of a short section of text, Strong evidence; Recommendatio 3D: Teaching students to monitor their comprehension as they read, Strong evidence, and; Recommendation 4: Providing students with opportunities to practice making sense of stretch text (i.e. challenging text) that will expose them to complex ideas and information, Moderate evidence. These recommendations were built into the program by teachers providing explicit, systematic instruction addressing vocabulary and background knowledge relevant to the texts students read, interactive reading instruction that includes structured questioning routines with immediate feedback, and peer discussion, direct teaching and repeated practice of comprehension strategies, modeling of metacognitive strategies, and differentiated instruction using stretch texts supported by scaffolds. The district will support and monitor implementation of this program by conducting data chats and observational walkthroughs, and will provide ongoing, job-embedded training in evidence-based reading practices and offer coaching and modeling of instructional strategies for professional learning |
| | | |

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)**
News to You/Unique Learning Systems		*Unique Learning System* does not meet strong, moderate, or promising levels of evidence; however, the following What Works Clearinghouse (WWC) Practice Guide Recommendation(s) support the

| | | program: *Providing Reading Interventions for Students in Grades 4-9:* Recommendation 3A: Building students' world and word knowledge so they can make sense of the text, Strong evidence; Recommendation 3B: Consistently provide students with opportunities to ask and answer questions to better understand the text they read, Strong evidence; Recommendation 3C: Teaching students a routine for determining the gist of a short section of text, Strong evidence; Recommendation 3D: Teaching students to monitor their comprehension as they read, Strong evidence, and; Recommendation 4: Providing students with opportunities to practice making sense of stretch text (i.e. challenging text) that will expose them to complex ideas and information, Moderate evidence. These recommendations were built into the program by teachers providing explicit, systematic instruction addressing vocabulary and background knowledge relevant to the texts students read, interactive reading instruction that includes structured questioning routines with immediate feedback, and peer discussion, direct teaching and repeated practice of comprehension strategies, modeling of metacognitive strategies, and differentiated instruction using stretch texts supported by scaffolds. The district will support and monitor implementation of this program by conducting data chats and observational walkthroughs, and will provide ongoing, job-embedded training in evidence-based reading practices and offer coaching and modeling of instructional strategies for professional learning. |
| | | |

English Language Learners		
Name of Program	**ESSA Evidence Level**	**Verbiage (as needed)**
Rosetta Stone		*Rosetta Stone* does not meet strong, moderate, or promising levels of evidence; however, the following What Works Clearinghouse (WWC) Practice Guide Recommendation(s) support the program: Teaching Academic Content and Literacy to English Learners in Elementary and Middle School, Recommendation 2: Integrate oral and written English language into content-area teaching, Strong Evidence;

| | | Recommendation 3: Provide regular, structured opportunities to develop written language skills, Minimal Evidence, and; Recommendation 4: Provide small group instructional intervention to students struggling in areas of literacy and English language development, Moderate Evidence. These recommendations were built into the program by integrating oral and written English into content-area teaching, providing structured opportunities for written language development such as labeling images, constructing sentences, and composing short paragraphs, and supporting small group instructional interventions with its classroom implementation model and detailed reporting that allows teachers to organize students for targeted instruction based on proficiency levels. The district will support and monitor implementation of this program by conducting data chats and observational walkthroughs, including monthly learning sessions for teachers and coaches. |
| | | |

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

- At least 9-12 weeks of successful Tier 1 and Tier 2 interventions with documented fidelity AND
- student scores below the 10th percentile on PM1 and PM2 FAST ELA Reading OR
- student shows a rate of growth that is less than 80% of expected growth determined by selected Tier 2 progress monitoring assessments, such as DIBELS Oral Reading Fluency probes

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:
(Enter assessment criteria that will be used.)

Students scored at the **10th percentile or below** on the most recent FAST ELA Reading PM3.

Grades 11-12: Student scored Level 1 or 2 on Gr. 10 FAST ELA and has not yet met the ELA graduation requirement via FAST Retakes or ELA SAT/ACT/CLT Concordant Score

Additional data collected such as the following indicates need for Tier 3 support:

- ESE student identified as having a reading deficiency using the data listed above or through another data source and have targeted reading intervention documented on their IEP
- Achievement Level Score of 1.0- 2.0 on Reading component of ACCESS for ELLs; or an IPT score of NES, LES, or IPT Reading and Writing below 32%
- Student received interventions in the previous year and the PST determines interventions should continue

- Teacher observation/recommendation based on formal and informal assessments

*Schools should make individual determinations based on multiple data points including, but not limited to, relevant historical data.

Number of times per week interventions are provided: 3-5 times per week **Number of minutes per intervention session:** 15-20 minutes **Course(s) where interventions take place:** Intensive Reading 1-4	

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

Name of Program	ESSA Evidence Level	Verbiage (as needed)
Edmentum Exact Path-Reading	Tier 2 Moderate	

Students with Disabilities

Name of Program	ESSA Evidence Level	Verbiage (as needed)

English Language Learners

Name of Program	ESSA Evidence Level	Verbiage (as needed)
Rosetta Stone Teacher-led lessons		*Rosetta Stone* does not meet strong, moderate, or promising levels of evidence; however, the following What Works Clearinghouse (WWC) Practice Guide Recommendation(s) support the program: Teaching Academic Content and Literacy to English Learners in Elementary and Middle School, Recommendation 2: Integrate oral and written English language into content-area teaching, Strong Evidence; Recommendation 3: Provide regular, structured opportunities to develop written language skills, Minimal Evidence, and; Recommendation 4: Provide small group instructional intervention to students struggling in areas of literacy and English language development, Moderate Evidence. These recommendations were built into the program by integrating oral and written English into content-area teaching, providing structured opportunities for written language development such as labeling images,

		constructing sentences, and composing short paragraphs, and supporting small group instructional interventions with its classroom implementation model and detailed reporting that allows teachers to organize students for targeted instruction based on proficiency levels. The district will support and monitor implementation of this program by conducting data chats and observational walkthroughs, including monthly learning sessions for teachers and coaches.

What processes and procedures are in place to identify and solve problems to improve effectiveness of Tier 3 interventions?
School-based PSTs in collaboration with district MTSS staff meet regularly to review student data, progress, and intervention materials. For students who have not responded to a specific reading intervention delivered with fidelity and with the initial intensity provided (time and group size), reading intervention instruction and/or materials may be changed based on student data. Diagnostic assessments will be required to identify specific needs (areas of strength and weakness).

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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
Vocabulary Support for ELLs	Teachers with ELLs	PD provides how to utilize academic vocabulary strategies to target the needs of the ELL students in the reading, writing, thinking, talking and listening.
Introduction to Science of Reading	K-12	• Determine the meaning of Science of Reading

			• Describe what the Science of Reading reveals about how people learn to read. Draw a clear distinction between the instructional content and pedagogy of Science of Reading to understand instruction sequences that drive daily reading instruction.
Multi-Sensory Learning through Reading, Writing, Thinking and Talking	K-5		• Understanding symptoms of dyslexia and how to recognize and support students by incorporating multisensory learning in daily instruction. • To provide best practices for instruction in order to meet the needs of our student Actively incorporate multisensory strategies in the classroom
Small Group Instruction	K-5		• Characteristics of skilled vs beginning reader • What does science say about small group instruction • Planning effective small groups Using evidence-base resources Fundations and Geodes
Science of Reading Components: Foundational Skills, Vocabulary and Writing	K-5		• Participants will explore what the science of reading says about foundational skills, vocabulary and writing • Understand best practices when teaching these three strands Next steps for implementation of new information into their classroom practice.
Science of Reading Components: Knowledge Building and Complex text, Speaking and Listening and Fluency	K-5		• Participants will explore what the science of reading says about knowledge building, complex text, speaking and listening and fluency • Understand best practices when teaching these three strands Next steps for implementation of new information into their classroom practice.
Foundational Skills for new teachers	K-3		• Understand the program background and implementation • Identify the skills taught and the principles of instruction • Identify the use for materials in the Teacher's Kit • Know how to find and use resources available online

			• Use the Teacher's Manual to prepare a daily learning plan and practice activity procedures Visualize the flow and pace of a full systematic and explicit phonics lesson.
B.E.S.T. ELA Standards Professional Learning	6-12		The purpose for learning is for teachers to deeply understand the depth and rigor of the benchmarks to intentionally plan for learning & immediately identify gaps in understanding from student product/evidence and know where and how to intervene.
Intensive Reading Professional Learning	6-12		This course is designed to equip grades 6-12 Intensive Reading teachers with the tools needed to plan for data driven, high quality literacy learning that meets the needs of our striving readers at the secondary level. Teachers will have the opportunity to build a shared knowledge of the B.E.S.T. Foundational Standards for Reading Intervention grounded in reading science. The course will 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 and intervention.

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.

To support instructional personnel and certified PreK teachers funded through the FEFP, our district provides multiple pathways for earning certifications, endorsements, or advanced credentials in scientifically researched and evidence-based reading instruction.

We offer a job-embedded Reading Endorsement pathway aligned with Florida's Reading Endorsement competencies. This pathway utilizes high-quality instructional materials developed by the Florida Center for Reading Research (FCRR). The embedded model ensures that teachers can immediately apply evidence-based strategies within their classrooms, reinforcing learning through practice and reflection.

Additionally, we have partnered with the Schultz Center to provide access to state-approved Reading Endorsement courses at no cost to eligible educators. This contractual agreement allows teachers who are required to be reading endorsed—especially those serving students in grades K–3 or in intervention roles—to complete coursework on a flexible schedule, without financial burden.

These professional learning opportunities are designed to ensure alignment with the science of reading, improve instructional practice, and increase teacher capacity to deliver high-quality literacy instruction that leads to improved student outcomes.

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

While we do not currently have a fully formalized system for differentiating and intensifying professional learning based on progress monitoring data, our district is actively working toward more data-informed instructional support for teachers.

At present, school and district leaders regularly analyze student progress monitoring data (e.g., FAST assessment results, classroom-based diagnostics) to identify trends in student performance. These trends help inform school-level decisions about areas of instructional focus, and professional learning is often aligned accordingly.

In schools where data reflect persistent reading challenges, instructional coaches and administrators provide targeted support, such as modeling evidence-based reading strategies, facilitating data-driven PLTs, or offering additional job-embedded coaching.

We are also exploring ways to intensify professional learning through tiered supports, such as small-group professional development sessions, collaborative data chats, and follow-up coaching cycles, especially for teachers whose students are not making adequate growth.

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 qualifications and leadership potential. To be eligible, teachers must have at least three years of successful classroom experience and hold an overall rating of Effective or Highly Effective based on the district's evaluation system. In addition, mentors must have completed the Peer Mentoring course or its equivalent, ensuring they are prepared to support adult learners effectively. Final selection is made based on the recommendation of the school principal, who considers the teacher's instructional expertise, professionalism, and capacity to serve as a positive role model.

While formal model classrooms have not yet been established in all schools, in practice, mentor teachers often serve as informal model classrooms, opening their rooms for peer observations and providing real-time demonstrations of effective, evidence-based instructional strategies. These classrooms provide opportunities for new or developing teachers to observe best practices in areas such as classroom management, differentiated instruction, and reading intervention aligned with the science of reading.

As part of our ongoing professional learning efforts, we are exploring ways to formalize the model classroom structure to maximize peer-to-peer learning and support a culture of continuous improvement across the school.

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

Teachers are provided dedicated time each week for professional learning through structured schedules built into the school calendar. Most schools allocate a consistent weekly block—typically during early release days, common planning periods, or designated professional learning teams (PLTs)—to ensure that collaborative learning is a regular part of the instructional week.

During this time, teachers engage in a variety of professional learning activities, including data analysis, lesson planning, collaborative problem-solving around essential learning, and the study of evidence-based instructional strategies, particularly in reading. Instructional coaches, administrators, and teacher leaders often facilitate these sessions to ensure alignment with school improvement goals and student needs.

This regular, protected time supports a culture of continuous improvement, allowing teachers to reflect on student progress, adjust instruction, and share effective practices with colleagues.

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

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

Name of Tutoring Program	Target Audience	Description
RAISE High School Tutoring	K-3 students at Tavares Elementary	In coordination with the Teaching Academy at Tavares High School, students in grades 9-12 facilitate tutoring for grades K-3 at Tavares Elementary.
Title 1 Tutoring	Students at Title 1 schools in grade levels determined by the school.	Title 1 schools may participate in the Title 1 funded tutoring program before, during, and after school.

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.

In compliance with Section 1008.25(5)(d), Florida Statutes, the district has established a clear and timely process to notify parents or guardians when their child is identified with a substantial deficiency in reading.

Upon identification, the district will send an official notification letter through the Focus Student Information System. This letter will clearly state:

- That the student has been identified with a substantial reading deficiency,
- The current level of reading performance,
- The specific evidence-based interventions that will be provided,
- That the student will not be promoted to grade 4 unless the student achieves a Level 2 or higher on the statewide standardized ELA assessment or qualifies for a Good Cause exemption.

To reinforce communication and support family engagement, each school is required to conduct at least one parent-teacher conference annually, during which the student's reading progress, interventions, and ongoing support strategies will be discussed in person. This conference provides an opportunity for parents to ask questions, review progress monitoring data, and partner with educators in supporting their child's literacy development.

For students in grade 3, an additional layer of communication is provided. Parents of students who demonstrate a reading deficiency will receive a portfolio notification letter in conjunction with the initial

deficiency notification. This letter informs parents that a student portfolio has been initiated as an alternative pathway for demonstrating reading proficiency in accordance with Good Cause exemption criteria. The portfolio process and expectations will be explained, ensuring transparency and continued collaboration between school and home.

This comprehensive notification system ensures that all statutory requirements are met and that families are informed, involved, and empowered partners in supporting their child's reading success.

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

The district is committed to fostering strong home-school partnerships that support literacy development beyond the classroom. To increase family engagement in reading and literacy activities at home, the district collaborates with schools, community organizations, and state-supported initiatives to provide meaningful outreach and support for families.

One key initiative is the New Worlds Reading Initiative, a statewide program that provides free books and reading activities to eligible students in grades K–5. The district will actively partner with the Education Foundation and school sites to host New Worlds Reading events on campuses, creating opportunities for families to learn more about the program and how to incorporate reading into daily routines at home. In addition, schools will make targeted outreach to families who qualify but are not yet enrolled, supporting them through the registration process and helping to remove potential barriers to participation.

To further promote literacy at home, schools will host an annual Literacy Night, which may coincide with Florida's Celebrate Literacy Week in January. These events provide families with hands-on activities, book giveaways, and strategies to support reading at home, with a focus on making literacy fun, engaging, and accessible to all learners.

Recognizing the diverse needs of families, the district also offers a dedicated ELL Family Night to support English Language Learner households. During this event, families receive practical information on how to support their child's language development at home, including tips for building vocabulary, accessing bilingual resources, and encouraging reading in both English and the home language.

Additionally, the district's Read at Home Support Plan outlines evidence-based strategies and resources families can use to support literacy at home. This plan is made accessible on both the district and individual school websites, ensuring that families have ongoing access to tools that reinforce school-based reading instruction.

Through these partnerships and outreach efforts, the district is working to create a literacy-rich culture that empowers families as essential partners in their children's reading development.

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
EF	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.
EF	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.
EF	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.
EF	d. Each school has a literacy leadership team consisting of a school administrator, literacy coach, media specialist and a lead teacher, as applicable.
EF	e. All literacy coaches in the district meet the minimum qualifications described in Rule 6A-6.053(4), F.A.C.
EF	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.
EF	g. Literacy coaches are assigned to schools with the greatest need based on student performance data in reading.
EF	h. Time is provided for teachers to meet weekly for professional learning, including lesson study and professional learning communities.
EF	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): Emily Feltner	
Signature: Emily Feltner	Date: 8-20-25

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.

Across our district, more than two-thirds of our K–2 teachers have earned a highly effective rating, based on Florida's teacher evaluation system. This demonstrates our intentional efforts to place our most impactful educators in the earliest grade levels, where foundational literacy and numeracy skills are developed. By prioritizing the assignment of highly effective teachers in K–2, we are supporting strong early learning outcomes and setting students up for long-term academic success.