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	Debra Riedl	Debra.riedl@marion.k12.fl.us	352-671-7700
Second Reading Contact	Jami Brasington	Jami.brasington@marion.k12.fl.us	352-671-4152
Data Element	Noelle Cruz	Noelle.cruz@marion.k12.fl.us	352-236-0592
Third Grade Promotion	Jami Brasington	Jami.brasington@marion.k12.fl.us	352-671-4152
Multi-Tiered System of Supports (Elementary)	Jami Brasington	Jami.brasington@marion.k12.fl.us	352-671-4152
Multi-Tiered System of Supports (Secondary)	Mark Ingram	Mark.ingram@marion.k12.fl.us	352-236-0519
Other (Secondary Reading)	Mark Ingram	Mark.ingram@marion.k12.fl.us	352-236-0519

2) District Expenditures

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

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

Comprehensive System of Reading Instruction Expenditures	Amount	FTE (where applicable)
Elementary Expenses		
Literacy coaches	**330,000**	**3**
Intervention teachers	**130,285**	**2**
Scientifically researched and evidence-based supplemental instructional materials	**888,425**	
Third grade summer reading camps	**763,700**	
Summer reading camps	**0.00**	
Secondary Expenses		
Literacy coaches	**0.00**	
Intervention teachers	**0.00**	
Scientifically researched and evidence-based supplemental instructional materials	**354,298**	
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	**0.00**	
Incentives for K-12 instructional personnel and certified PreK teachers who obtain the Reading Endorsement or Certification	**0.00**	
Incentives for PreK-12 instructional personnel who obtain an Emergent, Elementary or Secondary Literacy Micro-Credential	**0.00**	
Additional time per day of evidence-based intensive reading instruction for extended literacy learning (before or after school, summer, etc.)	**0.00**	
Tutoring programs to accelerate literacy learning	**0.00**	
Family engagement activities	**0.00**	
Other – Please Describe (Add additional rows as needed.)		
Estimated Sum of Expenditures	**2,466,708**	

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 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%	0%	93%	96%

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

Data analysis reveals key trends that will guide our efforts to enhance literacy outcomes. We are implementing a multi-tiered approach to address these gaps and support all learners. First, the Early Learning Department will work with teachers to use ongoing formative assessment data to identify specific areas of need for each child. Small group instruction will also be tailored to meet the needs of each group. Next, family engagement opportunities will be enhanced to support literacy activities for home learning. We plan to provide at-home literacy strategies and materials, including New Worlds Reading Initiative resources and the Florida VPK website. To ensure instructional effectiveness, VPK educators will participate in a training at the beginning of the year focused on evidence-based literacy practices aligned with the Florida Early Learning and Developmental Standards. Topics will include interactive read-aloud and the integration of literacy into daily routines. Finally, reviewing literacy data after the progress monitoring period will be key to monitoring student growth, evaluating instructional practices, and making data-informed adjustments to teaching strategies and interventions. Through these focused efforts, we aim to foster strong early literacy skills in our VPK learners, laying a solid foundation for their success in kindergarten and beyond.

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

FAST				
Grade	Previous School Year 2025 - % of Students Scoring Level 1	Goal for Plan Year 2026 - % of Students Scoring Level 1	Previous School Year 2025 - % of Students Scoring Levels 3-5	Goal for Plan Year 2026 - % of Students Scoring Levels 3-5
K	22%	17%	54%	59%
1	30%	25%	53%	58%
2	34%	29%	43%	48%
3	31%	26%	45%	50%
4	28%	23%	47%	52%
5	27%	22%	47%	52%
6	25%	20%	51%	56%
7	25%	20%	51%	56%
8	29%	24%	46%	51%
9	23%	18%	50%	55%
10	23%	18%	51%	56%

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	• School Literacy Leadership Team Rosters (Beginning of school year) • FAST ELA Assessment Data (BOY, MOY, EOY) • Benchmark Assessment (BA) data (quarterly) • Effectiveness of intervention data (EOY) • Professional Learning Surveys (quarterly) • New Worlds Reading Initiative Enrollment Data (monthly)	• School Literacy Leadership Team Agendas (as needed) • Reading Walkthrough Data and Trends (all tiers) (monthly) • FAST ELA Assessment Data (BOY, MOY, EOY) • Tier 2 and Tier 3 Progress Monitoring Data (monthly) • Coaching schedules and time on high-impact coaching tasks (monthly) • UFLI Foundations Progress Monitoring Data (K-2) (monthly)

	*Beginning of Year (BOY) *Middle of Year (MOY) *End of Year (EOY)	• Benchmark Assessment (BA) Data (monthly) • Formative Assessment Data (monthly)
Actions for continuous support and improvement	The elementary curriculum department serves as school-level support that works alongside the School Literacy Leadership teams to address components of the reading plan. Support is differentiated based on the literacy needs of the school as identified by ongoing progress monitoring data.	School leadership teams frequently meet with principal supervisors to discuss school data and create action plans based on multiple data sources. Curriculum and Instruction Program Specialists and the State Regional Literacy Director support schools as needed.
Grades 6-8	**District Level**	**School Level**
Data that will be collected and frequency of review	• School Literacy Leadership Team Rosters (Beginning of school year) • FAST ELA Assessment Data (BOY, MOY, EOY) • Benchmark Assessment (BA) data (quarterly) • Effectiveness of intervention data (EOY) • Professional Learning Surveys (quarterly)	• School Literacy Leadership Team Agendas (as needed) • Reading Walkthrough Data and Trends (all tiers) (monthly) • FAST ELA Assessment Data (BOY, MOY, EOY) • Tier 2 and Tier 3 Progress Monitoring Data (monthly) • School Literacy Leadership Team Agendas (as needed) • Reading Walkthrough Data and Trends (all tiers) (monthly) • FAST ELA Assessment Data (BOY, MOY, EOY) • Tier 2 and Tier 3 Progress Monitoring Data (monthly)
Actions for continuous support and improvement	The secondary curriculum department serves as school-level support that works alongside the School Literacy Leadership teams to address components of the reading plan. Support is differentiated based on the literacy needs of the school as identified by ongoing progress monitoring data.	School leadership teams frequently meet with principal supervisors to discuss school data and create action plans based on multiple data sources. Curriculum and Instruction Program Specialists and the State Regional Literacy Director support schools as needed.
Grades 9-12	**District Level**	**School Level**
Data that will be collected and frequency of review	• School Literacy Leadership Team Rosters (Beginning of school year) • FAST ELA Assessment Data (BOY, MOY, EOY) • Benchmark Assessment (BA) data (quarterly) • Effectiveness of intervention data (EOY) • Professional Learning Surveys (quarterly)	• School Literacy Leadership Team Agendas (as needed) • Reading Walkthrough Data and Trends (all tiers) (monthly) • FAST ELA Assessment Data (BOY, MOY, EOY) • Tier 2 and Tier 3 Progress Monitoring Data (monthly) • School Literacy Leadership Team Agendas (as needed)

		• Reading Walkthrough Data and Trends (all tiers) (monthly) • FAST ELA Assessment Data (BOY, MOY, EOY) • Tier 2 and Tier 3 Progress Monitoring Data (monthly)
Actions for continuous support and improvement	The secondary curriculum department serves as school-level support that works alongside the School Literacy Leadership teams to address components of the reading plan. Support is differentiated based on the literacy needs of the school as identified by ongoing progress monitoring data.	School leadership teams frequently meet with principal supervisors to discuss school data and create action plans based on multiple data sources. Curriculum and Instruction Program Specialists and the State Regional Literacy Director support schools as needed.

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

Based on findings from the District CERP Reflection Tool and a root-cause analysis of student performance data, several key revisions have been made to the Comprehensive Evidence-Based Reading Plan to improve student outcomes. The district will target and differentiate professional learning for coaches and teachers on evidence-based strategies to improve literacy instruction. A focus on K-2 writing through professional learning, modeling instruction, and coaching will occur across the district. The district will continue to further define the roles and functions of the district and school literacy leadership teams and increase professional learning on the science of reading for teachers and school administrators.

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

The district will provide continued professional learning for all schools on the components of the K-12 Reading Plan. This professional learning will include elementary and secondary decision trees, best practices of School Literacy Leadership Teams, and creating individual progress monitoring plans for students with a substantial deficit in reading (grades K-3). Administrators will then establish and convene School Literacy Leadership Teams, which guide literacy initiatives and carry out the reading plan requirements at the school level. Using the school master schedule, reading walkthroughs are scheduled among school leadership teams. Trends are identified based on the implementation of weekly reading walkthroughs.

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.**

School Literacy Leadership Teams meet to analyze walkthrough trends and progress monitoring data and create action plans to respond to teacher and student needs. Principal supervisors and curriculum and instruction staff work with schools to provide feedback and support effective implementation.

School principals regularly analyze relevant data, including progress monitoring, attendance, and engagement within Tier 2 and Tier 3 interventions. Qualitative data from intervention programs' fidelity checklists is analyzed to determine the fidelity of program implementation. School Literacy Leadership Teams and school-based Multi-Tiered System of Support (MTSS) teams meet regularly to review progress monitoring data.

Elementary schools hold Progress Monitoring Plan (PMP) meetings at least three times a year to review student data and adjust intervention placement. Additional support is provided by elementary district staff as needed to assist with data analysis.

In addition, secondary principals regularly review Tier 1 English Language Arts and Tier 2 and 3 reading intervention data. Secondary district staff also provide additional support to specific schools, as needed.

C. **Literacy Coaches (Rule 6A-6.053(4), F.A.C.)**
   The Just Read, Florida! literacy coach model delineates the roles and responsibilities of literacy coaches.

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

   ☒Yes   ☐No

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

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

The elementary and secondary curriculum departments communicate the role and requirements of coaches to principals at the beginning of the year.

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

New reading coaches complete the Aspiring Coach Academy through the Professional Leadership and Learning Department. Within this series, coaches learn how to lead teacher teams. Coaches with one or more years of experience are invited to participate in the UF Lastinger Coaching Academy. This series further defines the role of the coach and the coaching cycle. Instructional coach meetings are held monthly to provide professional learning on the coach's role and content related to implementing and monitoring B.E.S.T. ELA Standards. The afternoon sessions of monthly coach professional learning are differentiated based on needs. New coaches have additional meetings to support the role of coaching. All new coaches are assigned to a district literacy specialist to serve as a mentor.

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?**

Literacy coaches are supported through monthly professional learning sessions. During these sessions, coaches receive professional learning focused on the development of coaching, collaboration, and high-impact strategies to improve literacy instruction. Coaches receive support throughout the year analyzing data at all tiers, coaching cycles, and collaborative planning with B.E.S.T. Standards. Coaches use the knowledge and skills gained from professional learning to support high-impact strategies with teachers on their school campus.

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

The determination of coaching time and tasks is primarily based on the needs of students within schools. The district, however, monitors and supports the implementation of the coaching model by providing monthly professional learning in coaching and supporting teachers. Additionally, Literacy Leadership Teams discuss and ensure that Literacy Coaches support teachers.

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

The district measures the effectiveness of literacy coaches through student outcomes, teacher growth and coaching implementation fidelity. Student literacy achievement can be monitored through FAST progress monitoring assessments, district assessments, and curriculum-based measures. Teacher instructional practices can be observed through classroom walkthroughs. Coaching logs can be used to determine the frequency and type of coaching interactions occurring on campus, number of teachers supported, and the focus areas aligned to the district's strategic plan.

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 small group instruction with more guided practice, immediate corrective feedback, and frequent progress monitoring; occurs in addition to core instruction and Tier 2 interventions. Tier 3 interventions must be provided to students identified as having a substantial deficiency in reading. All intensive reading interventions must be delivered by instructional personnel who are certified or endorsed in reading or possess a literacy micro-credential as provided in [s. 1003.485, F.S.](#)

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

The district's strategic plan, Achieve 2026, directly aligns with Florida's Formula for Reading Success by prioritizing evidence-based literacy instruction, data-driven decision-making, engaging all students in rigorous, grade-level content, and equity for all learners. All six components of reading are addressed and assessed as appropriate for student's age, level, and ability. All students receive standards-aligned Tier 1 materials and instruction that include the components of reading that are developmentally appropriate for that grade level. These materials incorporate specific instructional resources that support the science of reading methodology and foundational reading skills including oral language, phonological awareness, phonics, fluency, vocabulary and comprehension within grades K-5 and secondary reading.

All reading instructional materials are standards-aligned; include accommodations for students with a disability, students with an Individual Educational Plan (IEP), and students who are English language learners; provide print-rich explicit and systematic, scaffolded, differentiated instruction and corrective feedback; build background and content knowledge; incorporates writing in response to reading; and incorporates the principles of Universal Design for Learning.

When assessment indicates a student's reading deficit, additional supports are added as outlined by the district's Assessment/Curriculum Decision Trees.

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.**

Marion County's PreK program's assessment plan is as follows. VPK students will take Renaissance Star Early Literacy to gauge performance on early literacy and numeracy skills as part of Florida's Assessment of Student Thinking (FAST). The assessment will be administered at the beginning, middle, and end of the program year to monitor each child's progress. VPK teachers will use the data from the assessment to guide instruction and intervention needs.
Additionally, in accordance with s. 1002.68(2), F.S. each VPK classroom is required to participate in a program assessment called the CLASS Assessment. The Classroom Scoring System (CLASS) is an evidence-based observational tool used to assess the effectiveness of teacher-child interactions in the classroom, focusing on the following domains: Emotional Support, Classroom Organization, and Instructional Support. Research supports the idea that quality interactions between adults and children promote children's social and cognitive development, helping them thrive in their learning environments. Data from this assessment will guide additional professional development opportunities for VPK teachers and will focus on the work early learning coaches do, to support curriculum planning and instruction weekly in the classroom.

Pre-K ESE and VPK inclusion students are assessed using the Child Outcome Summary (COS) process which evaluates developmental progress across three federally defined domains: Positive Social-Emotional Skills, Acquisition and Use of Knowledge and Skills, and Taking Action to Meet Needs.

Student Individualized Education Program (IEP) goals are aligned with the Early Learning Standards and assessed quarterly

using a combination of teacher checklists, progress monitoring tools, and classroom observations.
COS entry assessments are conducted when students begin in Pre-K ESE, and exit assessments are completed as students transition to kindergarten, ensuring continuity and consistency in monitoring student growth and outcomes.

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

Marion County Public Schools uses the Florida Early Learning and Developmental Standards to plan instruction using several core and supplemental curriculum resources. Frog Street Pre-K is a comprehensive core resource designed to meet the needs of diverse learners. Frog Street comprises nine thematic units integrating literacy, math, science, social studies, social-emotional connections, STEAM, technology, assessment, and family engagement. Frog Street pairs intentional instruction with meaningful opportunities for children to engage and interact through hands-on explorations. VPK teachers are supported using the Frog Street curriculum through collaboration with the early learning coaches. During this collaboration opportunity, activities within Frog Street and their connection to the Florida Early Learning and Developmental Standards are discussed, and VPK teachers share instructional strategies and ideas for implementation with diverse learners. An additional supplemental early literacy resource utilized within the VPK program is the Heggerty Phonemic Awareness program. This resource is a whole group warm-up activity for systematic and explicit phonological awareness instruction. The early learning coaches support implementation during their weekly visits to VPK classrooms. This resource, used daily, will meet the needs of all learners by building reading readiness skills.

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.](#)

A Voluntary Prekindergarten Education Program student who exhibits a substantial deficiency in early literacy skills based upon the results of the administration of the final coordinated screening and progress monitoring under subsection (9) shall be referred to the school district and may be eligible to receive intensive early literacy interventions before participating in kindergarten. Literacy intervention support will include additional phonological awareness support from the Heggerty Phonemic Awareness Program in a small group setting.

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

Districts must develop Assessment/Curriculum Decision Trees to show 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 periods 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?**
Imagine Literacy and Language	☐ VPK ☐ PreK ☒ Grade K ☒ Grade 1 ☒ Grade 2 ☒ Grade 3 ☒ Grade 4 ☒ Grade 5	☒ 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?
	☐ All Students ☒ Select Students			
District Created Curriculum: Benchmark Assessments	☐ VPK ☐ PreK ☐ Grade K ☐ Grade 1 ☐ Grade 2 ☒ Grade 3 ☒ Grade 4 ☒ Grade 5 ☒ All Students ☐ Select Students	☐ Oral Language ☐ Phonological Awareness ☐ Phonics ☐ Fluency ☒ Vocabulary ☒ Comprehension	☐ Screening ☒ Progress Monitoring ☐ Diagnostic ☒ Summative	☐ Weekly ☐ 2 x Month ☐ Monthly ☒ Quarterly ☐ 3 x Year ☐ Annually ☐ As Needed ☒ Other (End of Each Curriculum Unit)
Star Curriculum Based Measures (CBM)	☐ VPK ☐ PreK ☒ Grade K ☒ Grade 1 ☒ Grade 2 ☒ Grade 3 ☒ Grade 4 ☒ Grade 5 ☐ All Students ☒ Select Students	☒ Oral Language ☒ Phonological Awareness ☒ Phonics ☒ Fluency ☒ Vocabulary ☒ Comprehension	☒ Screening ☒ Progress Monitoring ☐ Diagnostic ☐ Summative	☐ Weekly ☒ 2 x Month ☒ Monthly ☐ Quarterly ☐ 3 x Year ☐ Annually ☐ As Needed ☐ Other
Systematic Instruction of Phonological Awareness, Phonics, and Sight Words (SIPPS) Placement Assessment	☐ VPK ☐ PreK ☒ Grade K ☒ Grade 1 ☒ Grade 2 ☒ Grade 3 ☐ Grade 4 ☐ Grade 5 ☐ All Students ☒ Select Students	☒ Oral Language ☒ Phonological Awareness ☒ Phonics ☒ Fluency ☐ Vocabulary ☐ Comprehension	☒ Screening ☐ Progress Monitoring ☒ Diagnostic ☐ Summative	☐ Weekly ☐ 2 x Month ☐ Monthly ☐ Quarterly ☐ 3 x Year ☐ Annually ☒ As Needed ☐ Other
Systematic Instruction of Phonological Awareness, Phonics, and Sight Words (SIPPS) Mastery Tests	☐ 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?
Core Phonics Survey	☐ 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
MAP Growth (NWEA)	☐ 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
Read180 The Code Placement Test	☐ 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.

K-3 students who meet the state's criteria for a substantial reading deficiency through progress monitoring, formative assessments, or teacher observation data are discussed at Progress Monitoring Process (PMP) Meetings. These meetings are held within 45 days of the progress monitoring window and meet three times yearly to discuss student performance using all available data points. School teams create an individual progress monitoring plan to implement and monitor an intervention program addressing the students' specific reading deficit. Families are notified of the progress monitoring plan, the identified reading deficit, and the intervention program provided to the student.

Teams assemble again after 9-12 weekly monitoring points to discuss progress. For students making at least marginal progress towards the goal and deficits remaining, the intervention and progress monitoring continue. For students not making progress, the team creates a plan to intensify the intervention. The collection of weekly monitoring points continues, and progress towards the established goal is charted.

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

During Progress Monitoring Process (PMP) Meetings, school teams meet to identify students who are performing below grade level based on progress monitoring, formative assessments, or teacher observational data. These teams create a plan to implement and monitor an intervention program addressing the student's specific reading deficit. Families are notified of the progress monitoring plan, the identified reading deficit, and the intervention program provided to the student.

Teams assemble again after 9-12 weekly monitoring points so progress can be discussed. Students making at least marginal progress toward the goal and deficits remain, the intervention and progress monitoring continues. For students not making progress, the team creates a plan to intensify the intervention. The collection of weekly monitoring points continues, and progress towards the established goal is charted.

3. Students with Characteristics of Dyslexia (Rule 6A-6.053(7), F.A.C.)
Students who have characteristics of dyslexia must be covered by one of the plans described in s. 1008.25(4)(b), F.S., and parents must be consulted in the development of the plan.

3a. If not included within the Decision Tree, describe the district's process (i.e., actionable steps) for identifying grades K-3 students with characteristics of dyslexia. Tier 3 interventions must be provided to students identified as having characteristics of dyslexia.

Students in grades K-3 who present with characteristics of dyslexia are identified through the state coordinated progress monitoring system. Results are analyzed by school teams to identify students performing significantly below benchmark expectations. Students who score below the 10th percentile on ELA PM1 will be administered additional diagnostic assessments targeting dyslexia-related indicators for placement into Tier 3 interventions. This will ensure the student is placed into intervention that matches the student's deficit.

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.

Based on student performance on the initial state coordinated progress monitoring, students with dyslexia-related characteristics will receive additional screening and progress monitoring through Star CBM measures.

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

Tier 1 instruction's effectiveness is monitored through student performance data, instructional observations, and collaborative team analysis. Progress monitoring and district benchmark assessment results are analyzed by school and district teams to determine the percentage of students meeting grade-level expectations. Data is disaggregated by subgroups to ensure equity in access and effectiveness. School and district teams conduct regular walkthroughs to determine alignment to the science of reading and ELA B.E.S.T. benchmarks. Teachers meet regularly during collaborative planning sessions to review data, analyze student work, and reflect on instructional practices.

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

The effectiveness of Tier 2 interventions is monitored through frequent progress monitoring, data analysis, and instructional fidelity checks to ensure students are making meaningful gains in targeted skill areas. Students receiving tier 2 support are monitored monthly using curriculum-based measures and in-program data. Data is tracked to measure growth in the area of need. Student performance is compared to the expected rate of improvement or program growth. MTSS teams meet regularly to review progress monitoring data, identify students who are making sufficient progress, and determine if interventions need to be adjusted or intensified. Schools and district teams conduct fidelity checks to verify fidelity to the intervention protocol. Families are regularly updated on their child's progress in tier 2.

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

The effectiveness of Tier 3 interventions is monitored through more frequent progress monitoring, data analysis, and instructional fidelity checks to ensure students are making meaningful gains in targeted skill areas. Students receiving tier 3 supports are monitored biweekly using curriculum-based measures and in-program monitoring. Data is graphed to track growth over time and compared to individual growth goals. MTSS teams meet frequently to analyze progress monitoring data, review fidelity checklists, determine the student's rate of improvement, and make data-based decisions regarding continuation, modification, or intensification. Schools and district teams conduct fidelity checks to verify fidelity to the intervention protocol. Families are regularly updated on their child's progress in tier 3.

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 using an evidence-based sequence of reading instruction and small group differentiated instruction to meet individual student needs.
Tier 1 (Core) Only
Beginning of Year Data

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

Kindergarten-2nd Grade
Star Early Literacy and/or Star Reading —Benchmark of 40% percentile or above based on scale score.
Beginning of year curriculum-based measures at or above grade level norms.

Grades 3-5
2025 FAST PM3 Score of Level 3 and above
Beginning of year oral reading fluency scores are at or above proficiency.

*As with all data-based decisions, schools should make individual determinations based on multiple data points, including, but not limited to, historical data

List performance criteria that indicate Tier 1 instruction is sufficient for at least 80% of students.

- Assessment Tools: Daily Formative Assessments, Curriculum Benchmark Assessments, UFLI Progress Monitoring
- Performance Criteria: Students score at or above benchmark (70-80%)

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

Tier 1 effectiveness is monitored through both classroom observation by school and district leadership and analysis of FAST ELA Progress Monitoring Assessments. Data is disaggregated by subgroup to evaluate how well Tier 1 instruction meets the needs of all students. Administrators and district staff conduct regular walkthroughs to identify patterns of strength and need across classrooms and grade levels.

Weekly ELA collaboration sessions are facilitated by literacy coaches. These sessions analyze student performance data from formative assessments, reflect on instructional strategies, share evidence-based strategies, and plan instruction based on student needs.

School-based MTSS Teams review academic, instructional, attendance, and behavioral data to identify trends related to Tier 1 instruction.

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

Name of Program	Year of Program Adoption
Savvas myView	2021
Supplement to Core: UFLI Foundations: Refer to pg. 15 for verbiage	2023

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

- Student scores one or more grade levels below on FAST Progress Monitoring
- Student scores below 60% on consecutive District Benchmark Assessments and teacher observation data
- Student shows at risk on screening and diagnostic assessments.

Tier 1 Instruction + Tier 2 Interventions

Beginning of Year Data

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

Kindergarten-2nd Grade

- FAST benchmark of 10th-39th percentile.
- Intervention screener and/or diagnostic shows need for Tier 2 intervention.
- Student received Tier 2 interventions in the previous year, and the problem-solving team determines that interventions should continue based on progress monitoring from intervention and curriculum- based measures
- Schools must also consider multiple data points including progress monitoring data, historical performance, and diagnostic results to ensure accurate placement within the MTSS framework.

Grades 3-5

- FAST ELA PM3 Score of Level 1 or Level 2
- Intervention screener and/or diagnostic shows need for Tier 2 intervention.
- Student received Tier 2 interventions in the previous year, and the problem-solving team determines that interventions should continue based on progress monitoring from intervention and curriculum- based measures
- Schools must also consider multiple data points including progress monitoring data, historical performance, and diagnostic results to ensure accurate placement within the MTSS framework.

Placement and intervention decisions are made using a data-based problem-solving process at each tier.

Number of times per week interventions are provided:

4-5

Number of minutes per intervention session:

20-30 minutes

Supplemental Instruction/Interventions Indicate the evidence-based programs and/or practices used for Tier 2 interventions and how the programs and practices are supported by strong, moderate, or promising levels of evidence. Add		
Name of Program		**Verbiage (as needed)**
Lexia Core 5 Reading	Moderate	
Systematic Instruction of Phonological Awareness, Phonics, and Sight Words (SIPPS)	Moderate	
UFLI Foundations		UFLI Foundations is an evidence-based program aligned with the following WWC Practice Guide recommendation(s): Foundational Skills to Support Reading Understanding in Kindergarten Through 3rd Grade, Recommendation three (3) within the document supports teaching students to decode words, analyze word parts, and write and recognize words (strong evidence). Recommendation four (4) supports ensuring 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 providing explicit and systematic instruction in decoding and encoding words and opportunities for students to apply the foundational skills they learned within a connected text. The district will support and monitor this program's implementation by providing modeling and coaching by a district UFLI Program Specialist and a district MTSS coach. Initial professional learning will be offered to new teachers, and ongoing professional learning will be offered throughout the school year.
Read Naturally	Promising	
Read180		Read180 does not meet strong, moderate, or promising levels of evidence; however, the following WWC Practice Guide Recommendation(s) support the program: Providing Reading Interventions for Students in Grades 4-9, Recommendation 1: Build students' decoding skills so they can read complex multisyllabic words and Recommendation 3: Routines use a set of comprehension-building practices to help students make sense of the text (Strong Evidence). These recommendations were built into the program by providing a systematic instructional routine for decoding and comprehending text. Students are taught explicit instruction in word knowledge to read grade level text and use knowledge, ask and answer questions, summarize their reading, and monitor their comprehension. The district will support and monitor implementation of this program by providing on-site coaching support from the publisher as well as a district MTSS coach working with teachers and reading coaches. Initial professional learning will be offered to new teachers, and ongoing professional learning will be offered throughout the school year.
Indicate the evidence-based programs and/or practices implemented for students with a disability, programs above. Add additional rows as needed.		
Name of Program	**ESSA Evidence Level**	**Verbiage (as needed)**

English Language Learners		
Name of Program	**ESSA Evidence Level**	**Verbiage (as needed)**
Imagine Language & Learning	Promising	
Language Power		Language Power does not meet evidence for strong, moderate, or promising levels of evidence; however, the following WWC Practice Guide recommendation(s) support the program. The WWC Guide for Effective Literacy and English Language Instruction for English Learners in the Elementary Grades, Recommendation three (3), consists of strong evidence. The practices within the document support teaching students extensive and varied vocabulary instruction. These recommendations were built into the program by providing high-quality vocabulary instruction and teaching content words in depth. The district will support and monitor this program by providing ongoing support through the district MTSS coach and professional learning for reading coaches and teachers implementing Language Power.

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

Systematic Instruction in Phonological Awareness, Phonics, and Sight Words (SIPPS) is a multisensory foundational skill intervention. Intensive Multisensory Instruction for SIPPS Handbook and Trace and Write student books are utilized for students with a substantial reading deficiency. Multisensory instruction includes tactile tools, manipulatives, body movements, as well as auditory and visual supports.

- **Tactile Tools**: Raised surfaces to physically trace letters while verbalizing sounds
- **Manipulatives**: Magnetic letters, phonics tiles, Elkonin Boxes, counters, whiteboards
- **Body Movement & Gestures**: Air writing, tapping arms for phonemes, using gestures during storytelling, and acting out words
- **Auditory Techniques**: Sound/spelling games, clapping syllables, and mirror mouth movements
- **Visual Supports**: Word walls, color-coded phonics cards

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

- Student scores two or more grade levels below on FAST Progress Monitoring
- Student scores below 40% on consecutive District Benchmark Assessments and teacher observation data.
- Student shows intensive on screening and diagnostic assessments.
- Poor response to instruction on Tier 2 intervention progress monitoring mastery tests.
- Poor response on bimonthly curriculum-based measures

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:

Kindergarten-2nd Grade

- Students retained in previous school year
- STAR Early Literacy and/or Star Reading, benchmark of 9th percentile or below.
- Intervention screener and/or diagnostic indicate need for Tier 3 interventions.
- Student received Tier 3 interventions in the previous year, and the problem-solving team determines that interventions should continue based on progress monitoring from intervention and curriculum- based measures
- Multiple data points, including progress monitoring data, historical performance, and diagnostic results are considered to ensure accurate placement within the MTSS framework

Grades 3-5

- Students retained in previous school year
- ELA PM1 score below the 20th percentile
- Intervention screener and/or diagnostic indicate need for Tier 3 interventions.
- Student received Tier 3 interventions in the previous year, and the problem-solving team determines that interventions should continue based on progress monitoring from intervention and curriculum- based measures
- Multiple data points, including progress monitoring data, historical performance, and diagnostic results are considered to ensure accurate placement within the MTSS framework

Placement and intervention decisions are made using a data-based problem-solving process at each tier.

Number of times per week interventions are provided:
5
Number of minutes per intervention session:
15-30 minutes

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

Name of Program		Verbiage (as needed)
Lexia Core 5 Reading	Moderate	
Systematic Instruction of Phonological Awareness, Phonics, and Sight Words (SIPPS)	Moderate	
UFLI Foundations		Refer to pg. 15 for verbiage.
Read Naturally	Promising	
Read180		Refer to pg. 15 for verbiage.

Indicate the evidence-based programs and/or practices implemented for students with a disability,

Students with Disabilities

Name of Program	ESSA Evidence Level	Verbiage (as needed)

English Language Learners

Name of Program	ESSA Evidence Level	Verbiage (as needed)
Imagine Language & Learning	Promising	
Language Power		Refer to pg. 15 for verbiage.

For K-3 students who have a substantial deficiency in reading or characteristics of dyslexia, identify the multisensory interventions provided.
Systematic Instruction in Phonological Awareness, Phonics, and Sight Words (SIPPS) is a multisensory foundational skill intervention. Intensive Multisensory Instruction for SIPPS Handbook and Trace and Write student books are utilized for students with a substantial reading deficiency. Multisensory instruction includes tactile tools, manipulatives, body movements, as well as auditory and visual supports.
- **Tactile Tools**: Raised surfaces to physically trace letters while verbalizing sounds
- **Manipulatives**: Magnetic letters, phonics tiles, Elkonin Boxes, counters, whiteboards
- **Body Movement & Gestures**: Air writing, tapping arms for phonemes, using gestures during storytelling, and acting out words
- **Auditory Techniques**: Sound/spelling games, clapping syllables, and mirror mouth movements
- **Visual Supports**: Word walls, color-coded phonics cards

What processes and procedures are in place to identify and solve problems to improve effectiveness of Tier 3 interventions?
To ensure Tier 3 interventions are effective, the district and schools implement a multi-step problem-solving process that includes data analysis, instructional review, and collaborative planning. Tier 3 students are monitored biweekly using curriculum-based measures. Problem-solving teams meet regularly to review individual data to determine the student's response to intervention based on a positive, questionable, or poor response. Teams compare student performance to grade-level benchmarks and expected growth to determine the severity of learning gaps. If the intervention yields a positive response, the team may decide to continue the intervention as planned until the goal is met or begin to fade the intervention. If the response is questionable, the team should review fidelity data to ensure the intervention was delivered as designed, and address fidelity issues if necessary. If the response is poor, indicating no improvement or a widening gap, students are referred to a Problem-Solving Team (PST) Meeting to discuss next steps for the student.

Administrators and coaches observe intervention sessions using fidelity checklists to ensure strategies are being delivered as designed. Additional coaching or professional learning is provided when implementation of fidelity is inconsistent.

7. **Summer Reading Camps (Rule 6A-6.053(8), F.A.C.)**
   Requirements of Summer Reading Camps pursuant to s. 1008.25(8), F.S., include:

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

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

Summer Reading Camps for Retained Grade 3 Students
Schedule: June 4th-July 2nd
Evidence-Based Instructional Materials to be used, as defined in 20 U.S.C. s. 7801(21)(A)(i): UFLI Foundations (refer to pg. 15 for verbiage) Summer Scholars Third Grade Summer Reading Camps core curriculum focuses on explicit, systematic, and multisensory instruction in all areas of reading by utilizing Summer Scholars from Teacher Created Materials andUFLI Foundations Targeted Lessons.. Summer Scholars does not meet evidence for strong, moderate, or promising levels of evidence; however, the following WWC Practice Guide recommendation(s) support the program: WWC Guide for Foundational Skills to Support Reading Understanding in Kindergarten Through 3rd Grade. Recommendation three (3) within the document supports teaching students to decode words, analyze word parts, and write and recognize words (strong evidence), and recommendation four (4) supports ensuring 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 allowing teachers to directly teach and support students as they decode words, analyze word parts, write and recognize words, and read connected text. The district will support and monitor the implementation of the program by providing comprehensive professional learning to all 3rd Grade Summer Reading Camp and ongoing support through 3rd Grade Summer Reading Camp coaches.
Alternative Assessment Used: Star Reading
Additional Information (optional):

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

Summer Reading Camps for Students in Grades K-5
Will the district implement this option? ☐Yes   ☒No
If yes, please describe the grade level(s) that will be invited to participate.

8. **Grades 6-8 Assessments**

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

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

Additional Assessment(s)				
Name of the Assessment	**Target Audience (Grades 6-8) (Select all that apply).**	**What component of reading is assessed? (Select all that apply.)**	**Assessment Type (Select all that apply.)**	**How often is the data collected?**
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
MAZE	☒ 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?**
Curriculum Benchmark Assessments	☒ 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
Read180 The Code Placement 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
MAP Growth (NWEA)	☒ 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
StudySync Benchmark 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

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

The district utilizes a Multi-Tiered System of Supports (MTSS) to identify students in grades 6–8 who require Tier 2 or Tier 3 reading interventions. Students are flagged for additional support based on data from progress monitoring tools, formative assessments, and teacher observations. Program placement is determined using the decision tree described below.

Progress monitoring is conducted regularly to assess student growth. If a student demonstrates at least marginal progress toward grade-level expectations, the current intervention will continue. If a student is not making adequate progress, additional diagnostic data is collected to determine whether the intervention should be intensified or modified.

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

Tier 1 instruction's effectiveness is monitored through student performance data, instructional observations, and collaborative team analysis. Progress monitoring and district benchmark assessment results are analyzed by school and district teams to determine the percentage of students meeting grade-level expectations. Data is disaggregated by subgroups to ensure equity in access and effectiveness. School and district teams conduct regular walkthroughs to determine alignment to the science of reading and ELA B.E.S.T. benchmarks. Teachers meet regularly during collaborative planning sessions to review data, analyze student work, and reflect on instructional practices.

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

The effectiveness of Tier 2 interventions is monitored through frequent progress monitoring, data analysis, and instructional fidelity checks to ensure students are making meaningful gains in targeted skill areas. Students receiving Tier 2 support are monitored monthly using curriculum-based measures and in-program data. Data is tracked to measure growth in the area of need. Student performance is compared to the expected rate of improvement or program growth. MTSS teams meet regularly to review progress monitoring data, identify students who are making sufficient progress, and determine if interventions need to be adjusted or intensified. Schools and district teams conduct fidelity checks to verify fidelity to the intervention protocol. Families are regularly updated on their child's progress in Tier 2.

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

The effectiveness of Tier 3 interventions is monitored through more frequent progress monitoring, data analysis, and instructional fidelity checks to ensure students are making meaningful gains in targeted skill areas. Students receiving Tier 3 supports are monitored biweekly using curriculum-based measures and in-program monitoring. Data is graphed to track growth over time and compared to individual growth goals. MTSS teams meet frequently to analyze progress monitoring data, review fidelity checklists, determine the student's rate of improvement, and make data-based decisions regarding continuation, modification, or intensification. Schools and district teams conduct fidelity checks to verify fidelity to the intervention protocol. Families are regularly updated on their child's progress in Tier 3.

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:
A preponderance of evidence, demonstrated by progress monitoring data, as outlined by the data sources below:
The student reads at grade level on an Oral Reading probe and MAZE.
6th – OR 146 WPM w/95% accuracy, MAZE 28 correct
7th – OR 150 WPM w/95% accuracy, MAZE 28 correct
8th – OR 151 WPM w/95% accuracy, MAZE 28 correct
The student scores on grade level on the MAP Growth Assessment.
6th – 213
7th – 215
8th – 217

The student's previous year FAST ELA PM1, PM2, or PM3 scores are at level 3 or above.
Students will continue to receive disciplinary literacy strategies in their content-area classes.

List performance criteria that indicate Tier 1 is sufficient for at least 80% of students.
- Assessment Tools: Formative Assessments, Curriculum Benchmark Assessments, FAST Progress Monitoring
- Performance Criteria: Students score at or above benchmark or at or near grade level on FAST PM

FAST Scores   Benchmark Scores
6th – 219   Within 10% of district average
7th – 226
8th – 232

What procedures are in place to identify and solve problems to improve effectiveness of Tier 1 instruction?
Tier 1 effectiveness is monitored through both classroom observation by school and district leadership and analysis of FAST ELA Progress Monitoring Assessments. Data is disaggregated by subgroup to evaluate how well Tier 1 instruction meets the needs of all

students. Administrators and district staff conduct regular walkthroughs to identify patterns of strength and need across classrooms and grade levels.

Weekly ELA collaboration sessions are facilitated by literacy coaches. These sessions analyze student performance data from formative assessments, reflect on instructional strategies, share evidence-based strategies, and plan instruction based on student needs.

School-based MTSS Teams review academic, instructional, attendance, and behavioral data to identify trends related to Tier 1 instruction.

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

Name of Program	Year of Program Adoption
Savvas myPerspectives	2021

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

Below grade level performance on multiple data sources: FAST Progress Monitoring, District Progress Monitoring Assessments, Formative Assessments.

FAST Scores   Benchmark Scores

6th – 218 or below   More that 10% below district average

7th – 225 or below

8th – 231 or below

Tier 1 Instruction + Tier 2 Interventions		
Beginning of Year Data		
Students who meet the following criteria at the beginning of the school year: A preponderance of evidence, demonstrated by the progress monitoring data, as outlined by the sources below: The student reads at grade level on an Oral Reading probe but not on MAZE. 6th – OR 146 WPM w/95% accuracy, MAZE below 28 correct 7th – OR 150 WPM w/95% accuracy, MAZE below 28 correct 8th – OR 151 WPM w/95% accuracy, MAZE below 28 correct The student performs near but below grade level on FAST Progress Monitoring assessments and Benchmark Assessments. FAST Level 2		
Number of times per week interventions are provided: 2-5 **Number of minutes per intervention session:** 45-100 **Course(s) where interventions take place:** M/J Intensive Reading 1000010, 1000012, 1000014		
Supplemental Instruction/Interventions **Indicate the evidence-based programs and/or practices used for Tier 2 interventions and how the programs and practices are supported by strong, moderate, or promising levels of evidence. Add additional rows as needed.**		
Name of Program		**Verbiage (as needed)**
StudySync ELA	Promising	StudySync ELA does not meet strong, moderate, or promising levels of evidence; however, the following WWC Practice Guide Recommendation(s) support the program: Providing Reading Interventions for Students in Grades 4–9, Recommendations 3 – Routinely use a set of comprehension-building practices to help students make sense of the text (Strong Evidence), 3A - Build students' world and word knowledge so they can make sense of the text (Strong Evidence), 3B - Consistently provide students with opportunities to ask and answer questions to better understand the text they read (Strong Evidence), 3C - Teach students a routine for determining the gist of a short section of text (Strong Evidence), 3D - Teach students to monitor their comprehension as they read (Strong Evidence), and 4 - Provide 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 providing students a close reading routine, integrated reading and writing, adjustable literacy scaffolds, and multiple instructional pathways all structured upon the Science of Reading. The district will support and monitor implementation of this program by monitoring student data in district Benchmark Assessments and state Progress Monitoring Assessments and completing regular classroom walkthroughs with feedback and support including the development of aligned and scaffolded resources and ongoing implementation and collaboration training 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)**
Name of Program	**ESSA Evidence Level**	**Verbiage (as needed)**
Lexia PowerUp	Strong	

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

A preponderance of evidence, demonstrated by progress monitoring data, as outlined by the data sources below:

The student reads below grade level on an Oral Reading probe.

6th – OR 146 WPM w/95% accuracy
7th – OR 150 WPM w/95% accuracy
8th – OR 151 WPM w/95% accuracy

The student's benchmark and progress monitoring scores are well below the grade level.

FAST Scores   Benchmark Scores
6th – 218 or below   More that 10% below district average
7th – 225 or below
8th – 231 or below

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:

A preponderance of evidence as outlined by the data sources below:

Read180: MAP Growth Assessment and The Code Placement Assessment scores indicate the student has mastered phonological awareness and phonics, but vocabulary and comprehension levels are significantly below grade level.

Read180 - The Code: The Code Placement Assessment or Oral Reading probe indicates students' decoding and fluency are well below grade level.

Map Growth RIT Score at 195 or below

Code Placement Assessment score of pre-decoder, beginning-decoder, or developing-decoder

Number of times per week interventions are provided:

2-5

Number of minutes per intervention session:

30 minutes of Tier 2 Interventions, and 20 minutes of Tier 3 Interventions within a 50-minute class period

Course(s) where interventions take place:

M/J Intensive Reading 1000010, 1000012, 1000014

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)**
Read180	Strong	

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

Lexia PowerUp	Strong	

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

To ensure Tier 3 interventions are effective, the district and schools implement a multi-step problem-solving process that includes data analysis, instructional review, and collaborative planning. Tier 3 students are monitored biweekly using curriculum-based measures. Problem-solving teams meet regularly to review individual data to determine the student's response to intervention based on a positive, questionable, or poor response. Teams compare student performance to grade-level benchmarks and expected growth to determine the severity of learning gaps. If the intervention yields a positive response, the team may decide to continue the intervention as planned until the goal is met. If the response is questionable, the team should review fidelity data to ensure the intervention was delivered as designed, and address fidelity issues if necessary. If the response is poor, indicating no improvement or a widening gap, students are referred to a Problem-Solving Team (PST) Meeting to discuss next steps for the student.

Administrators and coaches observe intervention sessions using fidelity checklists to ensure strategies are being delivered as designed. Additional coaching or professional learning is provided when implementation of fidelity is inconsistent.

Grades 9-12

13. **Grades 9-12 Assessments**

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

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

Additional Assessment(s)				
Name of the Assessment	**Target Audience (Grades 9-12) (Select all that apply.)**	**What component of reading is assessed? (Select all that apply.)**	**Assessment Type (Select all that apply.)**	**How often is the data collected?**
Oral Reading Fluency	☒ Grade 9 ☒ Grade 10 ☒ Grade 11 ☒ Grade 12 ☒ 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

Additional Assessment(s)				
Name of the Assessment	**Target Audience (Grades 9-12) (Select all that apply.)**	**What component of reading is assessed? (Select all that apply.)**	**Assessment Type (Select all that apply.)**	**How often is the data collected?**
				☐ Other
MAZE	☒ Grade 9 ☒ Grade 10 ☒ Grade 11 ☒ Grade 12 ☒ 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
Curriculum Benchmark Assessments	☒ Grade 9 ☒ Grade 10 ☐ Grade 11 ☐ Grade 12 ☐ 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
Read180 The Code Placement Assessment	☒ Grade 9 ☐ Grade 10 ☐ Grade 11 ☐ Grade 12 ☐ ☐ 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
MAP Growth (NWEA)	☒ Grade 9 ☐ Grade 10 ☐ Grade 11 ☐ Grade 12 ☒ 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
Reading Plus Insight	☒ Grade 9 ☒ Grade 10 ☐ Grade 11	☐ Oral Language ☐ Phonological Awareness	☐ Screening ☒ Progress Monitoring	☐ Weekly ☐ 2 x Month ☐ Monthly

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

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

The district utilizes a Multi-Tiered System of Supports (MTSS) to identify students in grades 9–12 who require Tier 2 or Tier 3 reading interventions. Students are flagged for additional support based on data from progress monitoring tools, formative assessments, and teacher observations. Program placement is determined using the decision tree described below.
Progress monitoring is conducted regularly to assess student growth. If a student demonstrates at least marginal progress toward grade-level expectations, the current intervention will continue. If a student is not making adequate progress, additional diagnostic data is collected to determine whether the intervention should be intensified or modified.

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

Tier 1 instruction's effectiveness is monitored through student performance data, instructional observations, and collaborative team analysis. Progress monitoring and district benchmark assessment results are analyzed by school and district teams to determine the percentage of students meeting grade-level expectations. Data is disaggregated by subgroups to ensure equity in access and effectiveness. School and district teams conduct regular walkthroughs to determine alignment to the science of reading and ELA B.E.S.T. benchmarks. Teachers meet regularly during collaborative planning sessions to review data, analyze student work, and reflect on instructional practices.

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

The effectiveness of Tier 2 interventions is monitored through frequent progress monitoring, data analysis, and instructional fidelity checks to ensure students are making meaningful gains in targeted skill areas. Students receiving Tier 2 support are monitored monthly using curriculum-based measures and in-program data. Data is tracked to measure growth in the area of need. Student performance is compared to the expected rate of improvement or program growth. MTSS teams meet regularly to review progress monitoring data, identify students who are making sufficient progress, and determine if interventions need to be adjusted or intensified. Schools and district teams conduct fidelity checks to verify fidelity to the intervention protocol. Families are regularly updated on their child's progress in Tier 2.

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

The effectiveness of Tier 3 interventions is monitored through more frequent progress monitoring, data analysis, and instructional fidelity checks to ensure students are making meaningful gains in targeted skill areas. Students receiving Tier 3 supports are monitored biweekly using curriculum-based measures and in-program monitoring. Data is graphed to track growth over time and compared to individual growth goals. MTSS teams meet frequently to analyze progress monitoring data, review fidelity checklists, determine the student's rate of improvement, and make data-based decisions regarding continuation, modification, or intensification. Schools and district teams conduct fidelity checks to verify fidelity to the intervention protocol. Families are regularly updated on their child's progress in Tier 3.

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:

A preponderance of evidence, demonstrated by progress monitoring data, as outlined by the data sources below:

The student reads at grade level on an Oral Reading probe and MAZE.

The student scores on grade level on the MAP Growth Assessment.

The student's previous year FAST ELA PM1, PM2, or PM3 scores are at level 3 or above.

An 11th or 12th grade student has earned a state-approved concordant score.

Students will continue to receive disciplinary literacy strategies in their content-area classes.

List performance criteria that indicate Tier 1 is sufficient for at least 80% of students.
- Assessment Tools: Formative Assessments, Curriculum Benchmark Assessments, FAST Progress Monitoring
- Performance Criteria: Students score at or above benchmark or at or near grade level on FAST PM
- FAST PM   Benchmark Scores
- 9th Grade above 236   Within 10% of district average
- 10th Grade above 241   Within 10% of district average
- 11th -12th Grade FAST proficient or has earned a concordant score

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?

Tier 1 effectiveness is monitored through both classroom observation by school and district leadership and analysis of FAST ELA Progress Monitoring Assessments. Data is disaggregated by subgroup to evaluate how well Tier 1 instruction meets the needs of all students. Administrators and district staff conduct regular walkthroughs to identify patterns of strength and need across classrooms and grade levels.

Weekly ELA collaboration sessions are facilitated by literacy coaches. These sessions analyze student performance data from formative assessments, reflect on instructional strategies, share evidence-based strategies, and plan instruction based on student needs.

School-based MTSS Teams review academic, instructional, attendance, and behavioral data to identify trends related to Tier 1 instruction.

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

Name of Program	Year of Program Adoption
Savvas myPerspectives	**2021**

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

Below grade level performance on multiple data sources: FAST Progress Monitoring Level 1 or 2, District Progress Monitoring Assessments, Formative Assessments.

Tier 1 Instruction + Tier 2 Interventions
Beginning of Year Data

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

Scored a level 1 or 2 on the previous year's FAST PM Assessments.

Scored below grade level on an Oral Reading Probe, Maze, Insight, or MAP Growth Assessment.

Number of times per week interventions are provided:

2-5

Number of minutes per intervention session:

45-100

Course(s) where interventions take place:

Intensive Reading 1000412, 1000413, 1000416, 1000418

Supplemental Instruction/Interventions

Indicate the evidence-based programs and/or practices used for Tier 2 interventions and how the programs and practices are supported by strong, moderate, or promising levels of evidence. Add additional rows as needed.		
Name of Program		**Verbiage (as needed)**
Reading Plus	Strong	
StudySync ELA	Promising	StudySync ELA does not meet strong, moderate, or promising levels of evidence; however, the following WWC Practice Guide Recommendation(s) support the program: Providing Reading Interventions for Students in Grades 4–9, Recommendations 3 – Routinely use a set of comprehension-building practices to help students make sense of the text (Strong Evidence), 3A - Build students' world and word knowledge so they can make sense of the text (Strong Evidence), 3B - Consistently provide students with opportunities to ask and answer questions to better understand the text they read (Strong Evidence), 3C - Teach students a routine for determining the gist of a short section of text (Strong Evidence), 3D - Teach students to monitor their comprehension as they read (Strong Evidence), and 4 - Provide 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 providing students a close reading routine, integrated reading and writing, adjustable literacy scaffolds, and multiple instructional pathways all structured upon the Science of Reading. The district will support and monitor implementation of this program by monitoring student data in district Benchmark Assessments and state Progress Monitoring Assessments and completing regular classroom walkthroughs with feedback and support including the development of aligned and scaffolded resources and ongoing implementation and collaboration training 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)**
English Language Learners		
Name of Program	**ESSA Evidence Level**	**Verbiage (as needed)**
Lexia PowerUp	Strong	
Performance criteria that prompt the addition of Tier 3 interventions for students not meeting expectations/benchmarks during the school year: A preponderance of evidence, demonstrated by progress monitoring data, as outlined by the data sources below: The student reads below at 115 or below on an Oral Reading probe. The student's Code Placement Assessment score is pre-decoder, beginning-decoder, or developing-decoder		

The student's benchmark and FAST PM scores are well below grade level.
The student's Insight score is below grade 6.

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:
A preponderance of evidence as outlined by the data sources below:
Map Growth Score below 195Code Placement Assessment score of pre-decoder, beginning-decoder, or developing-decoder
Oral Reading Probe below 115 or accuracy below 90%

Number of times per week interventions are provided:
2-25 class periods
Number of minutes per intervention session:
30 minutes of Tier 2 Interventions, and 20 minutes of Tier 3 Interventions within a 50-minute class period
Course(s) where interventions take place:
Intensive Reading 1000412, 1000413, 1000416, 1000418

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)
Read180	Strong	

Students with Disabilities

Name of Program	ESSA Evidence Level	Verbiage (as needed)

English Language Learners

Name of Program	ESSA Evidence Level	Verbiage (as needed)
Lexia PowerUp	Strong	

What processes and procedures are in place to identify and solve problems to improve effectiveness of Tier 3 interventions?
To ensure Tier 3 interventions are effective, the district and schools implement a multi-step problem-solving process that includes data analysis, instructional review, and collaborative planning. Tier 3 students are monitored biweekly using curriculum-based measures. Problem-solving teams meet regularly to review individual data to determine the student's response to intervention based on a positive, questionable, or poor response. Teams compare student performance to grade-level benchmarks and expected growth to determine the severity of learning gaps. If the intervention yields a positive response, the team may decide to continue the intervention as planned until the goal is met. If the response is questionable, the team should review fidelity data to ensure the intervention was delivered as designed, and address fidelity issues if necessary. If the response is poor, indicating no improvement or a widening gap, students are referred to a Problem-Solving Team (PST) Meeting to discuss next steps for the student.

Administrators and coaches observe intervention sessions using fidelity checklists to ensure strategies are being delivered as designed. Additional coaching or professional learning is provided when implementation of fidelity is inconsistent.

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
ELA B.E.S.T.: Next Steps	K-12 teachers	Teachers will develop a deeper understanding of the ELA B.E.S.T. Benchmarks and ELA Expectations.
ELA B.E.S.T. Standards	K-12 teachers	New teachers will develop an understanding of the ELA B.E.S.T. benchmarks and ELA Expectations.
ELA B.E.S.T. Standards Implementation	K-12 teachers	Teachers will work closely with selected benchmarks to develop aligned questions and student tasks.
Reading Endorsement Competency 1	K-12 teachers	Teachers will develop a substantive understanding of the six components of reading as a process: comprehension, oral language, phonological awareness, phonics, fluency, and vocabulary.
Reading Endorsement Competency 2	K-12 teachers	Teachers will scaffold student learning by applying the principles of research-based reading instruction and integrating the six components of reading. Teachers will engage in the systematic problem-solving process.
Reading Endorsement Competency 3	K-12 teachers	Teachers will understand how to select and administer appropriate assessments and analyze data to inform reading instruction to meet the needs of all students. Teachers will engage in the systematic problem-solving process.
Reading Endorsement Competency 4	K-12 teachers	Teachers will have broad knowledge of students with differing profiles to understand and apply research-based instructional practices by differentiating process, product, and context.
Reading Endorsement Competency 5	K-12 teachers	Teachers will, through a culminating practicum, demonstrate knowledge of the components of reading, assessments, and data analysis to implement a comprehensive evidence-based reading plan of instruction for all students.
Reading 40	K-12 teachers	Educators will develop the use of explicit, systematic, and sequential approaches to reading instruction, developing phonemic awareness, and implementing multisensory intervention strategies
Elementary Intervention Training	K-5 teachers	Teachers will receive professional learning on evidence-based intervention programs to close literacy gaps.
Secondary Intervention Training	6-12 teachers	Teachers will receive professional learning on evidence-based intervention programs to close literacy gaps.

UFLI Foundations	K-2 teachers	Teachers will gain a deeper understanding of the science of reading and how the components of UFLI Foundations lay the foundations for reading.
Elementary ELA Impact Teachers	K-5 teachers	ELA teachers will develop an understanding of evidence-based strategies to use during ELA instruction.
Secondary ELA Impact Teachers	6-12 teachers	English and Reading teachers will develop an understanding of evidence-based strategies to use during literacy instruction.
Creative Scribbles: K-2 Writing	K-2 teachers	Teachers will dive into the Communication Benchmarks and the writing process for K-2 students.
Intermediate Writing	3-5 teachers	Teachers will dive into the Communication Benchmarks and the writing process for 3-5 students.
Secondary Writing	6-12 teachers	Teachers will dive into the Communication Benchmarks and the writing process for 6-12 students.
Emergent Literacy Micro-Credential	Early Learning Instructional Staff and Directors/Principals	Created in partnership with the Florida Department of Education and the Division of Early Learning, the UF Lastinger Center created an accessible and on-demand reading professional development, covering 60 hours of instructor supported or asynchronous learning.

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.

The district has developed a 40-hour reading course to help teachers integrate phonemic awareness, phonics, word study and spelling, fluency, vocabulary, and text comprehension into an explicit, systematic, and sequential approach to reading instruction, including multisensory intervention strategies. Additional coursework that meets statutory requirements has been reviewed and approved by the elementary and secondary curriculum departments to provide additional opportunities for teachers.

Teachers are encouraged to engage in professional learning to earn their reading endorsement. Courses will be offered through MCPS Professional Leadership and Learning, and teachers are also encouraged to enroll in the University of Florida Flamingo Literacy Matrix and University of Florida Literacy Micro-Credential courses.

New ELA teachers at all levels will receive initial training in B.E.S.T. ELA standards. Teachers and reading coaches receive training on evidence-based reading practices and programs throughout the school year. In partnership with our state regional literacy director, additional training will continue to deepen their knowledge of the B.E.S.T. ELA standards. Reading and Writing Professional Learning aligned to B.E.S.T. standards is available through the Impact Professional Learning series for teachers in grades K-5.

Pre-K teachers are afforded many opportunities throughout the year to use professional learning to enhance their skillset. The Division of Early Learning continues to offer VPK teachers and paraprofessionals the opportunity to earn their emergent literacy micro-credential at no cost. This credential prepares early learning personnel to support student outcomes for school readiness, identify literacy difficulties accurately, apply evidence-based practices, and engage in effective progress monitoring. This opportunity has been communicated to our VPK staff throughout the school year. Additionally, all VPK teachers are required to complete 15 hours of emergent literacy coursework offered through the Department of Children and Families or to have successfully completed an online Preschool Language Development course, Building Blocks of Preschool Literacy course, or completed Competency 1 of the Florida Reading Endorsement.

Differentiated Professional Learning

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

Student progress monitoring data is a key factor in differentiating and intensifying professional learning for teachers, ensuring that instructional support is aligned with the needs of both students and teachers. Student data from progress monitoring data are analyzed regularly by school and district teams. Trends in areas of need are used to identify where instructional practice may need strengthening. Teachers whose students are not making adequate growth receive coaching support from a school-based coach or a district literacy specialist.

Mentor Teachers

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

Principals have the flexibility to determine mentor teachers and model classrooms based on the strengths of teachers with consistently strong literacy outcomes and use of evidence-based practices. Model classrooms may be used for teachers to observe best practices in reading instruction, differentiation, and student engagement. Literacy coaches may model instruction in these classrooms or facilitate reflection sessions

with observing teachers. School administrators may choose to collaborate with administrators on another campus to coordinate and facilitate visits. District staff assist with facilitating visits to model classrooms across the district.
Professional Learning Time   **Describe how time is provided for teachers to meet weekly for professional learning.**   The district prioritizes ongoing, collaborative professional learning by embedding dedicated time into the weekly schedule for teachers to meet. This time is structured to support data-driven instruction, deepen content knowledge, and strengthen instructional practice. Each grade-level or content-area team is provided with time during the school day to engage in collaborative planning. Early Release days are also utilized to provide teachers additional time for focused professional learning.

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
United Way Reading Pals	Kindergarten	Volunteers are provided professional learning on the science of reading and tutoring practices to provide literacy support for kindergarten classrooms.
UF Lastinger Tutoring: Age of Learning	Third Grade	The district partnered with UF Lastinger and Age of Learning to provide virtual AI tutoring to students attending 3rd grade summer reading camp.

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.

Marion County Public Schools notifies parents of students identified with a substantial reading deficiency following Progress Monitoring process (PMP) Meetings. This notification includes a letter stating the student has a substantial reading deficiency, the name of the intervention being provided, a brochure about the intervention, information about New Worlds Reading, and a link to the Family Read-At-Home Plan.

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 continues to promote the New Worlds Reading Initiative. All students who qualify for the program are notified of eligibility and sent home a flyer. Family Engagement Liaisons contact eligible families to assist with distributing flyers and information on the program's benefits.   The Professional Leadership and Learning Department, in collaboration with other departments, facilitates Family Focus events throughout the school year. These events focus on supporting families with literacy at home. The New Worlds Reading Initiative is promoted during this event, and families are given opportunities to enroll in the program during the Family Focus event. The Public Education Foundation also supports New Worlds Reading at school literacy events to increase awareness and enrollment in the program.   "Launching Literacy in the Community" is a family and community engagement website connecting standards-based literacy lessons in the elementary classroom with activities and conversations beyond the school day.

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

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

Initials	Assurance

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

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

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

9) Highly Effective Teachers

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

The district uses performance evaluation data to identify teachers rated highly effective, based on student performance growth, instructional practice, and professional responsibilities. Recognizing the importance of foundational skill development, the district encourages schools to place highly effective teachers in K-2 classrooms, especially in schools with low reading proficiency rates and a high number of students with a substantial deficiency in reading.

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

Debra Riedl

Signature:	Date:
	6-5-25