

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	Michelle Pisani	michelle_pisani@scps.k12.fl.us	407-320-0211
Data Element	Heather Medve	heather_medve@scps.k12.fl.us	407-320-0104
Third Grade Promotion	Daphne Turner	daphne_csonka@scps.k12.fl.us	407-320-0270
Multi-Tiered System of Supports	Amy Elwood	amy_elwood@scps.k12.fl.us	407-320-2001

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	712,149	9.25

Comprehensive System of Reading Instruction Expenditures	Amount	FTE (where applicable)
Intervention teachers		
Scientifically researched and evidence-based supplemental instructional materials	898,681	
Third grade summer reading camps	365,000	
Summer reading camps		
Secondary Expenses		
Literacy coaches	558,913	7.1
Intervention teachers		
Scientifically researched and evidence-based supplemental instructional materials	389,648	
PreK-Grade 12 Expenses		
Professional learning to help K-12 instructional personnel and certified PreK teachers earn a certification, a credential, an endorsement or an advanced degree in scientifically researched and evidence-based reading instruction		
Incentives for K-12 instructional personnel and certified PreK teachers who obtain the Reading Endorsement or Certification		
Incentives for PreK-12 instructional personnel who obtain an Emergent, Elementary or Secondary Literacy Micro-Credential		
Additional time per day of evidence-based intensive reading instruction for extended literacy learning (before or after school, summer, etc.)		
Tutoring programs to accelerate literacy learning		
Family engagement activities		
Other – Please Describe (Add additional rows as needed.)		
Coordinator K-12 English, Reading and Social Studies	64,794	0.55
K-6 Reading Specialist	86,170	1.00
K-6 Reading Specialist	84,959	1.00
9-12 ELA Specialist	86,170	1.00
6-8 ELA Specialist	79,423	1.00
Secondary Reading Specialist	68,724	0.70
Coordinator, Instructional Materials & Projects	62,505	0.50
Estimated Sum of Expenditures	3,457,136	

3) Literacy Leadership – District and School

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

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

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

FAST				
Grade	Previous School Year – % of Students Scoring	Goal for Plan Year – % of Students Scoring	Previous School Year – % of Students Scoring	Goal for Plan Year – % of Students Scoring
	Urgent Intervention <10 th percentile	Urgent Intervention <10 th percentile	At & Above Benchmark 40 th percentile & above	At & Above Benchmark 40 th percentile & above
VPK	1%	~ 0	90%	92%

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

By analyzing STAR performance data, specific needs for VPK students will be identified. Improvement in these identified areas will be supported through the following action steps:

- Differentiated small group instruction in early literacy skills will be planned and implemented for all VPK students.
- Intervention logs will be created to identify specific skills and tasks aligned to early literacy skills
- Summative assessments to monitor groups
- Data chats after each PM assessment

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

FAST				
Grade	Previous School Year – % of Students Scoring	Goal for Plan Year – % of Students Scoring	Previous School Year – % of Students Scoring	Goal for Plan Year – % of Students Scoring
	Level 1	Level 1	Levels 3-5	Levels 3-5
K	15%	14%	62%	64%
1	22%	21%	64%	65%
2	20%	19%	60%	62%
3	13%	12%	69%	71%
4	15%	14%	67%	69%
5	13%	12%	64%	66%
6	15%	14%	66%	68%
7	17%	16%	63%	65%
8	17%	16%	62%	64%
9	16%	15%	63%	65%
10	15%	14%	65%	67%

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	<p><u>FAST PM</u>- 3 times per year</p> <p><u>iReady Diagnostic</u>-2 times per year for students not receiving tiered reading support and 3 times a year for elementary students receiving tiered reading support</p> <p><u>Walkthroughs</u> by district leadership are conducted at a minimum of 3 times per year</p>	<p>In addition to the assessments listed as being monitored at the district level, schools use the following assessments:</p> <p><u>Flamingo Phonemic Awareness and CORE Phonics Survey</u> (Grades K & 1) 6 times a year.</p> <p><u>ORF</u> (Grade 1 Beginning in the second semester) 2 times per year (Grades 2-5) 4 times per year</p> <p><u>Unit Assessments</u> (Grades K-5) 6 times per year</p> <p>Students receiving tiered reading support continue to take PA and Phonics assessments to monitor their progress in these target areas.</p> <p>Weekly <u>walkthroughs</u> are conducted by the literacy coach and administrators.</p>
Actions for continuous support and improvement	<p>Assistant superintendents support school leaders with problem solving for areas of concern.</p> <p>Department of Teaching and Learning specialists, Student Support Services teachers on assignment, and Student and School Success coaches, prioritize support to schools based upon data to focus efforts to improve literacy.</p>	<p>Administrators meet with literacy coaches to prioritize support at the PLC or teacher level based upon data collection.</p> <p>Administrators and literacy coaches collaborate with the Department of Teaching and Learning specialists and Student Support Services teachers on assignment for additional support to improve literacy on their campus.</p>

Grades 6-12	District Level	School Level
Data that will be collected and frequency of review	<p><u>FAST PM</u> (Grades 6-10)- 3 times per year</p> <p><u>ELA District Created Benchmark Assessments</u> (Grades 6-8)- 3 times per year and (Grades 9-10) 2 times per year <u>iReady Diagnostic</u> (middle school) or <u>Achieve 3000 Level Set</u> (high school) - 3 times per year for students receiving tiered reading support</p> <p><u>SAT/ ACT-</u> (HS)- Annually</p>	<p>In addition to the assessments listed as being monitored at the district level, schools use the following assessments:</p> <p><u>CORE Phonics Survey</u> - 3 times a year for students in foundational intensive reading</p> <p><u>Formative Assessments in the ELA framework</u> (middle school and high school) - 4 times per year</p>
Actions for continuous support and improvement	<p>Assistant superintendents support school leaders with problem solving for areas of concern.</p> <p>Department of Teaching and Learning specialists and Student Support teachers on assignment prioritize support to schools based upon data to focus efforts to improve literacy.</p>	<p>Administrators meet with literacy coaches to prioritize support at the PLC or teacher level based upon data collection.</p> <p>Administrators and literacy coaches can collaborate with the Department of Teaching and Learning specialists and Student Support Services teachers on assignment for additional support to improve literacy on their campus.</p>

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.

At the secondary level, walkthroughs with the district literacy specialist, literacy coach, and administration will be conducted at each school on a semester basis. This will allow for deeper discussions with the literacy leadership teams at both the district and school level. It will also provide deeper insight into targeted professional learning that might be offered at both the district and school level.

At the elementary level, walkthroughs with the district literacy specialists, literacy coaches, and administration will continue to be conducted on a semester basis. This year the walkthroughs will also incorporate visiting PLCs to help support a common understanding of how leadership can support the growth of the PLCs.

Based upon the feedback, our district will provide additional professional learning on small group instruction in grades 3-5 that allows for the articulation between the literacy coach and administration as well as the participation of teachers.

At the secondary level, professional learning on how the science of reading impacts approaches to comprehension strategies in small group high school instruction will be a focus. For middle school,

building student comprehension through content area reading strategies will be a focus of support. These topics will be featured at our literacy coaches meetings with deliverables for literacy coaches to bring back to their schools to provide as professional learning to their teachers. In addition, assistant principals that supervise reading will receive professional learning to help them support these areas at their building sites.

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

Assistant Superintendents and school level leadership set the purpose for weekly reading walkthroughs: identification of B.E.S.T. focused and differentiated, whole group and small group instruction. School leadership teams share observational data with both executive leadership and colleagues to collaborate on best practices.

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

Principals along with their administrative teams use an Instructional Priorities Classroom Look -For Tool to obtain data on whether teachers have benchmarked-aligned instruction, student engagement, and conditions for learning while monitoring for student learning. This data is combined with assessment data to determine next steps for literacy coaching and the need for additional support for students.

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?

A review of expectations from the Just Read, Florida! Coaching model will be conducted with all school level leadership teams as part of the district wide training this summer.

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

Literacy coaches meet on a monthly basis with the Department of Teaching and Learning staff to discuss updates to the curriculum in the context of a coaching cycle with teachers. As coaches debrief on these cycles, the Teaching and Learning staff helps them plan for next steps in professional learning. As a result of data from the CERP Reflection Tool, the curriculum specialists will make it a priority to ensure that the resources from the meetings are packaged so that the literacy coaches can use them to present to their teachers as professional learning at their respective school sites.

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?

Walkthrough tools have been developed for literacy coaches to support their efforts and guide their coaching conversations with teachers.

At each of the coaches' meetings that are held throughout the year, coaches will be given deliverables that coincide with high impact coaching activities with the expectation that they will be completed and brought to share at the following coaching meeting.

As coaches share their deliverables with one another at coaches' meetings, the Department of Teaching and Learning will take note of the evidence of implementation and growth at the individual schools as shown through items such as completed walkthrough tools, student work samples, and pictures of implementation of professional learning with teachers. These examples will help the district literacy specialists plan next steps for differentiation with the schools.

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

Assistant Superintendents work with school level leadership teams to create and maintain the daily schedule for coaches. Coaches are asked to reflect on the use of their time in relation to the efficiency of their work as part of their coaching deliverables. Results are shared with district leadership.

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

As coaches share their deliverables with one another at coaches' meetings, the Department of Teaching and Learning will take note of the evidence of implementation and growth as coaches discuss the progress of their teachers and students as shown through items such as completed walkthrough tools, student work samples, and pictures of implementation of professional learning with teachers. These work samples will help the district literacy specialists plan next steps for support to coaches.

4) Assessment, Curriculum and Reading Instruction

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

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

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

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

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

All adopted materials, supplementary intervention supports, and district developed resources within the Frameworks: Blueprints for Student Success (ELA K-12) align with Florida's revised formula for success. Wonders is used with students in grades K-5 and Study Sync is used with students in grades 6-12. All students have access to the six components of reading within their core instruction. The 4 different types of assessment are used with students as appropriate in order to help differentiate instruction for all students including ELL, ESE, tier 2 and tier 3 students. Intensive reading interventions must be provided by reading endorsed, certified, or literacy micro credentialed teachers in accordance with Section 1011.62(8)(d), F.S.

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.

For VPK, the students will take the STAR Early Literacy Assessment three times per year. All VPK Leads/ Teachers have access to the Florida Early Learning and Development Standards for 4 Year Old to Kindergarten. In addition, the district provides a curriculum that is aligned to these standards. Teachers on assignment (TOAs) provide support to VPK Leaders/ Teachers on the implementation of this curriculum. The supports that the TOAs provide to VPK Leads/ Teachers include:

- Modeling effective early literacy instruction
- Collecting and using data to provide Professional Development and monthly check-ins.
- Classroom visits to guide VPK Leads/Teachers in implementing small group differentiated instruction.

The SCPS public-school Pre-K ESE program is designed to meet the diverse needs of all learners through intentional assessment, standards-based instruction, and targeted support. Students are served in classrooms with a low student-to-teacher ratio, allowing for individualized instruction aligned with each child's goals as outlined in their Individualized Education Program (IEP). Instruction is guided by the Florida Early Learning and Development Standards, with a strong emphasis on language and literacy development. In Pre-K ESE classrooms, the Frog Street Threes curriculum is implemented to support oral language growth and foundational literacy skills, providing a structured yet engaging learning environment tailored to developmental needs.

To monitor student progress, Pre-K ESE utilizes a combination of readiness checklists and ongoing IEP data collection throughout the year. Families are kept informed through the Pre-K report card, which outlines each student's progress toward greater independence in key developmental areas. Additionally, the Child Outcome Summary, completed at the end of the school year, provides meaningful insight into student growth relative to age-expected milestones.

To ensure high-quality instruction across all classrooms, instructional support is available through the Pre-K ESE Teacher on Assignment (TOA). When additional guidance is needed, the TOA collaborates with teachers

to model effective strategies, assist with lesson planning, and identify next steps to ensure each child receives the support necessary for success.

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

Both VPK and PreK ESE classrooms utilize the Frog Street curriculum.

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.](#)

Early Literacy Skills will be taught in small groups daily. This instruction will be intensive, explicit, systematic, and multisensory.

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

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

The Decision Trees must contain the following information:

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

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

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

Grades VPK-5

1. Grades VPK-5 Assessments

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

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

Additional Assessment(s)				
Name of the Assessment	Target Audience (Grades PreK-5) (Select all that apply.)	What component of reading is assessed? (Select all that apply.)	Assessment Type (Select all that apply.)	How often is the data collected?
Battelle Developmental Inventory	<input checked="" type="checkbox"/> VPK <input type="checkbox"/> Grade K <input type="checkbox"/> Grade 1 <input type="checkbox"/> Grade 2 <input type="checkbox"/> Grade 3 <input type="checkbox"/> Grade 4 <input type="checkbox"/> Grade 5	<input checked="" type="checkbox"/> Oral Language <input type="checkbox"/> Phonological Awareness <input type="checkbox"/> Phonics <input type="checkbox"/> Fluency <input type="checkbox"/> Vocabulary <input type="checkbox"/> Comprehension	<input checked="" type="checkbox"/> Screening <input type="checkbox"/> Progress Monitoring <input type="checkbox"/> Diagnostic <input type="checkbox"/> Summative	As needed
iReady Reading Diagnostic	<input type="checkbox"/> VPK <input checked="" type="checkbox"/> Grade K <input checked="" type="checkbox"/> Grade 1 <input checked="" type="checkbox"/> Grade 2 <input checked="" type="checkbox"/> Grade 3 <input checked="" type="checkbox"/> Grade 4 <input checked="" type="checkbox"/> Grade 5	<input type="checkbox"/> Oral Language <input checked="" type="checkbox"/> Phonological Awareness <input checked="" type="checkbox"/> Phonics <input checked="" type="checkbox"/> Fluency <input checked="" type="checkbox"/> Vocabulary <input checked="" type="checkbox"/> Comprehension	<input type="checkbox"/> Screening <input checked="" type="checkbox"/> Progress Monitoring <input checked="" type="checkbox"/> Diagnostic <input type="checkbox"/> Summative	2 times per year for students not receiving tiered reading support and 3 times a year for elementary students receiving tiered support

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?
Flamingo Phonemic Awareness Assessment	<input type="checkbox"/> VPK <input checked="" type="checkbox"/> Grade K <input checked="" type="checkbox"/> Grade 1 <input checked="" type="checkbox"/> Grade 2 <input checked="" type="checkbox"/> Grade 3 <input checked="" type="checkbox"/> Grade 4 <input checked="" type="checkbox"/> Grade 5	<input type="checkbox"/> Oral Language <input checked="" type="checkbox"/> Phonological Awareness <input type="checkbox"/> Phonics <input type="checkbox"/> Fluency <input type="checkbox"/> Vocabulary <input type="checkbox"/> Comprehension	<input checked="" type="checkbox"/> Screening <input checked="" type="checkbox"/> Progress Monitoring <input checked="" type="checkbox"/> Diagnostic <input type="checkbox"/> Summative	<p>Students in grades K-1 are assessed every 6 weeks.</p> <p>Students in grades 2-5 are given the Flamingo Phonemic Awareness Assessment if their Core Phonics Survey, ORF, and comprehension scores indicate a potential need. If these grade 2-5 students do not pass the Flamingo Awareness Assessment initially, students are assessed every 6 weeks.</p>
CORE Phonics Survey	<input type="checkbox"/> VPK <input checked="" type="checkbox"/> Grade K <input checked="" type="checkbox"/> Grade 1 <input checked="" type="checkbox"/> Grade 2 <input checked="" type="checkbox"/> Grade 3 <input checked="" type="checkbox"/> Grade 4 <input checked="" type="checkbox"/> Grade 5	<input type="checkbox"/> Oral Language <input type="checkbox"/> Phonological Awareness <input checked="" type="checkbox"/> Phonics <input type="checkbox"/> Fluency <input type="checkbox"/> Vocabulary <input type="checkbox"/> Comprehension	<input checked="" type="checkbox"/> Screening <input checked="" type="checkbox"/> Progress Monitoring <input checked="" type="checkbox"/> Diagnostic <input type="checkbox"/> Summative	<p>Students in grades K-2 are assessed every 6 weeks.</p> <p>Students in grades 3-5 are given the Flamingo Phonemic Awareness Assessment if their ORF and comprehension scores indicate a potential need. If these grade 3-5 students do not pass the CORE Phonics Survey initially, they receive it every 6 weeks.</p>

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?
Oral Reading Fluency	<input type="checkbox"/> VPK <input type="checkbox"/> Grade K <input checked="" type="checkbox"/> Grade 1 (beginning mid year) <input checked="" type="checkbox"/> Grade 2 <input checked="" type="checkbox"/> Grade 3 <input checked="" type="checkbox"/> Grade 4 <input checked="" type="checkbox"/> Grade 5	<input type="checkbox"/> Oral Language <input type="checkbox"/> Phonological Awareness <input checked="" type="checkbox"/> Phonics <input checked="" type="checkbox"/> Fluency <input type="checkbox"/> Vocabulary <input type="checkbox"/> Comprehension	<input type="checkbox"/> Screening <input checked="" type="checkbox"/> Progress Monitoring <input type="checkbox"/> Diagnostic <input type="checkbox"/> Summative	Beginning in mid-1st grade students are assessed every 9 weeks

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

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

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

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

- The student is identified as in need of Tier 3 interventions;
- A student in grades K-3 demonstrates through progress monitoring, formative assessments or teacher observation data, minimum skill levels for reading competency in one or more of the six (6) components of reading; and
 - For kindergarten, the student scores below the tenth (10th) percentile or is unable to complete the practice items on the designated grade-level assessment at the beginning, middle or end of the year on the coordinated screening and progress monitoring system pursuant to [s. 1008.25\(9\), F.S.](#);
 - For grades 1 and 2, the student scores below the tenth (10th) percentile or is unable to complete the practice items on the designated grade-level assessment for the specified testing window of the coordinated screening and progress monitoring system pursuant to [s. 1008.25\(9\), F.S.](#); or
 - For grade 3, the student scores below the twentieth (20th) percentile at the beginning or middle of the year on the coordinated screening and progress monitoring system pursuant to [s. 1008.25\(9\), F.S.](#)
- A student in grade 3 scores Level 1 on the end-of-year statewide, standardized ELA assessment pursuant to [s. 1008.22\(3\)\(a\), F.S.](#)

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

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

The MTSS team will review the students' progress monitoring data to determine the area of reading deficiency and the evidence-based reading intervention that will be used to increase the student's reading ability. Throughout this process, parents are informed of the student's need for tiered intervention and support plan. They are also provided with information on the ongoing progress or changes to the plan.

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

The MTSS team will review the students' progress monitoring data to determine the area of reading deficiency and the evidence-based reading intervention that will be used to increase the student's reading ability. Throughout this process, parents are informed of the student's need for tiered intervention and support plan. They are also provided with information on the ongoing progress or changes to the plan.

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.

To support in identifying students with the characteristics of dyslexia as soon as possible students in kindergarten and first grade are given the Flamingo Phonemic Awareness Assessment & CORE Phonics Assessment every 6 weeks. In addition, beginning in grade 2, students who are failing their Oral Reading Fluency assessments with decoding issues are also given the CORE Phonics And Flamingo Phonemic Awareness Assessments every six weeks.

These assessments allow teachers to identify ways to group students to differentiate within core instruction through small groups. If students are not progressing within small group instruction within the core, extra tiered support is provided.

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.

When students are not showing growth on their progress monitoring assessments, the Intervention Placement Tool (IPT) is used by problem solving teams at the school level to provide next steps. A comparison is made between where students are on various reading assessments in comparison to the benchmark for that time of year. During this process, the Wonders Placement and Diagnostic Assessment is administered to students to help pinpoint potential skill deficits in PA and Phonics. The principal, MTSS Lead, and teacher then sign off on the plan for next steps.

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

PLCs meet on a monthly basis with literacy coaches to review progress monitoring data and discuss proper instructional techniques as related to the focus standards from common unit assessments.

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

MTSS problem-solving teams will meet every 8 weeks to review students receiving tier 2 support to ensure that the students are fluidly moving in and out of groups based upon data related to the intervention as aligned to core instruction. If needed, teachers meet with students in small groups or one-on-one to provide the targeted instruction.

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

When MTSS problem-solving teams meet every 8 weeks to review tiered reading students, priority scheduling will be given to discussing students receiving Tier 3 support to ensure that adjustments to interventions are being made if students are not responding to instruction. Due to the increased intensity and/or frequency of tiered 3 interventions, the reading interventionist analyzes the data more frequently to adjust student instruction based on student performance between these meetings.

Grades K-5 Decision Tree	
Elementary schools (K-5) must teach reading in a dedicated, uninterrupted block of time of at least 90 minutes daily to all students. The reading block will include whole group instruction utilizing an evidence-based sequence of reading instruction and small group differentiated instruction in order to meet individual student needs.	
Tier 1 (Core) Only	
Beginning of Year Data	
Students must meet the following criteria at the beginning of the school year: <ul style="list-style-type: none">· iReady Reading Diagnostic scale scores of 326 or above for kindergarten students , or· Reading F.A.S.T. PM 3 Scores from 2024 of level 3 or above for students in grades 1-5, and/or· Teacher recommendation based upon classroom performance	
List performance criteria that indicate Tier 1 instruction is sufficient for at least 80% of students. Student performance on the FAST PMs are monitored to compare the percentage of students that are at the 45 th percentile or above.	
What processes and procedures are in place to identify and solve problems to improve effectiveness of Tier 1 instruction? Curriculum specialists and teachers on assignment provide professional learning to teachers and coaches on how to respond to the data from formative assessments through targeted small group instruction.	
Core Instruction	
Program	Year Adopted
Wonders	2022-2023
UFLI Foundations	In addition UFLI Foundations is used for foundational skills in grades K-2. UFLI Foundations does not meet strong, moderate, or promising levels of evidence; however, the following WWC Practice Guide Recommendation(s) support the program: Foundational Skills to Support Reading for Understanding in Kindergarten Through 3rd Grade, Recommendations: Develop awareness of the segments of sounds in speech and how they link to letters as found in UFLI Steps 2-3 (strong evidence); Teach students to decode words, analyze word parts, and write and recognize words as found in UFLI Steps 4-6 (strong evidence); and Ensure that each student reads connected text every day to support reading accuracy, fluency, and comprehension as found in UFLI Step 8 (moderate

	evidence) . These recommendations were built into the program by establishing routines as noted in the steps above for students as they are introduced to new sound and letter combinations through multisensory means and the reading of decodable text. The district will support and monitor implementation of this program by providing walkthrough tools focused on the components of UFLI Foundations for coaches to implement and for district literacy specialists to use to identify schools/ teachers in need of targeted support. In addition targeted professional learning for elementary administrators and elementary coaches will be provided by University of Florida so that coaches can train teachers on their site.
Performance criteria that prompt the addition of Tier 2 interventions for students not meeting expectations/benchmarks during the school year: Comparative data are used to determine the potential areas of deficit for a student within core instruction. If a student is not meeting the threshold of 70% within Tier 1 core instruction when compared to peers of the same grade level, additional data points such as F.A.S.T. assessments, iReady diagnostics, and teacher recommendation are used to help make a determination for the addition of Tier 2 interventions.	
Tier 1 Instruction + Tier 2 Interventions	
Beginning of Year Data	
Students who meet the following criteria at the beginning of the school year: <ul style="list-style-type: none"> · Students with a Level 2 on the F.A.S.T. PM 3 for 2025, and/or · Kindergarten students with a scale score between the 25th percentile and the 10th percentile on the F.A.S.T. Reading Progress Monitoring 1 in 2025, and/or · Kindergarten students with a scale score from 325 to 305 on the iReady Reading diagnostic, and/or · Teacher recommendation based upon classroom performance 	
Number of times per week interventions are provided: 3 Number of minutes per intervention session: 20	
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.	
SIPPS (moderate evidence) Magnetic Reading (moderate evidence), Quick Reads (strong evidence Wonders Tiered Intervention does not meet strong, moderate, or promising levels of evidence; however, the following WWC Practice Guide Recommendations support the program: Foundational Skills to Support Reading for Understanding in Kindergarten Through 3 rd Grade <ul style="list-style-type: none"> ○ Develop awareness of the segments of sounds in speech and how they link to letters (Strong Evidence) found in Wonders Intervention as students utilize sound-spelling cards to practice letter/ sound correspondence and blend words with teacher support and modeling. ○ Teach students to decode words, analyze word parts, and write and recognize words (Strong Evidence) found in Wonders Intervention as students read passages that require them to utilize the phonics skill that had been explicitly taught in the lesson. 	

- Ensure that each student reads connected text every day to support reading accuracy, fluency, and comprehension (Moderate Evidence) found in Wonders Intervention as students read passages and look back in the text or reread to determine the correct answers through text evidence.

Provide Reading Interventions for Students in Grades 4-9

- Build students' decoding skills so they can read complex multisyllabic words (Strong Evidence) found in Wonders Intervention lessons as teachers introduce the meaning of prefixes and suffixes and how they change the meaning of the word while also modeling how to blend the syllables.
- Provide purposeful fluency-building activities to help students read effortlessly (Strong Evidence) is found in Wonders Intervention lessons as teachers model fluent reading, use fluency checklists, and have students use routines for choral reading and partner reading.
- Routinely use a set of comprehension-building practices to help students make sense of the text (Strong Evidence) is found in Wonders Intervention lessons through the use of explicit instruction for reading comprehension strategies, text annotation, and graphic organizers.

The district will support and monitor implementation of this program through the use of fidelity checklists including training resources for literacy coaches to provide professional learning on the implementation of Wonders Tier 2 Intervention supports.

iReady Teacher-Led instruction does not meet strong, moderate, or promising levels of evidence; however, the following WWC Practice Guide Recommendations support the program:

Foundational Skills to Support Reading for Understanding in Kindergarten Through 3rd Grade

- Develop awareness of the segments of sounds in speech and how they link to letters (Strong Evidence) found in iReady Tools for Instruction as students hear a sound and show the correct letter card or see a letter card and say the correct sound.
- Teach students to decode words, analyze word parts, and write and recognize words (Strong Evidence) found in iReady Tools for Instruction as students identify and divide words by syllable patterns as they practice blending and reading words.
- Ensure that each student reads connected text every day to support reading accuracy, fluency, and comprehension (Moderate Evidence) found in iReady teacher-led instruction as students read passages and are asked to provide a summary of the text.

Provide Reading Interventions for Students in Grades 4-9

- Build students' decoding skills so they can read complex multisyllabic words (Strong Evidence) found in lessons as teachers introduce Greek and Latin roots as well as common prefixes and suffixes and ask students to create graphic organizers based on an identified word part and define the words that were created and use them in context.
- Routinely use a set of comprehension-building practices to help students make sense of the text (Strong Evidence) through explicit instruction for reading comprehension strategies and student text annotation and use of graphic organizers.

The district will support and monitor implementation of this program through the use of fidelity checklists including training resources for literacy coaches to provide professional learning on the implementation of iReady Teacher-Led supports.

FastForward does not meet strong, moderate, or promising levels of evidence; however, the following WWC Practice Guide Recommendations support the program:

Foundational Skills to Support Reading for Understanding in Kindergarten Through 3rd Grade

- Ensure that each student reads connected text every day to support reading accuracy, fluency, and comprehension (Moderate Evidence) found in the Fast ForWord "Clear Fluency" component in which students listen to models of fluent reading and then practice fluent reading, receiving virtual real-time corrective feedback.

Providing Reading Interventions for Students in Grades 4-9

- Provide purposeful fluency-building activities to help students read effortlessly (Strong Evidence), found in the Fast ForWord “Clear Fluency” component in which students listen to models of fluent reading and then practices fluent reading, receiving virtual real-time corrective feedback.

The district will support and monitor implementation of this program through the use of fidelity checklists Fast ForWord.

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

Students with Disabilities

Within Seminole County Public Schools, 84% of students with disabilities are served for the majority of the instructional day alongside their non-disabled peers. For those students who are identified as needing tiered reading support and are served in the general education classrooms, the interventions listed above will be followed.

For students with disabilities who are served in separate classroom environments for the majority of the instructional day, additional curriculum has been included to address reading deficits, as detailed in the table below.

In addition to the interventions outlined within the CERP, the reading needs of students with disabilities are considered as part of their specially designed instruction and related services, which are integral components of their Individualized Education Plan (IEP).

Name of Program	ESSA Evidence Level	Verbiage (as needed)
Reading Mastery		<p>Reading Mastery does not meet strong, moderate, or promising levels of evidence; however, the following WWC Practice Guide Recommendations support the program:</p> <p>Foundational Skills to Support Reading for Understanding in Kindergarten Through 3rd Grade:</p> <ul style="list-style-type: none"> ○ Develop awareness of the segments of sounds in speech and how they link to letters (Strong Evidence) found in Word Decoding Activities (Symbol Identification/Sound Combination) ○ Teach students to decode words, analyze word parts, and write and recognize words (Strong Evidence) found in Word Decoding Activities (Reading Vocabulary) ○ Ensure that each student reads connected text every day to support reading accuracy, fluency, and comprehension (Moderate Evidence) found in Story Reading and Comprehension Activities <p>Provide Reading Interventions for Students in Grades 4-9</p> <ul style="list-style-type: none"> ○ Build students’ decoding skills so they can read complex multisyllabic words (Strong

		<p>Evidence) found in Word Decoding Activities</p> <ul style="list-style-type: none"> ○ Provide purposeful fluency-building activities to help students read effortlessly (Strong Evidence) found in Story Reading ○ Routinely use a set of comprehension-building practices to help students make sense of the text, (Strong Evidence) found in Comprehension Activities ○ 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) found in Extended Comprehension Activities <p>The district will support and monitor implementation of this program by using fidelity checklists to support teachers as they implement the program and by providing help from teachers on assignment to model and provide professional learning.</p>
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Corrective Reading	Promising Evidence	
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English Language Learners		
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Name of Program	ESSA Evidence Level	Verbiage (as needed)

<p>For K-3 students who have a substantial deficiency in reading or characteristics of dyslexia, identify the multisensory interventions provided.</p> <p>SIPPS, iReady Teacher Led Instruction, and Magnetic Reading all have multi-sensory components as listed below</p> <ul style="list-style-type: none"> • Connecting phonemes and graphemes through Sound-Spelling Cards (Magnetic Reading) and Sound/Say-Trace- and Write and Whisper and Write and other ideas outlined in the Intensive Multisensory Instruction for SIPPS Handbook • Visual and explicit articulation support for sound-spelling through Articulation Cards (Magnetic Reading) and Air and Finger Writing and other ideas outlined in the Intensive Multisensory Instruction for SIPPS Handbook • Multimodal word building, blending and segmentation through Word Building Cards (Magnetic Reading), hand motions, sound lines, and other ideas outlined in the Intensive Multisensory Instruction for SIPPS Handbook • Introduction and practice of high frequency words through Spell & Move and Say, Trace & Write and other ideas other ideas outlined in the Intensive Multisensory Instruction for SIPPS Handbook • Syllabication instruction and practice using the Visual-Vocal-Auditory approach and other ideas outlined in the Intensive Multisensory Instruction for SIPPS Handbook. • Auditory and Visual processing through Interactive Tutorials (iReady Teacher Led Instruction)- listening, watching and oral discourse during the video as well as discussion Discourse cards. 		
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Lessons also have graphic organizers for students to write/draw and express their learning through tactile means.
<p>Performance criteria that prompt the addition of Tier 3 interventions for students not meeting expectations/benchmarks during the school year:</p> <p>Comparative data are used to determine the potential areas of deficit for a student within core instruction. If a student is not meeting the threshold of 70% in intervention, additional data points such as F.A.S.T. assessments, iReady diagnostics, and teacher recommendation are used to help make a determination for the addition of Tier 3 interventions. For students who are already receiving tier 2 support, schools monitor to ensure that the interventions are being provided with fidelity before making a determination if the data is stagnant or declining. When it is determined that the student's data is stagnant or declining despite interventions being provided with fidelity, tier 3 is provided.</p>
Tier 1 Instruction + Tier 2 Interventions + Tier 3 Intensive Interventions
Beginning of Year Data
<p>Students who meet the following criteria at the beginning of the school year:</p> <ul style="list-style-type: none"> • Students with a Level 1 on the F.A.S.T. PM 3 for 2025, and/or • Students in kindergarten- grade 2 or students grades 4 and 5 with a scale score below the 10th percentile on the F.A.S.T. Reading Progress Monitoring 1 in 2025, and/or • Grade 3 students with a scale score below the 20th percentile on the F.A.S.T. Reading Progress Monitoring 1 in 2025, and/or • Students below the 10th percentile on the iReady Reading diagnostic, and/or • Teacher recommendation based upon classroom performance
<p>Number of times per week interventions are provided: 3</p> <p>Number of minutes per intervention session: 20</p>
<p>Intensive, Individualized Instruction/Interventions</p> <p>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.</p>
<p>SIPPS (moderate evidence) Magnetic Reading (moderate evidence) iReady Teacher- Led Quick Reads (strong evidence)</p> <p>Please see the notes in the Tier 2 Elementary Decision Tree for information on the evidence-based strategies found within Wonders Intervention Materials, iReady Teacher-Led Instruction, and Fast ForWord.</p>
<p>Indicate the evidence-based programs and/or practices implemented for students with a disability, students with an IEP and students who are English language learners, if used instead of or in addition to programs above. Add additional rows as needed.</p>
<p>Students with Disabilities</p> <p>Within Seminole County Public Schools, 84% of students with disabilities are served for the majority of the instructional day alongside their non-disabled peers. For those students who are identified as needing tiered reading support and are served in the general education classrooms, the interventions listed above will be followed.</p> <p>For students with disabilities who are served in separate classroom environments for the majority of the instructional day, additional curriculum has been included to address reading deficits, as detailed in the table below.</p>

In addition to the interventions outlined within the CERP, the reading needs of students with disabilities are considered as part of their specially designed instruction and related services, which are integral components of their Individualized Education Plan (IEP).

Name of Program	ESSA Evidence Level	Verbiage (as needed)
Reading Mastery		See verbiage included in Tier 2 of the Elementary Decision Tree
Corrective Reading	Promising	

English Language Learners

Name of Program	ESSA Evidence Level	Verbiage (as needed)

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

SIPPS, iReady Teacher Led Instruction, and Magnetic Reading all have multi-sensory components as listed below

- Connecting phonemes and graphemes through Sound-Spelling Cards (Magnetic Reading) and Sound/Say-Trace- and Write and Whisper and Write and other ideas outlined in the Intensive Multisensory Instruction for SIPPS Handbook
- Visual and explicit articulation support for sound-spelling through Articulation Cards (Magnetic Reading) and Air and Finger Writing and other ideas outlined in the Intensive Multisensory Instruction for SIPPS Handbook
- Multimodal word building, blending and segmentation through Word Building Cards (Magnetic Reading), hand motions, sound lines, and other ideas outlined in the Intensive Multisensory Instruction for SIPPS Handbook
- Introduction and practice of high frequency words through Spell & Move and Say, Trace & Write and other ideas other ideas outlined in the Intensive Multisensory Instruction for SIPPS Handbook
- Syllabication instruction and practice using the Visual-Vocal-Auditory approach and other ideas outlined in the Intensive Multisensory Instruction for SIPPS Handbook.

Auditory and Visual processing through Interactive Tutorials (iReady Teacher Led Instruction)- listening, watching and oral discourse during the video as well as discussion Discourse cards. Lessons also have graphic organizers for students to write/draw and express their learning through tactile means.

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

Teachers on assignment from Student Support Services hold meetings with MTSS contacts across the district to provide updates and allow for articulation across schools. In addition, they visit schools to provide onsite support to teachers and administrators. Teachers on assignment from both Student Support Services and the Department of Teaching and Learning work together to problem solve issues with Tier 3 as appropriate.

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.](#)

<p>Schedule: Summer Learning Camp (SLC) is provided to grade 3 students that have not met the criteria for promotion during the first four weeks of the June. SLC is held from Monday- Thursday from 8:30 am- 1:20 pm.</p> <p>Evidence-Based Instructional Materials to be used, as defined in 20 U.S.C. s. 7801(21)(A)(i): The following curriculum materials are used during Summer Reading Camp:</p> <ul style="list-style-type: none"> • Magnetic Reading • iReady <p>Alternative Assessment Used: iReady Reading Diagnostic or Stanford Achievement Test, 10th Edition</p>
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7b. Districts have the option of providing Summer Reading Camps to students in grades K-5 with a reading deficiency.

<p>Will the district implement this option? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No</p> <p>If yes, please describe the grade level(s) that will be invited to participate.</p>
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Grades 6-12

8. Grades 6-8 Assessments

FAST				
Name of the Assessment	Target Audience	What component of reading is assessed?	Assessment Type	How often is the data collected?
FAST ELA Reading	<input checked="" type="checkbox"/> Grade 6-8 <input checked="" type="checkbox"/> Grade 9-12	<input checked="" type="checkbox"/> Vocabulary <input checked="" type="checkbox"/> Comprehension	<input checked="" type="checkbox"/> Screening <input checked="" type="checkbox"/> Progress Monitoring <input checked="" type="checkbox"/> Summative	3 times a year for students in grades 6-10, retakes are given to students in grades 11-12 in need of a concordant score

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?
Benchmark Assessments (District Created)	<input checked="" type="checkbox"/> Grade 6-8 <input checked="" type="checkbox"/> Grade 9-12	<input type="checkbox"/> Oral Language <input type="checkbox"/> Phonological Awareness <input type="checkbox"/> Phonics <input type="checkbox"/> Fluency <input checked="" type="checkbox"/> Vocabulary <input checked="" type="checkbox"/> Comprehension	<input checked="" type="checkbox"/> Screening <input checked="" type="checkbox"/> Progress Monitoring <input type="checkbox"/> Diagnostic <input checked="" type="checkbox"/> Summative	3 times a year for middle school 2 times a year for high school
Language Checklist	<input checked="" type="checkbox"/> Grade 6-8 <input checked="" type="checkbox"/> Grade 9-10 <input checked="" type="checkbox"/> Grade 11-12	<input checked="" type="checkbox"/> Oral Language <input type="checkbox"/> Phonological Awareness <input type="checkbox"/> Phonics <input type="checkbox"/> Fluency <input type="checkbox"/> Vocabulary <input type="checkbox"/> Comprehension	<input checked="" type="checkbox"/> Screening <input type="checkbox"/> Progress Monitoring <input type="checkbox"/> Diagnostic <input type="checkbox"/> Summative	As needed when a deficit in the area of academics is demonstrated.
iReady Reading Diagnostic	<input checked="" type="checkbox"/> Grade 6-8 <input type="checkbox"/> Grade 9-10 <input type="checkbox"/> Grade 11-12	<input type="checkbox"/> Oral Language <input checked="" type="checkbox"/> Phonological Awareness <input checked="" type="checkbox"/> Phonics <input type="checkbox"/> Fluency <input checked="" type="checkbox"/> Vocabulary <input checked="" type="checkbox"/> Comprehension	<input type="checkbox"/> Screening <input checked="" type="checkbox"/> Progress Monitoring <input checked="" type="checkbox"/> Diagnostic <input type="checkbox"/> Summative	These data points are used to allow for progress monitoring of intensive reading students in grades 6-12. they are used by schools to help determine if students have made sufficient progress so that they can be moved from a foundation focused to a reading comprehension focused intervention. Also, they help to determine if a student no longer needs an intervention. Schools use this data when consulting with the Department of Teaching and Learning of MTSS
Achieve 3000 Level Set	<input type="checkbox"/> Grade 6-8 <input checked="" type="checkbox"/> Grade 9-10 <input checked="" type="checkbox"/> Grade 11-12	<input type="checkbox"/> Oral Language <input type="checkbox"/> Phonological Awareness <input type="checkbox"/> Phonics <input type="checkbox"/> Fluency <input checked="" type="checkbox"/> Vocabulary <input checked="" type="checkbox"/> Comprehension	<input checked="" type="checkbox"/> Screening <input checked="" type="checkbox"/> Progress Monitoring <input type="checkbox"/> Diagnostic <input type="checkbox"/> Summative	
CORE Phonics Survey	<input checked="" type="checkbox"/> Grade 6-8 <input checked="" type="checkbox"/> Grade 9-10 <input checked="" type="checkbox"/> Grade 11-12	<input type="checkbox"/> Oral Language <input type="checkbox"/> Phonological Awareness <input checked="" type="checkbox"/> Phonics <input type="checkbox"/> Fluency <input type="checkbox"/> Vocabulary <input type="checkbox"/> Comprehension	<input checked="" type="checkbox"/> Screening <input checked="" type="checkbox"/> Progress Monitoring <input type="checkbox"/> Diagnostic <input type="checkbox"/> Summative	

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?
				support staff on next steps to meet student needs.
SAT/ACT/CLT	<input type="checkbox"/> Grade 6-8 <input type="checkbox"/> Grade 9-10 <input checked="" type="checkbox"/> Grade 11-12	<input type="checkbox"/> Oral Language <input type="checkbox"/> Phonological Awareness <input type="checkbox"/> Phonics <input type="checkbox"/> Fluency <input checked="" type="checkbox"/> Vocabulary <input checked="" type="checkbox"/> Comprehension	<input type="checkbox"/> Screening <input type="checkbox"/> Progress Monitoring <input type="checkbox"/> Diagnostic <input checked="" type="checkbox"/> Summative	High schools use this data 2-3 times per year to determine if the students have met concordancy.

9. Describe the district's process (e.g., MTSS) for identifying grades 6-12 students in need of Tier 2/Tier 3 interventions.

Multiple data points are monitored to identify students that need tiered reading support. Students who score between 31-40 PR on the F.A.S.T. PM 3 are recommended for tier 2 support through Content Area Reading (CAR) coursework. Additionally, students who receive below a 25 PR on the F.A.S.T. PM 3 are recommended for intensive reading classes. MTSS and school problem-solving teams meet regularly to review progress-monitoring data to ensure appropriate reading support. This data includes an analysis of both formative and summative student assessment data.

For students in grades 11 and 12 who are without concordant scores in the area of reading, schools may elect to have reading teachers provide interventions within ELA to help support students by offering scaffolds to allow students to access the content.

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

Students take benchmark assessments as provided by the district.. PLCs meet to review progress monitoring data and discuss proper instructional techniques as related to the focus standards from formative assessments.

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

MTSS and school problem solving teams meet regularly to review progress-monitoring data in order to ensure appropriate intensive reading placement. This data includes an analysis of both formative and summative student assessment data. Problem-solving methods to improve effectiveness include providing instructional coach support through modeling, PLC Support, as well as MTSS and content specialist support.

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

MTSS problem-solving teams meet regularly to review students receiving tier 2 support to ensure they are fluidly moving in and out of groups based on data related to the intervention as aligned to core instruction.

Grades 6-12 Decision Tree	
Tier 1 (Core) Only	
Beginning of Year Data	
Students must meet the following criteria at the beginning of the school year: <ul style="list-style-type: none"> · On level iReady data, and/or · On level Achieve 3000 data, and/or · Reading F.A.S.T. PM 3 scores from 2024-25 Level 3 or above, and/or · Teacher recommendation based upon classroom performance 	
List performance criteria that indicate Tier 1 is sufficient for at least 80% of students. Student performance on the Quarterly Benchmark Assessments (QBAs) are monitored to compare the percentage of students that are scoring 50% or higher to indicate that they on track to meet grade-level expectations.	
What procedures are in place to identify and solve problems to improve effectiveness of Tier 1 instruction? Administrators conduct walkthroughs to ensure that teachers are using B.E.S.T. aligned materials as recommended in the SCPS Student Success Framework. They also ensure that both whole group instruction and differentiated small group instruction is being provided to all students through tier 1. Curriculum specialists provide professional development to teachers and coaches on how to respond to the data from formative assessments through targeted small group instruction.	
Core Instruction	
The Seminole County Public Schools Curriculum Framework provides an outline for teachers on how to use Study Sync within the 6-12 ELA core curriculum to teach the B.E.S.T. benchmarks. Study Sync was adopted in the 2022-23 school year.	
Performance criteria that prompt the addition of Tier 2 interventions for students not meeting expectations/benchmarks during the school year: Comparative data are used to determine the potential areas of deficit for a student within core instruction. If a student is not meeting the threshold of 70% within tier 1 core instruction when compared to peers of the same grade level, additional data points such as F.A.S.T. assessments, district created Benchmark Assessments, and teacher recommendation based upon class performance are used to help determine if Tier 2 interventions are necessary	

Tier 1 Instruction + Tier 2 Interventions	
Beginning of Year Data	
Students who meet the following criteria at the beginning of the school year: <ul style="list-style-type: none"> · 2024-25 FAST PM 3 PR 26-40 and/or · Teacher recommendation based upon classroom performance. 	
Number of times per week interventions are provided: 3 Number of minutes per intervention session: 20 Course(s) where interventions take place: 1000010 (M/J Intensive Reading 1); 1000012 (M/J Intensive Reading 2); 1000014 (M/J Intensive Reading 3); 1002181 (DLA)	

<p>1000412 (Intensive Reading 1) 1000414 (Intensive Reading 2) 1000416 (Intensive Reading 3) 1000418 (Intensive Reading 4) 1002381 (DLA)</p> <p>A companion code is added to the Content Area Reading (CAR) courses where these interventions are being provided.</p>
<p>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.</p>
<p>Grades 6-8: iReady Grades: 9-10: Achieve 3000 (strong evidence) Grades 6-10: Content Area Reading (CAR) iReady Teacher-Led instruction does not meet strong, moderate, or promising levels of evidence; however, the following WWC Practice Guide Recommendations support the program: Provide Reading Interventions for Students in Grades 4-9</p> <ul style="list-style-type: none"> ○ Build students' decoding skills so they can read complex multisyllabic words (Strong Evidence) found in lessons as teachers introduce Greek and Latin roots as well as common prefixes and suffixes and ask students to create graphic organizers based on identified word part and define the words that were created and use them in context. ○ Routinely use a set of comprehension-building practices to help students make sense of the text (Strong Evidence) explicit instruction for reading comprehension strategies, text annotation, and the use of graphic organizers. <p>The district will support and monitor implementation of this program through the use of fidelity checklists including training resources for literacy coaches to provide professional learning on the implementation of iReady Teacher-Led supports.</p> <p>CAR does not meet strong, moderate, or promising levels of evidence; however, the following WWC Practice Guide Recommendations support the program: Improving Adolescent Literacy- Effective Classroom Intervention Practice.; Provide explicit vocabulary instruction (promising evidence); Provide direct and explicit comprehension strategy instruction (promising evidence); and Provide opportunities for extended discussion of text meaning and interpretation (promising evidence) . These recommendations will be built into CAR offerings by establishing routines for students as they encounter complex content area text as students read in their core content textbooks. The district will support and monitor implementation of this program by providing secondary literacy coaches with professional learning using CAR structures which they will be required to deliver to CAR teachers at their school site. They will be asked to provide student work samples using the structures. In addition, walkthrough tools focused on the elements that should be found within a CAR classroom will be provided for coaches, school administrators, and district literacy specialists to use to identify schools/ teachers in need of targeted support.</p>
<p>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.</p>
<p>Students with Disabilities Within Seminole County Public Schools, 84% of students with disabilities are served for the majority of the instructional day alongside their non-disabled peers. For those students who are identified as needing tiered reading support and are served in the general education classrooms, the interventions listed above will be followed.</p> <p>For students with disabilities who are served in separate classroom environments for the majority of the instructional day, additional curriculum has been included to address reading deficits, as detailed in the table below.</p>

In addition to the interventions outlined within the CERP, the reading needs of students with disabilities are considered as part of their specially designed instruction and related services, which are integral components of their Individualized Education Plan (IEP).		
Name of Program	ESSA Evidence Level	Verbiage (as needed)
Reading Mastery		<p>Reading Mastery does not meet strong, moderate, or promising levels of evidence; however, the following WWC Practice Guide Recommendations support the program: Provide Reading Interventions for Students in Grades 4-9</p> <ul style="list-style-type: none"> ○ Build students' decoding skills so they can read complex multisyllabic words (Strong Evidence) found in Word Decoding Activities ○ Provide purposeful fluency-building activities to help students read effortlessly (Strong Evidence) found in Story Reading ○ Routinely use a set of comprehension-building practices to help students make sense of the text (Strong Evidence), found in Comprehension Activities ○ 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) found in Extended Comprehension Activities <p>The district will support and monitor implementation of this program by using fidelity checklists to support teachers as they implement the program and by providing help from teachers on assignment to model and provide professional</p>
Corrective Reading	Promising	
Lexia Power Up	Promising	
Beable	Promising	
English Language Learners		
Name of Program	ESSA Evidence Level	Verbiage (as needed)
Lexia Power Up (Grades 6-8)	Promising	
Beable	Promising	
<p>Performance criteria that prompt the addition of Tier 3 interventions for students not meeting expectations/benchmarks during the school year:</p> <p>Comparative data are used to determine the potential areas of deficit for a student within core instruction. If a student is not meeting the threshold of 70% in intervention, additional data points such as F.A.S.T. assessments, iReady diagnostics, and teacher recommendation are used to help make a determination for</p>		

the addition of Tier 3 interventions. For students who are already receiving tier 2 support, schools monitor to ensure that the interventions are being provided with fidelity before making a determination if the data is stagnant or declining. When it is determined that the student's data is stagnant or declining despite interventions being provided with fidelity, tier 3 is provided.

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

Beginning of Year Data

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

FAST PM 3 PR 25 & Below and/or

Teacher recommendation based on intervention class performance below a 70% average

Number of times per week interventions are provided: 3

Number of minutes per intervention session: 20

Course(s) where interventions take place:

1000010 (M/J Intensive Reading 1);

1000012 (M/J Intensive Reading 2);

1000014 (M/J Intensive Reading 3);

1002181 (DLA)

1000412 (Intensive Reading 1)

1000414 (Intensive Reading 2)

1000416 (Intensive Reading 3)

1000418 (Intensive Reading 4)

1002381 (DLA)

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.

Grades 6-8: iReady Teacher-Led Small Group Lessons

Grades: 9-10: Achieve 3000 Teacher-Led Small Group Lessons

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

Within Seminole County Public Schools, 84% of students with disabilities are served for the majority of the instructional day alongside their non-disabled peers. For those students who are identified as needing tiered reading support and are served in the general education classrooms, the interventions listed above will be followed.

For students with disabilities who are served in separate classroom environments for the majority of the instructional day, additional curriculum has been included to address reading deficits, as detailed in the table below.

In addition to the interventions outlined within the CERP, the reading needs of students with disabilities are considered as part of their specially designed instruction and related services, which are integral components of their Individualized Education Plan (IEP).

Name of Program	ESSA Evidence Level	Verbiage (as needed)
Reading Mastery	Promising	Please see the verbiage in the Tier 2 Section of the Secondary Decision Tree.
Corrective Reading	Promising	

Lexia Power Up Teacher Led Small Group Lessons	Promising	
Beable Teacher Led Small Group Lessons	Promising	
English Language Learners		
Name of Program	ESSA Evidence Level	Verbiage (as needed)
Lexia Power Up (Grades 6-8) Teacher Led Small Group Lessons	Promising	
Beable Teacher Led Small Group Lessons	Promising	
What procedures are in place to identify and solve problems to improve effectiveness of Tier 3 interventions? Teachers on assignment hold meetings with MTSS contacts across the district to provide updates and allow for articulation across schools. In addition, they visit schools to provide onsite support to teachers and administrators.		

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 FEPF 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.

Multisensory Reading Seminole County Public Schools includes two Florida Diagnostic & Learning Resource System classes as part of our Professional Learning Catalog. Reading Difficulties, Disabilities & Dyslexia and Structured Literacy Through a Multisensory Approach are marketed directly to our teachers and to school-based professional learning administrators along with detailed information about the statutory requirement for specific educators based on subject area certification. It is additionally highly recommended that teachers complete the Elementary or Secondary Literacy Micro-credential from the University of Florida Lastinger Center for Learning.
Components of Reading The district provides monthly professional learning to literacy coaches based upon the level that they support: elementary, middle or high school. Within these meetings updates are provided on the various components of reading to ensure that the coaches are up-to-date on how the science of reading impacts instruction within these areas. These professional learning activities are then provided to teachers at their school sites by their literacy coaches.

Administrators are provided with updates on the components of reading during their cadres.

For the 2025-26 school year, an emphasis at the elementary level will be placed on supporting the second year of UFLI implementation in grades K-2 which will require ongoing support in the areas of phonemic awareness, phonics, word study & spelling and fluency. Additional, professional learning support will also be provided to elementary and high schools on supporting comprehension using the science of reading in differentiated small group instruction. Middle school support will focus on supporting comprehension through explicit instruction within content area instruction.

Instructional Personnel and Certified PreK Teachers

Describe how professional learning is provided to help instructional personnel and certified PreK teachers funded in the FEFP earn a certification, a credential or credentials, an endorsement or an advanced degree in scientifically researched and evidence-based reading instruction.

VPK Leads have the opportunities to earn micro credentials through the UF Lastinger/Flamingo program for CEUs that count towards their Child Development Associate (CDA) In addition, VPK Leads are required to take continuing educational credits to renew their staff credential and CDA. This course taken DCF training registry and focus on emergent literacy skills, early childhood skills and social emotional skills

Differentiated Professional Learning

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

With the help of the assistant superintendents, schools are identified based on progress monitoring data for receiving priority support. The literacy specialists from the Department of Teaching and Learning as well as the instructional coaches from Student & School Success then provide professional learning support to schools based upon these data points.

Mentor Teachers

Describe how mentor teachers are identified and how model classrooms are established and utilized within the school. School principals identify mentor teachers who are trained in Clinical Education. School principals designate one teacher to serve as the leader of the New Educator Support Team (NEST). NEST Lead Teachers are trained and supported by district professional learning specialists via a Board approved program. School principals designate model classrooms and provide time for mentees to visit these classrooms based on the School Improvement Plan and master schedule.

Professional Learning Time

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

School principals provide designated professional learning time within weekly School Improvement Plan (SIP) (early release) and professional learning community (PLC) times. Student achievement data is used to determine training focus. The principal and other designated administrators monitor expectations, participation and outcomes.

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

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.

As a student in kindergarten through grade three is identified as having a Substantial Reading Deficiency, the parents are invited to a conference to explain how the assessment data and teacher observations led to this determination. In addition, a summary of the interventions that the student is receiving at school is provided. Within this letter, parents are informed about the New Worlds Reading Initiative which provides free books to students with a Substantial Reading Deficiency along with family resources such as reading guides to help families use the specific books to engage the student in activities across the components of reading. In addition, the New Worlds Reading Initiative provides videos to model the use of various strategies with their students.










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 family letter that SCPS provides explains how digital books are also available to all students and that the FLDOE has grade specific parent guides for helping students be successful with the B.E.S.T. Benchmarks. They are also informed of the Read-at-Home Plan Resource Guide created by Just Read, Florida. A digital copy of this letter contains links that parents can use to access these resources, and schools make paper copies for families that do not have digital access at home.

In addition, Seminole County utilizes the Student Success Express which is a bus that goes out in the community to make families aware of the resources that are available. This includes information for families on the New Worlds Reading Initiative through fliers in various languages.

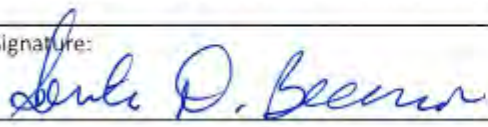
8) Assurances ([Rule 6A-6.053\(9\)\(b\)2., F.A.C.](#))

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:

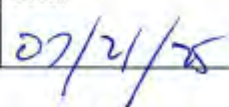
Initials	Assurance
	a. All reading instruction and professional learning is grounded in the science of reading; uses instructional strategies that includes phonics instruction for decoding and encoding as the primary strategy for word reading; and does not employ the three-cueing system model of reading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



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.

Seminole County Public Schools district and school administrators prioritize assigning highly effective teachers from Kindergarten to grade 2 by reviewing teacher evaluations and assigning/offering primary grade placement to highly effective teachers. In addition, SCPS prioritizes providing reading resources and professional learning opportunities aligned with the science of reading for K-2 teachers, including UFLI and other relevant programs.