

St. Johns County School 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	Christine Stephan	Christine.stephan@stjohns.k12.fl.us	904-547-6025
Data Element	Kathryn Barnes	Kathryn.barnes@stjohns.k12.fl.us	904-547-6051
Third Grade Promotion	Christine Stephan	Christine.stephan@stjohns.k12.fl.us	904-547-6025
Multi-Tiered System of Supports	Jessica Balla	Jessica.balla@stjohns.k12.fl.us	904-547-6052
K-12 Literacy Coordinator	Amanda Bergamasco	Amanda.bergamasco@stjohns.k12.fl.us	904-547-6008

2) District Expenditures

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

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

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

Comprehensive System of Reading Instruction Expenditures	Amount 2,864,244	FTE (where applicable)
Elementary Expenses		
Literacy coaches	1,471,006	25
Intervention teachers	0	
Scientifically researched and evidence-based supplemental instructional materials	95,083	
Third grade summer reading camps (July 2025, June 2026)	171,160	
Summer reading camps (July 2025, June 2026)	286,520	
Secondary Expenses		
Literacy coaches	268,297	5
Intervention teachers	0	
Scientifically researched and evidence-based supplemental instructional materials	42,575	
PreK-Grade 12 Expenses		
Professional learning to help K-12 instructional personnel and certified PreK teachers earn a certification, a credential, an endorsement or an advanced degree in scientifically researched and evidence-based reading instruction	0	
Incentives for K-12 instructional personnel and certified PreK teachers who obtain the Reading Endorsement or Certification	0	
Incentives for PreK-12 instructional personnel who obtain an Emergent, Elementary or Secondary Literacy Micro-Credential	0	
Additional time per day of evidence-based intensive reading instruction for extended literacy learning (before or after school, summer, etc.)	0	
Tutoring programs to accelerate literacy learning	0	
Family engagement activities	0	
Other – Please Describe (Add additional rows as needed.)		
Fundations, Just Words and Science of Reading Professional Learning -new teachers (\$23,263) Resources <ul style="list-style-type: none"> • Lexia Core5 (\$352,849) • FUNHub (\$21,000) - for 200 teachers • Read 180 Libraries (\$37,737) 12 total • Fundations Teacher Manuals (\$94,754) 	529,603	
Estimated Sum of Expenditures	2,864,244	

3) Literacy Leadership – District and School

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

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

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

FAST-Star				
Grade	Previous School Year % of Students Scoring	Goal for Plan Year % of Students Scoring	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	2023-24 2.5% 2024-25 0%	2025-26 0%	2023-24 85% 2024-25 95%	96%

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

SJCSD will provide professional learning for all school district VPK instructors on the Early Literacy Standards with specific focus on differentiated instruction based on student performance data on FAST Early Literacy. Professional Learning will focus on individual student needs in the targeted domains in the Science of Reading.

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

FAST-Star				
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	10%	7%	71%	74%
1	16%	13%	69%	72%
2	11%	8%	73%	76%

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
3	6%	3%	76%	79%
4	10%	7%	72%	75%
5	8%	5%	71%	74%
6	10%	7%	72%	75%
7	9%	6%	71%	74%
8	9%	6%	72%	75%
9	8%	5%	73%	76%
10	8%	5%	73%	76%

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	Literacy Walkthrough Tool (monthly) and Fidelity Checks (annually)	Literacy Walkthrough Data (monthly)
Actions for continuous support and improvement	Monthly professional learning, meetings for admin teams and ILCs	School Literacy Leadership Team analysis of LWT data and plans for teacher support
Grades 6-8	District Level	School Level
Data that will be collected and frequency of review	Literacy Walkthrough Tool (monthly) and Fidelity Checks (annually)	Literacy Walkthrough Data (monthly)
Actions for continuous support and improvement	Monthly professional learning, meetings for admin teams and ILCs	School Literacy Leadership Team analysis of LWT data and plans for teacher support
Grades 9-12	District Level	School Level
Data that will be collected and frequency of review	Literacy Walkthrough Tool (monthly) and Fidelity Checks (annually)	Literacy Walkthrough Data (monthly)
Actions for continuous support and improvement	Monthly professional learning, meetings for admin teams and ILCs	School Literacy Leadership Team analysis of LWT data and plans for teacher support

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

Based upon the reflection tool, adjustments were made and a plan developed to assist ILCs in having more time during the day for coaching teachers, ongoing training, and support for the use of Tier 1 curriculum materials with fidelity. Ongoing training and support for secondary teachers to provide students with Tier 2 and 3 interventions. Finally, training and support in the Science of Reading for all stakeholders continues to be a priority.

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

Principals participate in professional learning on the Comprehensive Reading Plan and the Literacy Walkthrough Tool utilized to support the plan. The Literacy Walkthrough Tool is aligned with the *Just Read Florida!* Instructional Practice Profiles to support best practices in reading instruction. Members of the school-based Literacy Leadership Team and the district-based Literacy Leadership Team visit classrooms and utilize the Literacy Walkthrough Tool. Principals are expected to conduct walkthroughs at least once per week. Information gathered is discussed in Literacy Leadership Team meetings, and Instructional Literacy Coaches use the feedback from the tool to coach teachers and create and facilitate professional learning.

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 and the Literacy Leadership Team utilize the Literacy Walkthrough tool and district provided data warehouse tools (ESchool Plus, MTSS database, Performance Matters, FL Statewide Assessment Portal), to review data to make instructional and professional learning decisions to best meet the needs of 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.

N/A

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

- ILC job description
- Principal meetings
- Principal curriculum workshops
- Annual Fidelity Check
- Literacy Walkthroughs
- Literacy Leadership Teams

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

- Monthly Instructional Literacy Coach PLCs and professional learning
- Geo-pattern data meetings and school-based PLCs
- Regular communication with the K-12 Literacy Coordinator
- New ILC mentors
- Individual coaching of coaches
- Access to district specialists (ESE, AIS, MTSS, ELL, etc.) for support and collaboration

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?

- Define the problem or goal
- Analyze the problem and relevant data
- Implement an intervention plan
- Evaluate the intervention for effectiveness
- Define a new problem or continue the support cycle

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

The district monitors and supports the implementation of the coaching model by providing monthly learning opportunities for coaches and leaders. Additionally, Literacy Leadership Teams discuss data and ensure teachers are supported by the Instructional Literacy Coach based on data. The District Literacy Team asks coaches to bring evidence of coaching practices to each Instructional Literacy Coach workshop for collaborative discussion, problem-solving, and feedback.

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

Instructional Literacy Coaches are observed throughout the year by their school-based leadership team (principal and assistant principal). They receive feedback through the Marzano Focused Teaching Evaluation Model. Additionally, coaches meet with the district literacy team at least once per month to discuss data using the PLC process, coaching opportunities, and to problem-solve using the National School Reform

Faculty Consultancy Protocol. Increased efforts will align the supports of the District Literacy Leadership Team with the SJCSO Strategic Plan with a focus on retention and recruitment.

4) Assessment, Curriculum and Reading Instruction

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

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

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

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

The six components of reading (Oral Language, Phonological Awareness, Phonics, Fluency, Vocabulary and Reading Comprehension) are addressed through K-12 B.E.S.T. standards. The four types of assessments (Screening, Progress Monitoring/Formative Assessment, Diagnosis and Summative Assessment) are administered throughout the year. Data from formative and summative assessments are explicitly included within present levels of performance in the IEP, which is at the very least, reviewed annually with parents, General Ed, and Exceptional Ed teachers. Core instruction is standards aligned, including accommodations for English language learners and students with an IEP. Students not successful with Tier 1 instruction will have access to problem solving and interventions through a multi-tiered support system.

2. Describe your public school PreK (VPK, Exceptional Student Education (ESE) and other PreK) program's plan for assessment, standards, instruction and support to meet the needs of all learners.

The St. Johns County School District (SJCSO) Pre-K Program utilizes *The Creative Curriculum® for Preschool, Guided Edition*, delivered through the SmartTeach platform, as its foundational instructional framework. This research-based curriculum supports a comprehensive, play-based approach to early childhood education, fostering development through hands-on, investigative learning experiences. It emphasizes

whole-child development while allowing for differentiated instruction based on ongoing formative assessment.

Embedded within the SmartTeach platform are the Creative Curriculum study guides, which are seamlessly integrated with the *MyTeachingStrategies® (MTS) GOLD* child assessment system. MTS GOLD is a robust, ongoing assessment tool that supports educators in monitoring children's development across all learning domains. The system aligns with both the *National Head Start Early Learning Outcomes Framework* and *Florida's Early Learning and Developmental Standards*, ensuring that instructional practices meet state and national benchmarks. Children's developmental data are collected and organized in individual digital portfolios within the SmartTeach system, enabling real-time, data-informed instruction. In addition to MTS GOLD, all SJCS D Voluntary Pre-Kindergarten (VPK) students are assessed using the *Renaissance STAR Early Literacy* program. This adaptive assessment provides educators with valuable insights into each child's foundational literacy skills, aiding in targeted instruction and early intervention when needed.

To further support emergent literacy, the district incorporates the *Foundations® Pre-K Activity Kit* into daily instruction. This supplemental curriculum provides direct, multisensory instruction in alphabetic principles, including letter-sound associations and alphabetic order, complementing the broader language and literacy goals of The Creative Curriculum.

Professional development for Pre-K educators is embedded directly within the Creative Curriculum's SmartTeach platform, offering instant, on-demand access to instructional support and training. In addition to these embedded resources, every SJCS D Pre-K teacher receives personalized guidance from a dedicated Early Childhood Services (ECS) coach. The ECS Coaching Team works collaboratively with teachers to implement best practices, analyze student data, and continuously improve classroom instruction. Together, these tools and supports ensure that each child in the SJCS D Pre-K Program receives a high-quality, developmentally appropriate early learning experience that lays a strong foundation for success in kindergarten and beyond

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

Creative Curriculum for Preschool – Guided Edition

The *Creative Curriculum* is a widely used, research-based curriculum designed to support whole-child development through project-based, play-centered learning. The *Guided Edition* provides more structured daily plans to assist teachers with implementing the curriculum. The Guided Edition helps teachers with pacing and implementation, provides more scaffolding for newer teachers or programs needing consistency, and helps ensure fidelity of implementation

Key Features:

- Focus on **social-emotional, cognitive, language, and physical development**
- Combines **intentional teaching** with **child-directed exploration**
- Includes **studies** (in-depth investigations of topics like buildings or trees)
- Embedded **formative assessments** and **family engagement** components
- Aligned with early learning standards (e.g., Head Start, FELDS)

Foundations Pre-K Activity Set

This is a pre-literacy resource designed to lay the foundation for reading and writing by focusing on phonological awareness, letter knowledge, and oral language. Foundations Pre-K is not a full curriculum but a supplemental program focused on early literacy skills.

Key Features:

- Emphasizes **print concepts, alphabet knowledge, letter-sound correspondence, and oral language**
- Includes **daily routines** like letter of the day, sound sorting, rhyming games, and tracing
- Uses a **multisensory approach** with movement and verbal cues

- Prepares children for **Foundations Level K** (Kindergarten)

Heggerty Phonemic Awareness Curriculum

Heggerty is a phonemic awareness curriculum designed to be implemented in just 10–12 minutes a day to build foundational skills for reading. The Pre-K version emphasizes basic listening skills, language play, and initial phonological awareness. The curriculum is designed to be developmentally appropriate with lots of repetition and movement

Key Features:

- Daily lessons with a **clear, scripted format**
- Covers **rhyming, onset fluency, blending, segmenting, phoneme manipulation**, and more
- No print component needed—**entirely oral/auditory**
- Strong focus on **systematic and explicit instruction**

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.](#)

Targeted Intentional Instruction via Embedded Intentional Teaching Experiences (ITEs) in SmartTeach

(Creative Curriculum for Preschool, Guided Edition)- This strategy refers to the use of Intentional Teaching Experiences (ITEs) embedded in SmartTeach, a digital tool used to plan and implement The Creative Curriculum for Preschool (Guided Edition). The program's purpose is to deliver intentional, differentiated instruction that supports children's individual learning goals within everyday classroom activities. It focuses on small-group or one-on-one instruction based on assessment data (often collected through Teaching Strategies GOLD®). Teachers plan targeted experiences aligned with children's needs in areas like literacy, math, social-emotional, or language development. These ITEs are embedded within daily routines and center time and use familiar materials to engage children.

Nemours BrightStart!

Nemours BrightStart! is an early literacy intervention program designed to identify and support preschoolers at risk for reading difficulties. The intervention focuses on improving early literacy skills such as print awareness, letter knowledge, phonological awareness, and vocabulary. It is specifically designed for 4- and 5-year-olds who show early signs of reading challenges. The program includes structured, sequential lessons (often 20–25 sessions), blending phonemic awareness with multisensory activities.

Kickstart Literacy!

Kickstart Literacy is a pre-kindergarten literacy curriculum from Teaching Strategies designed to spark children's interest through playful, research-based lessons grounded in the science of reading. The program emphasizes key early reading skills such as phonemic awareness, phonics, and vocabulary development. These skills are introduced and reinforced throughout the year using a spiral approach in both whole-group activities and independent exploration and supplements the core curriculum, *Creative Curriculum*. This intervention includes 180 engaging, 20-minute lessons divided into three parts each, with comprehensive print, digital, and classroom-ready materials.

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?
Teaching Strategies Gold	<input checked="" type="checkbox"/> PreK <input checked="" type="checkbox"/> All Students	<input checked="" type="checkbox"/> Oral Language <input checked="" type="checkbox"/> Phonological Awareness <input checked="" type="checkbox"/> Phonics <input checked="" type="checkbox"/> Fluency <input checked="" type="checkbox"/> Vocabulary <input checked="" type="checkbox"/> Comprehension	<input checked="" type="checkbox"/> Summative	<input checked="" type="checkbox"/> Weekly <input checked="" type="checkbox"/> 3 x Year <input checked="" type="checkbox"/> As Needed
WIDA Screener	<input checked="" type="checkbox"/> Grade K <input checked="" type="checkbox"/> Grade 1 <input checked="" type="checkbox"/> Grade 2 <input checked="" type="checkbox"/> Grade 3 <input checked="" type="checkbox"/> Grade 4 <input checked="" type="checkbox"/> Grade 5 <input checked="" type="checkbox"/> Select Students	<input checked="" type="checkbox"/> Oral Language <input checked="" type="checkbox"/> Vocabulary <input checked="" type="checkbox"/> Comprehension	<input checked="" type="checkbox"/> Screening	<input checked="" type="checkbox"/> As Needed
WIDA	<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 type="checkbox"/> Grade 5 <input checked="" type="checkbox"/> Select Students	<input checked="" type="checkbox"/> Oral Language <input checked="" type="checkbox"/> Vocabulary <input checked="" type="checkbox"/> Comprehension	<input checked="" type="checkbox"/> Screening <input checked="" type="checkbox"/> Progress Monitoring <input checked="" type="checkbox"/> Diagnostic	<input checked="" type="checkbox"/> Annually
CORE Phonics Survey (K-2)	<input checked="" type="checkbox"/> Grade K <input checked="" type="checkbox"/> Grade 1 <input checked="" type="checkbox"/> Grade 2 <input checked="" type="checkbox"/> Grade 3 <input checked="" type="checkbox"/> Grade 4 <input checked="" type="checkbox"/> Grade 5 <input checked="" type="checkbox"/> Select Students	<input checked="" type="checkbox"/> Phonics	<input checked="" type="checkbox"/> Screening <input checked="" type="checkbox"/> Progress Monitoring	<input checked="" type="checkbox"/> As Needed
DRA2/BAS	<input checked="" type="checkbox"/> Grade K <input checked="" type="checkbox"/> Grade 1 <input checked="" type="checkbox"/> Grade 2 <input checked="" type="checkbox"/> Grade 3 <input checked="" type="checkbox"/> Grade 4 <input checked="" type="checkbox"/> Grade 5 <input checked="" type="checkbox"/> Select Students	<input checked="" type="checkbox"/> Oral Language <input checked="" type="checkbox"/> Fluency <input checked="" type="checkbox"/> Vocabulary <input checked="" type="checkbox"/> Comprehension	<input checked="" type="checkbox"/> Screening <input checked="" type="checkbox"/> Progress Monitoring <input checked="" type="checkbox"/> Diagnostic	<input checked="" type="checkbox"/> Quarterly
DIBELS	<input checked="" type="checkbox"/> Grade K <input checked="" type="checkbox"/> Grade 1 <input checked="" type="checkbox"/> Grade 2 <input checked="" type="checkbox"/> Grade 3 <input checked="" type="checkbox"/> Grade 4 <input checked="" type="checkbox"/> Grade 5	<input checked="" type="checkbox"/> Phonics <input checked="" type="checkbox"/> Fluency	<input checked="" type="checkbox"/> Screening <input checked="" type="checkbox"/> Progress Monitoring <input checked="" type="checkbox"/> Diagnostic	<input checked="" type="checkbox"/> 2 x Month <input checked="" type="checkbox"/> Quarterly <input checked="" type="checkbox"/> 3 x Year <input checked="" type="checkbox"/> 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?
	<input checked="" type="checkbox"/> Select Students			
TOWRE	<input checked="" type="checkbox"/> Grade K <input checked="" type="checkbox"/> Grade 1 <input checked="" type="checkbox"/> Grade 2 <input checked="" type="checkbox"/> Grade 3 <input checked="" type="checkbox"/> Grade 4 <input checked="" type="checkbox"/> Grade 5 <input checked="" type="checkbox"/> Select Students	<input checked="" type="checkbox"/> Oral Language <input checked="" type="checkbox"/> Phonological Awareness <input checked="" type="checkbox"/> Phonics	<input checked="" type="checkbox"/> Screening <input checked="" type="checkbox"/> Diagnostic	<input checked="" type="checkbox"/> Annually <input checked="" type="checkbox"/> As Needed
QRI-6	<input checked="" type="checkbox"/> Grade K <input checked="" type="checkbox"/> Grade 1 <input checked="" type="checkbox"/> Grade 2 <input checked="" type="checkbox"/> Grade 3 <input checked="" type="checkbox"/> Grade 4 <input checked="" type="checkbox"/> Grade 5 <input checked="" type="checkbox"/> Select Students	<input checked="" type="checkbox"/> Fluency <input checked="" type="checkbox"/> Vocabulary <input checked="" type="checkbox"/> Comprehension	<input checked="" type="checkbox"/> Progress Monitoring <input checked="" type="checkbox"/> Diagnostic	<input checked="" type="checkbox"/> Quarterly <input checked="" type="checkbox"/> Annually <input checked="" type="checkbox"/> As Needed

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.

District-created Reading Intervention Placement Guides which match the data below on the decision trees are utilized to identify students in grades K-3 in need of Tier 2/Tier 3 interventions. Tier 3 interventions are provided to students identified as having a substantial reading deficiency.

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

District-created Reading Intervention Placement Guides (decision trees) are utilized to identify students in grades 4-5 in need of Tier 2/Tier 3 interventions. Tier 3 interventions are provided to students identified as having a substantial reading deficiency.

3. Students with Characteristics of Dyslexia ([Rule 6A-6.053\(7\), F.A.C.](#))

Students who have characteristics of dyslexia must be covered by one of the plans described in [s. 1008.25\(4\)\(b\), F.S.](#), and parents must be consulted in the development of the plan.

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

Students in grades K-3 who present with characteristics of dyslexia (slow reading progress, difficulty with decoding, difficulty with word accuracy, etc.) are identified either through the school using evidence-based diagnostic materials that show a substantial reading deficiency or the parents providing evidence through a private diagnosis. Each school has processes in place to initiate intensive reading interventions either through the MTSS process or through the student IEP if they are already identified as a student with a disability.

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

The district currently utilizes STAR Reading (K-2) and FAST (3-10) to progress monitor students. STAR Reading and FAST satisfy the statutory requirements regarding adaptive testing for students and progress monitoring. Additionally, diagnostics and/or screeners such as CORE Phonics, DIBELS, TOWRE, and/or WIDA are administered to provide additional information. The data assists schools in determining if a student has a substantial deficiency in reading. MTSS, reading goals on the IEP, and or/ELL scores help ensure that all students are placed in the appropriate intervention courses K-12. Additionally, an audit is conducted on a regular basis to remind schools to review students receiving Code A and/or Code B interventions.

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

Grade-level PLCs administer and analyze data from common formative and summative assessments. School-based Literacy Leadership Teams conduct weekly literacy walkthroughs.

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

Tier 2 interventions are monitored for effectiveness bi-weekly at each individual school via the MTSS process. We utilize our MTSS database to track student data and individual MTSS plans for fidelity.

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

Tier 3 interventions are monitored for effectiveness weekly at each individual school via the MTSS process. We utilize our MTSS database to track student data and individual MTSS plans for fidelity.

Grades K-5 Decision Tree						
Elementary schools (K-5) must teach reading in a dedicated, uninterrupted block of time, 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 <i>(Enter assessment criteria that will be used.)</i>						
	Kindergarten	First Grade	Second Grade	Third Grade	Fourth Grade	Fifth Grade
FAST PM3 (previous grade)	STAR Early Literacy > 40 th %tile	STAR Early Literacy/	STAR Reading > 40 th %tile	Cambium, Level 3, 4, or 5	Cambium, Level 3, 4, or 5	Cambium, Level 3, 4, or 5
FAST PM1 (current grade)		STAR Reading > 40 th %tile		Cambium > 40 th %tile	Cambium > 40 th %tile	Cambium > 40 th %tile
Level (DRA)	NA	NA	Level 18 +	Level 28 +	Level 40 +	Level 50 +
Level (BAS)		NA	Level J +	Level M +	Level Q +	Level T +
COE Parts A-D	NA	Parts A - D: 83	Parts A - D: 83	Parts A-D: 83	Parts A-D: 83	Parts A-D: 83
Part E-K		Part E: 14-15	Parts E – I: 14-15	Parts E – K: 14-15	Parts E – K: 14-15	Parts E – K: 14-15
Part L		NA	NA	Part L: 21-24	Part L: 21-24	Part L: 21-24
DIBELS ORF	NA	NA	ORF ≥ 49 WPM	ORF ≥ 73 WPM	ORF ≥ 87 WPM	ORF ≥ 103 WPM
List performance criteria that indicate Tier 1 instruction is sufficient for at least 80% of students. <ul style="list-style-type: none"> ➤ Assessment Tools: Daily Formative Assessments, Weekly Progress Checks, Unit standards-based foundational skills (Foundations) and comprehension assessments ➤ Performance Criteria: Students demonstrate mastery on daily and weekly checks; Item analysis of standards-based comprehension assessments (70% or higher on each benchmark; 80% or higher on Foundations Unit assessment) 						
What processes and procedures are in place to identify and solve problems to improve effectiveness of Tier 1 instruction? <ul style="list-style-type: none"> ➤ Grade-level PLCs analyze student data through item analysis of common assessments ➤ Teacher observations are conducted with timely feedback provided ➤ Teacher professional learning is provided (school and district level) 						
Core Instruction						
Indicate the core curriculum utilized. Add additional rows as needed.						
Name of Program				Year of Program Adoption		
Savvas myView Literacy				2020		
Wilson Foundations K-2				2020		
Performance criteria that prompt the addition of Tier 2 interventions for students not meeting expectations/benchmarks during the school year: Students demonstrate lack of proficiency on daily and weekly checks; Item analysis of standards-based comprehension assessments (69% or lower on each benchmark; 79% or lower on Foundations Unit assessment)						

Tier 1 Instruction + Tier 2 Interventions (Grades K-5)						
Beginning of Year Data						
Students who meet the following criteria at the beginning of the school year <i>(Enter assessment criteria that will be used.)</i>						
	Kindergarten	First Grade	Second Grade	Third Grade	Fourth Grade	Fifth Grade
FAST PM3 (previous grade)	STAR Early Literacy 20 th - 40 th %tile	STAR Early Literacy/	STAR Reading 20 th - 40 th %tile	Cambium, Level 2	Cambium, Level 2	Cambium, Level 2
FAST PM1 (current grade)		STAR Reading 20 th - 40 th %tile		Cambium 20 th - 40 th %tile	Cambium 20 th - 40 th %tile	Cambium 20 th - 40 th %tile
Level (DRA)	NA	NA	Level 12-16	Level 28 +	Level 40 +	Level 50 +
Level (BAS)		NA	Level F-I	Level M +	Level Q +	Level T +
CORE Phonics Survey	Parts A-D	PARTS A-D: 65-82	PARTS A-D: 65-82	PARTS A-D: 65-82	PARTS A-D: 65-82	PARTS A-D: 65-82
	Part E-K	Parts E-I: 10-13	Parts E-I: 10-13	Parts E-I: 10-13	Parts E-I: 10-13	Parts E-I: 10-13
	Part L	NA	NA	Part L: 15-20	Part L: 15-20	Part L: 15-20
DIBELS ORF	NA	NA	ORF 29-48 WPM	ORF 55-72 WPM	ORF 62-86 WPM	ORF 81-102 WPM

Number of times per week interventions are provided: 2-3 sessions Number of minutes per intervention session: 15-20 minutes		
Supplemental Instruction/Interventions Indicate the evidence-based programs and/or practices used for Tier 2 interventions and how the programs and practices are supported by strong, moderate or promising levels of evidence. Add additional rows as needed.		
Name of Program		Verbiage (as needed)
Wilson Reading System	Promising	
Lindamood Phoneme Sequencing (LiPS)	Promising	
Lexia CORE 5 Reading	Moderate	
Voyager Passport	Strong	
Basic Reading Skills: Phonics	Barton	<p>What Works Clearinghouse <i>Foundational Skills to Support Reading for Understanding in Kindergarten through 3rd grade</i> Educator's Practice Guide</p> <p>Recommendation 2: Develop awareness of the segments of sounds in speech and how they link to letters. STRONG LEVEL OF EVIDENCE</p> <p>Recommendation 3: Teach students to decode words, analyze word parts, and write and recognize words. STRONG LEVEL OF EVIDENCE</p> <p>These recommendations are built into Barton, Hear Builders, Heggerty, and Phonics for Reading by focusing on the foundational skills of phonological awareness and phonics. Explicit and systematic instruction is used to help students develop an awareness of the sounds in words and how they connect to print. Students learn to read words using decoding strategies as well as word recognition, while also analyzing word parts.</p> <p>The district will support and monitor implementation of these programs by conducting MTSS fidelity checks every six weeks. Data from the fidelity checks will be analyzed and intentional follow up with professional learning from the instructional literacy coach will be facilitated. Professional learning opportunities will include team coaching, one-on-one coaching, district-provided training on the science of reading, and monthly professional learning for MTSS teams and instructional literacy coaches.</p>
	Hear Builders	
	Heggerty Phonemic Awareness	
	Phonics for Reading	
	Just Words	<p>What Works Clearinghouse <i>Providing Reading Interventions for Students in Grades 4-9</i> Educator's Practice Guide</p> <ul style="list-style-type: none"> Recommendation 1: Build student's decoding skills so they can read complex multisyllabic words. STRONG LEVEL OF EVIDENCE Recommendation 2: Provide purposeful fluency-building activities to help students read effortlessly. STRONG LEVEL OF EVIDENCE Recommendation 3: Routinely use a set of comprehension-building practices to help students make sense of the text STRONG LEVEL OF EVIDENCE Recommendation 4: Provide students with opportunities to practice making sense of stretch text (i.e., challenging text) that will expose them to complex ideas and information. MODERATE LEVEL OF EVIDENCE <p>These recommendations are built into the programs Just Words and Rewards by focusing on decoding multisyllabic words, identifying and understanding prefixes and suffixes, increasing word and passage reading fluency, building academic vocabulary, and deepening comprehension ("making sense of text") along with building confidence.</p> <p>The district will support and monitor implementation of these programs by conducting MTSS fidelity checks every six weeks. Data from the fidelity checks will be analyzed and intentional follow up with professional learning from the instructional literacy coach will be facilitated. Professional learning opportunities will include team coaching, one-on-one coaching, district-provided training on the science of reading, and monthly professional learning for MTSS teams and instructional literacy coaches.</p>
	REWARDS	
Fluency	Great Leaps	<p>What Works Clearinghouse <i>Foundational Skills to Support Reading for Understanding in Kindergarten through 3rd grade</i> Educator's Practice Guide</p> <p>Recommendation 4: Ensure that each student reads connected text every day to support reading accuracy, fluency, and comprehension. MODERATE LEVEL OF EVIDENCE</p> <p>These recommendations are built into the Great Leaps and Read Naturally programs as students become engaged and confident readers developing fluency, phonics skills, and</p>
	Read Naturally	
	Fluency Development Lessons (FDL), Tim Rasinski	

		<p>vocabulary while reading word lists, phrases, or nonfiction passages. The strategy of repeated reading is used to improve students accuracy, fluency, prosody of a text, resulting in improved comprehension.</p> <p>The district will support and monitor implementation of these programs by conducting MTSS fidelity checks every six weeks. Data from the fidelity checks will be analyzed and intentional follow up with professional learning from the instructional literacy coach will be facilitated. Professional learning opportunities will include team coaching, one-on-one coaching, district-provided training on the science of reading, and monthly professional learning for MTSS teams and instructional literacy coaches.</p>
	REWARDS (4th & 5th)	<p><i>Providing Reading Interventions for Students in Grades 4-9</i></p> <p>Recommendation 2: Provide purposeful fluency-building activities to help students read effortlessly STRONG LEVEL OF EVIDENCE</p> <p>This recommendations is built into the program Rewards in that it improves students' ability to decode multi-syllabic words, resulting in improved fluency through explicit and systematic instruction.</p> <p>The district will support and monitor implementation of these programs by conducting MTSS fidelity checks every six weeks. Data from the fidelity checks will be analyzed and intentional follow up with professional learning from the instructional literacy coach will be facilitated. Professional learning opportunities will include team coaching, one-on-one coaching, district-provided training on the science of reading, and monthly professional learning for MTSS teams and instructional literacy coaches.</p>
Oral Expression & Listening Comprehension	Language for Learning	<p>What Works Clearinghouse <i>Foundational Skills to Support Reading for Understanding in Kindergarten through 3rd grade</i> Educator's Practice Guide</p> <p>Recommendation 1: Teach students academic language skills, including the use of inferential and narrative language, and vocabulary knowledge. HAS RATIONALE (minimal evidence)</p> <p>This recommendation is built into the programs Language for Learning, Language Lab, and Visualize and Verbalize as students' receptive and expressive communication skills are enhanced through the visual components of these resources by teaching children words, concepts, and statements important to both oral and written language. This helps students extend this daily communication.</p> <p>The district will support and monitor implementation of these programs by conducting MTSS fidelity checks every six weeks. Data from the fidelity checks will be analyzed and intentional follow up with professional learning from the instructional literacy coach will be facilitated. Professional learning opportunities will include team coaching, one-on-one coaching, district-provided training on the science of reading, and monthly professional learning for MTSS teams and instructional literacy coaches.</p>
	Language Lab	
	Visualizing and Verbalizing	
Reading Comprehension	SRA Early Interventions in Reading	<p>What Works Clearinghouse <i>Foundational Skills to Support Reading for Understanding in Kindergarten through 3rd grade</i> Educator's Practice Guide</p> <p>Recommendation 4: Ensure that each student reads connected text every day to support reading accuracy, fluency, and comprehension. MODERATE LEVEL OF EVIDENCE</p> <p>This recommendation is built into the program SRA Early Interventions in Reading as students gain critical content and clear instruction through daily explicit and systematic instruction. Lessons work to build student mastery of the five central content strands with the ultimate goal of improved comprehension.</p> <p>The district will support and monitor implementation of these programs by conducting MTSS fidelity checks every six weeks. Data from the fidelity checks will be analyzed and intentional follow up with professional learning from the instructional literacy coach will be facilitated. Professional learning opportunities will include team coaching, one-on-one coaching, district-provided training on the science of reading, and monthly professional learning for MTSS teams and instructional literacy coaches.</p>
Written Comprehension	Language for Writing	<p>What Works Clearinghouse <i>Teaching Elementary School Students to Be Effective Writers</i> Educator's Practice Guide</p> <p>Recommendation 2: Teach students to use the writing process for a variety of purposes. STRONG LEVEL OF EVIDENCE</p> <p>Recommendation 3: Teach students to become fluent with handwriting, spelling, sentence construction, typing, and word processing. MODERATE LEVEL OF EVIDENCE</p> <p>This recommendation is built into the program Language for Writing as it teaches not only writing skills, but also the vocabulary, sentence, and organizational skills that underpin good writing. Ongoing exercises support the development of specific writing skills by</p>

		<p>showing students how to write narratives, use specific words, make precise comparisons, summarize and retell, and proofread for punctuation, grammar, and usage.</p> <p>The district will support and monitor implementation of these programs by conducting MTSS fidelity checks every six weeks. Data from the fidelity checks will be analyzed and intentional follow up with professional learning from the instructional literacy coach will be facilitated. Professional learning opportunities will include team coaching, one-on-one coaching, district-provided training on the science of reading, and monthly professional learning for MTSS teams and instructional literacy coaches.</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.		
Students with Disabilities Utilizing the evidence-based resources listed above, instruction will be targeted and/or intensified for students who have not responded to a specific reading intervention. Data will be analyzed to create a more intensified instructional plan using one or more of the following adjustments while continuing the targeted instruction: a) smaller group size, b) increased frequency of intervention, and/or c) change in resource.		
Name of Program	ESSA Evidence Level	Verbiage (as needed)
See list above		
English Language Learners		
Name of Program	ESSA Evidence Level	Verbiage (as needed)
See list above		
For K-3 students who have a substantial deficiency in reading or characteristics of dyslexia, identify the multisensory interventions provided. Wilson Reading System, Wilson Foundations, and Just Words are structured, Science of Reading-aligned resources that strongly emphasize multisensory learning. Lessons incorporate visual elements through letter cards with picture cues, letter tiles, and decodable text. Auditory processing through systematic phonemic awareness and phonics instruction. Kinesthetic activities such as sky writing, finger tapping, and scooping help reinforce sound symbol connections. Tactile elements include whiteboards, letter tiles, and tile manipulation. Lessons follow a consistent, interactive routine that engages multiple senses to strengthen decoding, encoding, and word recognition skills. The resources are aligned to Orton-Gillingham principles, making them effective for students with characteristics of dyslexia. The strategies listed also become part of the plan for the other intervention resources utilized. Teachers have a strong understanding of the Science of Reading and multisensory strategies and utilize the strategies when working with students.		
Performance criteria that prompt the addition of Tier 3 interventions for students not meeting expectations/benchmarks during the school year: Grades K-5 -59% or below on Savvas assessments (Core curriculum/Tier 1) Grades K-2 -Percentile Rank on STAR Reading or Early Literacy is below the tenth percentile. Grades 3-5 -Percentile Rank on STAR Reading is 1-9 and/or F.A.S.T PM3 standardized English Language Arts assessment the previous year- Level 1 or below. Additional criteria if needed to triangulate data: DIBELS- Instructional reading performance below grade level expectancy, CORE Phonics, BAS/DRA, or other common formative assessments.		

Beginning of Year Data						
Students who meet the following criteria at the beginning of the school year <i>(Enter assessment criteria that will be used.)</i>						
	Kindergarten	First Grade	Second Grade	Third Grade	Fourth Grade	Fifth Grade
FAST PM3 (previous grade)	STAR Early Literacy < 20 th %tile	STAR Early Literacy/ STAR Reading < 20 th %tile	STAR Reading < 20 th %tile	Cambium, Level 1	Cambium, Level 1	Cambium, Level 1
FAST PM1 (current grade)				Cambium < 20 th %tile	Cambium < 20 th %tile	Cambium < 20 th %tile
DRA	NA	NA	Level 8 +	Level 18 +	Level 30 +	Level 40 +
BAS	NA	NA	Level E-	Level J-	Level N-	Level Q-
CORE Phonics Survey	NA	PARTS A-D: 0-64 PART E: 0-9	PARTS A-D: 0-64 PARTS E-I: 0-9	PARTS A-D: 0-64 PARTS E-K: 0-9 PART L: 0-14	PARTS A-D: 0-64 PARTS E-K: 0-9 PART L: 0-14	PARTS A-D: 0-64 PARTS E-K: 0-9 PART L: 0-14
DIBELS ORF	NA	NA	ORF ≤ 28 WPM	ORF ≤ 54 WPM	ORF ≤ 61 WPM	ORF ≤ 80 WPM
Number of times per week interventions are provided: 4-5 sessions Number of minutes per intervention session: 20-30 minutes						
Name of Program		ESSA Evidence Level	Verbiage (as needed)			
Every instructional option for Tier 3 was included in the Tier 2 chart. Resources are not identified for implementation with a specific Tier. Instead, <u>instruction will be targeted and intensified</u> for students who have not responded to a specific reading intervention. Data will be analyzed to create a more intensified instructional plan using one or more of the adjustments listed below while continuing the targeted instruction: <ul style="list-style-type: none"> o Smaller group size o Increased frequency of intervention o Change in resource 						
Students with Disabilities						
Name of Program		ESSA Evidence Level	Verbiage (as needed)			
See list above						
English Language Learners						
Name of Program		ESSA Evidence Level	Verbiage (as needed)			
See list above						
For K-3 students who have a substantial deficiency in reading or characteristics of dyslexia, identify the multisensory interventions provided. Wilson Reading System, Wilson Foundations, and Just Words are structured, Science of Reading-aligned resources that strongly emphasize multisensory learning. Lessons incorporate visual elements through letter cards with picture cues, letter tiles, and decodable text. Auditory processing through systematic phonemic awareness and phonics instruction. Kinesthetic activities such as sky writing, finger tapping, and scooping help reinforce sound symbol connections. Tactile elements include whiteboards, letter tiles, and tile manipulation. Lessons follow a consistent, interactive routine that engages multiple senses to strengthen decoding, encoding, and word recognition skills. The resources are aligned to Orton-Gillingham principles, making them effective for students with characteristics of dyslexia. The strategies listed also become part of the plan for the other intervention resources utilized. Teachers have a strong understanding of the Science of Reading and multisensory strategies and utilize the strategies when working with students.						

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

- Fidelity checks to monitor how intervention is being provided and how student is responding to the intervention
- Multi-disciplinary team meetings to discuss individual students
- Multi-disciplinary team includes grade-level teachers who know the pacing of core curriculum and instruction and can work to maintain alignment between Tier I and II instruction

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

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

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

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

Summer Reading Camps for Retained Grade 3 Students
<p>Schedule: June 16, 2025- July 17, 2025, Monday-Thursday, 8:00 am – 12:00 p.m.</p> <p>Third graders scoring level 1 on the ELA FAST will attend the 5-week Summer Reading Program where instruction in foundational skills is provided by highly effective teachers who are endorsed or certified in reading.</p>
<p>Evidence-Based Instructional Materials to be used, as defined in 20 U.S.C. s. 7801(21)(A)(i):</p> <p>Curriculum maps for the Summer Reading Program are aligned to B.E.S.T. standards and focus on strengthening identified skills to build a stronger foundation in reading. For grades K, 1, 2, and 3 Wilson Foundations and Geodes resources are utilized for instruction. Foundations® utilizes a structured literacy approach grounded in the science of reading to make learning to read fun while laying the groundwork for lifelong literacy. The program's research-based approach and extensive materials allow K–3 teachers to confidently present a carefully structured reading, spelling, and handwriting curriculum using engaging, multisensory techniques. Foundations is aligned with the science of reading and guides teachers to provide effective instructional practices. Geodes reinforce students' phonetic knowledge and help them build strong content knowledge and acquire robust vocabulary skills. In addition, the district also utilizes the district-adopted curriculum, Savvas, myFocus Intervention resource to support language comprehension and writing. myFocus Intervention is a targeted, skill specific, flexible resource. Lesson topics can be correlated with whole-group lessons or taught in isolation to help zero in on closing learning gaps. Teachers provide students with tailored, explicit, small-group instruction to support language comprehension and writing. Students also have access to Lexia® Core5® Reading, a research-proven program that accelerates the development of literacy skills for students of all abilities, helping them make the critical shift from learning to read to reading to learn. Lexia® Core5® Reading follows an adaptive blended learning model that offers explicit, systematic, and personalized reading instruction that focuses on both foundational skills and language comprehension.</p>
<p>Alternative Assessment Used: FAST Retake, SAT-10, STAR</p>
<p>Additional Information (optional):</p>

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

Will the district implement this option? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
If yes, please describe the grade level(s) that will be invited to participate. In addition to mandatory attendance by 3rd graders scoring level 1 on the ELA FAST, students in grades K, 1, and 2 who have been identified with a substantial reading deficiency are invited to attend the 5- week Summer Reading Program where instruction in foundational skills is provided by effective or highly effective teachers (grades K, 1, 2) who are endorsed or certified in reading.

Grades 6-8

8. Grades 6-8 Assessments

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

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

Additional Assessment(s)				
Name of the Assessment	Target Audience (Grades 6-8) (Select all that apply.)	What component of reading is assessed? (Select all that apply.)	Assessment Type (Select all that apply.)	How often is the data collected?
Measures of Academic Progress Growth Assessment (MAP Growth Assessment)	<input checked="" type="checkbox"/> Grade 6 <input checked="" type="checkbox"/> Grade 7 <input checked="" type="checkbox"/> Grade 8 <input checked="" type="checkbox"/> Select Students	<input checked="" type="checkbox"/> Phonics <input checked="" type="checkbox"/> Fluency <input checked="" type="checkbox"/> Vocabulary <input checked="" type="checkbox"/> Comprehension	<input checked="" type="checkbox"/> Screening <input checked="" type="checkbox"/> Progress Monitoring <input checked="" type="checkbox"/> Diagnostic	<input checked="" type="checkbox"/> 3 x Year <input checked="" type="checkbox"/> As Needed
WIDA Screener	<input checked="" type="checkbox"/> Grade 6 <input checked="" type="checkbox"/> Grade 7 <input checked="" type="checkbox"/> Grade 8 <input checked="" type="checkbox"/> Select Students	<input checked="" type="checkbox"/> Oral Language <input checked="" type="checkbox"/> Vocabulary <input checked="" type="checkbox"/> Comprehension	<input checked="" type="checkbox"/> Screening	<input checked="" type="checkbox"/> As Needed
WIDA	<input checked="" type="checkbox"/> Grade 6 <input checked="" type="checkbox"/> Grade 7 <input checked="" type="checkbox"/> Grade 8 <input checked="" type="checkbox"/> Select Students	<input checked="" type="checkbox"/> Oral Language <input checked="" type="checkbox"/> Vocabulary <input checked="" type="checkbox"/> Comprehension	<input checked="" type="checkbox"/> Screening <input checked="" type="checkbox"/> Progress Monitoring <input checked="" type="checkbox"/> Diagnostic	<input checked="" type="checkbox"/> Annually
CORE Phonics Survey	<input checked="" type="checkbox"/> Grade 6 <input checked="" type="checkbox"/> Grade 7 <input checked="" type="checkbox"/> Grade 8 <input checked="" type="checkbox"/> Select Students	<input checked="" type="checkbox"/> Phonics	<input checked="" type="checkbox"/> Screening <input checked="" type="checkbox"/> Progress Monitoring	<input checked="" type="checkbox"/> 3 x Year <input checked="" type="checkbox"/> As Needed
DIBELS	<input checked="" type="checkbox"/> Grade 6 <input checked="" type="checkbox"/> Grade 7 <input checked="" type="checkbox"/> Grade 8	<input checked="" type="checkbox"/> Phonics <input checked="" type="checkbox"/> Fluency	<input checked="" type="checkbox"/> Progress Monitoring <input checked="" type="checkbox"/> Diagnostic	<input checked="" type="checkbox"/> 2 x Month <input checked="" type="checkbox"/> Quarterly <input checked="" type="checkbox"/> As Needed

Additional Assessment(s)				
Name of the Assessment	Target Audience (Grades 6-8) (Select all that apply.)	What component of reading is assessed? (Select all that apply.)	Assessment Type (Select all that apply.)	How often is the data collected?
	<input checked="" type="checkbox"/> Select Students			
TOWRE	<input checked="" type="checkbox"/> Grade 6 <input checked="" type="checkbox"/> Grade 7 <input checked="" type="checkbox"/> Grade 8 <input checked="" type="checkbox"/> Select Students	<input checked="" type="checkbox"/> Oral Language <input checked="" type="checkbox"/> Phonological Awareness <input checked="" type="checkbox"/> Phonics	<input checked="" type="checkbox"/> Screening <input checked="" type="checkbox"/> Diagnostic	<input checked="" type="checkbox"/> Annually <input checked="" type="checkbox"/> As Needed
San Diego Quick	<input checked="" type="checkbox"/> Grade 6 <input checked="" type="checkbox"/> Grade 7 <input checked="" type="checkbox"/> Grade 8 <input checked="" type="checkbox"/> Select Students	<input checked="" type="checkbox"/> Phonics	<input checked="" type="checkbox"/> Screening <input checked="" type="checkbox"/> Diagnostic	<input checked="" type="checkbox"/> As Needed
QRI-6	<input checked="" type="checkbox"/> Grade 6 <input checked="" type="checkbox"/> Grade 7 <input checked="" type="checkbox"/> Grade 8 <input checked="" type="checkbox"/> Select Students	<input checked="" type="checkbox"/> Fluency <input checked="" type="checkbox"/> Vocabulary <input checked="" type="checkbox"/> Comprehension	<input checked="" type="checkbox"/> Progress Monitoring <input checked="" type="checkbox"/> Diagnostic	<input checked="" type="checkbox"/> Quarterly <input checked="" type="checkbox"/> Annually <input checked="" type="checkbox"/> As Needed

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

District-created Reading Intervention Placement Guides which match the data below on the decision trees are utilized to identify students in grades 6-8 in need of Tier 2/Tier 3 interventions. Tier 3 interventions are provided to students identified as having a substantial reading deficiency.

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

Grade-level PLCs administer and analyze data from common formative and summative assessments. School-based Literacy Leadership Teams conduct weekly literacy walkthroughs.

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

Tier 2 interventions are monitored for effectiveness at each individual school via the MTSS process. We utilize our MTSS database to track student data and individual MTSS plans for fidelity.

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

Tier 3 interventions are monitored for effectiveness weekly at each individual school via the MTSS process. We utilize our MTSS database to track student data and individual MTSS plans for fidelity.

Grades 6-8 Decision Tree			
Tier 1 (Core) Only			
Beginning of Year Data			
Students must meet the following criteria at the beginning of the school year (Enter assessment criteria that will be used.)			
	Sixth Grade	Seventh Grade	Eighth Grade
FAST PM3 (previous grade)	Level 3 or above	Level 3 or above	Level 3 or above
FAST PM1 (current grade)	> 40 th %tile	> 40 th %tile	> 40 th %tile
List performance criteria that indicate Tier 1 is sufficient for at least 80% of students. <ul style="list-style-type: none"> ➤ Assessment Tools: Quarterly standards-based assessments (two summative assessments; four formative assessments each quarter) ➤ Performance Criteria: Following item analysis, 80% of students earn 70% or higher on each assessed benchmark 			

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

- Grade-level PLCs analyze student data through item analysis of common assessments
- Teacher observations are conducted with timely feedback provided
- Teacher professional learning is provided (school and district level)

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

Name of Program	Year of Program Adoption
McGraw Hill <i>StudySync</i>	2020

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

Students demonstrate lack of proficiency on daily and weekly checks; Item analysis of standards-based comprehension assessments (69% or lower on each benchmark).

Tier 2 and Tier 3 Interventions (Grades 6-8)

		Number of times per week interventions are provided	Number of minutes per intervention session								
Code A (Tier 2)		2-3 sessions	15-20 minutes								
Code B (Tier 3)		4-5 sessions	20-30 minutes								
Grade Level	Student Characteristic “IF”		Course “THEN”	CODE A	CODE B*						
6 th – 8 th Decision Tree data to consider: ELA FAST PM3 CORE Phonics Survey DIBELS Oral Reading Fluency (ORF) WIDA	Students on a Tier 2 MTSS reading plan & Level 3 or higher on ELA FAST PM3 Students with disabilities who have a reading goal on their IEP &		M/J ELA 6 th : 1001010 7 th : 1001040 8 th : 1001070	X							
	ALL students with Level 2 on ELA FAST PM3 &	Core Phonics Survey Section L \geq 21 & Oral Reading Fluency <table><tr><td>Semester 1</td><td>Semester 2</td></tr><tr><td>\geq 112 WCPM</td><td>\geq 122 WCPM</td></tr></table>				Semester 1	Semester 2	\geq 112 WCPM	\geq 122 WCPM		
		Semester 1				Semester 2					
		\geq 112 WCPM	\geq 122 WCPM								
		Core Phonics Survey Section L \geq 21 & Oral Reading Fluency <table><tr><td>Semester 1</td><td>Semester 2</td></tr><tr><td>< 112 WCPM</td><td>< 122 WCPM</td></tr></table>	Semester 1	Semester 2	< 112 WCPM	< 122 WCPM	**M/J Intensive Reading (IR) IR 6 (6 th grade): 1000010 IR 7 (7 th grade): 1000012 IR 8 (8 th grade): 1000014 <u>or</u> Unique Skills Curriculum & Learning: 6-8 (ESE only) 7863040		X		
	Semester 1	Semester 2									
	< 112 WCPM	< 122 WCPM									
	Core Phonics Survey Section L < 21										
	ALL students with Level 1 on the ELA FAST PM3										
	ALL students on a Tier 3 MTSS reading plan										
Students with disabilities on Access Points Standards who have a reading goal on their IEP		Access Language Arts 6 th : 7810011 7 th : 7810012 8 th : 7810013	X								
		Unique Skills Curriculum & Learning: 6-8 (ESE only) 7863040		X							
ALL	Level 3 or higher on WIDA or WIDA Screener		M/J ELA 6 th : 1001010	X							

	Active ELL students (LY)		7 th : 1001040 8 th : 1001070		
		Level 1 or 2 on WIDA or WIDA Screener	**M/J Intensive Reading (IR) IR 6 (6 th grade): 1000010 IR 7 (7 th grade): 1000012 IR 8 (8 th grade): 1000014		X
		No WIDA score			
CODE A: Student receives targeted reading intervention in an ELA course listed above.		*CODE B: Student receives targeted reading intervention in an ELA course AND intensive reading intervention (with a reading-endorsed teacher) in an Intensive Reading or Unique Skills course as listed above.			
*CODE B courses must be taught by a reading certified or endorsed teacher. [Florida Statute 1008.25; Florida Rule 6A-6.053]					

Supplemental Instruction/Interventions AND Intensive, Individualized Instruction/Interventions		
Indicate the evidence-based programs and/or practices used for Tier 2 AND Tier 3 interventions and how the programs and practices are supported by strong, moderate or promising levels of evidence. Add additional rows as needed.		
Area of Intervention	Name of Program	ESSA Evidence Level or Supporting Evidence from the What Works Clearinghouse Practice Guide
Basic Reading Skills	T3: Wilson Reading System	Strong ESSA Evidence
	Lexia Power Up	Strong ESSA Evidence
	Barton	What Works Clearinghouse <i>Providing Reading Interventions for Students in Grades 4-9</i> Educator's Practice Guide
	Phonics for Reading	
	T3: Just Words	<ul style="list-style-type: none"> Recommendation 1: Build student's decoding skills so they can read complex multisyllabic words. STRONG LEVEL OF EVIDENCE Recommendation 2: Provide purposeful fluency-building activities to help students read effortlessly. STRONG LEVEL OF EVIDENCE Recommendation 3: Routinely use a set of comprehension-building practices to help students make sense of the text STRONG LEVEL OF EVIDENCE Recommendation 4: Provide students with opportunities to practice making sense of stretch text (i.e., challenging text) that will expose them to complex ideas and information. MODERATE LEVEL OF EVIDENCE <p>These recommendations are built into the programs Just Words and Rewards by focusing on decoding multisyllabic words, identifying and understanding prefixes and suffixes, increasing word and passage reading fluency, building academic vocabulary, and deepening comprehension ("making sense of text") along with building confidence.</p> <p>The district will support and monitor implementation of these programs by conducting MTSS fidelity checks every six weeks. Data from the fidelity checks will be analyzed and intentional follow up with professional learning from the instructional literacy coach will be facilitated. Professional learning opportunities will include team coaching, one-on-one coaching, district-provided training on the science of reading, and monthly professional learning for MTSS teams and instructional literacy coaches.</p>
	REWARDS	
Fluency	T3: Read 180	Strong ESSA Evidence
	REWARDS	What Works Clearinghouse <i>Providing Reading Interventions for Students in Grades 4-9</i> Educator's Practice Guide
	Fluency Development Lesson (FDL) by Tim Rasinski	
	Read Naturally	<p>Recommendation 2: Provide purposeful fluency-building activities to help students read effortlessly STRONG LEVEL OF EVIDENCE</p> <p>This recommendation is built into the program Rewards in that it improves students' ability to decode multi-syllabic words, resulting in improved fluency through explicit and systematic instruction.</p> <p>The district will support and monitor implementation of these programs by conducting MTSS fidelity checks every six weeks. Data from the fidelity checks will be analyzed and intentional follow up with professional learning from the instructional literacy coach will be</p>

		facilitated. Professional learning opportunities will include team coaching, one-on-one coaching, district-provided training on the science of reading, and monthly professional learning for MTSS teams and instructional literacy coaches.
Reading Comprehension	T3: Read 180	Strong ESSA Evidence
	Journeys	What Works Clearinghouse <i>Providing Reading Interventions for Students in Grades 4-9</i> Educator’s Practice Guide <ul style="list-style-type: none">Recommendation 3: Routinely use a set of comprehension-building practices to help students make sense of the text STRONG LEVEL OF EVIDENCE
Targeted small group instruction		
Listening Comprehension	Conferencing with student after reading	The recommendation is built into the interventions by building students’ world and word knowledge to help them make sense of the text. Students are consistently provided opportunities to both ask and answer questions to better understand the text they read. The district will support and monitor implementation of these programs by conducting MTSS fidelity checks every six weeks. Data from the fidelity checks will be analyzed and intentional follow up with professional learning from the instructional literacy coach will be facilitated. Professional learning opportunities will include team coaching, one-on-one coaching, district-provided training on the science of reading, and monthly professional learning for MTSS teams and instructional literacy coaches.
Oral Expression	T3: Visualizing and Verbalizing	
	Conferencing with student for oral expression development	
Written Expression	Conferencing with student about their writing with feedback	What Works Clearinghouse <i>Teaching Secondary Students to Write Effectively</i> Educator’s Practice Guide
		Recommendation 1: Explicitly teach appropriate writing strategies using a Model-Practice-Reflect instructional cycle. STRONG LEVEL OF EVIDENCE This recommendation is built into the strategy of conferencing as students and teachers interact in writing experiences through an instructional cycle. The instruction can be intentional and meaningful based on specific student needs. The district will support and monitor implementation of these programs by conducting MTSS fidelity checks every six weeks. Data from the fidelity checks will be analyzed and intentional follow up with professional learning from the instructional literacy coach will be facilitated. Professional learning opportunities will include team coaching, one-on-one coaching, district-provided training on the science of reading, and monthly professional learning for MTSS teams and instructional literacy coaches.
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. Utilizing the evidence-based resources listed above, instruction will be targeted and/or intensified for students who have not responded to a specific reading intervention. This will include students with a disability, students with an IEL, and students who are English Language Learners (ELLs). Data will be analyzed to create a more intensified instructional plan using one or more of the following adjustments while continuing the targeted instruction: <ul style="list-style-type: none">o Smaller group sizeo Increased frequencyo Change in resource What procedures are in place to identify and solve problems to improve effectiveness of Tier 2 and/or Tier 3 interventions? <ul style="list-style-type: none">➤ Fidelity checks are conducted to monitor that intervention is being provided with fidelity and checking for student response to the intervention➤ Multi-disciplinary team meetings are held to discuss individual student data, analyze the data, determine if the current plan is effective (student is making progress) or if adjustments need to be made to the plan➤ Multi-disciplinary teams include grade-level teachers who know the pacing of core curriculum and instruction and can work to maintain alignment between Tier I, II, and III instruction		

Grades 9-12

13. Grades 9-12 Assessments

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

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

Additional Assessment(s)				
Name of the Assessment	Target Audience (Grades 9-12) (Select all that apply.)	What component of reading is assessed? (Select all that apply.)	Assessment Type (Select all that apply.)	How often is the data collected?
WIDA Screener	<input checked="" type="checkbox"/> Grade 9 <input checked="" type="checkbox"/> Grade 10 <input checked="" type="checkbox"/> Grade 11 <input checked="" type="checkbox"/> Grade 12 <input checked="" type="checkbox"/> Select Students	<input checked="" type="checkbox"/> Oral Language <input checked="" type="checkbox"/> Vocabulary <input checked="" type="checkbox"/> Comprehension	<input checked="" type="checkbox"/> Screening	<input checked="" type="checkbox"/> As Needed
WIDA	<input checked="" type="checkbox"/> Grade 9 <input checked="" type="checkbox"/> Grade 10 <input checked="" type="checkbox"/> Grade 11 <input checked="" type="checkbox"/> Grade 12 <input checked="" type="checkbox"/> Select Students	<input checked="" type="checkbox"/> Oral Language <input checked="" type="checkbox"/> Vocabulary <input checked="" type="checkbox"/> Comprehension	<input checked="" type="checkbox"/> Screening <input checked="" type="checkbox"/> Progress Monitoring <input checked="" type="checkbox"/> Diagnostic	<input checked="" type="checkbox"/> Annually
CORE Phonics Survey	<input checked="" type="checkbox"/> Grade 9 <input checked="" type="checkbox"/> Grade 10 <input checked="" type="checkbox"/> Grade 11 <input checked="" type="checkbox"/> Grade 12 <input checked="" type="checkbox"/> Select Students	<input checked="" type="checkbox"/> Phonics	<input checked="" type="checkbox"/> Screening <input checked="" type="checkbox"/> Progress Monitoring	<input checked="" type="checkbox"/> 3 x Year <input checked="" type="checkbox"/> As Needed
DIBELS Oral Reading Fluency	<input checked="" type="checkbox"/> Grade 9 <input checked="" type="checkbox"/> Grade 10 <input checked="" type="checkbox"/> Grade 11 <input checked="" type="checkbox"/> Grade 12 <input checked="" type="checkbox"/> Select Students	<input checked="" type="checkbox"/> Phonics <input checked="" type="checkbox"/> Fluency	<input checked="" type="checkbox"/> Progress Monitoring <input checked="" type="checkbox"/> Diagnostic	<input checked="" type="checkbox"/> Quarterly <input checked="" type="checkbox"/> As Needed
TOWRE	<input checked="" type="checkbox"/> Grade 9 <input checked="" type="checkbox"/> Grade 10 <input checked="" type="checkbox"/> Grade 11 <input checked="" type="checkbox"/> Grade 12 <input checked="" type="checkbox"/> Select Students	<input checked="" type="checkbox"/> Oral Language <input checked="" type="checkbox"/> Phonological Awareness <input checked="" type="checkbox"/> Phonics	<input checked="" type="checkbox"/> Screening <input checked="" type="checkbox"/> Diagnostic	<input checked="" type="checkbox"/> Annually <input checked="" type="checkbox"/> As Needed
QRI-6	<input checked="" type="checkbox"/> Grade 9 <input checked="" type="checkbox"/> Grade 10 <input checked="" type="checkbox"/> Grade 11 <input checked="" type="checkbox"/> Grade 12 <input checked="" type="checkbox"/> Select Students	<input checked="" type="checkbox"/> Fluency <input checked="" type="checkbox"/> Vocabulary	<input checked="" type="checkbox"/> Progress Monitoring <input checked="" type="checkbox"/> Diagnostic	<input checked="" type="checkbox"/> Quarterly <input checked="" type="checkbox"/> Annually <input checked="" type="checkbox"/> As Needed
San Diego Quick	<input checked="" type="checkbox"/> Grade 9 <input checked="" type="checkbox"/> Grade 10	<input checked="" type="checkbox"/> Phonics	<input checked="" type="checkbox"/> Screening <input checked="" type="checkbox"/> Diagnostic	<input checked="" type="checkbox"/> As Needed

Additional Assessment(s)				
Name of the Assessment	Target Audience (Grades 9-12) (Select all that apply.)	What component of reading is assessed? (Select all that apply.)	Assessment Type (Select all that apply.)	How often is the data collected?
	<input checked="" type="checkbox"/> Grade 11 <input checked="" type="checkbox"/> Grade 12 <input checked="" type="checkbox"/> Select Students			
Measures of Academic Progress Growth Assessment (MAP Growth Assessment)	<input checked="" type="checkbox"/> Grade 9 <input checked="" type="checkbox"/> Grade 10 <input checked="" type="checkbox"/> Grade 11 <input checked="" type="checkbox"/> Grade 12 <input checked="" type="checkbox"/> Select Students	<input checked="" type="checkbox"/> Fluency <input checked="" type="checkbox"/> Vocabulary <input checked="" type="checkbox"/> Comprehension	<input checked="" type="checkbox"/> Progress Monitoring <input checked="" type="checkbox"/> Summative	<input checked="" type="checkbox"/> 3 x Year

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

District-created Reading Intervention Placement Guides which match the data below in the decision trees are utilized to identify students in grades 9-12 in need of Tier 2/Tier 3 interventions. Tier 3 interventions are provided to students identified as having a substantial reading deficiency.

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

Grade-level PLCs administer and analyze data from common formative and summative assessments. School-based Literacy Leadership Teams conduct weekly literacy walkthroughs.

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

Tier 2 interventions are monitored for effectiveness at each individual school via the MTSS process. We utilize our MTSS database to track student data and individual MTSS plans for fidelity.

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

Tier 3 interventions are monitored for effectiveness weekly at each individual school via the MTSS process. We utilize our MTSS database to track student data and individual MTSS plans for fidelity.

Grades 9-12 Decision Tree				
Tier 1 (Core) Only				
Beginning of Year Data				
Students must meet the following criteria at the beginning of the school year: <i>(Enter assessment criteria that will be used.)</i>				
	Ninth Grade	Tenth Grade	Eleventh Grade	Twelfth Grade
FAST PM3 (previous grade)	Level 3 or above	Level 3 or above	Level 3 or above	Level 3 or above
FAST PM1 (current grade)	> 40 th %tile	> 40 th %tile	NA	NA
List performance criteria that indicate Tier 1 is sufficient for at least 80% of students. <ul style="list-style-type: none"> ➤ Assessment Tools: Quarterly standards-based assessments (two summative assessments; four formative assessments each quarter) ➤ Performance Criteria: Following item analysis, 80% of students earn 70% or higher on each assessed benchmark 				
What processes and procedures are in place to identify and solve problems to improve effectiveness of Tier 1 instruction and/or curriculum provided to students? <ul style="list-style-type: none"> ➤ Grade-level PLCs analyze student data through item analysis of common assessments ➤ Teacher observations are conducted with timely feedback provided ➤ Teacher professional learning is provided (school and district level) 				

Core Instruction	
Indicate the core curriculum utilized. Add additional rows as needed.	
Name of Program	Year of Program Adoption
McGraw Hill <i>StudySync</i>	2020
Performance criteria that prompt the addition of Tier 2 interventions for students not meeting expectations/benchmarks during the school year:	
Students demonstrate lack of proficiency on daily and weekly checks; Item analysis of standards-based comprehension assessments (69% or lower on each benchmark)	

Tier 2 and Tier 3 Interventions (Grades 9-12)

2025-2026 SJCS D High School Decision Tree (Tier 2 & Tier 3 Interventions)

		Number of times per week interventions are provided	Number of minutes per intervention session			
Code A (Tier 2)		2-3 sessions	15-20 minutes			
Code B (Tier 3)		4-5 sessions	20-30 minutes			
Grade Level	Student Characteristic "IF"		Course "THEN"	Code A	Code B*	
9 th -12 th	Students on a Tier 2 MTSS reading plan & Level 3 or higher on ELA FAST PM3		English 1: 1001310 English 2: 1001340 English 3: 1001370 English 4: 1001400	X		
	Students with disabilities who have a reading goal on their IEP &					
	ALL students with Level 2 on ELA FAST PM3 &	Core Phonics Survey Section L ≥ 21 & ORF ≥ 122 WCPM				
		Core Phonics Survey Section L ≥ 21 & ORF < 122 WCPM	**Intensive Reading (IR) IR 1 (9 th grade): 1000412 IR 2 (10 th grade): 1000414 IR 3 (11 th grade): 1000416 IR 4 (12 th grade): 1000418 <u>or</u> Unique Skills Curriculum & Learning: 9-12 (ESE only) 7963170		X	
		Core Phonics Survey Section L < 21				
		ALL students with Level 1 on ELA FAST PM3				
	ALL students on a Tier 3 MTSS reading plan					
	Decision Tree data to consider:	Students with disabilities on Access Points Standards who have a reading goal on their IEP		Access English 9 th : 7910120 10 th : 7910125 11 th : 7910130 12 th : 7910135	X	
				Unique Skills Curriculum & Learning: 9-12 (ESE only) 7963170		
	ELA FAST PM3	Active ELL students (LY) who score a level 3 on WIDA or WIDA Screener		English 1: 1001310 English 2: 1001340 English 3: 1001370 English 4: 1001400	X	
CORE Phonics Survey	Active ELL students (LY) who score a level 1 or 2 on WIDA or WIDA Screener <u>or</u> do not have a WIDA score		**Intensive Reading (IR) IR 1 (9 th grade): 1000412 IR 2 (10 th grade): 1000414 IR 3 (11 th grade): 1000416 IR 4 (12 th grade): 1000418		X	
DIBLELS Oral Reading Fluency (ORF)						
WIDA						

CODE A: Student receives targeted reading intervention in an English course listed above.	*CODE B: Student receives targeted reading intervention in an English course AND intensive reading intervention (with a reading-endorsed teacher) in a Unique Skills or Intensive Reading course as listed above.
*CODE B courses must be taught by a reading certified or endorsed teacher. [Florida Statute 1008.25; Florida Rule 6A-6.053]	

Supplemental Instruction/Interventions AND Intensive, Individualized Instruction/Interventions		
Indicate the evidence-based programs and/or practices used for Tier 2 AND Tier 3 interventions and how the programs and practices are supported by strong, moderate or promising levels of evidence. Add additional rows as needed.		
Area of Intervention	Name of Program	ESSA Evidence Level or Supporting Evidence from the What Works Clearinghouse Practice Guide
Basic Reading Skills	T3: Wilson Reading System	Strong ESSA Evidence
	Lexia Power Up	Strong ESSA Evidence
	Barton	What Works Clearinghouse <i>Providing Reading Interventions for Students in Grades 4-9</i> Educator's Practice Guide <ul style="list-style-type: none"> • Recommendation 1: Build student's decoding skills so they can read complex multisyllabic words. STRONG LEVEL OF EVIDENCE • Recommendation 2: Provide purposeful fluency-building activities to help students read effortlessly. STRONG LEVEL OF EVIDENCE • Recommendation 3: Routinely use a set of comprehension-building practices to help students make sense of the text STRONG LEVEL OF EVIDENCE • Recommendation 4: Provide students with opportunities to practice making sense of stretch text (i.e., challenging text) that will expose them to complex ideas and information. MODERATE LEVEL OF EVIDENCE
	Phonics for Reading	
	T3: Just Words	
	REWARDS	
Fluency	T3: Read 180	Strong ESSA Evidence
	Fluency Development Lesson (FDL) by Tim Rasinski	What Works Clearinghouse <i>Providing Reading Interventions for Students in Grades 4-9</i> Educator's Practice Guide <i>Providing Reading Interventions for Students in Grades 4-9</i> Recommendation 2: Provide purposeful fluency -building activities to help students read effortlessly STRONG LEVEL OF EVIDENCE This recommendation is built into the program Rewards in that it improves students' ability to decode multi-syllabic words, resulting in improved fluency through explicit and systematic instruction. The district will support and monitor implementation of these programs by conducting MTSS fidelity checks every six weeks. Data from the fidelity checks will be analyzed and intentional follow up with professional learning from the instructional literacy coach will be facilitated. Professional learning opportunities will include team coaching, one-on-one coaching, district-provided training on the science of reading, and monthly professional learning for MTSS teams and instructional literacy coaches.
	Read Naturally	
	T3: Read 180	Strong ESSA Evidence

Reading Comprehension	Targeted small group instruction	What Works Clearinghouse <i>Providing Reading Interventions for Students in Grades 4-9</i> Educator's Practice Guide
Listening Comprehension	Conferencing with student after reading	<ul style="list-style-type: none"> Recommendation 3: Routinely use a set of comprehension-building practices to help students make sense of the text STRONG LEVEL OF EVIDENCE
Oral Expression	T3: Visualizing and Verbalizing	The recommendation is built into the interventions by building students' world and word knowledge to help them make sense of the text. Students are consistently provided opportunities to both ask and answer questions to better understand the text they read.
	Conferencing with student for oral expression development	The district will support and monitor implementation of these programs by conducting MTSS fidelity checks every six weeks. Data from the fidelity checks will be analyzed and intentional follow up with professional learning from the instructional literacy coach will be facilitated. Professional learning opportunities will include team coaching, one-on-one coaching, district-provided training on the science of reading, and monthly professional learning for MTSS teams and instructional literacy coaches.
Written Expression	Conferencing with student about their writing with feedback	<p>What Works Clearinghouse <i>Teaching Secondary Students to Write Effectively</i> Educator's Practice Guide</p> <p>Recommendation 1: Explicitly teach appropriate writing strategies using a Model-Practice-Reflect instructional cycle. STRONG LEVEL OF EVIDENCE</p> <p>This recommendation is built into the strategy of conferencing as students and teachers interact in writing experiences through an instructional cycle. The instruction can be intentional and meaningful based on specific student needs.</p> <p>The district will support and monitor implementation of these programs by conducting MTSS fidelity checks every six weeks. Data from the fidelity checks will be analyzed and intentional follow up with professional learning from the instructional literacy coach will be facilitated. Professional learning opportunities will include team coaching, one-on-one coaching, district-provided training on the science of reading, and monthly professional learning for MTSS teams and instructional literacy coaches.</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.

Utilizing the evidence-based resources listed above, instruction will be targeted and/or intensified for students who have not responded to a specific reading intervention. This will include students with a disability, students with an IEL, and students who are English Language Learners (ELLs). Data will be analyzed to create a more intensified instructional plan using one or more of the following adjustments while continuing the targeted instruction:

- Smaller group size
- Increased frequency
- Change in resource

What procedures are in place to identify and solve problems to improve effectiveness of Tier 2 and/or Tier 3 interventions?

- Fidelity checks are conducted to monitor that intervention is being provided with fidelity and checking for student response to the intervention
- Multi-disciplinary team meetings are held to discuss individual student data, analyze the data, determine if the current plan is effective (student is making progress) or if adjustments need to be made to the plan
- Multi-disciplinary teams include grade-level teachers who know the pacing of core curriculum and instruction and can work to maintain alignment between Tier I, II, and III instruction

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 FEEP earn a certification, a credential, an endorsement or an advanced degree in scientifically researched and evidence-based reading instruction;
- Differentiate and intensify professional learning for teachers based on progress monitoring data;
- Identify mentor teachers and establish model classrooms within the school; and
- Ensure that time is provided for teachers to meet weekly for professional learning.

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

Name of Professional Learning	Target Audience	Description
Empowering Building Leaders	School Admin Teams	Empower building leaders to create optimal conditions that allow coaches time to coach and model in support of teachers.
Tiered Instruction	School Admin and K-12 Teachers	Deepen teachers' knowledge and skills to plan for and facilitate high quality tier 1 instruction, and interventions (tier 2 and 3)
School Improvement and Professional Learning Plans	School Admin Teams	Developing year-long professional learning plans aligned to school improvement plan goals.

Instructional Personnel and Certified PreK Teachers

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

- The following pathways are provided for all certified personnel to earn a certification, a credential, an endorsement, or an advanced degree in scientifically researched and evidence-based reading instruction:
 - SJCS D Reading Endorsement Pathway
 - NEFEC/FDLRS Reading Endorsement Pathway
 - Schulz Center Reading Endorsement Pathway
 - UFLI (University of Florida Literacy Institute) Flamingo Literacy Matrix
 - UFLI Flamingo Literacy Micro-Credential (Elementary and Secondary) as alternative to Endorsement or to fulfill Reading Competency 1: Foundations of Reading Instruction
 - ESE Tuition Support is available for those ESE teachers seeking a Reading Endorsement through a college pathway via the florida-ese.org/tuition-support application
 - Discount partnerships for degree-seekers in a Masters of Reading from American College of Education, Nova Southeastern University, Grand Canyon University, and University of West Florida
 - Discount partnership for FTCE test preparation services with 240Tutoring

Differentiated Professional Learning Describe how professional learning is differentiated and intensified for teachers based on progress monitoring data. <ul style="list-style-type: none"> - Through the analysis of multiple student performance data, and teachers’ perceptual data, areas for targeted improvement are identified and supported. - The content, skill level of participants, and priority level are considered when planning to determine the most effective delivery model for facilitating professional learning. <ul style="list-style-type: none"> o Schools identified by disaggregated school-based data are prioritized for district support.
Mentor Teachers Describe how mentor teachers are identified and how model classrooms are established and utilized within the school. <ul style="list-style-type: none"> - Literacy Leadership Teams in each school as needed, identify model classrooms and coordinate mentor teachers who have completed Clinical Educator Training to provide specific support. - The K-12 Literacy Coordinator assists with any additional model classrooms and/or mentor teachers that may be accessed on other campuses across the district, if needed.
Professional Learning Time Describe how time is provided for teachers to meet weekly for professional learning. Time is provided for professional learning according to our SJCS/D/SJEA Negotiated Agreement, which schedules early release days each month dedicated to professional learning opportunities. Additionally, the master schedule at each school provides collaborative team-planning time for all teachers to align their learning with our district-adopted “Professional Learning Community” model.

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
Varsity Tutors	K-12	Varsity Tutors is a live learning platform that connects students with personalized instruction. By leveraging cutting-edge technology and a vast network of knowledgeable tutors, Varsity Tutors aims to foster a passion for learning and help students unlock their full potential.
School-based tutoring programs	K-12	Schools determine needs and provide tutoring based on available funds.

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.

Parents of students receiving intensive interventions are provided with monthly letters stating whether their student is making adequate progress in response to the intervention, and the change in intervention made, when needed. In addition to reporting data, these letters include a link to the Read-at-Home Plan Resources from the Florida Department of Education. Activities included in these resources are intended to build reading, writing, and vocabulary skills for the student and promote bonding within the family through
--

a love for literacy. Also, qualifying families of students with a substantial reading deficiency are provided a link to information on the New Worlds Scholarship Account.

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).

New Worlds Reading Initiative in conjunction with *INK!* (SJCS Foundation) provides literacy events and resources for participating schools. These resources increase the number of reading materials students have access to in their homes.

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

Christine M. Stephan

Date:

6/15/25

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

9) Highly Effective Teachers

The St. Johns County School District prioritizes assigning **highly effective teachers** to Kindergarten through Grade 2. Our principals currently manage this by reviewing **vacancies, teacher certifications, and effectiveness** when making placements, specifically focusing on these primary grades. This commitment is also outlined in our contract: "The Board agrees to work toward the assignment of professional employees to teach in a grade level or subject area only within the scope of their teaching certification, licensure, or otherwise permitted by Florida Law." Moving forward, we'll further ensure compliance and optimal deployment of our best educators for the youngest students by **monitoring teacher placements during budget meetings**.

There is a heavy focus on recruiting and retaining teachers, especially those who are highly effective. Training, coaching, and support is available to teachers through school-based and district-based coaches and specialists.