

## 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	Tiffany Howard	Howard_t@hcsb.k12.fl.us	352-797-7000 ex. 363
Assistant Superintendent of Teaching & Learning	Gina Michalicka	Michalicka_g@hcsb.k12.fl.us	352-797-7000 ex. 404
Director of Elementary Programs & K-12 ELA	Tiffany Howard	Howard_t@hcsb.k12.fl.us	352-797-7000 ex. 363
Data Element	Jessie Jones	Jones_j@hcsb.k12.fl.us	352-797-7000 ex. 458
Supervisor of Assessment & Accountability	Jennifer Merschbach	Merschbach_j@hcsb.k12.fl.us	352-797-7000 ex. 465
Third Grade Promotion	Tiffany Howard	Howard_t@hcsb.k12.fl.us	352-797-7000 ex. 363
Supervisor of Literacy, Interventions & Elementary Academic Programs	Kelly Downey	Downey_k@hcsb.k12.fl.us	352-797-7000 ex. 280
Multi-Tiered System of Supports	Kerri Littlefield	Littlefield_k@hcsb.k12.fl.us	352-797-7000 ex. 113
Reading Endorsement/Professional Development	Paula Clark	Clark_p@hcsb.k12.fl.us	352-797-7000 ex. 437
3 <sup>rd</sup> grade Summer Reading Camp	Tiffany Howard Kristal Barnes	Howard_t@hcsb.k12.fl.us Barnes_k@hcsb.k12.fl.us	352-797-7000 ex. 363
Director of Federal Programs	Magen Schlechter	Schlechter_m@hcsb.k12.fl.us	352-797-7000 ex. 295

## 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.*

Reading Allocation Budget Item	Amount	FTE (where applicable)
Amount of District Evidence-Based Reading Instruction Allocation	<b>1,440,891.00</b>	
Estimated proportional share distributed to district charters <i>*Charter schools must utilize their proportionate share of the evidence-based reading allocation in accordance with <a href="#">Section (s.) 1002.33(7)(a)2.a.</a> and <a href="#">s. 1008.25(3)(a), Florida Statutes (F.S.)</a>.  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.</i>	<b>36,000</b>	
<b>Elementary Expenses</b>		
Literacy coaches	<b>350,000</b>	<b>4</b>
Scientifically researched and evidence-based supplemental instructional materials	<b>199,945.50</b>	
Summer reading camps for grade 3 students	<b>250,000</b>	
<b>Secondary Expenses</b>		
Literacy coaches	<b>255,000</b>	<b>3</b>
Scientifically researched and evidence-based supplemental instructional materials	<b>199,945.50</b>	
<b>K-12/PreK Expenses</b>		
Professional development 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	<b>100,000</b>	
Tutoring programs to accelerate literacy learning	<b>45,000</b>	
Family engagement activities (Summer Reading Challenge)	<b>5,000</b>	
<b>Sum of Expenditures</b>	<b>1,440,891.00</b>	

## 3) Literacy Leadership – District and School

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

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

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

FAST				
Grade	Previous School Year – % of Students Scoring	Goal for Plan Year – % of Students Scoring	Previous School Year – % of Students Scoring	Goal for Plan Year – % of Students Scoring
	Urgent Intervention <10 <sup>th</sup> percentile	Urgent Intervention <10 <sup>th</sup> percentile	At & Above Benchmark 40 <sup>th</sup> percentile & above	At & Above Benchmark 40 <sup>th</sup> percentile & above
<b>VPK</b>	.4%	0%	95%	98%

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

Staff will be trained in the Strive for Five Framework to improve Oral Language skills. Staff will also continue using the Heggerty Phonemic Awareness program during Tier 1 Instruction as well as an intervention when appropriate. We will continue to promote the New Worlds Reading Initiative for students that qualify.

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

FAST				
Grade	Previous School Year – % of Students Scoring	Goal for Plan Year – % of Students Scoring	Previous School Year – % of Students Scoring	Goal for Plan Year – % of Students Scoring
	Level 1	Level 1	Levels 3-5	Levels 3-5
<b>K</b>	15%	13%	62%	65%
<b>1</b>	27%	24%	56%	58%
<b>2</b>	23%	20%	53%	55%
<b>3</b>	18%	16%	58%	60%
<b>4</b>	24%	22%	52%	54%
<b>5</b>	20%	18%	51%	53%
<b>6</b>	20%	18%	55%	57%
<b>7</b>	19%	17%	55%	57%
<b>8</b>	20%	18%	52%	54%
<b>9</b>	22%	20%	42%	44%
<b>10</b>	17%	15%	53%	55%

**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	STAR/FAST-3 times year iReady-3 times year Formal Walkthroughs-approximately once a year Informal Walkthroughs-based on school needs & data	STAR/FAST-3 times year iReady-3 times year Formatives/classroom assessments-ongoing Administrative walkthroughs-regularly
Actions for continuous support and improvement	District level data chats with administrators to develop action plans. Data and problem solving MTSS monthly meetings.	Data chats admin/teacher and teacher/student. Sharing of data at leadership meetings and during PLCs. MTSS problem solving meetings.
Grades 6-8	District Level	School Level
Data that will be collected and frequency of review	FAST-3 times year iReady-3 times year	FAST-3 times year iReady-3 times year

	Formal Walkthroughs- approximately once a year Informal Walkthroughs- based on school needs & data	Formatives/classroom assessments-ongoing Administrative walkthroughs- regularly
Actions for continuous support and improvement	District level data chats with administrators to develop action plans. Data and problem solving MTSS monthly meetings.	Data chats admin/teacher and teacher/student. Sharing of data at leadership meetings and during PLCs. MTSS problem solving meetings.
<b>Grades 9-12</b>	<b>District Level</b>	<b>School Level</b>
Data that will be collected and frequency of review	FAST-3 times year Formal Walkthroughs- approximately once a year Informal Walkthroughs- based on school needs & data	FAST-3 times year Formatives/classroom assessments-ongoing Administrative walkthroughs- regularly
Actions for continuous support and improvement	District level data chats with administrators to develop action plans. Data and problem solving MTSS monthly meetings.	Data chats admin/teacher and teacher/student. Sharing of data at leadership meetings and during PLCs. MTSS problem solving meetings.

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

In order to continue to support the implementation of Literacy Leadership and to further enhance the Literacy Leadership Teams in place, we will provide for school Literacy Leadership teams a sample agenda with standing agenda items, designate a point of contact for each school, and procedures for uploading agendas. Furthermore, our SRLD will continue to provide support for RAISE school Literacy Leadership teams and we will publish our CERP to the district curriculum page for ease of access for all stakeholders.

In the 2025-2026 school year, we will implement a new Core ELA program K-12. PL support for the 2025-2026 school year will focus on curriculum support from district and site based coaches. We will also conduct informal and formal walkthroughs to check fidelity of implementation and identify trends where additional PL support will be needed and tailor the support to school specific needs. To support oral language, PL will be offered in the summer to PreK-2 grade teachers and SLPs will be providing support to schools during the school year.

We will continue to develop and provide opportunities for Reading 40 inservices and continue to advertise and encourage earning Microcredentials.

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

Principals facilitate data chats at various levels, including full staff data chats in staff meetings, as well as principal/teacher data chats. During these chats, implementation can be discussed.

Additionally, principals conduct informal and formal observations/evaluations. With the support of the district, principals also complete informal and formal walkthroughs. As a result of the variety of walkthroughs, next steps for improvement can be identified.

**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 collect and utilize data in a variety of ways. Assessment data and/or progress monitoring data is reviewed as part of the facilitated planning process. These planning sessions are supported by the administrative team at each school, a site-based coach, if applicable, and/or the district reading coach. This data is used to determine the learning needs of students and to drive instructional decisions.

Data is also used during data chats and during a district walkthrough to help develop next steps and action plans.

**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?**

The literacy coach model will be communicated to principals during a principal meeting. Additionally, it is reviewed/revisited during data chats and post-walkthroughs to determine the most appropriate ways for the coach to provide support for the school.

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

There are monthly coach cadre meetings, during which time coaches engage in a book study and receive professional development. Our SRLD takes part in these monthly meetings, providing coaching support as well. Our coaches also attend monthly BSI regional webinars and SRLD Opportunities to Learn webinars, when their schedules permit. They also participate in training and conferences, such as the Florida Literacy Association conference, as well as Just Read, Florida trainings, when space allows.

Hernando County routinely sends coaches to be trained in the Literacy Coach Endorsement Boot Camp.

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

The district monitors prioritizing high impact activities through the use of monthly coach meetings, data chats, walkthroughs, as well as through coaching logs.

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

Megan Schlechter monitors monthly coaching logs and as needed, we discuss the trends during our Curriculum, Instruction & Assessment meetings to make informed decisions. The coach model is also discussed during district walkthroughs and data chats, as it relates to coaching supports for next steps. We also conduct informal walkthroughs with site-based literacy coaches.

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

Time and effort logs in conjunction with student data is used to determine coaching effectiveness and adjust coaching support from there.

#### **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?**

Through the use of adopted core curriculum, the 6 components of reading will be aligned to the BEST Standards during the 90 minute reading block for elementary and through a class period for secondary. Curriculum maps/pacing guides are used to ensure fidelity of implementation of the curriculum. Lesson planning and various data points will be utilized to differentiate instruction based on student needs, ensuring the ESE and ELL students receive Tier 2 and Tier 3 interventions, as needed. Furthermore, the district assessment plan encompasses the variety of assessments.

Elementary-Benchmark Advance (<https://bit.ly/430JczR>)

Benchmark Advance is the core curriculum in ELA for grade K-5 for all students and it is supported by ESSA Level 3 & 4 evidence. It is used for 90 minutes of uninterrupted reading instruction that includes explicit, systematic, and differentiated instruction in both whole group and small group instruction. Supplemented with Curriculum Associates iReady Instructional Path.

Middle School- McGraw Hill, Florida Study Sync (<https://bit.ly/43uHZA0>)

Teachers will utilize Study Sync's Close and Independent Reading work together to help students build effective habits for analyzing and responding to complex texts. Whole group and collaborative structures will be incorporated into weekly routines. Supplemented with Curriculum Associates iReady.

PreAP English 1 & 2 College Board Resources published as model lessons by Advanced Placement College Board (<https://bit.ly/3vKiOZ7>)

Areas of focus: Reading closely complex literary and informational text, valuing and incorporating textual evidence in writing and speaking, and noticing language choices. College Board-aligned to Florida BEST benchmarks per crosswalk document. ([Pre-AP English 1 and Florida's B.E.S.T. Standards for ELA: Alignment Summary \(collegeboard.org\)](#)) & ([Pre-AP English 2 and Florida's B.E.S.T. Standards for ELA: Alignment Summary \(collegeboard.org\)](#))

High School- Savvas MyPerspectives (<https://bit.ly/4kGhX3B>)

All reading lists and/or reading materials will be taken from the Core Curriculum and/or the BEST Benchmark reading list.

Instruction at all levels is a blended learning model, where students work in a digital platform, as well as with textbooks. All of the core curriculums provide a digital learning platform to support and enhance students' literacy instruction.

Support is provided by district and site-based reading coaches and implementation is monitored through informal walkthroughs, formal walkthroughs, and district data chats. Facilitated planning sessions are provided to increase the deliberate and intentional teaching of literacy instruction.

- 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.**



**Assessment:**

The Hernando County School District coordinates with the statewide VPK Program and the Hernando County School District Pre-K Program to provide the STAR Early Literacy Assessment to all students who will enter Kindergarten the following year. Learning deficiencies in all Pre-K programs are identified and will go through the Problem-Solving Process with MTSS teacher, school site administration and classroom teachers. This problem-solving process will indicate small groups and early interventions in the areas that make up Early Literacy. The STAR EL will be used one additional time between each of the 3 mandatory assessment windows to progress monitor the fidelity of the intervention and change as necessary based on data.

**Standards:**

Florida Early Learning Developmental Standards

All VPK and ESE Pre K teachers receive the following trainings on the standards:

Florida Early Learning and Developmental Standards

FAST STAR EL Assessment Training

Emergent Literacy Skills Training through the DCF Portal

And on-going support from the Early Learning Specialist

The district conducts informal walkthroughs to ensure that instruction meets the needs of all learners. The CLASS (Classroom Assessment Scoring System) Assessment/Observation is conducted once a year. The Early Learning Specialist receives the reports and reviews it with the school administrative team and teachers to develop an action plan and support in the areas needed.

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

Curriculum, Instruction & Support: <https://bit.ly/45j7Eh9>

Three Cheers for Pre-K is used in the VPK Classrooms. A Curriculum Map is provided each year to guide instruction for classroom teachers. There are coordinated efforts from the classroom to the families regarding activities tips that can be done at home to support and enhance instruction at home.

**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.](#)**

VPK students identified as having a substantial deficiency in early literacy skills are provided with the Heggerty Early Pre-K intervention to remediate the deficiency.

**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?
Other District Assessment iReady Diagnostic	<input type="checkbox"/> VPK <input type="checkbox"/> PreK <input 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"/> All Students <input type="checkbox"/> Select Students	<input type="checkbox"/> Oral Language <input checked="" type="checkbox"/> Phonological Awareness <input checked="" type="checkbox"/> Phonics <input checked="" type="checkbox"/> Fluency <input checked="" type="checkbox"/> Vocabulary <input checked="" type="checkbox"/> Comprehension	<input checked="" type="checkbox"/> Screening <input checked="" type="checkbox"/> Progress Monitoring <input checked="" type="checkbox"/> Diagnostic <input type="checkbox"/> Summative	<input type="checkbox"/> Weekly <input type="checkbox"/> 2 x Month <input type="checkbox"/> Monthly <input type="checkbox"/> Quarterly <input checked="" type="checkbox"/> 3 x Year <input type="checkbox"/> Annually <input type="checkbox"/> As Needed <input type="checkbox"/> Other
Other District Assessment Mondo Oral language Screener	<input type="checkbox"/> VPK <input type="checkbox"/> PreK <input checked="" type="checkbox"/> Grade K <input checked="" type="checkbox"/> Grade 1 <input checked="" type="checkbox"/> Grade 2 <input checked="" type="checkbox"/> Grade 3 <input checked="" type="checkbox"/> Grade 4 <input checked="" type="checkbox"/> Grade 5 <input type="checkbox"/> All Students <input checked="" type="checkbox"/> Select Students	<input checked="" type="checkbox"/> Oral Language <input type="checkbox"/> Phonological Awareness <input type="checkbox"/> Phonics <input type="checkbox"/> Fluency <input type="checkbox"/> Vocabulary <input type="checkbox"/> Comprehension	<input checked="" type="checkbox"/> Screening <input type="checkbox"/> Progress Monitoring <input type="checkbox"/> Diagnostic <input type="checkbox"/> Summative	<input type="checkbox"/> Weekly <input type="checkbox"/> 2 x Month <input type="checkbox"/> Monthly <input type="checkbox"/> Quarterly <input type="checkbox"/> 3 x Year <input type="checkbox"/> Annually <input checked="" type="checkbox"/> As Needed <input type="checkbox"/> Other

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

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

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

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

- The student is identified as in need of Tier 3 interventions;
- A student in grades K-3 demonstrates through progress monitoring, formative assessments or teacher observation data, minimum skill levels for reading competency in one or more of the six (6) components of reading; and
  - For kindergarten, the student scores below the tenth (10<sup>th</sup>) 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 (10<sup>th</sup>) 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 (20<sup>th</sup>) 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.**

Using the decision trees below, MTSS teachers review progress monitoring data with teachers to identify students needing interventions. Data is also reviewed for students who were retained in 3<sup>rd</sup> grade in order to ensure that interventions are put into place.

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

Using the decision trees below, MTSS teachers review progress monitoring data with teachers to identify students needing interventions. Statewide assessment data is reviewed to ensure any student with a level 1 or 2 is provided with interventions.

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

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

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

The district will utilize the dyslexia screener within the iReady diagnostic assessment suite. If the student is identified as exhibiting the characteristics of dyslexia, then, the student will immediately be scheduled for a problem-solving meeting to review the data, discuss next steps such as referral for further diagnostic assessments and providing appropriate tier 3 interventions.

**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.**

If a student is identified, then the early literacy tasks within the iReady platform will be utilized to further screen for areas of need.

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

FAST 3 times per year, i-Ready Diagnostic 2-3 times per year, informal and formal walkthroughs, and data chats

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

Data is collected and reviewed monthly to monitor the effectiveness of tier 2 interventions. MTSS problem-solving meetings are also used to review data, fidelity, and intervention effectiveness.

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

Data is collected and reviewed weekly/bi-weekly to monitor the effectiveness of tier 3 interventions. MTSS problem-solving meetings are also used to review data, fidelity, and intervention effectiveness.  
What procedures are in place to identify and solve problems to improve effectiveness of Tier 3

Grades K-5 Decision Tree		
Elementary schools (K-5) must teach reading in a dedicated, uninterrupted block of time of at least 90 minutes daily to all students. The reading block will include whole group instruction 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: Kindergarten only: STAR Early Literacy above 650 1st grade: iReady above 375; STAR above 25th percentile 2nd grade: iReady above 421; STAR above 25th percentile 3rd grade: iReady above 461 4th grade: iReady above 500; FAST PM3 levels 3-5 5th grade: iReady above 525 FAST PM3 levels 3-5		
List performance criteria that indicate Tier 1 instruction is sufficient for at least 80% of students. iReady: Winter Spring		
K	354	376
1	404	422
2	451	474
3	484	499
4	517	523
5	539	546
What processes and procedures are in place to identify and solve problems to improve effectiveness of Tier 1 instruction? Formal and Informal walkthroughs, professional development, coaching support, data chats.		
Core Instruction		
Indicate the core curriculum utilized. Add additional rows as needed.		
Name of Program		Year of Program Adoption
Benchmark Advance		2026
Performance criteria that prompt the addition of Tier 2 interventions for students not meeting expectations/benchmarks during the school year: Earning an i-Ready diagnostic, STAR, or FAST score lower than the benchmarks listed above		
Tier 1 Instruction + Tier 2 Interventions		
Beginning of Year Data		
Students who meet the following criteria at the beginning of the school year: Kindergarten only: STAR Early Literacy between 625-650		

1st grade: iReady below 375, but above 355; STAR between 10th – 24th percentile 2nd grade: iReady below 421, but above 400; STAR between 10th – 24th percentile 3rd grade: iReady below 461, but above 443; FAST PM3 level 1 4th grade: iReady below 500, but above 461; FAST PM3 level 1-2 5th grade: iReady below 523, but above 489; FAST PM3 level 1-2		
<b>Number of times per week interventions are provided:</b> 3 times per week  <b>Number of minutes per intervention session:</b> 20-30 minutes		
<b>Supplemental Instruction/Interventions</b> Indicate the evidence-based programs and/or practices used for Tier 2 interventions and how the programs and practices are supported by strong, moderate or promising levels of evidence. Add additional rows as needed.		
Name of Program	ESSA Evidence Level	Verbiage (as needed)
Curriculum Associates iReady Tools for Instruction and instructional Path	Strong	
Lindamood- Bell	Strong	
Sound Partners	Strong	
Quick Reads	Strong	
Heggerty	Promising	
Imagine Language & Literacy	Promising	
West Virginia Phonics		West Virginia Phonics Lessons does not meet strong, moderate or promising levels of evidence; however, the following IES Practice Guide Recommendation(s) support the program: Assisting Students Struggling with Reading: Response to Intervention (RtI) and Multi-Tier Intervention in the Primary Grades, Recommendation(s) 3, provide intensive systematic instruction on up to three foundational reading skills in small groups to students who score below the benchmark score on universal screening (strong evidence). These recommendation(s) were built into the program by using explicit and systematic instruction in phonemic awareness, phonics, and reading fluency. The district will support and monitor implementation of this program by conducting informal and formal observations and providing coaching, modeling, and professional development of the program components.
Cars & Stars		Cars & Stars does not meet strong, moderate or promising levels of evidence; however, the following IES Practice Guide Recommendation(s) support the program: Improving Adolescent Literacy: Effective Classroom and Intervention Practices, Recommendation(s) 2, provide direct

		and explicit comprehension strategy instruction (strong evidence). These recommendation(s) were built into the program by providing direct, explicit instruction in 12 different reading strategies. The district will support and monitor implementation of this program by conducting informal and formal observations and providing coaching, modeling, and professional development of the program components.
<b>Wordly Wise 3000</b>		Wordly Wise 3000 does not meet strong, moderate or promising levels of evidence; however, the following IES Practice Guide Recommendation(s) support the program: Improving Adolescent Literacy: Effective Classroom and Intervention Practices, Recommendation(s) 1: provide explicit vocabulary instruction. These recommendation(s) were built into the program by providing direct, explicit instruction in vocabulary strategies, engaging activities with peer sharing and interaction, and connected text that is differentiated to meet the needs of students are varying levels. The district will support and monitor implementation of this program by conducting informal and formal observations and providing coaching, modeling, and professional development of the program components.
<b>Phonics for Reading</b>		Phonics for Reading does not meet strong, moderate or promising levels of evidence; however, the following IES Practice Guide Recommendation(s) support the program: Assisting Students Struggling with Reading: Response to Intervention (RtI) and Multi-Tier Intervention in the Primary Grades, Recommendation(s) 3, provide intensive systematic instruction on up to three foundational reading skills in small groups to students who score below the benchmark score on universal screening (strong evidence). These recommendation(s) were built into the program by using explicit and systematic instruction in phonics and reading fluency. The district will support and monitor implementation of this program by conducting informal and formal observations and providing coaching, modeling, and professional development of the program components.
<b>UFLI Foundations</b>		UFLI Foundations does not meet strong, moderate or promising levels of evidence; however, the following IES Practice Guide

		<p>Recommendation(s) support the program: Foundational Skills to Support Reading for Understanding in Kindergarten through 3rd Grade), Recommendation(s) 1: Teach students academic language skills, including the use of inferential and narrative language, and vocabulary knowledge (minimal evidence), 2: Develop awareness of the segments of sounds in speech and how they link to letters (strong evidence), 3: Teach students to decode words, analyze word parts, and write and recognize words (strong evidence), 4: Ensure that each student reads connected text every day to support reading accuracy, fluency, and comprehension (moderate evidence). These recommendation(s) were built into the program by a systematic approach to phonological awareness, phonics, and language conventions and explicitly teaching students the skills critical to reading comprehension and language proficiency. The district will support and monitor implementation of this program by conducting informal and formal observations and providing coaching, modeling, and professional development of the program components.</p>
Benchmark Advance Intervention	Promising	
<p>Indicate the evidence-based programs and/or practices implemented for students with a disability, students with an IEP and students who are English language learners, if used instead of or in addition to programs above. Add additional rows as needed.</p>		
Students with Disabilities		
Name of Program	ESSA Evidence Level	Verbiage (as needed)
Edmark Reading Kits 1. 2	Strong	
Edmark Reading Kits 1, 2	Moderate	
Lindmood Phoneme Sequencing (LIPS)	Promising	
English Language Learners		
Name of Program	ESSA Evidence Level	Verbiage (as needed)
Imagine Language and Literacy	Promising	
<p>For K-3 students who have a substantial deficiency in reading or characteristics of dyslexia, identify the multisensory interventions provided.</p> <p>Heggerty, Lindamood-Bell, Sound Partners, or UFLi</p>		



<b>Performance criteria that prompt the addition of Tier 3 interventions for students not meeting expectations/benchmarks during the school year:</b> 3-4 monthly progress monitoring points significantly below mastery; iReady diagnostic data continues to show performance of two or more grade levels below.		
<b>Tier 1 Instruction + Tier 2 Interventions + Tier 3 Intensive Interventions</b>		
<b>Beginning of Year Data</b>		
<b>Students who meet the following criteria at the beginning of the school year:</b> Kindergarten only: STAR Early Literacy below 10th percentile 1st grade: iReady below 355; STAR below 10th percentile 2nd grade: iReady below 400; STAR below 10th percentile 3rd grade: iReady below 443; FAST PM1 below 20th percentile 4th grade: iReady below 461; FAST PM3 level 1 5th grade: iReady below 489; FAST PM3 level 1		
<b>Number of times per week interventions are provided:</b> 2 times in addition to tier 2  <b>Number of minutes per intervention session:</b> 30 minutes		
<b>Intensive, Individualized Instruction/Interventions</b> Indicate the evidence-based programs and/or practices used for Tier 3 interventions and how the programs and practices are supported by strong, moderate or promising levels of evidence. Add additional rows as needed.		
Name of Program	ESSA Evidence Level	Verbiage (as needed)
Curriculum Associates iReady Tools for Instruction	Strong	
Early Intervention in Reading	Promising	
Lindamood-Bell	Strong	
Sound Partners	Strong	
Quick Reads	Strong	
Heggerty	Promising	
Sonday System	Promising	
Barton		Barton does not meet strong, moderate or promising levels of evidence; however, the following IES Practice Guide Recommendation(s) support the program: Assisting Students Struggling with Reading: Response to Intervention (RtI) and Multi-Tier Intervention in the Primary Grades, Recommendation(s) 3, provide intensive systematic instruction on up to three foundational reading skills in small groups to students who score below the benchmark score on universal screening (strong evidence). These recommendation(s) were built into the program by using multi-sensory, direct, explicit, structured and sequential phonics instruction. The district will support and monitor implementation of this program by conducting informal and formal observations and providing

		coaching, modeling, and professional development of the program components.
<b>West Virginia Phonics</b>		West Virginia Phonics Lessons does not meet strong, moderate or promising levels of evidence; however, the following IES Practice Guide Recommendation(s) support the program: Assisting Students Struggling with Reading: Response to Intervention (RtI) and Multi-Tier Intervention in the Primary Grades, Recommendation(s) 3, provide intensive systematic instruction on up to three foundational reading skills in small groups to students who score below the benchmark score on universal screening (strong evidence). These recommendation(s) were built into the program by using explicit and systematic instruction in phonemic awareness, phonics, and reading fluency. The district will support and monitor implementation of this program by conducting informal and formal observations and providing coaching, modeling, and professional development of the program components.
<b>Phonics for Reading</b>		Phonics for Reading does not meet strong, moderate or promising levels of evidence; however, the following IES Practice Guide Recommendation(s) support the program: Assisting Students Struggling with Reading: Response to Intervention (RtI) and Multi-Tier Intervention in the Primary Grades, Recommendation(s) 3, provide intensive systematic instruction on up to three foundational reading skills in small groups to students who score below the benchmark score on universal screening (strong evidence). These recommendation(s) were built into the program by using explicit and systematic instruction in phonics and reading fluency. The district will support and monitor implementation of this program by conducting informal and formal observations and providing coaching, modeling, and professional development of the program components.
<b>UFLi</b>		UFLI Foundations does not meet strong, moderate or promising levels of evidence; however, the following IES Practice Guide Recommendation(s) support the program: Foundational Skills to Support Reading for Understanding in Kindergarten through 3rd Grade), Recommendation(s) 1: Teach students academic language skills, including the use of

		inferential and narrative language, and vocabulary knowledge (minimal evidence), 2: Develop awareness of the segments of sounds in speech and how they link to letters (strong evidence), 3: Teach students to decode words, analyze word parts, and write and recognize words (strong evidence), 4: Ensure that each student reads connected text every day to support reading accuracy, fluency, and comprehension (moderate evidence). These recommendation(s) were built into the program by a systematic approach to phonological awareness, phonics, and language conventions and explicitly teaching students the skills critical to reading comprehension and language proficiency. The district will support and monitor implementation of this program by conducting informal and formal observations and providing coaching, modeling, and professional development of the program components.
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.		
<b>Students with Disabilities</b>		
<b>Name of Program</b>	<b>ESSA Evidence Level</b>	<b>Verbiage (as needed)</b>
Edmark Reading Kits 1. 2	Strong	
Edmark Reading Kits 1, 2	Moderate	
Lindmood Phoneme Sequencing (LIPS)	Promising	
<b>Name of Program</b>	<b>ESSA Evidence Level</b>	<b>Verbiage (as needed)</b>
Carousel of IDEAS by Ballard & Tighe		While Carousel of IDEAS by Ballard & Tighe does not meet strong, moderate, or promising levels of evidence; however, the following WWC Practice Guide Recommendation(s) support the program: a focus on English Language Proficiency Standards, diverse settings, gradual release responsibilities, writing, and academic language development.
<b>For K-3 students who have a substantial deficiency in reading or characteristics of dyslexia, identify the multisensory interventions provided.</b> Lindamood-Bell, Sound Partners, Heggerty, UFLi Foundations		
<b>What processes and procedures are in place to identify and solve problems to improve effectiveness of Tier 3 interventions?</b> MTSS Problem-solving team meetings and data reviews during district MTSS meetings.		

**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
<b>Schedule:</b> June 8, 2026-Jul 3, 2026 Monday through Thursday, 8:30-12:30
<b>Evidence-Based Instructional Materials to be used, as defined in <a href="#">20 U.S.C. s. 7801(21)(A)(i)</a>:</b> iReady instructional path, Tools for Instruction, Scaffolded comprehension, and Magnetic Reading Foundations (strong evidence), Sonday System, Heggerty Phonemic Awareness and UFLi
<b>Alternative Assessment Used:</b> iReady Diagnostic STAR Reading
<b>Additional Information (optional):</b>

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

Summer Reading Camps for Students in Grades K-5
<b>Will the district implement this option?</b> <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
<b>If yes, please describe the grade level(s) that will be invited to participate.</b>

**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"/> Vocabulary <input checked="" type="checkbox"/> Comprehension	<input checked="" type="checkbox"/> Screening <input checked="" type="checkbox"/> Progress	<input checked="" type="checkbox"/> 3 x Year

FAST				
Name of the Assessment	Target Audience	What component of reading is assessed?	Assessment Type	How often is the data collected?
	<input checked="" type="checkbox"/> Grade 8		Monitoring <input checked="" type="checkbox"/> Summative	

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

Additional Assessment(s)				
Name of the Assessment	Target Audience (Grades 6-8) (Select all that apply.)	What component of reading is assessed? (Select all that apply.)	Assessment Type (Select all that apply.)	How often is the data collected?
Other District Assessment iReady Diagnostic	<input checked="" type="checkbox"/> Grade 6 <input checked="" type="checkbox"/> Grade 7 <input checked="" type="checkbox"/> Grade 8 <input type="checkbox"/> All Students <input type="checkbox"/> Select Students All students AP1, Intensive Reading students in AP2, and AP3	<input type="checkbox"/> Oral Language <input checked="" type="checkbox"/> Phonological Awareness <input checked="" type="checkbox"/> Phonics <input checked="" type="checkbox"/> Fluency <input checked="" type="checkbox"/> Vocabulary <input checked="" type="checkbox"/> Comprehension	<input type="checkbox"/> Screening <input checked="" type="checkbox"/> Progress Monitoring <input checked="" type="checkbox"/> Diagnostic <input type="checkbox"/> Summative	<input type="checkbox"/> Weekly <input type="checkbox"/> 2 x Month <input type="checkbox"/> Monthly <input type="checkbox"/> Quarterly <input checked="" type="checkbox"/> 3 x Year <input type="checkbox"/> Annually <input type="checkbox"/> As Needed <input type="checkbox"/> Other
Other District Assessment Mondo Oral Language	<input checked="" type="checkbox"/> Grade 6 <input checked="" type="checkbox"/> Grade 7 <input checked="" type="checkbox"/> Grade 8 <input type="checkbox"/> All Students <input checked="" type="checkbox"/> Select Student	<input checked="" type="checkbox"/> Oral Language <input type="checkbox"/> Phonological Awareness <input type="checkbox"/> Phonics <input type="checkbox"/> Fluency <input type="checkbox"/> Vocabulary <input type="checkbox"/> Comprehension	<input checked="" type="checkbox"/> Screening <input type="checkbox"/> Progress Monitoring <input type="checkbox"/> Diagnostic <input type="checkbox"/> Summative	<input type="checkbox"/> Weekly <input type="checkbox"/> 2 x Month <input type="checkbox"/> Monthly <input type="checkbox"/> Quarterly <input type="checkbox"/> 3 x Year <input type="checkbox"/> Annually <input checked="" type="checkbox"/> As Needed <input type="checkbox"/> Other

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

Using the decision trees below, MTSS teachers review progress monitoring data with teachers to identify students needing interventions. Statewide assessment data is reviewed to ensure any student with a level 1 or 2 is provided with interventions. After further diagnostic assessment with iReady, student's scores are reviewed to identify students in need of tier 3 services and the specific area(s) of need.

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

Informal and formal walkthrough and data reviews.

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

Informal walkthroughs, MTSS problem-solving team meetings, and district MTSS data review meetings.

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

Informal walkthroughs, MTSS problem-solving team meetings, and district MTSS data review meetings

**Grades 6-8 Decision Tree**

Tier 1 (Core) Only	
<b>Beginning of Year Data</b>	
<b>Students must meet the following criteria at the beginning of the school year:</b> FAST PM 3 achievement level 3, 4, or 5 and/or 6th grade: iReady above 544 7th grade: iReady above 561 8th grade: iReady above 573	
<b>List performance criteria that indicate Tier 1 is sufficient for at least 80% of students.</b> iReady: Winter Spring 6 555 561 7 569 574 8 583 587	
<b>What procedures are in place to identify and solve problems to improve effectiveness of Tier 1 instruction?</b> Formal and informal walkthroughs and data review meetings.	
<b>Core Instruction</b>	
Indicate the core curriculum utilized. Add additional rows as needed.	
<b>Name of Program</b>	<b>Year of Program Adoption</b>
McGraw Hill Study Sync	2026
<b>Performance criteria that prompt the addition of Tier 2 interventions for students not meeting expectations/benchmarks during the school year:</b> Earning an iReady diagnostic scale score lower than the benchmark listed in the chart	

Tier 1 Instruction + Tier 2 Interventions		
<b>Beginning of Year Data</b>		
<p><b>Students who meet the following criteria at the beginning of the school year:</b>            FAST PM 3 achievement level 1 or 2            6th grade: iReady below 544, but above 523            7th grade: iReady below 561, but above 535            8th grade: iReady below 573, but above 548</p>		
<p><b>Number of times per week interventions are provided:</b> 3 or more times per week in addition to tier 1 instruction</p> <p><b>Number of minutes per intervention session:</b> 20 – 30 minutes</p> <p><b>Course(s) where interventions take place:</b> Intensive Reading, Critical Thinking, Small group pull out</p>		
<b>Supplemental Instruction/Interventions</b>		
<p>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.</p>		
Name of Program	ESSA Evidence Level	Verbiage (as needed)
Curriculum Associates iReady Instructional Path & Tools for Instruction	Strong	
Barton		Barton does not meet strong, moderate or promising levels of evidence; however, the following IES Practice Guide Recommendation(s) support the program: Providing Reading Interventions for Students in Grades 4–9, recommendation(s) 1: build students’ decoding skills so they can read complex multisyllabic words (strong evidence). These recommendation(s) were built into the program by providing instruction in phonemic awareness, phoneme/grapheme correspondence, syllable types, probabilities and rules, and roots/affixes/morphology in an explicit, systematic, multisensory approach. The district will support and 24 monitor implementation of this program by conducting informal and formal observations and providing coaching, modeling, and professional development of the program components.
Phonics for Reading		Phonics for Reading does not meet strong, moderate or promising levels of evidence; however, the following IES Practice Guide Recommendation(s) support the program: Assisting Students Struggling with Reading: Response to Intervention (RtI) and Multi-Tier Intervention in the Primary Grades, Recommendation(s) 3, provide intensive

		systematic instruction on up to three foundational reading skills in small groups to students who score below the benchmark score on universal screening (strong evidence). These recommendation(s) were built into the program by using explicit and systematic instruction in phonics and reading fluency. The district will support and monitor implementation of this program by conducting informal and formal observations and providing coaching, modeling, and professional development of the program components.
<b>Study Sync</b>	<b>Demonstrates Rationale</b>	
Indicate the evidence-based programs and/or practices implemented for students with a disability, students with an IEP and students who are English language learners, as applicable. Add additional rows as needed.		
<b>Students with Disabilities</b>		
<b>Name of Program</b>	<b>ESSA Evidence Level</b>	<b>Verbiage (as needed)</b>
Edmark Reading Kits 1. 2	Strong	
Edmark Reading Kits 1, 2	Moderate	
Lindmood Phoneme Sequencing (LIPS)	Promising	
<b>English Language Learners</b>		
<b>Name of Program</b>	<b>ESSA Evidence Level</b>	<b>Verbiage (as needed)</b>
Imagine Language and Literacy	Promising	
<b>Performance criteria that prompt the addition of Tier 3 interventions for students not meeting expectations/benchmarks during the school year:</b> 3-4 monthly progress monitoring points significantly below mastery; iReady diagnostic data continues to show performance of two or more grade levels below.		
<b>Tier 1 Instruction + Tier 2 Interventions + Tier 3 Intensive Interventions</b>		
<b>Beginning of Year Data</b>		
<b>Students who meet the following criteria at the beginning of the school year:</b> Previous score of Level 1 on FAST PM 3 and/or 6th grade: iReady below 523 7th grade: iReady below 535 8th grade: iReady below 548		
<b>Number of times per week interventions are provided:</b> 2 times per week in addition to tier 2  <b>Number of minutes per intervention session:</b> 30 minutes  <b>Course(s) where interventions take place:</b> Intensive Reading		
<b>Intensive, Individualized Instruction/Interventions</b>		



<p>Indicate the evidence-based programs and/or practices used for Tier 3 interventions and how the programs and practices are supported by strong, moderate or promising levels of evidence. Add additional rows as needed.</p>		
<b>Name of Program</b>	<b>ESSA Evidence Level</b>	<b>Verbiage (as needed)</b>
Curriculum Associates iReady Tools for Instruction	Strong	
Phonics for Reading		Phonics for Reading does not meet strong, moderate or promising levels of evidence; however, the following IES Practice Guide Recommendation(s) support the program: Assisting Students Struggling with Reading: Response to Intervention (RtI) and Multi-Tier Intervention in the Primary Grades, Recommendation(s) 3, provide intensive systematic instruction on up to three foundational reading skills in small groups to students who score below the benchmark score on universal screening (strong evidence). These recommendation(s) were built into the program by using explicit and systematic instruction in phonics and reading fluency. The district will support and monitor implementation of this program by conducting informal and formal observations and providing coaching, modeling, and professional development of the program components.
<p>Indicate the evidence-based programs and/or practices implemented for students with a disability, students with an IEP and students who are English language learners, as applicable. Add additional rows as needed.</p>		
<b>Students with Disabilities</b>		
<b>Name of Program</b>	<b>ESSA Evidence Level</b>	<b>Verbiage (as needed)</b>
<b>English Language Learners</b>		
<b>Name of Program</b>	<b>ESSA Evidence Level</b>	<b>Verbiage (as needed)</b>
iLit Literacy and ELL Solution	Promising	
Carousel of IDEAS by Ballard & Tighe		While Carousel of IDEAS by Ballard & Tighe does not meet strong, moderate, or promising levels of evidence; however, the following WWC Practice Guide Recommendation(s) support the program: a focus on English Language Proficiency Standards, diverse settings, gradual release responsibilities, writing, and academic language development.
<p><b>What procedures are in place to identify and solve problems to improve effectiveness of Tier 3 interventions?</b>  MTSS problem-solving team meetings, iReady usage/pass rates are monitored weekly, and data reviews.</p>		

### 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?
Other District Assessment Lexia PowerUp	<input checked="" type="checkbox"/> Grade 9 <input checked="" type="checkbox"/> Grade 10 <input type="checkbox"/> Grade 11 <input type="checkbox"/> Grade 12 <input type="checkbox"/> All Students <input checked="" type="checkbox"/> Select Students	<input type="checkbox"/> Oral Language <input type="checkbox"/> Phonological Awareness <input checked="" type="checkbox"/> Phonics <input checked="" type="checkbox"/> Fluency <input checked="" type="checkbox"/> Vocabulary <input checked="" type="checkbox"/> Comprehension	<input type="checkbox"/> Screening <input checked="" type="checkbox"/> Progress Monitoring <input type="checkbox"/> Diagnostic <input type="checkbox"/> Summative	<input checked="" type="checkbox"/> Weekly <input type="checkbox"/> 2 x Month <input type="checkbox"/> Monthly <input type="checkbox"/> Quarterly <input type="checkbox"/> 3 x Year <input type="checkbox"/> Annually <input type="checkbox"/> As Needed <input type="checkbox"/> Other
Other District Assessment iReady	<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 type="checkbox"/> All Students <input checked="" type="checkbox"/> Select Students	<input type="checkbox"/> Oral Language <input checked="" type="checkbox"/> Phonological Awareness <input type="checkbox"/> Phonics <input type="checkbox"/> Fluency <input type="checkbox"/> Vocabulary <input type="checkbox"/> Comprehension	<input checked="" type="checkbox"/> Screening <input type="checkbox"/> Progress Monitoring <input type="checkbox"/> Diagnostic <input type="checkbox"/> Summative	<input type="checkbox"/> Weekly <input type="checkbox"/> 2 x Month <input type="checkbox"/> Monthly <input type="checkbox"/> Quarterly <input type="checkbox"/> 3 x Year <input type="checkbox"/> Annually <input checked="" type="checkbox"/> As Needed <input type="checkbox"/> Other
Other District Assessment Mondo Oral Language	<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 type="checkbox"/> All Students <input checked="" type="checkbox"/> Select Students	<input checked="" type="checkbox"/> Oral Language <input type="checkbox"/> Phonological Awareness <input type="checkbox"/> Phonics <input type="checkbox"/> Fluency <input type="checkbox"/> Vocabulary <input type="checkbox"/> Comprehension	<input checked="" type="checkbox"/> Screening <input type="checkbox"/> Progress Monitoring <input type="checkbox"/> Diagnostic <input type="checkbox"/> Summative	<input type="checkbox"/> Weekly <input type="checkbox"/> 2 x Month <input type="checkbox"/> Monthly <input type="checkbox"/> Quarterly <input type="checkbox"/> 3 x Year <input type="checkbox"/> Annually <input checked="" type="checkbox"/> As Needed <input type="checkbox"/> Other

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

Using the decision trees below, MTSS teachers review progress monitoring data with teachers to identify students needing interventions. Statewide assessment data is reviewed to ensure any student with a level 1

or 2 is provided with interventions. After further diagnostic assessment with Lexia or Chalk Talk, student's scores are reviewed to identify students in need of tier 3 services and the specific area(s) of need.

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

Formal and informal walkthroughs and data reviews.

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

Informal walkthroughs, MTSS problem-solving meetings, and district MTSS data review meetings.

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

Informal walkthroughs, MTSS problem-solving meetings, and district MTSS data review meetings.

Grades 9-12 Decision Tree	
Tier 1 (Core) Only	
<b>Beginning of Year Data</b>	
<b>Students must meet the following criteria at the beginning of the school year:</b> Level 3 and above on FAST PM3	
<b>List performance criteria that indicate Tier 1 is sufficient for at least 80% of students.</b> Passing grades (59.5 or higher) each nine weeks	
<b>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?</b> Formal and informal walkthroughs, professional development, coaching support, data chats.	
<b>Core Instruction</b>	
<b>Indicate the core curriculum utilized. Add additional rows as needed.</b>	
Name of Program	Year of Program Adoption
Savvas MyPerspectives	2026
<b>Performance criteria that prompt the addition of Tier 2 interventions for students not meeting expectations/benchmarks during the school year:</b> Failing grades (below 59.5) and/or level 1 or 2 on FAST ELA	
Tier 1 Instruction + Tier 2 Interventions	
<b>Beginning of Year Data</b>	
<b>Students who meet the following criteria at the beginning of the school year:</b> Previous Level 1 or Level 2 on FAST PM 3 and/or Placement at the intermediate (3-5) level of Lexia for 9 <sup>th</sup> /10 <sup>th</sup> grade and/or Placement at the 20th percentile or lower on the ACT/ChalkTalk for 11 <sup>th</sup> /12 <sup>th</sup> grade	
<b>Number of times per week interventions are provided:</b> 3 or more times per week in addition to tier 1	
<b>Number of minutes per intervention session:</b> 20-30 minutes	
<b>Course(s) where interventions take place:</b> Intensive Reading, Critical Thinking, Small group pull out	
<b>Supplemental Instruction/Interventions</b>	

Indicate the evidence-based programs and/or practices used for Tier 2 interventions and how the programs and practices are supported by strong, moderate or promising levels of evidence. Add additional rows as needed.		
Name of Program	ESSA Evidence Level	Verbiage (as needed)
Lexia PowerUp	Strong	
ChalkTalk		Chalk Talk does not meet strong, moderate or promising levels of evidence; however, the following IES Practice Guide Recommendation(s) support the program: Using Student Achievement Data to Support Instructional Decision Making , Recommendations 1: Make data a part of an ongoing cycle of instructional improvement and 2: Teach students to examine their own data and set learning goals. These recommendations were built into the program by providing ongoing data to students which allows them to set attainable goals on the path to proficiency. The district will support and monitor implementation of this program by conducting informal and formal observations and providing coaching, modeling, and professional development of the program components.
Eight Minutes to Fluency and Comprehension		Eight Minutes to Fluency and Comprehension does not meet strong, moderate or promising levels of evidence; however, the following IES Practice Guide Recommendation(s) support the program: Providing Reading Interventions for Students in Grades 4–9, Recommendation(s) 3: provide purposeful fluency building activities to help students read effortlessly. These recommendation(s) were built into the program by providing explicit instruction in fluency strategies and engaging activities with peer practice. The district will support and monitor implementation of this program by conducting informal and formal observations and providing coaching, modeling, and professional development of the program components.
Wordly Wise 3000		Wordly Wise 3000 does not meet strong, moderate or promising levels of evidence; however, the following IES Practice Guide Recommendation(s) support the program: Improving Adolescent Literacy: Effective Classroom and Intervention Practices, Recommendation(s) 1: provide explicit vocabulary instruction. These recommendation(s) were built into the program by providing direct, explicit instruction

		in vocabulary strategies, engaging activities with peer sharing and interaction, and connected text that is differentiated to meet the needs of students at varying levels. The district will support and monitor implementation of this program by conducting informal and formal observations and providing coaching, modeling, and professional development of the program components.
Savvas MyPerspectives	Moderate	
Indicate the evidence-based programs and/or practices implemented for students with a disability, students with an IEP and students who are English language learners, as applicable. Add additional rows as needed.		
<b>Students with Disabilities</b>		
<b>Name of Program</b>	<b>ESSA Evidence Level</b>	<b>Verbiage (as needed)</b>
<b>English Language Learners</b>		
<b>Name of Program</b>	<b>ESSA Evidence Level</b>	<b>Verbiage (as needed)</b>
Rosetta Stone	Moderate	
<b>Performance criteria that prompt the addition of Tier 3 interventions for students not meeting expectations/benchmarks during the school year:</b> Performance at the foundational level on Lexia or the 10 <sup>th</sup> percentile or lower on the ACT/ChalkTalk		
<b>Tier 1 Instruction + Tier 2 Interventions + Tier 3 Intensive Interventions</b>		
<b>Beginning of Year Data</b>		
<b>Students who meet the following criteria at the beginning of the school year:</b> Previous Level 1 or Level 2 on FAST PM 3 and/or Placement at the Foundational (K-2) level of Lexia and/or Placement at the 10th percentile or lower on the ACT/ChalkTalk		
<b>Number of times per week interventions are provided:</b> 2 times in addition to tier 2  <b>Number of minutes per intervention session:</b> 30 minutes  <b>Course(s) where interventions take place:</b> Intensive Reading		
<b>Intensive, Individualized Instruction/Interventions</b>		
Indicate the evidence-based programs and/or practices used for Tier 3 interventions and how the programs and practices are supported by strong, moderate or promising levels of evidence. Add additional rows as needed.		
<b>Name of Program</b>	<b>ESSA Evidence Level</b>	<b>Verbiage (as needed)</b>
Lexia PowerUp Skill Builders	Strong	

Eight Minutes to Fluency and Comprehension		Eight Minutes to Fluency and Comprehension does not meet strong, moderate or promising levels of evidence; however, the following IES Practice Guide Recommendation(s) support the program: Providing Reading Interventions for Students in Grades 4–9, Recommendation(s) 3: provide purposeful fluency building activities to help students read effortlessly. These recommendation(s) were built into the program by providing explicit instruction in fluency strategies and engaging activities with peer practice. The district will support and monitor implementation of this program by conducting informal and formal observations and providing coaching, modeling, and professional development of the program components.
Wordly Wise 3000		Wordly Wise 3000 does not meet strong, moderate or promising levels of evidence; however, the following IES Practice Guide Recommendation(s) support the program: Improving Adolescent Literacy: Effective Classroom and Intervention Practices, Recommendation(s) 1: provide explicit vocabulary instruction. These recommendation(s) were built into the program by providing direct, explicit instruction in vocabulary strategies, engaging activities with peer sharing and interaction, and connected text that is differentiated to meet the needs of students at varying levels. The district will support and monitor implementation of this program by conducting informal and formal observations and providing coaching, modeling, and professional development of the program components.
Indicate the evidence-based programs and/or practices implemented for students with a disability, students with an IEP and students who are English language learners, as applicable. Add additional rows as needed.		
<b>Students with Disabilities</b>		
<b>Name of Program</b>	<b>ESSA Evidence Level</b>	<b>Verbiage (as needed)</b>
<b>English Language Learners</b>		
<b>Name of Program</b>	<b>ESSA Evidence Level</b>	<b>Verbiage (as needed)</b>

iLit Literacy and ELL Solution	Promising	
Carousel of IDEAS by Ballard & Tighe		While Carousel of IDEAS by Ballard & Tighe does not meet strong, moderate, or promising levels of evidence; however, the following WWC Practice Guide Recommendation(s) support the program: a focus on English Language Proficiency Standards, diverse settings, gradual release responsibilities, writing, and academic language development.
<p><b>What processes and procedures are in place to identify and solve problems to improve effectiveness of Tier 3 interventions?</b></p> <p>To complete a unit in Lexia a student must receive a score of 80% or higher therefore, the percentage of completed units will be monitored as well as frequent reviews of all relevant assessment data. Reading Endorsed Teachers can monitor student performance on skill check scores and identify focus areas for instruction in the tier 3 small group. Even though Lexia is an online program, a significant portion relies on teachers to deliver offline explicit instruction based on valid reliable on-going data. MTSS problem-solving teams meet regularly to review fidelity and implementation data.</p>		

## 5) Professional Learning ([Rule 6A-6.053\(9\)\(b\)3.f.—j., F.A.C.](#))

Describe the literacy professional learning that will be provided by the district and/or schools, aligned to the requirements below:

- Provide professional learning required by ss. [1012.585\(3\)\(f\)](#) and [1012.98\(5\)\(b\)11., F.S.](#), which includes training to help teachers integrate phonemic awareness, phonics, word study and spelling, fluency, vocabulary and text comprehension strategies into an explicit, systematic and sequential approach to reading instruction, including multisensory intervention strategies;
- Provide professional learning in B.E.S.T. ELA Standards and evidence-based reading practices and programs;
- Provide professional learning to help instructional personnel and certified PreK teachers funded in the FEFP earn a certification, a credential, an endorsement or an advanced degree in scientifically researched and evidence-based reading instruction;
- Differentiate and intensify professional learning for teachers based on progress monitoring data;
- Identify mentor teachers and establish model classrooms within the school; and
- Ensure that time is provided for teachers to meet weekly for professional learning.

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

Name of Professional Learning	Target Audience	Description
UFLI Foundations	PreK – Grade 2	UFLI Foundations is an explicit and systematic program created by the team at the University of Florida Literacy Institute. The program is designed to introduce students to the foundational reading skills necessary for proficient reading.
Scaffolding Training	PreK-12 Grade teachers	<p>Ten interactive modules help every K-12 educator structure support in new ways, including knowing how to:</p> <ul style="list-style-type: none"><li>• Gradually release responsibility to students through intentional and purposeful scaffolding</li><li>• Design lessons and experiences that attend to the affective, metacognitive, and cognitive aspects of learning</li><li>• Collect data before, during, and after learning, so we can place, move, and take away scaffolds with greater intention</li><li>• Promote independence with front-end scaffolds, distributed scaffolds, back-end scaffolds, peer scaffolds, and fading scaffolds</li><li>• Use a blend of demonstration, modeling, coaching, explaining, questioning and choice</li><li>• Promote purposeful practice—in which learners knows where they're going and how to get there</li></ul>



<b>Reading Difficulties, Disabilities and Dyslexia</b>	<b>All Teachers</b>	This course provides information for K-12 general education and ESE teachers of students who face challenges with the mastery of reading skills. It clarifies the difference between various types of reading challenges and disabilities, including dyslexia. It provides information on assessment, data-based decision making and how teachers use those data to select appropriate interventions matched with student need. The course also includes information about multisensory and structured literacy approaches to instruction and other learning supports that can be implemented to ensure students access to standards-based content.
<b>Science of Reading: An Introduction</b>	<b>All Teachers</b>	This introductory course provides information about the science of reading, how the reading brain develops, the importance of word recognition and language comprehension, and practical ways to incorporate the principles of the science of reading into instruction.
<b>Structured Literacy through a Multi-Sensory Approach</b>	<b>All Teachers</b>	This course takes a deeper dive into structured literacy and multisensory approaches to instruction for all students and particularly for students with reading challenges. It is recommended that you complete the Reading Disabilities, Difficulties and Dyslexia course before starting this one.
<b>Emergent Literacy Microcredential</b>	<b>PreK teachers</b>	<ul style="list-style-type: none"> <li>• Builds emergent literacy knowledge and skills with high-quality content</li> <li>• Supports language and literacy requirements for the CDA professional portfolio</li> </ul>
<b>Elementary Literacy Microcredential</b>	<b>PreK – Grade 5 teachers</b>	Three-part course that supports instructional personnel in building foundational knowledge, applying instructional practices, and completing practical classroom application—all aligned with the science of reading.
<b>Secondary Literacy Microcredential</b>	<b>6<sup>th</sup> – 12<sup>th</sup> Grade teachers</b>	Three-part course that supports instructional personnel in building foundational knowledge, applying instructional practices, and completing practical classroom application—all aligned with the science of reading.
<b>Reading Competency 2: Applications of Evidence Based</b>	<b>All teachers</b>	Reading competency 2 involves teachers understanding how writing, listening, and speaking support the teaching of reading, and how family involvement supports student achievement in reading <sup>1</sup> . Teachers will

<b>Instructional Practices</b>		scaffold student learning by applying the principles of research-based reading instruction and integrating the six components of reading
<b>Reading Competency 3: Foundations and Application of Assessment</b>	<b>All Teachers</b>	Reading competency 3 focuses on assessment for teachers and principals <sup>45</sup> . It covers topics such as writing, listening, speaking, and family involvement <sup>1</sup> . Participants learn to select and administer appropriate assessments <sup>23</sup> and analyze data to inform reading instruction <sup>3</sup>
<b>Reading Competency 4: Foundations and Application of Differentiated Instruction</b>	<b>All teachers</b>	Reading competency 4 involves comprehending extended passages in single or multiple-text settings. Readers interpret nuances of language by considering the text as a whole <sup>12</sup> . Teachers report on competencies using the Grading Progressions, which define knowledge and skills students will master on their pathway to proficiency <sup>3</sup> . The competency focuses on understanding how reader characteristics, motivation, purpose of reading, and text elements impact comprehension and student engagement <sup>45</sup> .
<b>Reading Competency 5: Demonstration of Accomplishment</b>	<b>All Teachers</b>	Reading Competency 5 is designed to enable participants to demonstrate knowledge of the components of reading, assessments, and data analysis. Participants will implement a comprehensive research-based reading plan of instruction for all students through a culminating practicum <sup>12</sup> . The competency includes evidence-based reading instruction and intervention, such as explicit, systematic, and sequential approaches to reading instruction, phonological and phonemic awareness, decoding, and multisensory intervention strategies <sup>345</sup> .
<b>BEST Standards and Practices</b>	<b>All teachers by grade level</b>	Training focuses on utilizing facilitated lesson planning to align instruction with BEST standards, develop formatives and ensure rigor in classroom instruction.
<b>Artfully Teaching the Science of Reading Book Study</b>	<b>All teachers</b>	Training teaches about the science of reading and breaks down teaching phonemic awareness, phonics, reading fluency, vocabulary, comprehension and assessment.

#### **Instructional Personnel and Certified PreK Teachers**

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

Current PreK teachers are tracked to ensure they complete the Emergent Literacy Microcredential. They are encouraged to continue on to complete their Reading Endorsement. Funds are utilized to provide assistance with certification test expenses to ensure cost is not a barrier for the endorsement. Funds are also utilized to provide reimbursement to those teachers having to pay out of pocket to take reading endorsement courses.

#### **Differentiated Professional Learning**

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

Schools utilize progress monitoring data regularly during their facilitated lesson planning sessions. During these sessions, areas of weakness are discussed and school level administrators work with the Supervisor of Elementary Curriculum and the Supervisor of Professional Learning to schedule targeted professional learning for grade level teams based on identified needs in data discussions. Both district reading coaches and school level instructional coaches provide intensive in classroom modeling and training to targeted groups of teachers. District level teams look at data district wide to determine overall areas of need and develop training to roll out to support school level administrative efforts to increase student achievement. District level school visits are conducted on a regular basis to review data progress, observe teaching practices in action and discuss next steps for improvement.

#### **Mentor Teachers**

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

Mentor teachers go through an application and selection process based on several factors including observations of teaching and evaluation ratings. Selected participants go through Clinical Educator Training and receive yearly ongoing training in highly effective coaching practices. School administrators assist in identifying subject area specific teachers that are able to be utilized as model classrooms for other teachers to observe during learning walks. Mentor teachers are required to take all mentees on at least two learning walks per year and go through the reflective process with them in discussing those things targeted during discussions. Mentor teachers are supported at each site by a Lead Mentor and District level Teacher on Assignment for Professional Learning. Both the lead mentor and TOSA provide additional support with learning walks in other schools as well as ongoing training for mentors.

#### **Professional Learning Time**

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

All school level administrators prioritize professional learning by requiring one meeting day a week for teachers to work on facilitated lesson planning and receive targeted professional learning identified by data needs. This time block occurs in different places in different buildings – for some schools it is before/after school time, for other schools it is scheduled during their planning time.

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

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

Name of Tutoring Program	Target Audience	Description
RAISE High School Tutoring	Brooksville Elementary	Hernando High School teaching academy students provide reading tutoring to students at BES
K-3 Reading Tutoring	K-3 students	Contingent upon funding

#### 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.

A paper copy of the Read-At-Home plan, the BEST Standards Parent Guide for K-8 and the New Worlds Reading Initiative flier is given to parents during the reading deficiency meeting held at each school site, along with reading deficiency letters. Third grade students receive another copy of the plan after AP2, along with the possible retention letter. The Read-At-Home plan, Parent Guide and New Worlds Reading Initiative information is also posted to the district website for all students/families to access. Information for the Step Up for Students reading scholarship fliers is also given to all students who qualify to participate. The Parent Academy will also provide support for family literacy initiatives.

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).

District will ensure that students enrolled in the summer bridge and third grade summer reading camp receive information about the New Worlds Reading Initiative. District and schools will continue to contact the Lastinger Center to support school-based literacy family nights as well as teacher professional learning events.

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

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

## 9) Highly Effective Teachers

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

Following the district's process for comparability the Federal Programs Department works to determine student access to certified teachers each year. As an additional layer, the department, in conjunction with the Human Resources Department, and Directors of Curriculum work to ensure teachers meet certification requirements, are given opportunity for coaching to support teacher effectiveness.